



MAPPING TEACHER RECRUITMENT CRITERIA IN IMPROVING THE QUALITY OF EDUCATION AT MTS BAHRUL ULUM GENUKWATU

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Abstract

This study aims to analyze the teacher recruitment process at MTs Bahrul Ulum Genukwatu as a strategic effort to improve the quality of education. Appropriate and professional teacher recruitment is believed to be one of the key factors in creating an effective and high-quality learning environment. This study uses a qualitative approach with a case study method. Data was collected through in-depth interviews with the school principal, the vice principal for curriculum, and the vice principal for student affairs. The results of the study indicate that the recruitment process is conducted comprehensively, considering both academic and non-academic aspects, such as the relevance of educational background, moral integrity, and the ability to work in a team. The selection process includes interviews, teaching practice (microteaching), and performance evaluation during a one-semester probationary period. These findings emphasize the importance of a structured and objective recruitment system to ensure the availability of professional and competent educators. Thus, an effective recruitment process can support the improvement of learning quality and the achievement of educational goals in madrasah.

Keywords: criteria mapping; teacher recruitment; quality of education

1. Introduction

Education is one of the main pillars in the development of a nation. Competent and globally competitive human resources can only be produced through a superior education system. The excellence of a nation is highly dependent on the quality of its human resources, which are formed through an effective educational process and supported by professional educators.

Teachers play a crucial role in determining the quality of education. Government Regulation of the Republic of Indonesia Number 19 of 2005 Chapter VI, paragraphs 1 and 2 emphasizes that teachers as learning facilitators must meet academic standards and have the skills to achieve national education goals. This includes academic qualifications as evidenced by diplomas or certificates, as well as relevant experience in the field of education.

Sari, et al (2023) revealed that the quality of educators is reflected in the learning strategies, methods, and techniques applied. However, the quality of education in Indonesia still faces various challenges, especially in terms of the quality of educators. This is in line with the findings of Notoatmodjo in Sari, et al (2023) who stated that although many efforts have been made to improve the quality of education, leadership factors and teacher competence remain the main determinants of educational success. The Global Education Monitoring Report (GEM) ranks Indonesia low in terms of education quality compared to other developing

countries (Yuliani & Aliyyah, 2024), indicating the strategic role of educators in ensuring the success of educational institutions. Competent graduates are highly dependent on the quality of educators.

Therefore, improving the quality of education requires a synergy between the quality of education and human resources. In order to realize this, the process of recruiting educators is a crucial stage that cannot be ignored. A systematic and procedural educator recruitment process is very important to obtain quality educators (Wea, 2019). Comprehensive selection is needed to produce competent and professional educators. This is in line with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Chapter IV Article 8, which states that every teacher must have academic qualifications, competencies, teaching certificates, and physical and spiritual health to support the achievement of national education goals (Rosyana, et al., 2023).

Schools have the authority to determine and select prospective educators according to the required criteria. Effective recruitment is the key to successful human resources and improved performance in an educational institution (Akilah in Akbar, et al, 2024; Herlambang, et al in Akbar, et al, 2024). Errors in recruitment have a negative impact on learning and achieving educational goals. Therefore, schools must ensure the recruitment system produces educators who meet the standards (Nursina, et al, 2024; Saadah & Jamilus, 2024). This process should be selective, consider knowledge, qualifications and educational development goals, and be based on the needs of the educational institution (Farida et al., 2020).

The recruitment of teaching staff has a significant impact on the quality of national education. Recruitment planning allows educational institutions to strategically identify the needs of education personnel, both in quantity and quality, to achieve the vision and mission (Asrofi in Khalimah, 2024). Effective recruitment mapping is essential. Good recruitment management includes needs analysis, position analysis, selection of the right candidates, appropriate recruitment methods, candidate selection, and placement of new educators (Arifa in Khalimah, 2024). The quality of educators is a determining factor in the success of students, and professional teachers are easier to achieve educational goals (Khalimah, 2024).

Based on this background, this study aims to find out how MTs Bahrul Ulum Genukwatu maps the criteria for teacher recruitment as an effort to improve the quality of education in the madrasah. In addition, the results of this study are expected to be the basis for evaluating and improving the teacher recruitment system, so as to produce qualified educators who meet the needs of the madrasah.

2. Method

This research uses a qualitative approach with a case study method. Case study is an approach used to examine in depth an event, situation, or social phenomenon with the aim of revealing the distinctive characteristics or uniqueness contained in the case (Harahap in Ilhami, et al., 2024). This approach was chosen in order to provide a comprehensive understanding of the mapping of teacher recruitment criteria in order to improve the quality of education at MTs Bahrul Ulum Genukwatu.

