



# SELECTION SYSTEM FOR PROSPECTIVE SPECIAL SCHOOL TEACHERS IN IMPROVING THE QUALITY OF LEARNING FOR CHILDREN WITH SPECIAL NEEDS AT SLB AUTIS LABORATORIUM UM

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## Abstract

Selection of prospective teachers is an activity that needs to be carried out by schools to get qualified teachers. This study aims to determine how the teacher candidate selection system at SLB Autis Laboratorium UM in producing quality educators for children with special needs, focusing on three main aspects: selection stages, main criteria, and challenges faced by schools. The research method used was a qualitative method, involving observation, semi-structured interviews and documentation studies. The results showed that the teacher candidate selection system at SLB Autis Laboratorium UM was carried out through several stages, starting from open recruitment, selection through written tests and interview tests, interviews by the Foundation or UPT, to teaching practice. The school has the main criteria for prospective teachers who register, namely graduates of S1 Special Education or other fields that are linear with PLB. In the selection process, the school also faces challenges such as choosing the best candidate among candidates who both have superior potential. The selection applied at SLB Autis Laboratorium UM has also been considered very effective in producing quality educators.

**Keywords:** selection; teacher; qualified

## 1. Introduction

Every organization or institution in general really needs the presence of labor or human resources. Human resources are the main factor in the development process and achieving the goals of an organization, humans are the most important element in every organization, the success of the organization in achieving its goals and its ability to face various challenges, both from within and outside is largely determined by the ability to manage human resources appropriately (Ulfatin & Triwiyanto, 2016). One of the problems that often occurs in the school environment is the management of human resources that is not optimal. The recruitment system for educators and education personnel is often based on a close relationship with the manager, without considering the competence of prospective employees. This condition is a serious challenge that can have a negative impact on the achievement of existing educational goals (Kusuma & Nasrulloh, 2022).

Improving the quality of human resources requires a managerial process that is directed at preparing and developing the quality of human resources to be in line with social changes that take place very quickly. In other words, to produce competent human resources, effective management is needed. Quality human resources must have the knowledge and various skills to be able to adjust to the dynamics of a changing work environment (Alamsyah, et al. 2020).

Efforts to improve the quality of human resources need to be carried out with seriousness and careful planning. A well-organized plan will provide optimal results if implemented appropriately and accompanied by continuous evaluation. Quality human resources cannot be created instantly, but must go through a structured process and start from the early stages. The quality of education provision is also closely related to the final result or output of the education process itself (Sabarudin, 2021).

There are various problems related to the low quality of education personnel especially in terms of designing learning plans effectively, as well as problems regarding the learning process in using inappropriate methods and media. One of the main factors that must be considered is the selection of prospective teachers, so that only individuals who are competent and have a deep understanding can teach. For this reason, the principal as the person responsible for improving the quality of educators needs to provide guidance, direction, and prospective teachers and educators are involved in various training and development activities (Budi, 2025).

In this case, human resources include educators in special schools. Educators are professionals with certain qualifications who carry out various roles, including as teachers. The term "teacher" refers to professional teachers and educators in a formal education environment who have certain qualifications. They have the responsibility of supporting the growth and development of learners, both from physical and mental aspects. Their main roles include educating, teaching, training, directing, guiding, assessing, and evaluating students (Purnama & Atiza, 2025). Teachers and education personnel, especially SLB, who are recruited must also have the ability to handle children with special needs and understand their roles and responsibilities as educators or support staff in schools (Mulyani & Marlina, 2017). Thus, one of the factors that reflect the quality of human resource management in schools is the increase in achievement and abilities of students with special needs (Yusneli, 2023).

The provision of quality education services is not only a right for children in general, but also for children with special needs. Improving the quality of teachers in special schools plays an important role in supporting the development of students. Therefore, efforts to improve teachers' competencies and teaching abilities are important to improve the quality of education services in special schools (Sari, et al. 2023). Thus, in order for schools to obtain qualified teachers, a rigorous selection process is needed. Selection is a series of stages that applicants must go through to get the final decision whether or not to be accepted as a new employee. The selection process generally includes evaluation of requirements, tests, interviews, and physical examinations. The selection system applied must be based on the principles of cost, time, and energy efficiency, to obtain the best employees and be placed according to their expertise (Nurmasyitah, et al. 2023). This research was conducted to find out how the teacher candidate selection system at SLB Autis Laboratorium UM produces quality educators for children with special needs.

## 2. Method

The research method used is qualitative method. Qualitative method is a research approach that aims to explain and understand the meaning of a phenomenon in its natural context (Niam, et al. 2024). The use of this qualitative method is based on several observations. First, it is easier to use in dealing with reality in general. Second, it is able to present directly the essence of the relationship between researchers and respondents. Third, flexibility in

adjusting to various factors that clarify the pattern to be studied (Sari, et al. 2022). Quantitative research utilizes data in the form of written or spoken language descriptions obtained from individuals or groups that are the object of observation. This data can be in the form of interviews, observations, field notes, transcriptions of conversations, or other written texts (Alaslan, et al. 2023).

