

Policy and Practice:

Teacher Recruitment in Private Vocational Schools Based on Regional Potential

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Abstract—This article aimed to explore recruitment policies and practices in private vocational high schools. Various instruments for interviewing, surveying, and observing were used to describe the challenges and strategies used by the school in seeing the appropriateness of teaching staff to the needs and potential of the region. This study used a qualitative design with a case study approach in which 9 schools were taken into place of research and the author used purposive sampling. The findings of this study indicated that the conditions of the policies and practices of recruitment at private vocational high schools in Jambi City still faced a variety of important problems and affected the quality of education and the results of private vocational high schools for the advancement of region itself. Looking from the perspective of stages of educational policy research showed that the recruitment process and recruitment system of human resources was the main problem where the lack of communication between the government of Jambi city and private vocational high schools in Jambi city can be seen from the stages of policy, agenda setting.

Keywords—regional potential; policy and practice; teacher directors

I. INTRODUCTION

Ivancevich explained that recruitment refers to organizational activities that affect the number and type of applicants who apply for jobs and whether applicants accept the work offered [1]. Thus, recruitment is directly related to planning and selection of human resources. Whereas, Armstrong, the number and categories of people needed should be determined in the recruitment program, which comes from human resource plans [2].

Besides, the possibility of increasing the number of Vocational Schools will be faced with various other educational problems faced by various regions including Jambi among others such; 1) the ability and readiness of human resources in the educational environment have not been optimal in carrying out educational decentralization policies specifically related to vocational schools, 2) the schools are not optimal in managing their own education, 3) low level of understanding and experience in school financial management in accordance with existing regulations, 4) disparity in school quality and educators, between schools in the middle of the city and in the suburbs of Jambi; (5) the lack of understanding of

the community participating in educational funding, and 6) school facilities and infrastructure are still not in accordance with the needs according to SNP (Educational Office Strategic Plan of Jambi city in 2016-2018).

Based on the results of observations of researchers in the field related to the recruitment system in the private vocational high school in Jambi city where there are still teachers who teach in classes outside the field of study or expertise because the lack of availability of teachers in this field is less selective in planning in the documentation process. Besides, the teacher is also the cause of the decline in the quality of graduates. However, it is unfortunate that reports or research on teacher policies at vocational high schools in Jambi province, especially in Jambi City, encouraged researchers to conduct a study on how teacher recruitment policy are carried out by vocational schools in Jambi City.

II. LITERATURE REVIEW

A. Management of Recruitment System

Ivancevich explained that recruitment refers to organizational activities that affect the number and type of applicants who apply for jobs and whether applicants accept the work offered [1]. Thus, recruitment is directly related to the planning and selection of human resources. Whereas Armstrong, emphasized that the number and categories of people needed should be determined in the recruitment program, which originates from the human resource plan [2]. In addition, there will be demands for reimbursement for new jobs to be filled, and these demands should be examined to ensure that they are justified. It may be necessary to check the need for replacement or the level or employee types specified. Requirements for specific positions are set in form of profiles of roles and specifications of people. It provides basic information needed to compile advertisements, short agents, recruitment consultants, and to assess candidates. Role profiles that include competency, skills, education, and experience requirements produce job criteria that the candidate will assess during an interview or through a psychological test. Pynes defines recruitment as the process of attracting qualified candidates to apply for vacant positions in an organization [3].

According to Davis, there are eight stages during the selection process [4]; 1) preliminary reception of applications, 2) employment tests, 3) selection interviews, 4) reference and background checks, 5) medical evaluations, 6) supervisory interview, 7) realistic job previews, 8) hiring decision.

III. METHODS

Qualitative methods with a case study approach was used as the research design of the study. More specifically, the qualitative method with a case study approach is "an intensive and holistic description, explanation, and analysis of" a bounded system "(p. 27) or phenomena such as a person, a program, an institution, a process, a social unit, a group, and a policy [5]. Meanwhile, Merriam stated that one of the characteristics of this approach is there is limitation in the study in terms of the number of people who will be interviewed or and it has limited time to make observations, or limited research sites [6]. Furthermore, the choice of case study is also based on that the case or bounded system. It can be a child, a program, or a school. In this study the case focuses on policy analysis.