The research was conducted at MTs Bahrul Ulum Genukwatu, located at Jl. Doktren MH. 02, Genukwatu, Ngoro District, Jombang Regency. The research subjects consisted of the head of the madrasah, the deputy head of curriculum, and the deputy head of student affairs. Data

collection was conducted through in-depth interview techniques with a number of these informants. The involvement of various sources is expected to produce rich and in-depth information so that researchers are able to explore and understand the facts that occur in the field. This is in line with the opinion of Assyakurrohim, et al (2023), which states that case studies aim to build a comprehensive picture of a case.

The collected data were analyzed using qualitative data analysis techniques, which included the process of data collection, data reduction, data presentation, and conclusion drawing, as proposed by Miles and Huberman in Kafomai and Ramlah (2023). In the first stage, data collection was conducted through in-depth interviews with informants. In the second stage, data reduction, the information that has been collected is selected and classified to emphasize the data that is most relevant to the research focus. In the third stage, data presentation, the data that has been selected and filtered is arranged in a more structured form for easy understanding and further analysis. The last stage is conclusion drawing or verification. At this stage, analyze the data that has been presented and draw conclusions that can answer research questions.

3. Results and Discussion

3.1 Result

Based on the findings in the field, a mapping of the teacher recruitment criteria applied in efforts to improve the quality of education at MTs Bahrul Ulum Genukwatu is obtained as follows.

3.1.1 Criteria for Teacher Recruitment at MTs Bahrul Ulum Genukwatu

Teacher selection at MTs Bahrul Ulum Genukwatu is carried out by considering a number of main criteria covering both academic and non-academic aspects. The first criterion is the relevance of the educational background or diploma to the subjects needed at school. This is important to ensure that prospective teachers have adequate academic competence. Secondly, the moral or ethical aspects receive special attention, given the role of the teacher as a role model who is expected to be able to guide students through good attitudes and behavior.

In addition, psychological suitability is also an important consideration, which includes alignment of vision and mission between prospective teachers and madrasah, as well as dedication and enthusiasm for service. The ability to work together and collaborate with colleagues is also part of the assessment, in order to create a harmonious and productive working atmosphere within the madrasah. Overall, all of these criteria are designed to ensure that teacher candidates not only excel in academic aspects, but also have moral integrity and a high commitment to the progress of the institution.

3.1.2 Teacher Recruitment Process at MTs Bahrul Ulum Genukwatu

The selection process at MTs Bahrul Ulum Genukwatu is structured and involves several stages. Starting with the announcement of acceptance which is adjusted to the needs of the madrasah. After registration is opened, prospective teachers who meet the criteria will be called to undergo a series of selection stages. The first stage is an interview, which aims to

explore the motivation, integrity, and readiness of prospective teachers. Next, prospective teachers will take part in a microteaching session, where they are directly tested in delivering learning materials to students. The assessment at this stage includes various aspects such as flexibility in delivering the material, interaction with students, and classroom management. From these two stages, the school will determine whether or not the prospective teacher should be accepted to teach at the madrasah.

After being accepted, teacher candidates will undergo a probationary period for one semester. During this period, teacher performance is evaluated based on various aspects, such as interaction with students and fellow teachers, as well as activeness. If the evaluation results show satisfactory performance, the teacher will be officially accepted. However, if they do not meet the set standards, the teacher will be honorably discharged. Furthermore, MTs Bahrul Ulum Genukwatu also provides opportunities for selected teachers to attend advanced training through the Subject Teacher Conference (MGMP), in order to improve their professionalism and teaching quality.

3.1.3 Teacher Recruitment Strategies at MTs Bahrul Ulum Genukwatu to Ensure the Quality of Education

Efforts to recruit qualified teachers at MTs Bahrul Ulum Genukwatu are based on a number of important factors, such as teaching experience, pedagogical competence, and the ability to innovate in learning. Teaching experience is seen as a strategic value, because teachers who are accustomed to facing classroom dynamics tend to be better prepared to handle various learning challenges. Pedagogical competence, namely the ability to design, manage and evaluate the learning process effectively, is also a key criterion in the selection process. In addition, the ability to innovate in teaching methods, including the use of technology and innovative approaches, is an added value that supports the creation of a dynamic learning atmosphere that can improve the quality of learning in madrasah.

However, the biggest challenge in selection is to ensure that teacher candidates who pass the selection process actually meet expectations and can contribute maximally to improving the quality of education in madrasah. Therefore, performance evaluation during the one-semester probationary period is a crucial step to ensure that the teacher really meets the desired standards.

