



THE INFLUENCE OF THE TEACHER PROCUREMENT AND SELECTION PROCESS ON TEACHING PERFORMANCE AT SMPN 1 KROMENGAN

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Abstract

This study aims to understand the impact of the teacher procurement and selection process on the lessons of SMPN 1 Kromengan. The study used a qualitative approach by examining the perceptions and experiences of teachers, supervisors and related parties in the recruitment process, and its impact on educational practices. Data were collected through interviews, participatory observation and documentation. The results show that a transparent, objective and competent teacher procurement and selection process has a significant impact on educational performance. Teachers recruited by a rigorous and comprehensive selection process usually show better commitment, creativity and educational skills in managing learning. However, there are also some barriers, including limited resources and a lack of training after procurement that affect optimization of educational performance. This study concludes that the process and choice of teacher quality are key factors for improving education performance. Therefore, it needs to be supported by more structured and sustainable procurement guidelines and systems.

Keywords: Procurement Process; Teacher Selection; Teaching performance; SMPN 1 Kromengan

1. Introduction

The ongoing procedure known as human resource management aims to supply organizations with the right people for the positions or posts they need (Madya, 2018; Dwiyanto, 2018). One important aspect of human resource management is procurement and selection (Utamy et al., 2020). Every organization must conduct procurement and selection, both internal and external, for specific jobs. By conducting careful procurement and integrating management functions, organizations will get a high-quality and competitive workforce (Warsono, 2017; Yulianingsih, 2015). Recruitment is the process of finding and attracting competent prospective employees to meet the needs and improve company performance. This recruitment is expected to meet the quality and quantity of the company's employee planning (Akbar, 2018; Daraba et al., 2019). Procurement and selection is the process of finding and attracting as many qualified applicants as possible to apply for positions in the organization, can be the starting point of teacher empowerment. Selection is the stage after recruitment where organizations test candidates for positions in educational institutions based on their ability to meet the qualification requirements of the position.

Recruitment is an essential first step because it is critical to the success of human resource management (Akilah, 2019). In the recruitment process, the main goal is to find potential resources who can meet the values of the organization, thus increasing the company's chances of growth and development. Improved organizational performance undeniably depends on the contribution of human resources because human resources are assets for the company. Conversely, mistakes in the recruitment process can lead to a person not having the

skills and knowledge needed for a particular position (Karim et al., 2020; Hasanah and Siregar, 2021).

Effective learning process from teachers is one of the outcomes of the quality of education in a school. Teachers play an important role in creating a pleasant learning environment, shaping students' character, and transferring knowledge and skills needed for life. Therefore, the quality of the teaching force is critical to achieving educational goals. An effective procurement and selection process is one of the important steps to ensure teacher quality. This process not only aims to meet teacher needs but also ensures that the recruited teachers have the competence, dedication, pedagogical and integrity that are in line with education standards. The teacher procurement and selection process at SMPN 1 Kromengan is one of the important components that influence teacher performance. Effective teaching will have a direct impact on improving the quality of learning, achieving educational goals and satisfying stakeholders, namely students, parents and the community. However, problems such as teachers' competencies not matching the needs of the school, lack of motivation to teach, or even internal conflicts within the school can arise if the teacher procurement and selection process is not done carefully. Ultimately, this can reduce the quality of learning and hinder the achievement of school goals.

In educational institutions, the procurement and selection process also plays an important role in realizing professional teachers in the learning process (Jannah and Mufidah, 2023; Salim et al, 2020). Teachers, as the center of education, must have the ability and expertise because they directly interact with students during the learning process. Based on this, the authors are interested in conducting research on the effect of the teacher procurement and selection process on teaching performance at educational institutions with the title: The Effect of Teacher Procurement and Selection Process on Teaching Performance at SMPN 1 Kromengan.