A. Research Sites and Participants

The sites of the study included Jambi provincial education office and the private vocational high school that have issued educational policy related to recruitment. Therefore, teachers and principals from seven private vocational high schools were involved as the participants of the study

B. Data Collection

Questionnaires, interviews and focus group discussions were used as the data collection in this study. Open-ended questionnaire was the main tool for analyzing data while interviews and FGD were supporting data.

C. Data Analysis

Open-ended questionnaire in this study was used to collect data focused on the recruitment system and how its policy exists. The questionnaire guideline items were modified and adjusted from previous studies. Moreover, interviews focused on the needs and forms of policy for teacher recruitment at private vocational high schools in Jambi city. The interview guide was also used to capture data relating to the constraints faced in implementing teacher recruitment policies at vocational school in Jambi City.

IV. FINDINGS AND DISCUSSION

A. The Process of Inputting Teacher Recruitments at the Private Vocational High School in Jambi City

The recruitment process carried out by the school begins with the prospective teacher to send a letter of application along with other files to the school in the administration section, then the administration section will submit them to the principal. The principal will immediately process the application if the school needs a teacher whereas if the school does not need a teacher then the school will save the application files to a special file. In this case, the institution of

the foundation is very large where the foundation is given full authority in determining whether or not the applicant is accepted.

In the implementation of recruitment, there is the implementation source of recruitment coming from the school organization as well as from outside the school organization because all sources can be determined from the needs of teachers in the school. If the school needs a teacher, while there are still teachers who have less teaching hours than the standard set, the school will fill in the blanks by fulfilling the teacher's lack of teaching hours. If the school needs a new teacher, then the school will inform job vacancies from the school organization and search for existing application files without informing on the notice board, both print and electronic media.

The recruitment technique in schools is based on kinship in which schools will look for teachers according to the needs of existing teachers by informing them in internal organization of the school. The technique has the benefit of the quality assurance owned by the prospective teacher because there is closeness both in a family manner as well as the school to get certain and match the teacher criteria needed by the school.

On the other hand, the implementation of school recruitment also gets obstacles, an example is to get subject teachers not in accordance with what is needed by the school, such as the teacher of expertise study is difficult as in the field of administration where applicants who come are not in accordance with the integrity they have.

In principle, selection is the determination of employees who will join an organization or company by choosing human resources that are committed so that the organization or company will be easy to achieve its goals. The selection process carried out by the school basically when looking at the needs of the teacher in the school.

In this process, the school should choose resources that will become new teachers in the school to fill the gap or lack of teachers in the school with the aim that the school teaching and learning process continues to run in accordance with the system. In this selection process, it is the same as the process carried out in recruitment. In this process, the school is required to be able to determine the human resources who are competent in their fields to join the school.

The source of recruiting new teacher candidates is based on existing theories originated from within the organization and from outside an organization such [7]; 1) internal sources, they are carried out if the number of labor requirements is small. Companies will tend to prefer withdrawals from within the company, on the grounds of recognizing the personality, abilities, and skills of employees in more depth than attracting employees from outside the company who require long recruitment. 2) external Sources, workers who will fill vacancies from employment sources outside the company such as labor services bureaus. Performed withdrawal from outside the company due to the absence of workers from within the company who have the knowledge, skills, and abilities that are in accordance with their needs.

B. Steps in Policy Process of Teacher Recruitment

The first thing, the school does is to check all the application files entered the school and then to look at the suitability of the terms and qualifications determined by the school. If the requirements do not match the criteria, the application file is declared by null. If the file is in accordance with the school criteria, it will still be saved if one day the school needs it. For the appropriate application file that the school needs will enter for selection to the next stage.

After the files have been declared in accordance with the terms and qualifications, the applicant will be called by the school to conduct the interview process. This interview process can be carried out by the direct school principal or vice principal. After this process is complete, applicants will wait for further notice from the school. If the school feels that the applicant is qualified to teach, the school will contact the applicant to work in school as a teacher in the new school year.

After the selection of in-depth interviews with school principal or vice principal was carried out, the school would have known the feasibility of the prospective teacher by seeing the appearance or characteristics of the prospective teacher. In-depth interviews conducted by the school where the prospective teacher will be asked about his background, both in terms of education and life, which later the parties who handle the selection process can assess whether applicants are eligible to become school teachers.

Finally, new teachers who will later qualify at the interview stage will be able to teach at the school starting in the new school year. Because in the new school year, it starts with the implementation of a new schedule/ lesson that later the new teacher has a teaching schedule. The new school year begins before the 25th date, which corresponds to the teacher's salary calculation. Steps in teacher recruitment can be seen as follows.

