



Educator Recruitment Mechanism in Improving Quality at Al Aitaam Education Foundation Bandung Indonesia

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Abstract

Educators as human resources are staff who play an important and strategic role in efforts to improve the quality of education. Qualified educators will be able to provide a quality learning process. The acquisition of quality teaching staff is carried out through a recruitment process that is in accordance with standards. Foundations as owners of private schools have their own mechanisms for recruiting teaching staff, so they need to pay attention to the quality standards of the recruited teaching staff. The focus of the discussion is the mechanism for recruiting educators at the Al Aitaam Education Foundation and what are the obstacles encountered in efforts to recruit quality educators at the Al Aitaam. The research method used is descriptive qualitative, data obtained through observation, interviews, and document studies. The data analysis is carried out through the stages of collecting data, classifying, reducing, and making conclusions. The results of the research show that *first*, the recruitment mechanism is carried out through double standards, namely according to government standards and foundation standards; *second*, the obstacle faced during recruitment is when there are qualified prospective teaching staff who question the lack of appropriate compensation to be obtained. Efforts to continue, namely the foundation to carry out various entrepreneurship so that they are able to provide compensation proportionally and professionally to get qualified teaching staff.

Keywords

Human Resources, Recruitment, Educators, Quality of Education, Foundation

Introduction

The process of recruiting teaching staff is important to note in educational institutions. The right selection will be able to provide quality human resources (HR) (Benjamin Hill, et al. 2017; Michael Armstrong, 2006; Lauren Keller Johnson, Alexandria, 2006; Jon M. Werner and Randy L. DeSimone, 2012; Justine Mercer, Bernard Barker and Richard Bird, 2010; Charles R. Greer, 2001). In order to attract quality teaching staff, recruitment standards are needed.

There are many recruitment problems in educational institutions. The problem of recruiting teaching staff in educational institutions is felt by the state and the private school manager. Based on the previous research, the problems that arise include the problem of recommending educators, both by the Foundation and the Principal. Even though the terms and conditions have been determined, recommendations are a priority for prospective teaching staff (Sahara Tuti, 2022). Minimum staff capacity standards are used when recruiting teachers; the lack of information disseminated to the wider community regarding existing job vacancies; and the lack of funds owned by schools for the cost of implementing the recruitment of educators adds to the problems when determining educators' quality (Yulida Agustina, 2019). This indicates that prospective workers who have the ability without recommendations are difficult to be accepted at the intended educational institution. So, it is natural that in schools there are educators who still do not meet the qualification standards. For example, the candidate of teacher is not yet complete bachelor degree, but because of the recommendation has been accepted to teach. It is natural that information obtained from officials of the Ministry of Religion states that out of 180 thousand teachers working within the Ministry of Religion, only 50 thousand have completed bachelor degrees (S1). While strategic policies in the field of quality improvement, relevance and competitiveness are in the recruitment of educators and education staff based on qualifications and competence. To meet these needs, it is necessary to improve the qualifications and competencies of education and educational staff (<https://kemenag.go.id/nasional/guru-depag-belum-fulfillment-standard-qualification-wtt3ei>).

The condition of the recruitment system that was not up to standard was highlighted through the suggestions made by S. Adevia Ayu Kusumaning Putri and Karwanto (2021) in their research. The Office of Education should improve the recruitment system for educators in accordance with their fields or in line with the certificates held by teachers, performance, and the ability.

Professional educators can provide quality education for their students (Hamalik, 2006). To recruit qualified and professional educators, recruitment according to national standards is required. The quality of teaching staff refers to Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 4 of 2022 concerning National Education Standards. From the research results of S. Adevia Ayu Kusumaning Putri Karwanto (2021) it is stated that a teacher recruitment system based on the application of a merit, competency, morality, integrity, professional, transparent and

accountable system and in accordance with rules or regulations set by the government is urgently needed in an effort to improve education quality.

Improving the quality of teaching and educational staff should be a concern of managers so that they comply with the standards set by the government (Helmawati Rudihartono Ismail, 2018). Quality human resources have a positive impact on the development of development, including in the field of education. With quality education, quality human resources will also be created (Hasibuan, 2003).