2. Method

This research at SMPN 1 Kromengan used a qualitative approach. A qualitative approach is a research method that focuses on an in-depth understanding of social phenomena, culture, or human behavior through the collection of descriptive data such as words, documentation, or observation. This approach emphasizes the natural context, interpretation of meaning, and complexity of the situation rather than statistical measurements. The basis of qualitative research according to Sukmadinata (2005) is constructivism which assumes that reality is multi-dimensional, interactive in the exchange of social experiences interpreted by each individual. The main purpose of qualitative research is to gain a better understanding of the phenomenon under study. This includes an understanding of individual experiences, social processes, cultural contexts, interactions, meaning construction, and the dynamics that occur in these phenomena (Creswell, 2014).

Data Collection Techniques in Qualitative Research: (1) Interviews, which occur directly between the researcher and the research subject. The purpose of qualitative interviews is to gain a better understanding of the experiences, views, and perspectives of the people involved in the research topic. Depending on the level of framework that has been previously established, interviews can be structured, semi-structured, or unstructured (Creswell, 2014). (2) Observation is a data collection technique that involves direct observation of the participants

and context involved in the research phenomenon. Qualitative observations can be conducted in real situations or in environments that have been specifically designed for research. Observation provides an opportunity for researchers to observe social interactions, behavior, and context relevant to the phenomenon under study (Bogdan & Biklen, 2017). (3) Documentation is done by collecting data from documents, archives, or other written materials related to the research subject. The documents used can be records, reports, letters, books, or other official documents. Documentation studies provide an overview of history, policies, events, and developments related to the research subject (Creswell, 2014).

Qualitative research uses the following research instruments: (a) Interview guide, which contains a list of topics or questions that will be discussed in qualitative interviews. The interview guide can also contain sample questions that can be used as a reference for asking relevant and in-depth questions to research participants (Merriam, 2009). (b) Observation checklists are tools used by researchers to record and record important elements of the observation process. Observation checklists contain categories or variables that researchers will observe during the observation process, and help them organize and collect information about the events they study (Creswell, 2014). (c) Documentation study guidelines contain instructions for collecting data from documents or written materials related to the research phenomenon. Documentation study guidelines can contain instructions on the types of relevant documents, data collection strategies, and aspects that need to be considered in analyzing documentation data (Merriam, 2009).

3. Results and Discussion

The procurement and selection process in junior secondary schools, there are many criteria that are usually considered when selecting teachers to ensure that prospective teachers have sufficient ability to teach and educate students. Teachers can be considered qualified if they fulfill 9 (nine) criteria according to (Gage & Berliner, 1984: 4) as follows: (1) can encourage students to optimize their learning outcomes (2) truly dedicate their time to understand students humanely and as they are (3) can manage lessons well (4) have humor (5) make students feel comfortable learning (6) enthusiastic or passionate in teaching (7) fair to all students (8) able to encourage students to take responsibility for their learning tasks and (9) able to use various methods, approaches, strategies, and learning techniques to help students understand the subject matter. The same applies to the criteria for selecting teachers at SMPN 1 Kromengan. In terms of academic and professional qualifications, teachers at SMPN 1 Kromengan have a bachelor's degree in education and have educator certification in accordance with government regulations. In pedagogical competence, teachers are able to plan, implement, and assess the learning process. understand the characteristics of students in junior high school, use new and technology-based learning approaches. Teachers must also be professionally competent by mastering teaching materials in accordance with the curriculum and having the ability to create teaching materials that are relevant and relevant to student needs. Being a teacher must have a disciplined, responsible, and ethical spirit and be a role model for students.

Teachers who have a strong educational background can understand the latest changes in education, such as the implementation of an appropriate curriculum and the use of technology in learning. Teaching experience also gives teachers practical insights into various problems in the classroom, such as classroom management, student motivation, and solving learning problems. Teachers at SMP Negeri 1 Kromengan also have the ability to create a more active, creative and flexible learning environment. With field experience, they are better able to choose teaching methods that are not only theory-based but also consider the social and

emotional context of students. In addition, they are more flexible in adapting their teaching strategies to changes in education policies and adjusting them to the times. In addition, the diversity of teachers' educational backgrounds and experiences encourages teachers to cooperate with each other to find the best ways to improve learning outcomes. As a result, the quality of education in schools can continue to improve, with students who are more critical, innovative and ready to face future challenges.

