

The Recruitment Policy for Non-Civil Servant (*Non-PNS*) Teachers at Public Senior High School in Sarolangun Regency

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Abstract—This case study aims to explore and describe types of policy made by the Headmasters of public Senior High Schools in Sarolangun Regency, especially about the teacher recruitment process, the policy and impact of non-civil servant teachers in Sarolangun Regency. The interview data were analysed using “within case and cross-case analysis” within the participants. The result of this study showed that: (1) there was no process or special preparation in carrying out the teacher recruitment. The process of non-civil servant teacher recruitment conducted by school can be described as following; the first is about the policy of announcement and notification for the recruitment. The schools only announce the hiring through the teachers and using internal media. The second is about the application requirement and qualification. The qualification of this non-civil servant teachers is S1 (Bachelor) of Education as suitable as the school needs. The third is the selection process; there was no specific process in selecting the teachers. The fourth is the acceptance of non-civil servant teachers is based on the headmaster decision. (2) The headmaster (principal) policy. To solve the problem of teachers who teach courses not suitable as their educational backgrounds is to give them education and training. (3) The Impact of non-civil servant teacher’s recruitment: the teachers face difficulties in explaining the materials and assessing. The headmasters of public Senior High Schools in Sarolangun Regency recommended some solutions, such as the headmaster and vice headmaster for curriculum create a team or special committee in recruiting non-civil servant teachers. The second, the headmasters and vice headmaster for curriculum have to give teachers classes based on their educational backgrounds. The third is the headmaster should send the teachers to join training to improve their competencies. And the fourth, the Headmaster and the Department of Education cooperate with the schools’ supervisors should accommodate the reports from schools which have lack of teachers and they should distribute the teachers according to the schools’ needs.

Keywords—*non-civil servant teacher recruitment policy*

I. INTRODUCTION

The need for Human resources is an important part that should be fulfilled by the schools, it is not only quantity but also quality. Without having competent people with high quality and enthusiasm, the schools may fail to achieve the expected goals, because educator or teacher is the most

decisive component in the educational system in formal school. Mulyasa [1] states that the educators or teachers always be interesting topic that takes a lot of attention in Education because teachers are always related to component or system of education.

This opinion is confirmed by Bafdhah [2] that educators are the most essential component to make the teaching and learning process runs well and to have the excellent education with high quality as the schools' goals related to the students. One of the primary solutions in achieving the high-quality education as expected above is the teachers' recruitment process. As stated by Bafdhah [3] that teacher recruitment aims to provide excellent educator candidates (surplus of candidates) and most qualified and outstanding educators. According to Rivai [4], recruitment aims to accept the applicants as many as possible who fit the qualification. Meanwhile, according to Desler [5], Employee recruiting means finding and/or attracting applicants for the employer's open positions.

Based on interviews with 3 high school principals in Sarolangun at the beginning of semester in the 2016/2017 period, it was found that some schools still have lack of teachers, especially in certain fields such as Arts and Indonesian Studies, while they have excess teachers in particular field, such as Biology. Based on this preliminary information it can be assumed that senior high schools in Sarolangun have less teachers. So that, the headmasters need to recruit more teachers in order the teaching and learning process can run effectively. However, in the recruitment, some accepted teachers do not meet the qualification. This finding encourages the researcher to conduct the research about the recruitment policy of Non-civil servant teachers in Sarolangun Regency. This research concerns the process of teacher recruitment, policies and the impact on non-civil servant teachers in Sarolangun Regency.

II. THEORETICAL FRAMEWORK

The framework of this study can be described as follows:

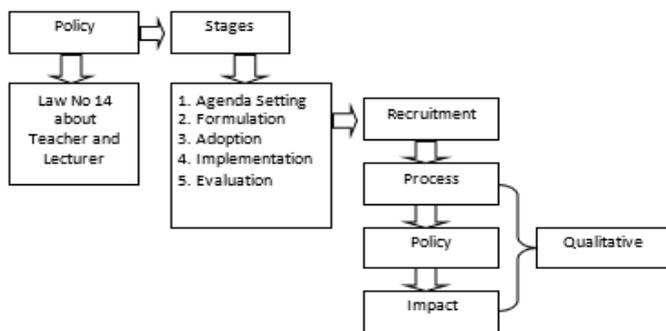


Fig. 1. The framework study.

