



## Implementation of Teacher Professionalism Recruitment in SMK NW Wanasaba and SMK It Yasrun

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### **Abstract**

The implementation of recruitment must be planned and systematic in order to be able to produce quality human resources and be able to obtain resources that can be placed in the required positions. The purpose of this study was to find out how the implementation of teacher professionalism recruitment at SMK NW Wanasaba and SMK IT Yasrun. This study uses a qualitative approach. Data collection techniques using observation, interviews, and documentation studies. Research informants are principals, teachers and administrative staff. The results of the study found: the implementation of new teacher recruitment has not been effective. It can be seen that the activities of the new teacher recruitment procedure carried out by the school have not been carried out systematically. Thus, it is concluded that the nature of the implementation of teacher recruitment is not in accordance with existing theory, in preparation for the recruitment of educators (teachers) must be more conceptualized and more mature in order to get energy professional educator. Implementation of the training includes: determination of needs, determination of training targets, implementation of training. The type of training is still minimal and its implementation is still in the madrasa environment.

**Keywords:** *Implementation; Recruitment; Teacher Professionalism Training*

### **Introduction**

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Education has a very important and strategic role in efforts to prepare human resources (HR). (Widiansyah, 2018; Krismayati, 2017) quality in order to be able to compete in this challenging and competitive global world (Arif, 2021). Therefore, if we want quality human resources, development in the field of education is optimized by making changes and adjustments so that it can realize a more democratic education process taking into account the needs of students, the environment and the global community.

According to Widodo (2015), human resource management is a process that includes evaluating HR needs, getting people to meet those needs, and optimizing the utilization of these important resources

by providing incentives and appropriate assignments, to suit the needs and interests of the people. organizational goals in which human resources are located.

Educators are the most important sector in the world of education (Widiansyah, 2017). Educators as the most important sector in achieving national education goals must have the competencies stated in Law Number 14 of 2005 concerning Teachers and Lecturers. The four competencies are pedagogic competence, social competence, personality competence and professional competence. To be able to develop these competencies, educators must receive appropriate training worthy (Hoesny and Darmayanti, 2021) because as we know that training is a a vehicle to build human resources towards the era of globalization which is full of challenges (Rachmawati, 2016;Mansur, 2015).Therefore, training activities cannot be ignored, especially in entering an era of increasingly fierce, fierce and tough competition in this century.

Recruitment is the most important thing in an educational institution because from the implementation of recruitment, the institution can get resources that can be placed in the required position (Nuryanta, 2008). Thus, the implementation of recruitment must be planned and systematic in order to be able to produce quality human resources. In this regard, we realize that the recruitment and training process is fundamental for educators. The new educators usually already have the basic skills and skills needed in educating. They are the product of an educational institution and usually have experience gained from that institution.

The success of recruitment is based on the right recruitment process based on careful planning to get optimal work results (Cupian, et al., (2020). The employee recruitment process should not be ignored, this is due to ensure that there is no mismatch between what is obtained This means that the organization does not get the right employees, in terms of both quality and quantity (Sutrisno, 2009).

Training is every effort to improve the formation of workers in a particular job that is being their responsibility, or a job that is related to their job. To be effective, training usually must include experiential learning activities that are planned, and designed in response to identified needs (Gomes, 2003). Training helps employees in understanding practical knowledge and its application, in order to improve the skills, skills, and attitudes needed by the organization in an effort to achieve the goal of maximum work results (Sutrisno, 2009).

Professional training of Islamic boarding school vocational high school teachers is very necessary which aims to utilize educators effectively and efficiently to achieve optimal results, but still in pleasant conditions. It can be concluded that teacher training is an effort to improve teacher professionalism in teaching and learning in accordance with the needs of teacher competence. Both in improving the professionalism of institutions or teachers with the aim of improving the quality of education in educational institutions.

Quality teachers do not come by themselves, quality teachers are created through continuous education, training and development and through long stages and processes. Therefore, the teacher must pay attention to his level of quality. Teachers should be able to evaluate themselves and be able to quickly rehabilitate competencies if it turns out that the level of quality in their profession is low, because teachers and quality are two things that become an inseparable unit when this nation hopes for educational success.