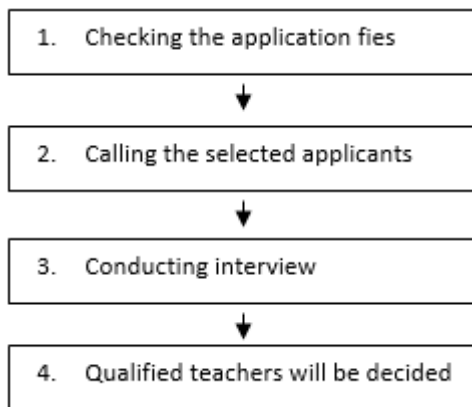


Fig. 1. Steps in recruiting teacher.

Furthermore, the selection process carried out by the school has almost all been carried out in accordance with the previous theory. The school should also carry out medical tests and other testing to prevent mismatches between the physical condition of new prospective teachers and mental conditions. However, seeing the process that occurs, school mostly recruits new teacher candidates based on kinship with the school community, this is not conducted because of the closeness and

trust of the school that provides a reference for this new teacher. Besides, this study contradicts the research conducted by Johnson and Kardos [8]. The point is when considering the subject of recruitment, most scholars explore what they know before entering teaching profession. This means that the professionalism in carrying out the recruitment process occurs well and this is not seen by the documentary in Jambi City.

C. No Specific Policy in Determining Criteria and Mechanisms in Teacher Recruitment

So far in determining good capacity, the first step in personnel management activities is to conduct a needs analysis, the determination of teachers needed by educational institutions (schools). Activities carried out in determining capacity included; 1) planning the number of teachers to be accepted. The capacity of teachers is adjusted to the number of classes available with student and teacher ratios, (2) compiling an activity program that should be carried out by the teacher based on vision of the educational institution, interests and talents, facilities and infrastructure, available budget, and available educational staff.

In this case, the teacher's acceptance only sees the recruitment technique in the school based on family where the school will find the teacher according to the needs of the existing teacher by informing the school organization internally. The technique has the benefit of the quality assurance owned by the prospective teacher because there is closeness both in a family manner and the school to get certain and match teacher criteria needed by the school. Furthermore, teacher acceptance is only based on kinship as Guarino et al. reported a study on recruitment in several fields-not only the vocational field [9]. In examining 46 studies, they determined who entered the teaching profession, remained in the teaching profession, the characteristics of schools that succeeded in recruiting and retaining teachers, and important policies for teacher recruitment and retention. In the review of this study, in the field of science, it was suggested that there was a need to consider different orientations for recruitment, and recruitment should target specialist's applicant in a more strategic way that fits their expertise [10-12]. For example, Abell et al., set out to describe the approach, which effectively recruits applicants for science education programs [10]. In this case, according to the topic and research of vocational schools also have their own expertise and the same when compared to the science course in carrying out the school recruitment process. It should also pay attention to regional conditions and excellence and also should pay attention to specialization and expertise needed in school, the recruitment policies and processes by the private vocational high school in Jambi city has not gone well and needs to be considered to be improved

D. The Inhibiting Factor of the Implementation of Teacher Recruitment in the Private Vocational High School in Jambi City

The obstacle is still the need for understanding the business world around us that their role is not yet optimal in inhibiting the communication framework. It needs an approach from friends especially because of the shrewdness of vocational management. In this study, the principal to cooperate with the

business world and industry. There is no such caden including one of the obstacles that we hold like MOU or cooperation with the outside world because it has not been accommodated by industry representatives. Until now, our cadets have not yet implemented the MOU even though they want to be able to work together in the business world. If there are many challenges, the implementation will be hampered because the procurement of teachers, limited formation of procurement to procure facilities. There are no obstacles because various sources of funds or our assistance is distributed proportionally to the needs of the school

The limitations of available formations or those given by the government to existing quotas are not yet for productive teachers while for general teachers to be supplied from other equivalent schools. Inhibiting factors for the provision of teaching human resources are lack of availability of teaching staff for vocational.

E. Main Agenda of Educational Policy: Providing Teacher Staff

Data from the research showed that regarding the provision of teaching staff, the government of Jambi city has not been able to provide vocational teaching staff for the private sector due to the lack of teachers who have human resources in accordance with the field of vocational studies. This was conveyed by the secretary of Jambi Educational Office. He says,

"The governmental policy for the provision of teaching staff in this vocational education specifically private sector already has rules that are seconded to one of the private schools. The problem is only for the needs of state senior secondary schools. There are still many problems and we cannot pay attention to the private sector "(participant 1).

