



RECRUITMENT AND SELECTION PROCESS OF TEACHING STAFF IN IMPROVING THE QUALITY OF EDUCATION AT SMP LABORATORIUM UM MALANG

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Abstract

This study aims to analyze the recruitment and selection process of teaching staff in SMP Laboratorium UM as a strategic effort to ensure the quality of education. The research used a qualitative approach through field studies with data collection techniques including interviews, observations, and document analysis. Data were analyzed using Miles and Huberman's model, consisting of data collection, data reduction, data display, and conclusion drawing. The results show that recruitment is conducted based on the school's needs and announced through multiple platforms, with clear qualifications. The selection process is systematic, involving administrative screening, written tests, interviews, and teaching demonstrations. Special requirements apply to teachers of the International Class Program (ICP), including English proficiency and innovative teaching skills. Challenges in the selection process include unconfirmed absenteeism, mismatch in candidate qualifications, and high salary expectations. To retain quality teachers, SMP Laboratorium UM offers permanent employment status, supports professional certification (PPG), and provides continuous training in educational technology. These efforts reflect the school's commitment to fostering competent and dedicated educators.

Keywords: Recruitment; Selection; Teaching Staff

1. Introduction

The current developments in the world of education continue to undergo changes, and the management of recruitment and selection of educators plays a crucial role in determining the quality of education. Education also holds a vital role in producing high quality human resources. To achieve this goal, educational institutions require educators who are not only academically competent but also possess pedagogical skills and the ability to adapt to the needs of the times, thereby meeting the standards of effective learning. This is supported by the statement that recruitment and selection of educators must be carried out effectively to ensure that schools acquire quality educators (Falaach & Rindaningsih, 2024). Ensuring the quality of educational and educational support personnel is key to national development. The presence of professional educators and staff supports the realization of a quality education system, so that every individual has a greater opportunity to develop their potential optimally and contribute positively to society.

In the context of educational institutions, managing educators and educational staff is a part of human resource management, which includes various activities such as development, organization, recruitment, selection, placement, compensation, rewards, and termination all aimed at achieving specific educational goals (Akbar et al., 2024). The management of educators is an important part of human resource management in educational institutions, with the selection process being one of its critical stages. The selection of educators is not only

intended to fill vacant positions but also to ensure that the recruited teachers possess the competence, integrity, and readiness that align with the institution's vision. This process is integrated within a broader management system, encompassing recruitment, placement, performance evaluation, and continuous professional development. Through a rigorous and structured selection process, educational institutions strive to maintain teaching quality standards while shaping educators who can grow, contribute maximally, and thrive in dynamic educational environments (Rahmatullah & Nugraha, 2024).

Qualified human resources (HR) refer to educators and staff who possess extensive knowledge, high-level skills, and sufficient competencies in their respective fields. Reliable HR means they can work consistently, be dependable, and demonstrate high integrity in carrying out their duties and responsibilities. Human resources in education play a crucial role in ensuring the quality of educators being recruited. The selection of educators is not merely an administrative process but a critical step to ensure that schools obtain competent, professional educators who meet the institution's needs. Proper HR management assists schools in selecting educators who not only have academic ability but can also contribute to improving the overall quality of education (Artiningsih, 2018). Quality educators are capable of implementing innovative and effective teaching methods and providing appropriate guidance to students within a conducive learning environment. In this regard, efforts to enhance HR quality through continuous training, professional development, and systematic performance evaluation are strategic steps in realizing more effective and efficient educational institutions (Murni et al., 2024).

Human resource management is the process of acquiring, training, evaluating, and compensating employees while managing labor relations, health and safety, and matters related to fairness (Ulfatin & Triwiyanto, 2016). Recruitment and selection are essential components of human resource management. Every organization must conduct recruitment and selection processes, whether from internal or external sources, to fill specific positions. A selective and integrated recruitment process, aligned with other managerial functions, increases an organization's chance of acquiring excellent and competitive human resources (Supriyanto & Hidayatullah, 2023). The recruitment and selection process for educators in schools is a crucial stage that must consider various aspects as the foundation for shaping high-achieving students. It is not only the skills or competencies of the educators that matter but also personal characteristics such as honesty, firmness, concern for others, and physical health, so they can carry out their duties and responsibilities optimally. Therefore, the regulations and mechanisms for recruiting and selecting educators must be well-managed and become a priority for both the government and schools, as they are key to providing equitable educational opportunities and improving education quality in Indonesia (Chelsea et al., 2024).