The framework describes that the teacher recruitment policy is mentioned in the law of Teacher and Lecturer, number 14 year 2005 [6]. The policy itself is further divided into five policy stages, such as the agenda setting, the policy formulation, the policy adoption, the policy implementation, and the policy evaluation [7]. The teacher recruitment stage includes the implementation stage.

III. METHOD

Based on the purpose of this research, which is to find out the empirical description of the recruitment process, policies, and the impact of recruitment non-civil servant teachers in Sarolangun, this qualitative research used “purposeful sampling”. Creswell [8], said that the purposeful sampling concept is used in qualitative research where researchers select the participants and research sites that can provide information related to the research problems "The concept of purposeful sampling and sites for the study because they can be purposefully informed of understanding of the research problems ... "p.125).

This research involved some parties which involved in non-civil servant high school teacher recruitment policy. It was conducted in several public high schools in Sarolangun.

Based on data from the Department of Education in Jambi Province there are 12 public senior high schools in Sarolangun. Out of these 12 public senior high schools, 4 schools were involved as the participants in this study. The primary sources of data in this study were interviews and supported by document data.

IV. DISCUSSION

The findings of this study were gained through interviews the headmasters, vice headmasters for curriculum and non-civil servant (*honor*) teachers, the results of the interview were categorized into three main topics; (1) recruitment process: notification, requirements, selection, determination of acceptance; (2) the impact of recruitment and; (3) the headmaster’s policy to overcome those who teach not in their field.

Generally, recruitment means the process of finding and recruiting the prospective employees to be employed in an organization. Hdigui [9] Recruitment in the Public Service is built on the principle of equality of opportunity. Another meaning of recruitment is the planned activities in attracting a

number of qualified individuals to do the tasks that exist in an educational organization. Furthermore, Rivai [4] states that the recruitment can also be defined as a process to get a number of new qualified human resources (employees or teachers) to occupy a position or job in a company or school.

Based on the interview and interpretation of data, there are themes and sub-themes of non-civil servant teacher recruitment planning, such as teacher recruitment planning: in the recruitment planning of non-civil servant teachers in public schools, there was no process or special preparation in carrying out the recruitment of non-civil servant teachers. Besides that, the school also revealed that they did not have committee for the recruitment of new teachers in their schools. The results of this study are opposite to Supriadi’s [10] found that SMAIT Nur Hidayah Surakarta had proper management of new teacher recruitment. In this case, it can be seen from the activities of the new teacher recruitment that has been done selectively and systematically to produce qualified human resources (HR). In the teacher recruitment planning, it was found several stages of recruitment carried out, policies taken by the headmaster and the impact of the recruitment results:

- Policy of announcement and notification for non-civil servant teacher recruitment: in the term of the notification and acceptance of non-civil servant teachers in public senior high school in Sarolangun Regency, the schools only spread the announcement through the teachers and the schools only use the internal media in informing that they need more teachers;
- Policy requirements: The applicants have to have qualification as S1 (Bachelor) of education as suitable as school needs;
- Non-civil servant teacher recruitment selection policy: there is no structured process in selecting non-civil servant teachers at public senior high schools in Sarolangun Regency;
- Policy of the acceptance non-civil servant teachers: The headmasters have right to make the decision in accepting non-civil servant teachers in schools. This decision made through discussion between headmasters and some important stakeholders in school;
- The headmaster's policy: one way to overcome non-civil servant teachers who are teaching not suitable as their educational background is to provide education and training, the headmasters have played active roles in solving this problem;
- The impact of the recruitment non-civil servant teachers: the teachers have difficulties in delivering the subjects, but they can find solutions, so that the learning objectives can be achieved.

From some stages of recruitment, the policies taken by the headmasters and the impact of recruitment results were. **First: announcements and notification** of non-civil servant teacher’s recruitment. From the interview, the participants stated that it was announced to all teachers and school staffs to spread the information to everyone who interested to be teachers and have qualification S1 degree, this information was

delivered orally and use electronic media, such as telephone. Moreover, based on interviews with participants as non-civil servant teachers, most of them said that they got the information from external and internal. These facts supported by Wukir [11] stated that the source of prospective employees could come from internal and external organizations.