Serious attention in the recruitment process according to standards is also carried out by the Al Aitaam Foundation. The success of educational institutions that influence the development of quantity can be seen from the existence of educational institutions starting from the level of early childhood education to tertiary institutions. For private schools under the foundation, they have their own mechanisms for recruiting teaching staff, in addition to referring the standards mandated in Government Regulation Number 4 of 2022 concerning National Education Standards. Based on various research which state that the recruitment of teaching staff in private schools is often based on closeness in family relationships or friendships, so that they pay less attention to the quality and quality of prospective teaching staff. Thus, it is interesting to know how the mechanism for recruiting educators at the Al Aitaam Foundation in Bandung-Indonesia which has succeeded in developing its educational institutions starting from early childhood education to higher education degree. This discussion study focused on two things. First, what is the mechanism for the recruitment of educational staff

Method

This study uses a qualitative descriptive method, namely a qualitative approach by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Sugiyono, 2018; J.R. Raco 2010 from Creswell, 2008). The aim is to analyze and describe phenomena or objects of research through social activities, attitudes and perceptions of people individually or in groups. Information in the form of words or text is collected for analysis. The results of the analysis can be in the form of descriptions. From that information the researcher makes interpretations to capture the deepest meaning. After that, the

researcher made self-reflection and explained it with the research of other scientists that had been made before. The data collection technique used in this study is through observation, interviews and documentation studies. Data analysis is done by collecting data, classifying, reducing, and drawing conclusions.

Results and Discussion

Recruitment Mechanisms for Educators in the Law Perspective

Requirements for teaching staff are regulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. Teachers are

required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Academic qualifications are obtained through higher education programs or four-diploma programs. Teacher competence includes pedagogic, personal, social, and professional competence obtained through professional education. The minimum criteria for educator qualifications are evidenced by a diploma or diploma and certificate of expertise.

Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, mastered, and actualized by the teacher in carrying out professional duties. Pedagogic competence is the teacher's ability to manage student learning which at least includes: a. understanding insight or educational foundation; b. understanding of students; c. curriculum or syllabus development; d. learning design;

e. implementation of educational and dialogic learning; f. utilization of learning technology; g. evaluation of learning outcomes; and h. development of students to actualize their various potentials.

Personal competence includes the following characters: a. belief in God Almighty; b. noble character; c. wise and prudent; d. democratic; e. excellent; f. authoritative; g. stable; h. mature; i. honest; j. sporty; k. be a role model for students and society; l. objectively evaluates own performance; and m. develop independently and sustainably. Social competence is the teacher's ability to: a. communicate verbally in writing, and/or gestures politely; b. use communication and information technology functionally; c. socialize effectively with students, fellow educators, educational staff, heads of educational units, parents or guardians of students; d. get along politely with the surrounding community by heeding the prevailing norms and value systems; and

e. apply the principle of true brotherhood and the spirit of togetherness.

Professional competence is the teacher's ability to master knowledge in the fields of science, technology, and/or arts and culture that they teach, including mastery of: a. subject matter broadly and in depth in accordance with the standard contents of the education unit program, subjects, and/or subject groups to be taught; and b. concepts and methods of relevant scientific, technological or artistic disciplines, which conceptually cover or are coherent with the educational unit programs, subjects and/or groups of subjects to be taught. The teacher's competence is holistic. (Regulation of the Government of the Republic of Indonesia Number 74 of 2008 concerning Competency and Certification Teachers; Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards).

The appointment, placement, transfer, and dismissal of teachers is regulated by law. It was emphasized that the government is obliged to meet the needs of teachers, both in terms of numbers, academic qualifications, and competence to ensure the continuity of the education units organized by the Government. Education providers organized by the community are required to

meet the needs of permanent teachers, both in terms of numbers, academic qualifications, and competence to ensure the continuity of education. The appointment and placement of teachers is carried out objectively and transparently in accordance with laws and regulations.

The appointment and placement of teachers in education units organized by the Government or regional governments is regulated by a Government Regulation. The appointment and placement of teachers in community-run education units is carried out by the relevant education providers or educational units based on work agreements or collective bargaining agreements.

Educator Recruitment Mechanism at the Al Aitaam Foundation

The mechanism for recruiting teaching staff at the Al Aitaam Foundation is regulated through the Al Aitaam Foundation Staffing Regulation Guidelines. And of course, the personnel regulation guidelines are based on the laws and regulations established by the Indonesian government. That is, the recruitment mechanism in addition to adjusting to government regulations is also adjusted to the policies of the Al-Aitaam Foundation.

The Guidelines for Employment Regulations at the Foundation regulate work relations and job descriptions, especially regarding the rights and obligations of employees. The purpose of these guidelines is to create an atmosphere that can provide peace of mind for employees and legal certainty for Foundation managers; creating and developing a working atmosphere as well as a harmonious working relationship between leaders and employees; and outlining the working conditions for employees, so as to create an atmosphere of good understanding and maintenance of work motivation, to support all the programs and goals of the institution which includes improving the welfare and skills of employees.

In essence, the personnel regulation guidelines contain guidelines for the appointment to dismissal of employees, including educators. The Guidelines for Personnel Regulations stipulated by the Al Aitaam Foundation only regulate foundation staffing in general as regulated in Chapter VII concerning the appointment, placement and dismissal of foundation employees. While the guidelines which regulate in detail regarding the technical recruitment of educators are handed over to the head of the institution (school principal). And in this discussion, the focus is on the technical recruitment of educators at the Al Aitaam Foundation.