Islamic boarding school educational institutions in East Lombok are in great demand by students who want to continue to high school, therefore these institutions really need quality human resources such as recruiting teachers who have relevant academic qualifications in accordance with the needs for educational success. at that school. To get professional teachers at Islamic boarding schools in East Lombok, of course, each of these institutions has made various efforts, one of which is the recruitment of teachers as human resources and carry out the training contained therein. The requirements for teachers

to be accepted are making an application letter, attaching the latest diploma (S1, DIV), attaching a certificate of good health from a doctor, attaching a certificate of good behavior from the police, attaching personal data, attaching a photo but no test.

Educational institutions that are very concerned about the quality of human resources, all educators, staff, and employees are required to work professionally in order to fulfill the school's vision and mission. However, the term as seen in Islamic boarding schools in East Lombok still has weaknesses, the academic qualifications and educational background of teachers are not in accordance with the field of study resulting in the low level of mastery of teaching materials making a teacher not qualified.

Based on the problems described above, researchers are encouraged to conduct further studies on the implementation of the recruitment and training process for educators, with the title research Implementation of the teacher recruitment and training process at SMK NW Wanasaba and SMK IT NW Yasrun?

## **Research Methods**

The type of research that has been carried out is descriptive qualitative research and was carried out at SMK NW Wanasaba and SMK IT NW Yasrun. The source of data in this study is adjusted to the type of data collected, namely primary data and secondary data. Primary Data, is data obtained from the first data source through procedures and data collection techniques in the form of interviews and observations. In qualitative research, the number of data sources or respondents is not predetermined, because if the maximum information has been obtained, then the purpose of the study has been fulfilled. Therefore, the sample concept in qualitative research is related to how to select respondents and certain social situations that can provide solid and reliable information about the focus of the researcher.

The secondary data in this study are: (1) Books that are relevant to the research title. (2) Written official documents regarding the objective conditions of the East Lombok Islamic Boarding School vocational high school that have relevance to the focus of the research problem. Sources of written data will later be explored with documentation techniques and literature review consisting of books, scientific magazines, archives and personal documents.

Collection technique The data of this research are observation, interview, and documentation study. In this study, data and information in the form of interviews, observations, documentation, data processing was carried out, then presented descriptively and data analysis was carried out which included: data reduction, data display, and verification.

## **Results and Discussion**

### **Research Result**

Based on the data collected through interviews related to the implementation of teacher recruitment and teacher professional training, for the implementation of teacher recruitment to be carried out properly, the principal first, the head of administration makes preparations, clear regulations and determine requirements. which the applicant must fulfill. The researcher conducted an interview with the head of SMK NW Wanasaba about the implementation of teacher recruitment, he said:

*Preparation for recruitment Vocational high school teachers NW Wanasaba conduct teacher recruitment. First of all, we see the need because we don't need teachers every year or as soon as we can because we have to first look at the needs of our teachers. (informant interview 1 on 2-8-2020).*

Based on the results of interviews with several informants, it is known that the implementation of teacher recruitment is not routinely carried out. Usually when needed, the principal himself looks for it, of course, by referring to the provisions or conditions that have been set by the school. A similar opinion was also conveyed by several teachers of SMK NW Wanasaba:

*"Recruitment of vocational high school teachers NW Wanasaba conducts teacher recruitment considering the needs of students because recruitment is not carried out every year or as soon as possible, but once when a teacher wanted to resign, the school spread information verbally from friend to friend (informant interview 2 on 4 -8-2020).*

The results of the interview above are also reinforced by the head of administration for the vocational high school NW Wanasaba who said:

*In recruiting NW Wanasaba vocational high school teachers, we must first look at the needs of our teachers, if we can meet them, we cannot recruit because teacher recruitment is not carried out every year or as soon as possible, but if the new school year requires teachers, we provide information on recruiting teachers orally from friend to friend. and when suddenly they really need a teacher, the principal looks for a teacher who fits the requirements (interview with informant 3 on 10-8-2020).*

The researcher then conducted an interview with the principal of SMK IT Yasrun, he said that the implementation of teacher recruitment: "the preparations we make when we are going to carry out recruitment first adjust to the need for teachers in this Madrasa, if there is a vacancy, we will carry out recruitment" (interview with informants 4 dated 3-9-2020).

The same thing was also expressed by the teacher who said about the implementation of recruitment: "the preparation first looks at the needs of teachers, if there is a teacher vacancy and a new teacher is urgently needed, then recruitment will be carried out" (informant interview 5 dated 3-9-2020).

The head of administration also said the same thing about the implementation of recruitment: "we carry out recruitment according to the need for teachers in this Madrasa, if there is a vacancy, we will carry out recruitment" (informant interview 6 5-9-2020).