Data collection used observation techniques, semi-structured interviews, and documentation studies. Observations were made to observe how the selection system for prospective teachers of SLB Autis Laboratorium UM in producing quality teachers. Semi-structured interviews were conducted with informants in the study, namely the vice principal for curriculum and senior teachers of SLB Autis Laboratorium UM, with the problem under study, namely the selection system for prospective special school teachers in improving the quality of learning for children with special needs. In addition, documentation studies were conducted to support research in the form of relevant writings and data. Then the researcher uses the Miles and Huberman model data analysis technique (Sugiyono, 2022), which includes data collection obtained from observations, interviews, and documentation studies at SLB Autis Laboratorium UM, data reduction is carried out by filtering, selecting, and simplifying relevant data according to research objectives, data presentation (data display) is carried out in narrative form to facilitate understanding, and conclusion (conclusion), namely drawing conclusions from the research results.

### **3. Results and Discussion**

#### **3.1 Results**

Currently, SLB Autis Laboratorium UM conducts open recruitment because the school is in a campus environment, it is easier for schools to get prospective teachers. The school prioritizes prospective teachers who have an undergraduate background in Special Education and who are linear with the field of. From the incoming applications, the school will select one or two applicants who meet the needs or criteria. After that, the selected teacher candidates will be selected, the school will call them to conduct a written test and interview test. There is no psychological test, the school will explore the prospective teachers through the written test and interview test. The written test usually contains their insights about autism, cases, and solving problems. Then, in the interview test, the school will explore their knowledge, loyalty, and other aspects such as whether the prospective teachers prefer to work individually or in groups. Thus, more in-depth study is done in the interview test. The results of the written test and interview test will then be discussed by the team and processed and the school will choose from several candidates depending on the needs of the school. Then, the school calls them through the Administration and the school brings the results to the Foundation or Technical Implementation Unit to be interviewed again by the Foundation or Technical Implementation Unit. Prospective teachers who have been accepted will be given teaching practice. The Head of Curriculum will select some students, and the prospective teacher teaches in front of an observer, usually a team from the school. Through the teaching exercise, the school can provide advice and input. In teaching activities, at least there must be appreciation, core activities, and closing. The learning process in the classroom can be modified according to each teacher's teaching style.

SLB Autis Laboratorium UM is a school specifically for children with special needs. Thus, the main criteria in the selection process for prospective teachers are S1 graduates of Special Education. The school prioritizes prospective teachers who have an educational background that is linear with the field of Special Education, because along with the enactment of new regulations from the government which emphasizes the suitability of the educational background with the field being taught. Although teaching experience is not the main criteria, prospective teachers who do not have teaching experience still have a great chance of being accepted. This is because generally students majoring in Special Education will get experience in teaching practice through various programs, such as internship programs or AMKM (Aktivitas Mahasiswa Kegiatan Mandiri). In these programs they will get the opportunity to be directly involved in the learning process in the classroom, so that even though they do not have teaching experience, they can still develop their teaching skills.

Schools often face challenges in selecting candidates, as schools are sometimes confused about which candidate to choose between candidates who both have superior potential. For example, a situation that recently occurred in the school was a teacher who resigned because he had been accepted as a Civil Servant. To fill the vacancy, the school found two candidates who both had good qualifications to replace the teacher. However, one of them is a Sign Language instructor who has responsibilities outside the school. Therefore, the school will consider choosing a candidate who can fully commit and focus on working optimally from morning to noon without any distractions from activities outside the school. In addition, informants also said that the selection system implemented at SLB Autis Laboratorium UM was very effective in producing quality teachers. Although at first the new teachers may feel unfamiliar, over time they can adapt to the work culture at SLB Autis Laboratorium UM. This is inseparable from a very positive and supportive school environment.

## **3.2 Discussion**

### **3.2.1 Stages of Selection of Teacher Candidates for Autistic SLB Laboratorium UM**

Recruitment is the process of searching, determining, inviting, and determining a number of individuals from within and outside the organization as prospective workers with certain characteristics as planned in human resource planning. After individuals register or apply, the next activity is the selection of all applicants (Rotty & Pongoh, 2022). Selection is the process of selecting and determining individuals from a number of qualified applicants, to occupy available positions in the company according to the needs and conditions of the company (Halisa, 2020). The benefits of prior selection in the recruitment process of prospective teachers are that schools can obtain qualified educators and contribute to improving the quality of education. Through an objective selection stage, schools can assess the extent of the ability of prospective teachers who will join as teachers in their schools and minimize the possibility of accepting prospective teachers who do not meet competency standards (Yuliani & Aliyyah, 2024).