3.2 Discussion

3.2.1 Criteria for Teacher Recruitment at MTs Bahrul Ulum Genukwatu

Teacher recruitment at MTs Bahrul Ulum Genukwatu is conducted through a comprehensive approach by considering various key criteria, both academic and non-academic. This approach aims to ensure that the selected teachers not only excel in teaching knowledge and skills, but also have moral integrity and a high commitment to the advancement of educational institutions.

One of the main criteria is the suitability of the prospective teacher's educational background with the subjects needed in the madrasah. The relevance of the diploma to the field of work shows the madrasah's commitment to academic competence as the foundation of

effective learning. This is in line with Sulistiawati's (2012) view, which states that to be able to carry out optimal learning, teachers must have basic teaching skills that are in accordance with their educational background. This view is also supported by Lisnandari (2018), who revealed that the relevance between the scientific field and the subjects taught plays an important role in improving the effectiveness of learning and supporting the optimal performance of teachers in the madrasah environment.

In addition, moral and moral aspects are one of the main considerations in the selection process. Teachers are positioned as role models who have an important role in shaping student character. Pratama, et al (2023) emphasize that role modeling is a crucial element in moral education because without good role models, it is difficult to create a learning environment with quality and character.

Psychological aspects and the suitability of values between prospective teachers and the institution's vision and mission are also a concern. It is expected that teacher candidates have high dedication and a strong spirit of service, which is in line with the direction of madrasah development. Wibowo, et al (2023) emphasize that the alignment of vision between individuals and institutions will create a positive learning climate and support the achievement of educational goals. This view is reinforced by Rahman, et al (2015), who state that personal commitment and value congruence between teachers and institutions greatly contribute to educational effectiveness.

The ability to work together and collaborate with peers is also an important indicator in selection. A harmonious work environment supports the creation of a creative and productive learning atmosphere. Mayasari, et al (2025) showed that teachers who work in a solid team tend to be more enthusiastic and productive in carrying out their duties. Brown's research in Khubtiah, et al (2024) confirms that collaboration between teachers not only improves student learning outcomes, but also strengthens job satisfaction and teacher motivation.

3.2.2 Teacher Recruitment Process at MTs Bahrul Ulum Genukwatu

The teacher selection process at MTs Bahrul Ulum Genukwatu is carried out in a structured and systematic manner, as part of a strategic effort to ensure the quality of education. The selection stage begins with the announcement of teacher recruitment, which is prepared based on an analysis of the actual needs of the madrasah. This initial step reflects careful and data-based planning, in line with the opinion of Maulana, et al in Nasywa, et al (2024), who emphasize that planning teacher needs is a crucial element in ensuring the continuity of the learning process and preventing teaching staff vacancies at certain times.

Once the application is opened, prospective teachers who meet the administrative criteria will be invited to take part in further selection, which includes several important stages. The first stage is an interview, which aims to evaluate the motivation, integrity, and readiness of prospective teachers to join the madrasah environment. According to Rivai in Listanti (2014), interviews are used to dig up more detailed information about the applicant's personal data, while Mangunjda in Irawan, et al (2024) states that interviews serve to ensure compatibility between applicants and organizational values.

The next stage is teaching practice (microteaching) which provides an opportunity for prospective teachers to directly demonstrate their pedagogical competence. The assessment

includes the ability to deliver material, build interactions with students, and manage the class effectively. Ikhrom, et al (2024) state that microteaching is an approach that has proven effective in improving teaching skills, especially because of the elements of simulation, reflection, and constructive feedback. In this way, madrasahs can assess prospective teachers' teaching abilities more objectively and thoroughly.

If the prospective teachers pass the selection process, they will undergo a probationary period of one semester. During this period, performance is evaluated thoroughly based on several aspects, such as interaction with students, cooperation with peers, and activeness in the learning process. The evaluation is holistic, as explained by Kamaruddin, et al (2024), that an effective performance evaluation model must be able to describe the various dimensions of a teacher's work, including teaching ability, contribution to curriculum development, and participation in the overall progress of the institution. This trial period also provides an opportunity for the madrasah to provide early feedback and make improvements where necessary. If the evaluation results show satisfactory performance, the teacher will be officially appointed as part of the teaching force at the madrasah. However, if the performance is not up to standard, the madrasah has the right to honorably reinstate the teacher. This process shows the firmness and professionalism of MTs Bahrul Ulum Genukwatu in maintaining the quality of the teaching staff.