Based on the information above, it can be seen that the preparations made by each of these schools in the implementation of teacher recruitment must first look at the needs of students, if there are still sufficient existing teachers then no recruitment will be carried out, and if there is a teacher vacancy and the teacher is urgently needed, it will There is an implementation of teacher recruitment in the school.

From the information above, it is known that the implementation of recruitment was carried out because of the vacancy of teachers in the school, in the implementation of recruitment of course there was advance preparation made by the school. In accordance with the explanation of the head of SMK NW Wanasaba regarding recruitment information, namely: "In disseminating new teacher announcements only verbally from teacher to teacher, we convey that there are no announcement leaflets or radio broadcasts because of the lack of costs so we don't really care about it all" (informant interview 1 date 2-8-2020)

The results of interviews with teachers about the distribution of teacher announcements said: "In distributing the announcements of new teachers at SMK NW Wanasaba verbally, it was conveyed from one teacher to another, not through newspapers because of limited costs, so it was distributed manually" (interview with informant 2 dated 4-8 -2020)

The head of administration also expressed the same thing regarding the dissemination of recruitment information:

*The distribution of announcements for new teachers at the NW Wanasaba vocational high school through chat from one party to another due to limited funds in distributing announcements is only modest, for example, there is a relative of one of the teachers who recently graduated, we offer to teach the NW Wanasaba vocational high school (interview). informant 3 dated 10-8-2020).*

The results of the interview were also revealed by the principal of the IT Vocational School, Yasrunbeliau, who said that: "The community knows from the teachers who teach at this Madrasah, which we previously informed about the recruitment of new teachers, and also some who came directly to the school to get information" (interview with informant 4 3-9-2020).

The teacher also expressed the same thing about the spread of recruitment:

*I got information from a friend, finally I immediately came to school to get the information, the principal said that it was true that a new teacher was needed and then I brought a cover letter and the requirements set by the school (informant interview 5 dated 3-9-2020).*

The head of administration also stated about the spread of teacher recruitment: "The community knows by word of mouth or teachers who teach at this Madrasah who previously received information from the head of Madrasah and the head of the curriculum about the recruitment of new teachers" (interview with informant 6 on 5-9 -2020).

From the information above, the public gets information about the implementation of recruitment in schools from friends to friends or it can be from teachers who teach at the school and can come directly to the school to ask whether there is a recruitment process or not and can ask directly the requirements-What requirements must be completed by the prospective applicant.

Based on the information above, information about the implementation of recruitment at the school was obtained from friends so that prospective applicants can directly ask the requirements that must be completed. As stated by the principal of SMK NW Wanasaba regarding the requirements that must be met, he said: "The first requirement is, of course, S1. And as for administrative completeness, bring an application letter, latest diploma, transcripts and passport photos" (informant interview 1, 2-8-2020).

The results of interviews with teachers about SMK NW Wanasaba about what requirements must be completed he said: "The recruitment requirements specifically for schools to accept new employees according to existing needs, and administrative requirements, namely application letters, latest diplomas, transcripts and passport photos" (interviews) informant 2 4-8-2020)

The head of administration also said the same about the requirements that must be brought by prospective applicants, namely:

*There is no stipulation in the recruitment requirements specifically for schools to accept new employees according to existing needs, and for those who apply to become teachers at our school, of course, they must meet requirements such as an application letter, bachelor's diploma and passport photo. (informant interview 3 on 10-8-2020).*

The results of the interview with the head of SMK IT Yasrun about what requirements prospective applicants must prepare, he said:

*Submission of a job application with administrative completeness/necessary attachments such as application letter, curriculum vitae, passport photo, photocopy of identity card, photocopy of diploma and transcripts, photocopy of certificates held, photocopy of work experience references, (informant interview 4 on 3-9-2020).*

In an interview with the teacher, the requirements that were brought when applying as a teacher at the school he said: "The requirements that we must bring are, of course, a cover letter and documents as evidence that we have included the criteria that have been required by the school, such as the latest diploma at least S1, transcripts grades, passport photos and other files" (informant interview 5 dated 3-9-2020).

The same thing was also expressed by the head of administration, he said: "The requirements are a letter of application, a bachelor's diploma, transcripts, photographs and certificates he has" (informant interview 5, 5-9-2020).

Based on the information above, it can be seen that when there will be a new teacher recruitment, of course the principal has seen and prepared what needs are needed when the recruitment process will be held, then the principal determines the requirements that must be met by prospective applicants and the procedure for submitting an application.