At the stage of selecting prospective teachers at SLB Autis Laboratorium UM, it is carried out through four stages of activity, namely: open recruitment, selection through written tests and interview tests, interviews by the Foundation or Technical Implementation Unit, and teaching practice. This is in line with the selection, namely the process of screening all applicants to determine candidates who are in accordance with the requirements that have

been determined after the recruitment stage, and one of the techniques carried out at the selection stage is the interview test (Amrullah, et al. 2023). According to the Organization for Economic Co-Operation and Development (OECD) (2005) in (Andina & Arifa. 2021) guidelines regarding the process of recruitment, selection, and how to employ teachers in policy development, one of which is that teacher selection must include interviews. preparation of lesson plans, and demonstration of teaching skills. Therefore, selection is an important initial stage when starting an activity to get teachers who are outstanding, qualified and competent human resources (Aliyyah, et al. 2019).

### **3.2.2 Main Criteria for Consideration in Teacher Candidate Selection**

Educational background S1 Special education and other fields that are linear with Special Education are the main criteria taken into consideration for prospective teachers who register at SLB Autis Laboratorium UM. This is in line with the fact that a qualified educator who has an educational background that is linear with his field is able to pass all stages of selection objectively with good results (Yuliani and Aliyyah, 2024). Because, with a linear educational background and a good understanding of their field, prospective teachers can demonstrate the qualities and skills needed to carry out their duties professionally. Mastery of theory by special education graduates is expected to support their skills in handling and managing the needs of each student with special needs (Yusneli, 2023). Kustawan in Wardah (2019) also states that schools should ideally be able to provide special mentor teachers who come from special education graduates, in order to be able to provide services to children with special needs in inclusive schools.

Teaching experience at SLB Autis Laboratorium UM is not the main criterion for prospective teachers who register. However, teaching experience is the most important point and has a significant influence on teacher performance, so it can be said that the length of service of a teacher is closely related to his level of competence. Teachers who have teaching experience are expected to be able to demonstrate better competence in carrying out their duties (Wiranti. 2021). Every experience a teacher has, helps him in enriching the specific skills and knowledge he applies to his work (Nurlaelah, et al. 2023). Therefore, quality human resources with competent educators who have a long period of teaching experience in teaching and learning activities are an important factor (Mulyanti, et al. 2024). Selection criteria are divided into several categories, including: education. work experience, physical condition, and personality (Ninawati, et al. 2024).

### **3.2.3 Challenges in Teacher Candidate Selection**

Every teacher is required to have professionalism in their field. A professional teacher needs to master various competencies. According to Mulyasa in Helmi (2017) categorizes four competencies that a teacher must have, namely pedagogic competence, personality competence, professional competence, and social competence. To be able to organize quality education, schools need to be supported by professional teachers and education personnel (Winantu & Ahmas, 2024). There are several factors that influence the level of teacher professionalism, including the standard qualifications of teachers, the relevance of the field of expertise to the teacher's teaching duties. ability and motivation, level of education, work experience, and mastery of competencies (Syarafudin & Ikawati, 2020). The consideration of the SLB Autis Laboratorium UM in choosing the best teacher candidates who are able to fully

commit to their work is an important step to avoid mistakes in the selection process. This is because mistakes in selecting candidates to be placed in a position can have a big impact on the organization. Not only because the recruitment and selection process requires cost, time, and energy, but also accepting the wrong candidate can reduce efficiency, productivity, and damage the morale of the employee concerned and his colleagues (Nurmasyitah, et al. 2023).

A positive and supportive school environment affects the work culture of teachers at the SLB Autis Laboratorium UM to produce quality educators. This allows each teacher to feel valued and play an active role in achieving school goals. The work environment in schools needs to be considered to create a comfortable and conducive work atmosphere. A comfortable environment can encourage improved teacher performance, while a less supportive environment has the potential to reduce motivation to have a negative impact on teacher performance (Elly & Soraya, 2020). Principals not only play a role in building a good work culture, but also play a role in improving the quality of education. Well-established cooperation can create a positive work environment (Selvi, et al. 2024). Every teacher as a member of the organization must understand and uphold the values of work culture, and apply them in daily work behavior. This plays a role in shaping a positive work culture, strengthening the reputation of the Institute, and supporting good and productive performance (Ridwansyah, 2023).

#### 4. Conclusion

The teacher candidate selection system at SLB Autis Laboratorium UM is carried out through several stages, starting from open recruitment, selection through written tests and interview tests, interviews by the Foundation or Technical Implementation Unit, to teaching practice. This selection aims to obtain quality educators. The school has the main criteria for prospective teachers who register, namely graduates of S1 Special Education or other fields that are linear with Special Education. With the appropriate educational background, prospective teachers are expected to have a good understanding of the needs of children with special needs. Although teaching experience is not the main criterion in this selection, it is an added value for teacher performance. In the selection process, schools also face challenges such as choosing the best candidate among candidates who both have excellent potential. The selection applied at SLB Autis Laboratorium UM is considered very effective in producing quality educators, a positive and supportive school environment also influences teachers to adapt and improve their professionalism.

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