SMP Laboratorium UM is one of the schools that implements a strict, needs-based educator selection system. As a laboratory school, SMP Laboratorium UM functions not only as an educational institution but also as a center for development and innovation in education. SMP Laboratorium UM conducts a selection process aimed at obtaining qualified educators who can adapt to changes in the learning system. The selection process is a crucial stage that follows the successful recruitment of new educators. At this stage, educational institutions must be more meticulous and cautious in selecting which educators to accept. Selection is a process of identifying and choosing the most suitable candidates who meet the required qualifications for a particular position in the institution. Each educational institution has

specific criteria that must be met by prospective educators. With a proper selection process, the accepted educators will be of higher quality, which ultimately enhances learning quality and student development in the future (Ni'mah & Imamah, 2024).

The recruitment and selection of personnel at SMP Laboratorium UM play an important role in ensuring that every individual who joins possesses the necessary qualifications and competencies. SMP Laboratorium UM has developed a recruitment system that takes into account academic qualifications, work experience, technical skills, and their ability to adapt to the advancements in educational technology. Recruitment aims to prepare prospective educators and staff who are qualified. The objectives include attracting job seekers who meet the school's criteria, legally binding educators, and enhancing the school's reputation through a positive recruitment process. Additionally, recruitment seeks to determine the school's HR needs, meet the required composition of educators, and prepare the necessary educational staff (Hasan, 2022). Furthermore, SMP Laboratorium UM emphasizes pedagogical skills and educator professionalism so that they can deliver quality teaching and foster a conducive learning environment. Good educator performance particularly in terms of ethics, integrity, communication, and professionalism greatly influences the formation of students' character and behavior. Educators who serve as positive role models help nurture a generation with integrity, a sense of responsibility, and strong moral values (Efendi & Sholeh, 2023). This study aims to analyze the recruitment and selection process of educators at SMP Laboratorium UM as a strategic step in ensuring education quality.

2. Method

The method used in this study is a qualitative approach through field research. Qualitative research aims to examine the condition of the object in a natural setting, with data analysis carried out using an inductive approach. The primary focus of this research is to gain a deep understanding of meaning rather than to produce generalizations (Windasari et al., 2024). This type of qualitative research with a field study is conducted by designing a research plan, followed by determining the research location, respondents, or informants (Sumarna & Kadriah, 2023). The informants in this study are the principal and the head of administration at SMP Laboratorium UM, with the main issue investigated being the recruitment and selection process of educators in improving the quality of education.

Data collection techniques include semi-structured interviews, observation, and document analysis. The data were analyzed using several steps based on the theory by Miles and Huberman (Sugiyono, 2022), which consists of data collection, data condensation, data display, and conclusion drawing and verification. The first stage, data collection, involves gathering relevant information from various sources such as interviews, observations, and documentation. Next, during the data condensation stage, the collected information is selected, simplified, and focused on the most significant data. After that, the data are systematically organized in visual formats such as tables, charts, or diagrams to facilitate the understanding of patterns and relationships among the data. The final stage is conclusion drawing and verification, which is carried out by re-examining the data to ensure the accuracy of the findings, so that the results of the analysis can be logically justified and supported by strong evidence.

3. Results and Discussion

3.1 Recruitment and Selection Process of Educators as a Strategic Step Toward Achieving Quality Education

SMP Laboratorium UM opens teacher vacancies whenever there is a need for educators, whether due to resignation or new teaching requirements. Recruitment information is disseminated through various platforms, with details on the required qualifications, such as educational background, age, and specific skills. SMP Laboratorium UM prioritizes candidates with teaching experience, but fresh graduates with effective teaching methods are also considered. In addition to mastering the subject matter, educators are expected to adapt to educational technology, including the use of digital tools to support more interactive and effective learning. The recruitment and selection process is a crucial stage in ensuring the quality of teaching and educational management. Through this process, schools can recruit high-quality individuals who are committed to supporting the school's educational vision and mission, capable of understanding various existing challenges, and applying the right strategies to overcome them (Akbar et al., 2024).

3.2 Teacher Selection Process as a Tool to Screen Quality Educator Candidates

The teacher selection process at SMP Laboratorium UM begins with a job vacancy announcement. The implementation of teacher recruitment and selection is carried out with thorough preparation. School administrators need to plan this process optimally so the school can obtain educators who match the required competencies and areas of expertise (Agia & Sudrajat, 2023). To ensure that selected candidates truly meet the school's needs, the selection is conducted in a gradual and systematic manner. Each stage is designed to filter applicants based on qualifications, skills, and readiness to perform the required duties.