The second is requirement. In some public high schools in Sarolangun Regency, there are still some teachers who teach not according to their educational backgrounds. Actually, the teachers who are accepted have to have qualification as suitable as school needs. In this case, as mentioned in the law Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers [6], particularly in article 7 paragraph 1. **Third: the selection of non-civil servant teacher:** According to Siagian [12], selection is a process consisting of various specific steps, which are taken to decide which applicants will be accepted or which applicants will be rejected. The research findings show that in most of senior high schools in Sarolangun, they only conduct the administrative tests and interview tests.

In different line, Listant and Nurhikmahyanti [13] in their pioneer study found that the teacher recruitment process held by Al Islam Krain High School was done with a structured recruitment process, starting from administrative selection, interview tests and teaching tests, it was conducted by the chairman of the foundation, headmaster, vice headmaster for curriculum and teacher. **Fourth: determination of the non-civil servant teacher's acceptance.** This announcement as described by Triton [14] as a sign of the end of the recruitment process. Based on the facts, the acceptance of non-civil servant teachers was decided and determined by the principal/headmaster along with the vice principle for curriculum, student representatives and the subject matter teacher. This determination of acceptance should not only be done by interview tests but also academic tests to obtain more accurate results. **The fifth: the principal's policy.** In this case the headmaster is concerned as the manager with the principal's policy to overcome the case of teachers who teach not in accordance with the educational background. According to Tilaar [15], explained about policies in education, according to him education policy is a formulation of various ways to realize the goals of national education. Based on the interview data, the researchers discussed this policy given by the headmaster of public senior high schools in Sarolangun to solve the problem of non-civil servant teachers who teach not in their field by providing training and education outside of school, such as workshops and upgrading held in Sarolangun Regency and in Jambi Province. **Sixth: the impact of the recruitment of non-civil servant teachers.** As we know the role of teacher is very important in improving the quality of education in schools. Agung's [16] stated that the role of a teacher is very important in achieving an improvement in the quality of education. In this case, it is closely related to the recruitment of non-civil servant teachers, because the recruitment teachers must be carried out as well as possible, so there are no mistakes that ultimately affect the quality of education itself. As revealed by Ngalim [17], explaining the lack of teacher phenomenon often reflects the availability of teachers who do not fulfill the needs or there is a mismatch in teacher placement. Based on the interview data in this study,

the negative impact of this poor recruitment was seen from the information that given by non-civil servant teachers whose unmatched educational backgrounds, they face difficulties in developing teaching materials and teaching methods. Besides that, it also has an impact on teacher confusion in the value because of the low achievement in students and the low quality of education. Based on these findings, the recruitment process, the principal's policy and the impact of the teacher recruitment process should be reviewed and evaluated, so that a policy can be compiled and implemented properly. This is confirmed by the opinion of Fowler [18] and Anderson [7], a policy always goes through the stages before it becomes a decision, ranging from agenda setting, policy formulation, policy adoption, policy implementation and evaluation.

However, the results showed that the problem of teacher recruitment did not become the main theme or issue in the recruitment of teaching staff for public high schools in Sarolangun Regency. There are many factors encouraged this happened, first there was no careful planning until the formation of a non-civil servant teacher recruitment team in schools. The lack of interest from teacher and training faculty graduates to be teachers related to the issue of salary payments. The third is because of the access of schools in Sarolangun Regency is quite far from the city center.

V. CONCLUSION

Based on the analysis of the discussion, it can be concluded:

- Announcement and notification policy for non-civil servant teachers did not run very well. The schools only spread information through the teachers and the schools only the internal media in informing related this recruitment.
- Policy of requirements or qualifications is S1 (Bachelor) of education according to school needs.
- The selection policy for non-civil servant teacher recruitment. There is no structured series of selection process for recruiting non-civil servant teachers at public high schools in Sarolangun.
- Policy of acceptance non-civil servant teachers. Determination of the acceptance of non-civil servant teachers as new educators in schools made by the headmasters through discussion with school elements including the determination of the acceptance of non-civil servant teachers who are not qualified as required by the school.
- The impact of the recruitment of non-civil servant teachers: the teachers have difficulty in delivering the subject, but they can find solutions so that the learning objectives can be achieved.
- Principal policy. One way to overcome non-civil servant teachers who teach not based on their educational background is to provide education and training, the principal as manager at school has played an active role in overcoming this problem.

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