Based on the theoretical study that has been done previously, the implementation of recruitment is a process held by educational institutions to get new educators because of the need. This need is the cause of the implementation of the recruitment of new teachers in the school. Therefore, the implementation of recruitment must be made effective and run well so as to achieve the objectives of the implementation of the recruitment itself.

The main goal in the recruitment process is to get the right education personnel (teachers) for a certain position so that the person is able to work optimally and can stay in school for a long time. Implementation of recruitment is a very important task, crucial and requires great responsibility. This is because the quality of human resources that will be used by schools is very dependent on the recruitment and selection procedures carried out.

The teacher recruitment process can be carried out through four activities, namely as follows: (1) Preparation of teacher recruitment, (2) Dissemination of new teacher acceptance announcements, (3) Acceptance of new teacher applications, (4) Recapture all applicants in the applicant recapitulation format, (5) Selection applicant. (Bafadal, 2008).

## ***Discussion***

The results showed that the implementation of teacher recruitment at SMK NW Wanasaba and SMK IT Yasrun, first looked at the needs based on the situation of teachers and students because they did not need teachers every year or immediately because they had to first look at the needs of existing teachers, if it could be sufficient the school could not recruit, because they have to see the needs of students first before recruiting. Second, determine the requirements that must be met by prospective applicants who will submit applications at the school.

According to Bafadal's theory, in the preparation process for the recruitment of educators (teachers), several preparations must be made, namely:

*conducting the formation of a recruitment committee for new educators (teachers), reviewing various laws or government regulations, foundation regulations relating to teacher government regulations, determining the requirements for applying to become new teachers, establishing new teacher registration procedures, setting new teacher schedules, preparation of the facilities needed in the process of recruiting new educators (teachers), the format for recapitulation of applicants, and the format for recapitulation of accepted applicants, preparation of a room or place for submitting applications for new educators (teachers), preparation of selection exam materials, guidelines for examining exam results and exam venues*

Based on the results of interviews that in preparation for the recruitment of educators at SMK NW Wanasaba and SMK IT NW Yasrun there was no budget, because there was no budget in preparation for the recruitment of educators (teachers) so the recruitment preparation did not run.

The distribution of new teacher acceptance announcements, the results of the study show that in the distribution of new teacher admissions only verbally from teacher to teacher there is no socialization because of the minimal cost and not too concerned with it all

The results of the study obtained information that the distribution of teacher announcements through chat from one party to another due to limited costs in distributing announcements was only modest, for example there was a relative of one of the teachers who had just graduated, we offered to teach. Dissemination of announcements for educators (teachers) should distribute brochures, advertisements and the internet so that the information can reach the public quickly (Prasanti & Fuady, (2018).

From the results of the author's interview that the announcement of new educators (teachers) at SMK NW Wanasaba and SMK IT Yasrun has not been fully implemented because of the difficulty in distributing announcements.

Based on the results of the study that the acceptance of new teachers at SMK NW Wanasaba and SMK IT NW Yasrun, in accepting new teacher applications, direct interviews were carried out by the principal to see the attitude, responsiveness and readiness of the teacher whether he was only an educator or he really wanted to educate we are here not only need the qualifications, but here we also see the teacher's interest in teaching, lest we have attracted teachers but for his interest there is not only he completes the administration, but nothing happens, there is nothing happening, even hoarding of teachers.

The results of the study obtained information that usually directly met the head of the madrasa to be interviewed and seen the requirements that had been determined by the principal, if the requirements had been met, he was immediately given the task of teaching. In accepting applications for new educators (teachers) "Must be ready to serve the community who submit applications, check all the completeness that must be included with the application letter, check all the requirements contained in the application letter, such as the applicant's name, applicant's address and education history (Pasiska, et al. al., 2020).

From the results of the study, it was found that in accepting applications for educators (teachers) in the two schools, there were some that had been implemented but were not optimal, when when a teacher resigned from the school, the principal would immediately look for a new teacher to be asked to teach.

## **Conclusion**

Based on the formulation of the problem, this study studies and examines the implementation of professional teacher recruitment. After collecting data (interviews, and documentation studies), analyzing

and interpreting data to discussing research results, the results of the study can be concluded that the implementation of teacher recruitment is not in accordance with the existing theory, so the preparation for the recruitment of educators (teachers) must be more conceptualized and more mature. again in order to get professional educators. Implementation of the training includes: determination of needs, determination of training targets, implementation of training. The type of training is still minimal and its implementation is still in the madrasa environment.

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