

**THE RECRUITMENT SYSTEM OF EDUCATORS AND EDUCATION
PERSONNEL AT ISLAMIC CENTER ELEMENTARY SCHOOL,
SAMARINDA CITY**

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Abstract

The recruitment system for quality educators is an important aspect of supporting the vision and mission of the school. However, in practice, the recruitment process is sometimes far from optimal. This study examines the recruitment system for educators and education staff, as well as the supporting and hindering factors at SD Islamic Center Kota Samarinda. The method used is field research with data collection techniques through observation, documentation, and interviews. The results show that the recruitment process at SD Islamic Center Kota Samarinda involves coordination with the foundation, preparation of guidelines, and strict selection to produce quality educators to support the school's vision and mission. Supporting factors for recruitment include coordination with the foundation, setting standards for applicants, and strict selection, while the main obstacles are applicants who do not meet qualifications and lack discipline. This study is expected to serve as a reference for the educator recruitment system, help the school and foundation improve recruitment effectiveness, and provide policy guidelines for designing a recruitment process that meets the needs of educational institutions.

Keywords: Recruitment, Educator, Quality, Effectiveness, Policy

Abstrak

Sistem rekrutmen pendidik yang berkualitas merupakan aspek penting dalam mendukung visi dan misi sekolah. Namun, pada kenyataan di lapangan, proses rekrutmen terkadang masih jauh dari optimal. Penelitian ini bertujuan untuk mengetahui sistem rekrutmen pendidik dan tenaga kependidikan, serta faktor pendukung dan penghambatnya di SD Islamic Center Kota Samarinda. Metode penelitian yang digunakan adalah penelitian lapangan dengan teknik pengumpulan data melalui observasi, dokumentasi, dan wawancara. Hasil penelitian menunjukkan bahwa proses rekrutmen di SD Islamic Center Kota Samarinda melibatkan koordinasi dengan yayasan, penyusunan pedoman, dan seleksi ketat untuk menghasilkan tenaga pendidik yang berkualitas guna mendukung visi dan misi sekolah. Faktor pendukung rekrutmen meliputi koordinasi dengan yayasan, penetapan standar pelamar, dan seleksi ketat, sedangkan hambatan utamanya adalah pelamar yang tidak memenuhi kualifikasi dan kurang disiplin. Penelitian ini diharapkan menjadi referensi sistem rekrutmen pendidik, membantu sekolah dan yayasan meningkatkan efektivitas rekrutmen, serta menjadi acuan kebijakan dalam merancang proses rekrutmen yang sesuai dengan kebutuhan lembaga pendidikan.

Kata kunci: Rekrutmen, Pendidik, Kualitas, Efektivitas, Kebijakan

INTRODUCTION

The lack of quality human resources impacts the progress of a country. Managing quality human resources is an important sector that can contribute to realizing the nation's aspirations. This also applies to educational institutions. In educational institutions, recruitment activities are aimed at finding quality human resources. The human resource management approach in educational institutions should focus on efforts to articulate, develop, and train the needs of educators and education staff so that they can achieve optimal benefits for the educators, the school, and the community they serve. Educational institutions must have educators and teachers with technical and professional qualifications.¹

In another explanation, it is also stated that in the field of education, effective human resource management is equally important. Schools and educational institutions heavily rely on the quality of teaching staff and administration to provide high-quality education and ensure student satisfaction.² The presence of effective human resource management will undoubtedly impact the organization's progress toward improvement.³ This view cannot be denied, as the presence of educators and education staff is vital in an educational institution. The existence of educators and education personnel has a tremendous influence on the advancement of education within an institution.

To meet the needs of qualified educators and education staff at schools, recruitment becomes an essential process that must be carried out. This process not only aims to increase the number of educators and education personnel but also ensures that those recruited meet the required quality standards. Effective recruitment must consider the alignment between the school's needs and the competencies of the candidates. This includes measuring the quality of educators and education staff based on various aspects, such as the level of formal education attained, work experience, as well as relevant technical and interpersonal skills. Furthermore, the recruitment process must be designed with transparency, attention, and objectivity to produce truly outstanding human resources. Therefore, the availability of qualified educators and education staff can not only be met but also significantly contribute to the improvement of education quality in schools.