The first stage is administrative screening, where the recruitment team reviews the documents submitted by applicants. This step ensures that all documents are complete and meet the established requirements. In addition to educational qualifications and age limits, the applicant's residence is also a consideration. Generally, two types of references are used: educational or work experience references and personal references. Work experience references assess the applicant's expertise and specialization, while personal references include age and a record of good behavior (A'yun et al., 2019). If an applicant is from out of town and must incur additional costs for housing, this may affect their long-term stability and performance. Therefore, residence is an important consideration in the administrative phase.

Applicants who pass the administrative selection move on to a written test. This test assesses their understanding of the tasks they will perform. For teacher candidates, the written test includes subject mastery, understanding of teaching methods, and lesson planning skills. The results of this test are key indicators of a candidate's readiness to serve as an educator. Candidates who do not meet the required criteria are eliminated from the next selection stages (Abdullah et al., 2022).

The next stage is the interview, aimed at exploring the applicant's personality, work ethic, and communication skills. For prospective teachers, interviews assess their teaching experience and how they manage the classroom, build relationships with students, and handle

situations within the school environment. The recruitment team also evaluates the applicant's compatibility with the school's work culture, including discipline, commitment, and willingness to continue learning and growing. Interviews are used because they effectively reveal key qualities such as commitment, character, personality, and competence. School administrators conduct these interviews as they best understand the school's needs and culture (Adelia et al., 2023).

For teacher candidates, there is an additional stage: a classroom teaching simulation. Candidates are asked to teach students using a predetermined topic. This test evaluates several important teaching aspects, such as clarity and structure in delivering the material, classroom management, student interaction, teaching methods used, and the ability to handle student questions or responses. After delivering the lesson, the selection team asks follow-up questions to assess the candidate's subject mastery and teaching effectiveness (Puteri, 2018). This teaching test enables the school to directly observe a candidate's classroom teaching skills, ensuring that only the best are hired.

The selection process is tailored to meet an institution's human resource needs. It involves a series of complex steps and takes time before a final decision is made regarding candidate acceptance. Thus, selection is understood as a systematic process aimed at determining whether an applicant deserves to join the institution (Aldino et al., 2023).

3.3 Competency Standards for ICP (International Class Program) Teachers to Support International-Based Education

SMP Laboratorium UM runs the International Class Program (ICP), designed to deliver education aligned with international standards. Curriculum development and adaptation follow core curriculum development principles. This includes analyzing competencies and content from international curricula and integrating them with the national curriculum. The two are harmonized into a unified curriculum that achieves learning goals from both systems (Abdulloh & Makruf, 2023). This program combines the national curriculum with the Cambridge curriculum, giving students exposure to Indonesian standards and global education. The Cambridge curriculum significantly contributes to student achievement through its clear structure and integrated teaching framework. The implementation is systematic and optimized through engaging lesson designs, supported by a framework (syllabus), lesson plans, and continuous evaluation to maximize learning outcomes (Nafisah, 2018). This approach enhances students' critical thinking, problem-solving, and English communication skills.

There are three core subjects in the ICP: Mathematics, Science, and English, all taught entirely in English. The goal is to familiarize students with academic English and strengthen their global competencies. Therefore, ICP teachers must have excellent English proficiency, not only for everyday communication but also for delivering subject matter effectively. Besides language skills, ICP teachers must use innovative teaching methods. Instead of relying on lectures, lessons often include group discussions, problem-solving, deep concept exploration, and project-based learning. English proficiency is a key requirement, with candidates undergoing written tests, English interviews, and English teaching simulations.

ICP teachers must also be proficient in educational technology. The ICP classroom uses various digital tools such as smartboards, e-learning platforms, and Cambridge based software. The ICP program offers students bilingual learning, helps them adapt to both national and

international educational changes, and encourages innovative teaching aligned with international school curricula. Students in the ICP are also expected to be proficient in English for effective academic communication (Izzi et al., 2022).

3.4 Challenges in the Educator Selection Process

Recruitment challenges are frequently encountered by SMP Laboratorium UM. Limited resources such as time, finances, and staff can hinder comprehensive and efficient teacher selection (Yuliani & Aliyyah, 2024). A common issue is candidates who do not show up without notice, even after passing the administrative stage. This reduces the available candidate pool and forces the school to extend the recruitment period or seek alternative candidates. Another issue is ensuring that applicants answer interview questions honestly, as this affects the accuracy of assessing their true character and competence (Sabrina, 2021).