Rigorous selection ensures that educators have professional, personality and social abilities that match the vision and mission at SMPN 1 Kromengan. Teachers who pass the selection tend to have better communication skills, have the ability to build positive relationships with students, and are highly dedicated to improving the quality of learning. In addition, they are better prepared to innovate in teaching, use educational technology, and apply approaches that suit students' needs. Meanwhile, teachers recruited on a more flexible basis require ongoing mentoring and training to improve their performance. To help them adapt more quickly to the system, schools can provide orientation, mentoring and professional development programs. Both strictly selected and more flexibly recruited teachers can maximize the quality of learning, provided they receive support and opportunities to develop. Ultimately, the success of teaching at SMP Negeri 1 Kromengan depends not only on teachers' personal backgrounds but also on the expansion and cooperation of the educational environment that supports teachers' growth.

School policies, the amount of resources available and local behaviors affect the difficulty of selecting teachers. However, there are some problems that often occur, such as intense competition for teacher positions in leading educational institutions that can complicate the selection process. Therefore, an effective selection approach is needed to ensure the best choice of teachers (Hamalik, 2017). Thorough and effective teacher selection can be hampered by limited resources such as time, funds and manpower. Media and technology can help overcome some of these limitations (Sadiman et al., 2014). Research by Blackmore (2024) confirms that although many educational institutions have good theories about recruitment, their implementation is inadequate.

The challenge faced by SMP Negeri 1 Kromengan in implementing an effective teacher procurement and selection system is the school's limited authority to recruit teachers directly. When there is a need for teachers for certain subjects, schools cannot recruit their own due to regulations. Meanwhile, waiting for PPPK teachers to be assigned by the government takes a long time. If there is no quick solution, teacher vacancies can occur, which in turn burdens other teachers who must fill the shortage. This affects teaching effectiveness and workload distribution in schools. This is due to a number of reasons, including a lack of resources, a lack of understanding of the importance of competency-based selection, and a lack of training for recruitment teams (Falahati Akbar & Farel Maulana Firman, 2024; Nurjanah et al., 2021). Therefore, recruitment teams need specialized training on competency-based interview methods, microteaching evaluation, and the use of objective selection tools. Training will help recruitment teams select good teachers and improve the quality of education.



Figure 1. SMPN 1 Kromengan

4. Conclusion

In junior secondary schools, especially in SMPN 1 Kromengan, the process of teacher procurement and selection is very important to ensure optimal learning for students. To select teachers, various criteria are used. These criteria reflect pedagogical ability, professionalism, and the ability to create a good learning environment. The nine main standards for teacher quality are as follows: understanding student characters, managing the class well, entertaining, making the class fun, being fair, instilling a sense of responsibility, and teaching with enthusiasm and creativity. The academic and professional qualifications of teachers at SMPN 1 Kromengan are guaranteed through an S1 degree in education and teacher certification regulated by the government. Teachers at this school must not only have pedagogical expertise in designing and implementing learning, but they must also master educational technology and understand student characteristics. They must also have professional competencies, including mastery of curriculum-appropriate teaching materials and the ability to create materials that suit students' needs.

Teachers have a role beyond teaching, teachers at SMPN 1 Kromengan are expected to have high discipline, responsibility and work ethics, as well as being able to be role models for their students. The school can ensure that teachers who are hired have the ability to provide high-quality education and create an effective and inclusive learning environment through a rigorous selection process and clear standards. SMP Negeri 1 Kromengan has a better quality of learning thanks to its strong educational background and extensive teaching experience. Teachers who deeply understand the development of the education world are better equipped to implement the latest curriculum and optimize the use of technology in education. Their experience in the classroom gives them practical knowledge about classroom management, student motivation and learning problem-solving strategies. This experience helps them create a more flexible, active and creative learning environment.

In addition, diverse educational backgrounds and experiences enable teachers to adapt theory-based teaching methods to take into account students' social and emotional contexts and be more responsive to changes in education policy and the times. This diversity of backgrounds also encourages cooperation among teachers, resulting in a more creative and dynamic learning ecosystem.

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