The management of educators and education staff is a systematic effort carried out by organizations to optimally manage human resources, thereby supporting the achievement of the institution's goals. This process includes various stages, starting from planning, recruitment, selection, placement, and development, to providing rewards. In the context of educational institutions, managing educators and education staff begins with a needs analysis aimed at determining the number, quality, and competencies of the workforce that align with the institution's requirements.⁴ This stage is followed by

¹ Muliadi dkk., "Manajemen pendidik dan tenaga kependidikan di Madrasah Tsanawiyah darul iman Kecamatan Singkep kabupaten lingga Provinsi kepulauan Riau," *Jurnal Manajemen dan Pendidikan* 01, no. 01 (2022): 285–93.

² Emmanuel Emmanuel Nii Tackie Tackey, "Optimizing Teacher Recruitment and Compensation: Enhancing HR Practices in Basic Schools," *International Journal of Applied Educational Research (IJAER)* 2, no. 4 (2024): 293–304, <https://doi.org/10.59890/ijaer.v2i4.2159>.

³ Hery, *Pengantar Manajemen*, ed. oleh Diddy, 1 ed. (Jakarta: PT.Grasindo, 2018).

⁴ Imam Machali dan Ara Hidayat, *The Handbook of Education Management Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia*, ed. oleh Jefri, 1 ed. (Jakarta: Prenadamedia Group, 2016).

planning strategies and recruitment placement, ensuring that selected candidates meet the qualifications as per established standards. Afterward, professional development is carried out through training to enhance competencies and productivity. Furthermore, providing proportional rewards for performance and implementing fair sanctions for violations are essential in creating a conducive work environment. With effective management, educational institutions can ensure that educators and education staff contribute maximally to the improvement of education services while simultaneously creating a professional and sustainable work system.⁵

The recruitment process for educators and education staff must be carried out based on clear and directed principles to ensure optimal results. Some important principles in recruitment include determining the required positions, qualifications, or requirements that candidates must meet, conducting the process objectively, and applying the principle of "matching tasks with the abilities possessed."⁶ This principle aims to ensure that the recruited workforce is truly capable of performing tasks according to the school's needs. To obtain quality educators and education staff, a structured recruitment system relevant to the institution's needs is required. The school must start with a thorough needs analysis, determine the qualifications of prospective educators, and consider aspects such as experience and other relevant competencies. With a directed recruitment system, this process can run effectively and efficiently, ensuring that the school's needs for educators and education staff are met optimally. Ultimately, this will contribute to the improvement of the quality of education provided to students.

The statement above regarding the quality of educators in educational institutions also explains that the professional quality of teachers is a key factor for students to achieve academic success in school and, ultimately, acquire the ability to establish themselves in society.⁷ In conducting recruitment activities, schools must not only consider the aspects of a well-defined and clear recruitment system but also take into account supporting and hindering factors during recruitment. This is necessary to ensure that the recruitment process runs optimally. However, in reality, the recruitment process in the field is sometimes far from optimal. This cannot be denied, and it ultimately results in a lack of professionalism among educators or education staff in schools because the recruitment system has not been properly implemented.

At least several references or literature studies support this article. One such study is by Ika Nur Farida, AZ Fanani, and Muhammad Nuril Huda, titled *Sistem Rekrutmen Guru dalam Peningkatan Mutu Lembaga Pendidikan Sekolah Dasar*, published in the *Jurnal Kependidikan Islam* in 2020. This study examines the teacher recruitment system at SD Muhammadiyah 1 Krian, Sidoarjo. Based on the research findings, it was discovered that the school had developed a structured and systematic recruitment process. The process includes several stages, such as administrative stages, written tests, interviews, and additional stages like Al-Qur'an Reading and Writing Tests (BTQ) and micro-teaching. These steps are designed to ensure that the recruited teachers possess the

⁵ Juni Priansa Donni dan Suntai Sentiana Sonny, *Manajemen dan Supervisi Pendidikan*, 1 ed. (Bandung: CV. Pustaka Setia, 2020).