As part of the quality improvement effort, teachers who have been accepted are also given the opportunity to take part in further training through the Subject Teacher Consultative Forum (MGMP). This activity aims to strengthen teachers' professionalism, update their insights, and improve their pedagogical skills on an ongoing basis. Prayoga, et al (2024) emphasize that continuous professional development is very important to ensure the effectiveness of learning and improve the overall quality of education.

All stages of selection at MTs Bahrul Ulum Genukwatu, from needs planning to post-selection training, demonstrate the implementation of effective and visionary teacher recruitment. This is in line with the opinion of Ariana, et al (2024) who emphasize that good recruitment not only focuses on the current eligibility of candidates, but also pays attention to long-term development potential. With a thorough selection system based on the principles of professionalism, MTs Bahrul Ulum Genukwatu shows its seriousness in providing quality education through planned, objective and sustainable teacher recruitment.

3.2.3 Teacher Recruitment Strategies at MTs Bahrul Ulum Genukwatu to Ensure the Quality of Education

The teacher recruitment process at MTs Bahrul Ulum Genukwatu is based on a number of key criteria that reflect the madrasah's commitment to maintaining and improving the quality of education. Three factors that are the main concerns in teacher selection are teaching experience, pedagogical competence, and the ability to innovate in learning. First, teaching experience is considered a very important strategic asset. Teachers who are used to dealing with classroom dynamics generally have more mature adaptations and solutions to learning challenges. The longer a teacher's tenure, the richer his or her experience in applying various effective teaching methods. Teaching experience is proven to be a determining factor in the successful implementation of teaching and learning activities and the achievement of student learning outcomes (Elny & Diba, 2022). In this case, classroom management skills are also an

aspect that cannot be ignored. Experienced teachers tend to be more proficient in managing the classroom effectively, which in turn has a positive impact on the efficiency and success of the learning process (Hendriana, 2018).

Second, pedagogical competence is an absolute requirement for a professional educator. This competency includes the ability to design, manage, and evaluate learning thoroughly. Teachers who have strong pedagogical competence are able to understand student characteristics, design relevant learning, and develop students' potential optimally. In line with the findings of Pricilia, et al (2024), pedagogical competence is an important element in improving the quality of learning, because it includes expertise in developing learning plans, conducting assessments, and fostering student development. Dwiyanti and Roband's (2024) research also shows that pedagogically competent teachers can create a learning environment that is engaging, inclusive and encourages active engagement from each student.

Third, the ability to innovate in learning is increasingly important in today's digital era. Teachers are required to be able to utilize information technology as a medium to support interactive and contextual learning. Anis, et al (2021) emphasize that technology-based innovation can increase the effectiveness of teaching material delivery. In this context, the use of digital devices can increase student interest and participation during the learning process (Virmayanti, et al, 2023). Innovative teachers not only deliver material in an interesting way, but are also able to adapt learning strategies to the needs and characteristics of today's students.

However, the main challenge in this recruitment process is to ensure that prospective teachers who have passed the selection process are truly able to meet the expectations of the institution and contribute significantly to improving the quality of education. For this reason, MTs Bahrul Ulum Genukwatu applies a trial period of one semester as a quality control mechanism. During this period, teacher performance is thoroughly evaluated to assess conformity with established standards. This step is a crucial phase to ensure that teachers who are recruited are not only administratively qualified, but also able to demonstrate professional performance in accordance with the needs of the madrasah. As part of the quality improvement effort, teachers who have been accepted are also given the opportunity to take part in further training through the Subject Teacher Consultative Forum (MGMP). This activity aims to strengthen teachers' professionalism, update their insights, and improve their pedagogical skills on an ongoing basis. Prayoga, et al (2024) emphasize that continuous professional development is very important to ensure the effectiveness of learning and improve the overall quality of education.

By integrating the three aspects of experience, competence, and innovation, the teacher recruitment process at MTs Bahrul Ulum Genukwatu not only aims to fill the need for educators, but also ensures that every teacher who joins is able to support the continuous improvement of learning quality.

4. Conclusion

MTs Bahrul Ulum Genukwatu implements a comprehensive and structured teacher recruitment system that considers a balanced combination of academic and non-academic criteria. Aspects of concern include the relevance of educational background to the subjects taught, moral integrity, psychological readiness, and the ability to work collaboratively within the school environment. The selection process is carried out through interviews and

microteaching practices, which aim to assess not only the pedagogical competence of prospective teachers, but also their commitment and motivation in supporting the progress of the institution. In addition, the implementation of a probationary period for one semester serves as an evaluative instrument to assess performance in a real and sustainable manner. This approach reflects MTs Bahrul Ulum Genukwatu's commitment to providing educators who are professional, aligned with the needs of the madrasah, and able to contribute to improving the quality of education holistically.

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