The employee recruitment mechanism at the Al Aitaam Foundation is a process of activities to fill in vacant formations. The vacancy in formation can be caused by the development of foundation or institution activities, and can also be caused by employees who quit or were laid off. Appointment of new foundation employees based on the needs and requirements as determined by the foundation. The appointment of foundation employees is categorized into: a. appointment of permanent staff of the Foundation; b. appointment of honorary staff (non-Foundation); c. appointment of contract workers; d. receiving civil servant

personnel. The authority to appoint foundation employees is the chairman of the foundation with due observance of suggestions from the head of the institution.

Based on the Al Aitaam Foundation Staffing Regulation Guidelines, the recruitment of educators at the Al Aitaam Foundation is carried out with the following mechanism.

1. The school principal proposes teaching staff to the Chairman of the Al Aitaam Foundation.
2. The Chairperson of the Al Aitaam Foundation gives permission to the school principal to recruit teaching staff as needed.
3. The school principal publishes teaching staff vacancies to the public.
4. The principal invites applicants for prospective teaching staff to take a selection test consisting of microteaching, interviews and Al-Quran reading tests.
5. Prospective educators who have passed the selection are reported by the school principal to the Chairperson of the Al Aitaam Foundation to issue an employee appointment decree to then carry out their duties as educators at the school institution that submitted the request.

In addition to meeting the qualification and competency requirements, prospective educators must also meet the requirements set by the foundation. Additional requirements for the recruitment of prospective teaching staff are conducting selection tests starting from microteaching, interviews, to reading tests of the Koran. This additional requirement is certainly in accordance with the Foundation's mission, which is to organize a superior institution characterized by faith and piety that implements active learning and smart education programs.

The character of having faith and piety to God Almighty, having personality and having noble morals; skilled, independent, and intelligent; responsible, disciplined, tough, and hard working; nationalism (love of the motherland and national spirit); physically and spiritually healthy is needed in improving the quality of the individual. It is emphasized that the characteristics of quality individuals will be able to compete in the era of globalization (AR Saleh, 2008). Reinforced by Helmawati (2016), that based on the conditions that must be met by educators, it shows that if you want to help children to be good and pious individually and socially, then teachers or educators must also be good and pious individually and socially as well. This is what is called that educator as role models for children.

Furthermore, what is interesting in the recruitment process at the Al Aitaam Foundation is the ability of prospective teaching staff in mastering the competence of educators to be tested directly through microteaching. The microteaching process carried out at the time of the test can show the competence of prospective educators (teachers) holistically, including pedagogic, personal, social, and professional competence (PP Number 74 of 2008 and PP Number 57 of 2021).

Selection of prospective educator through recruitment carried out according to standards is able to improve the quality of teaching staff and improve quality education. If you want to realize quality education, quality control must be carried

out from the start of planning. Good quality planning through the recruitment of teaching staff is able to help graduates who are in line with the needs of the business world or

the industrial world (E. Mulyasa, 2005). Activities carried out by managers, educators, and all educational staff in accordance with established quality standards are able to improve the quality of education. Likewise, the selection according to standards for teaching staff is a control in improving the quality of educational institutions (Nanang Fatah, 2012; Nana Syaodih Sukmadinata et al., 2008; Mohammad Ali, 2007).

So that educational institutions can improve the quality of education in a sustainable manner, educational institutions that have implemented quality programs and quality human resource planning. According to Nana Syaodih Sukmadinata et al, identifying quality principles including focusing on customers, process improvement, the importance of the overall involvement of everyone in educational institutions in quality transformation (Nana Syaodih Sukmadinata et al, 2006). In addition, the supporting elements of education quality based on the World Bank (1998), in its report on experiences in conducting Educational Quality Improvement Programs in Cambodia, identify the characteristics of school quality, including: positive teacher attitudes, reward systems and incentives for students and teachers, and teaching-learning process which includes various teaching strategies (Hanun Asrohah, digilib.uinsby.ac.id).

In order to attract quality human resources, it is necessary to carry out a needs analysis which is then carried out by planning recruitment. Human resource planning is carried out so that the workforce is selected according to needs, as well as being effective and efficient in helping to realize the goals of quality education (Malayu S.P. Hasibuan, 1990). Good HR planners can predict the future by projecting the results of the analysis of the information they obtain, so that they continue to maintain the quality of education which continues to meet the demands of the times (Edy Sutrisno, 2012). Benjamin Hill, et al (2017) stated that the success of an organization is largely determined by the quality of human resources (HR) whose role is to plan, implement and control the organization concerned. This research reinforces what previous research has done (S.Adevia Ayu Kusumaning Putri and Karwanto, 2021) which reveals that the recruitment system means a process for finding and obtaining the right human resources to fill certain vacancies in an agency or organization. The teacher recruitment system can be carried out in various ways, namely recruitment carried out by school principals who report to their leaders (Education Office for public schools and foundations for private schools).