⁶ Mohamad Mustari, *Manajemen Pendidikan*, 2 ed. (Jakarta: PT. Raja Grafindo Persada, 2015).

⁷ Hanqing Wang, "Gender Inequality in Teacher Recruitment: Lack of Male Teachers," *Journal of Education, Humanities and Social Sciences* 12 (2023): 204–10, <https://doi.org/10.54097/ehss.v12i.7632>.

quality and competence that match the school's needs. Thus, this recruitment aims to support the overall improvement of the school's quality through the presence of professional and qualified teachers. This study serves as an important reference in understanding the relationship between the recruitment system and the improvement of education quality.⁸

Another relevant study is by Abdi Fauji Hadiono and Isti Faiyatul Inayah, titled *Pengaruh Sistem Rekrutmen Pendidik dan Tenaga Kependidikan terhadap Mutu Pendidikan dan Kesejahteraan Sosial di Pondok Pesantren Al-Fadl Banyumas*. This study was published in the *Jurnal JMPID* in 2020. Based on the research, the educator recruitment system has a significant influence on the quality of education at the Al-Fadl Educational and Social Foundation, Pondok Pesantren Al-Fadl, Tegaldlimo, Banyumas District. The coefficient of determination calculation showed a value of 49%, meaning that the educator and education staff recruitment system contributed 49% to the improvement of education quality. This percentage falls within the range of 41%-60%, which is categorized as "Moderate." These findings emphasize that a well-structured recruitment process directly impacts education quality, underscoring the need for educational institutions to ensure that their recruitment system is not only efficient but also focused on achieving optimal education quality.⁹

Another study titled *Strategi Rekrutmen dan Motivasi Kerja Pendidik dan Tenaga Kependidikan dalam Peningkatan Mutu Lembaga*, published in the *Education Journal* in 2021 by Umi Hanifah, explains that if the recruitment process for educators and education staff is carried out with a step-by-step selection process leading to a final decision on acceptance, the motivation provided by the school principal to education staff, both moral and material support, will foster both internal and external growth. The improvement in quality through recruitment strategies and the motivation for education staff is highly selective, as it can serve as a benchmark for the improvement of institutional quality.¹⁰

After analyzing several literatures above, there are several differences between previous studies and the research conducted by the researcher. *First*, the type of educational institution is the object of the study. Previous studies focused on educational institutions based on Islamic boarding schools, such as Pondok Pesantren Al-Fadl in Banyumas and SD Muhammadiyah 1 Krian, while this study is conducted in elementary schools under educational foundations. *Second*, the difference in research focus. This research emphasizes the educator and education staff recruitment system in greater depth, including the stages, mechanisms, and implementation to meet the needs of educational institutions. On the other hand, previous studies primarily focused on recruitment strategies for educators, particularly about social welfare and work motivation. These

⁸ Ika Nur Farida, "Sistem Rekrutmen Guru dalam Meningkatkan Mutu Lembaga Pendidikan Sekolah Dasar," *Jurnal Kependidikan Islam* 10, no. 2 (16 Agustus 2020): 162–75, <https://doi.org/10.15642/jkpi.2020.10.2.162-175>.

⁹ Abdi Fauji Hadiono and Isti Faiyatul Inayah, "Pengaruh Sistem Rekrutmen Pendidik Dan Tenaga Kependidikan Terhadap Mutu Pendidikan Yayasan Pendidikan Dan Sosial Pondok Pesantren Al-Fadl Banyuwangi," *Jurnal Manajemen Pendidikan Islam Darussalam (JMPID)* 2, no. 1 (1 April 2020): 185–203, <https://doi.org/10.30739/jmpid.v2i1.665>.