Another challenge is the mismatch between candidate qualifications and the school's competency standards. Applicants may have impressive credentials, such as degrees from top universities or years of teaching experience, but during testing, they may show a shallow understanding of the subject matter or unsuitable teaching methods. Some candidates are strong in theory but struggle with classroom delivery, classroom management, or addressing real classroom challenges (Murni et al., 2024).

Unlike administrative staff, teacher selection includes an additional teaching simulation phase. This step is crucial for directly observing how candidates teach, interact, and apply effective teaching strategies. Many candidates fall short here, lacking communication skills, using monotonous methods, or failing to manage the classroom.

Financial aspects, especially salary expectations, also pose challenges. Experienced teachers may demand salaries above the school's standard. Therefore, SMP Laboratorium UM practices transparency in salary structure from the start. Teachers assigned additional responsibilities are given extra compensation. In their first year, new teachers receive 80% of the full salary, and full pay is granted after one year of service. This policy ensures that teachers are truly committed and allows the school to assess their performance before offering full benefits. Selection challenges vary depending on school policies, available resources, and local conditions, so strategic and efficient selection processes are essential to recruit the best talent (Windasari et al., 2024).

3.5 Efforts by SMP Laboratorium UM to Improve Educator Loyalty and Professional Development

As a private institution, SMP Laboratorium UM has implemented various efforts to retain high-quality educators who remain loyal and motivated. To compete in the growing market for teachers, the school fosters a stable work environment and provides long-term incentives. These efforts aim not only to attract and retain quality teachers but also to boost their motivation, especially at the junior high level. Highly motivated teachers are more likely to optimize their potential in the classroom, leading to improved student outcomes (Hanum et al., 2020). A key policy is granting permanent status after five years of service. This status includes a unique educator identification number (NUPTK), a requirement for participating in the Teacher Professional Education (PPG) program. Certification validates teacher competence and opens access to professional allowances, improving their welfare.

This stability builds loyalty and encourages long-term dedication. Teachers are expected to be highly dedicated, disciplined, motivated, and committed to the school's vision and mission (Harefa, 2020). SMP Laboratorium UM supports career development by facilitating teachers in completing PPG. Teaching practice is a requirement, and the school allows teachers to continue teaching as part of the certification process. PPG offers training aligned with technological and 21st-century demands, such as e-learning, digital platforms, and interactive media (Hardika et al., 2024). This arrangement benefits both the teacher and school, allowing professional growth while retaining experienced educators.

The school also implements policies to maintain workforce stability. Permanently employed teachers are prohibited from applying for government teacher positions (P3K/ASN). If a teacher chooses to leave for such positions, they must return certain benefits previously received, as agreed upon. This discourages turnover and encourages teachers to stay committed after receiving professional development support.

Lastly, SMP Laboratorium invests in ongoing training, especially in educational technology. Teachers must master their subjects and integrate digital tools like smartboards, e-learning, and interactive apps. Regular training keeps teachers updated and enhances teaching quality. Educators who see opportunities for career advancement tend to be more loyal. To retain such individuals, the school implements an effective and targeted selection strategy to recruit competent teachers that match the school's needs (Windasari et al., 2024).

4. Conclusion

The recruitment and selection process for educators at SMP Laboratorium UM is a crucial part of the school's strategy in maintaining the quality of education. Whenever there is a need for new teaching staff either due to position vacancies or increased demand the school opens job vacancies through various platforms, accompanied by clear and structured requirements such as educational background, age limits, and specific skills needed. The selection process is conducted in stages, beginning with document verification during the administrative phase, followed by a written test to assess subject matter knowledge, an interview to evaluate personality, work ethic, and communication skills, as well as a teaching demonstration to test the candidate's ability to deliver lessons and manage a classroom effectively. Recruited educators are expected not only to master the subject matter but also to adapt to educational technology and innovative teaching methods. This is especially important for teachers in the International Class Program (ICP), which requires proficiency in English and an approach that emphasizes discussion- and project based learning. Although the selection process at SMP Laboratorium UM is systematically designed, it is not entirely free from challenges. Issues such as candidate absenteeism during selection stages, applicants not meeting the school's expectations, and high salary demands beyond standard rates are significant concerns in the recruitment process. To retain high quality teaching staff, SMP Laboratorium UM implements several policies, including granting permanent employment status after five years of service, facilitating teacher certification programs (PPG), and offering ongoing training in educational technology. Additionally, the school enforces special policies such as prohibiting teachers from applying to become civil servants (ASN/P3K) in order to maintain staff stability. With a systematic selection process and a strong commitment to professional development, SMP Laboratorium UM aims to retain competent and dedicated teachers who support the school's vision and mission in delivering high quality education.

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