Improving the teacher recruitment system has an effect on increasing teaching competence and has an impact on student competence. This is confirmed by AS. Adevia Ayu Kusumaning and Karwanto that quality can be created if the recruitment system runs honestly, transparently by implementing a merit system, so that there is no entrusted system or relatives anymore. The scheme for the

recruitment of teaching staff, namely planning, interviews, microteaching (teaching) tests, guidance, adjustment and assignment of educators who pass the selection must be in accordance with the needs of the school. And with prospective educators who have educational backgrounds that are aligned with their fields, are competent, moral, integrity, professional, transparent and accountable, they are able to improve the quality of education.

Obstacles When Recruiting Qualified Educators at the Al Aitaam Foundation

Getting qualified educators is not easy. The same is true of the Al Aitaam Foundation. There are obstacles faced in the effort to recruit qualified educators at the Foundation. This is due to prospective educators who are declared to have passed the selection, but do not agree with the compensation that will be obtained. This condition makes school principals choose alternative prospective teaching staff who do not mind the compensation that will be obtained later, but with the consequence that these teaching staff do not match the expected qualifications. This will be difficulties for school principals in improving school quality.

Thus, if you want to improve the quality of schools, the management of the Al Aitaam Foundation must provide more appropriate compensation to teaching staff. For example, the provision of compensation is equated with educators with the status of State Civil Apparatus (ASN) or even more. Thus, educators who serve at Al Aitaam Foundation no longer have the desire to move to another place or choose to become a State Civil Apparatus (ASN). Furthermore, they can focus on developing their profession as professional educators at this Education Foundation.

To overcome these obstacles, the management of the Foundation made various efforts for the advancement of their educational institutions. The efforts made by the foundation mainly focus on managing finances, namely by establishing and organizing: 1) general education from kindergarten to university; 2) hospitals, maternity homes, medical clinics and polyclinics; 3) orphanage; 4) conducting other legitimate businesses as well as entrepreneurial laboratories, such as: establishing a

business unit for engineering, car, motorcycle repair shops; establishing a supermarket business unit; establishing a business unit in the service sector; establishing units in the agro sector, such as plantations and others; cooperate with official and private bodies both inside and outside the country that have the same aims and objectives. The sources of foundation income come from assistance from the government and/or other agencies, donations, inheritance, grants, sadaqah, infaq, zakat, endowments and gifts, income, foundation businesses and other legitimate income. All foundation assets are professionally managed and used for the advancement and benefit of the Ummah.

Furthermore, the challenges in the recruitment and development of human resources based on Edy Sutrisno (2012) more specifically say that competency-based human resource development is carried out in order to provide results in

accordance with the goals and objectives of the organization with predetermined performance standards. The competencies possessed by an individual employee must be able to support the implementation of the organization's vision and mission through the organization's strategic performance. Therefore, individual performance in the organization is a way to increase the productivity of the organization itself. The difficulties faced by human resource management in the future will certainly not be the same as in the past. The difficulty is how to create an organization that is increasingly diverse and demands management that is more efficient, effective and productive.

Conclusion

The mechanism for recruiting teaching staff at the Al Aitaam Foundation is implemented through a double standard, namely according to government standards and foundation standards. In addition to prospective teaching staff being selected according to qualification and competency standards, the standard requirements set by the Foundation include a selection test consisting of microteaching, interviews and Al-Quran reading tests. While the mechanism for recruiting educators who are able to improve the quality of education goes through the following stages. *First*, the school principal proposes educators to the Chairman of the Al Aitaam Foundation. *Second*, the Chairman of the Al Aitaam Foundation gave permission to the school principal to recruit teaching staff as needed. *Third*, the school principal publishes teaching staff vacancies to the public. *Fourth*, the principal invites applicants for prospective

teaching staff to carry out a selection test. *Fifth*, prospective educators who are declared to have passed the selection are reported by the school principal to the Chairperson of the Al Aitaam Foundation to issue a Decree on the Appointment of Employees to further carry out their duties as educators in the school institution that submitted the request.

Obstacles when recruiting qualified teaching staff at the Al Aitaam Foundation, is the problem of inadequate compensation that will be obtained by prospective teaching staff. As a consequence, in order to continue to get quality educators who are given proportional compensation, the Foundation has made various efforts to manage finances, namely by establishing and organizing business units besides educational institutions, there are also other business units in the form of hospitals, maternity homes, medical centers and polyclinics, car repair shops. and motorbikes, supermarkets, and service units in the agro sector, which cooperate with official and private agencies both at home and abroad.

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