"Literally, we have delivered a lot of proposals because this teacher specifically is not able to do. They are not professionals because the percentage of permissions permitted is very limited not balanced with the proposal. We focus on the priority scale for the country and for the private sector we have not been able to help. There are not enough educators from the Civil Servants Association because we are still quite a lot lacking we attach importance to the needs of public schools if the private sector is left to them to independently look for and recite according to their needs and available human resources around" (Participant 1).

And both opinions were also affirmed by almost all vocational high schools in Jambi city. The policy in providing vocational civil servant teachers for private vocational high schools did not exist and the independent of schools provided their own teaching staff through their own selection and screening processes. As the opinion of other participant hopes:

"The policy of providing teaching staff for the recruitment of candidates includes applications to the school and tests and to determine whether or not the foundation is accepted and the principal and the government of the teacher

provide no assistance from the government, all from the permanent teacher's foundation staff" (Participant 5).

In other words, the policy of Jambi City Government towards the provision of teaching staff in private vocational high school gives full authority to the current schools to be independent in providing teaching staff, such as the statement of the Al-Innayah Principal, he conveys,

"The government policy for teaching staff is not provided by the teacher's government to recruit and be selected by the school" (participant 3)

As previously explained, the provision of teaching staff for the government does not provide for SMKS Schools in Jambi City because the school conducts its own recruitment by involving relevant parties within the school, this is stated by the following participant,

"Policy makers involved are the chairman of the foundation, the principal, and the committee" (Participant 3)

"Those involved in the provision of teaching staff are the foundation head, the principal, the curriculum representative, and student representatives" (Participant 4)

"Governmental policy regarding teaching staff does not yet exist" (Participant 2)

From the data, it can be inferred that in the policy of providing teaching staff in the private vocational high school, all independent from the school starting from the selection, until the final interview carried out by the school were concerned by involving the parties related to the school.

The fulfillment of the needs of educators has not been felt by the vocational high school in Jambi city, this is due to the absence of formulation regarding the procurement of teachers for the private vocational schools in Jambi city. So far, the teaching staff has been prepared and recruited by the school itself. This showed that there is lack attention by government of Jambi city in the quality of teaching staff in the private vocational high schools. Hence, looking from the theory of educational policy in Jambi city, it seems necessary to make the fulfillment of teachers such an important future agenda in terms of educational planning strategy. In addition, the interview data also showed that the existing teacher quality improvement program has not yet become an important agenda in Jambi City so that proceeding to educational policy stage will be a long journey for the private vocational high schools.

The main requirement for an educational problem to be overcome is that the issue should be an important agenda for policy makers [13]. However, the reality of the private vocational high school in Jambi City is still running on its own due to the absence of directives and policies that favor them for the fulfillment of educators even though the secretary of the educational office said, "Government policies for the provision of teaching staff in vocational education especially in private sector actually have rules where civil servants are seconded to one of the private schools, the problem is only in the interests of the state's vocational needs, there are still a lot less attention to the private sector. In fact, the supply of qualified teachers greatly affects the quality of graduates of the private vocational

high schools. More specifically, the main objective of establishing a private vocational school is to produce ready-to-use workers because there are still many vocational high school graduates do not have the skills needed by job providers.

V. CONCLUSIONS

The findings of this study indicated that the conditions of the policies and practices of recruitment at private vocational schools in Jambi City still faced a variety of important problems and affected the quality of education and the results of those schools and for the advancement of the region itself. Looking from the perspective of the stages of educational policy research showed that the recruitment process and recruitment system of human resources is the main problem where the lack of communication between the government and the private vocational schools in Jambi city. It can be seen from the stages of policy; agenda setting; this process is not well implemented, recruitment is not a fundamental problem where the recruitment system did not differ from year to year, the system should change every year and this process did not see regional needs; formulation, schools rarely make formulations or alternative policy recommendations that are relevant to the region; adoption, schools did not adapt to the formulated policies that have been issued by the government and joint meetings. In short, the policy is not well implemented where schools tend to look at the proximity factor and recommends its effectiveness seen by many teachers teaching not in accordance with their expertise; and evaluation, it is not carried out properly. It can be seen from the recruitment system that has not changed from the last 3 years.

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