¹⁰ Umi Hanifah, "Strategi Rekrutmen dan Motivasi Kerja Tenaga Pendidik dan Kependidikan Dalam Meningkatkan Mutu Lembaga," *Educatio* 7, no. 4 (2021): 1623–27, <https://doi.org/10.31949/educatio.v7i4.1455>.

differences provide space for the research to complement the perspective in the study of educator recruitment management, especially in different educational institution environments, while also enriching the literature on the relationship between recruitment systems and overall education quality improvement.

Research on the educator and education staff recruitment system at SD Islamic Center Kota Samarinda is expected to make a significant contribution to the body of knowledge in the field of educational management. This study not only enriches academic literature but also has important practical implications. This research can serve as a reference or guide for educational institution managers involved in the educator and education staff recruitment process, covering aspects such as planning, implementation, and evaluation of the recruitment system. With a clear guide, educational institutions are expected to implement a more effective, transparent, and directed recruitment system to ensure that the quality of recruited educators and education staff meets the institution's needs. Additionally, this study is also expected to encourage educational institution managers to continually develop recruitment policies focused on improving educational quality, thus creating a high-quality learning environment and supporting the overall achievement of educational goals.

METHOD

This research is a field study where the data is obtained by conducting direct research in the field to explore, collect, and compile the necessary data and information regarding the recruitment of educators and education staff at SD Islamic Center Kota Samarinda, to obtain data directly from the source. In the process, the researcher explores, collects, and compiles relevant data and information related to the educator and education staff recruitment system at SD Islamic Center Kota Samarinda. This approach allows the researcher to gain a deep understanding of the mechanisms and implementation of recruitment in the field, including the stages, criteria, and challenges faced by the school. This research is classified as qualitative research, which is based on phenomena that emerge through creating a comprehensive and complex description that can be presented in words, reporting the results in detail from the information sources and conducted in various contexts.¹¹

Qualitative research is a type of research conducted to describe in depth and comprehensively the facts or conditions that occur in the field. In this research, the researcher plays a central role as the primary instrument directly involved in the collection, analysis, and interpretation of data. Several distinctive characteristics differentiate qualitative research, which includes: (1) natural settings, where data is collected in an authentic environment or context without significant intervention; (2) the researcher as the central instrument, functioning as both the data collector and analyst; (3) being descriptive, meaning the researcher describes existing conditions or phenomena in detail without modifying the data; (4) focusing more on the process than the outcome, where the main focus is on how the phenomenon or process occurs, not just on the final result; (5) inductive data analysis, where the researcher draws general conclusions from specific data; and (6) emphasizing the importance of meaning, where qualitative research

¹¹ Muhammad Rijal Fadli, "Memahami desain metode penelitian kualitatif," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

focuses on understanding the meaning contained within the data. Unlike quantitative research, which relies on statistics, qualitative research places greater emphasis on the collection, analysis, and interpretation of narrative and descriptive data.¹²

In this research, the data collection methods involve observation, interviews, and documentation. Observation is conducted to directly observe the situation and conditions related to the recruitment system for educators and education personnel at SD Islamic Center Kota Samarinda. Interviews are conducted with key informants who have in-depth knowledge of the recruitment system at SD Islamic Center Kota Samarinda. The informants to be interviewed include the head of the Islamic Center Foundation, the principal of SD Islamic Center Kota Samarinda, and the school administration staff. These informants are expected to provide comprehensive information regarding the recruitment stages, qualifications required, and the selection process applied. Meanwhile, documentation is used to collect various documents related to the recruitment process, such as recruitment procedures, established criteria, and other records that can support the understanding of the existing recruitment system. The subject of this research is the recruitment system for educators and education personnel implemented at SD Islamic Center Kota Samarinda, which will be analyzed in depth to identify strengths and challenges in the process.

After the researcher has successfully collected the necessary data and sources of information, the next step is the data analysis process. In this study, the researcher follows four main steps in the data analysis technique, which include: (1) Data collection, which is conducted by gathering information from observations, interviews, and documentation to obtain a complete and accurate picture of the recruitment system for educators and education personnel at SD Islamic Center Samarinda. (2) Data reduction, which is the process of selecting, filtering, and focusing on relevant data to answer the research questions, eliminating unnecessary information, and simplifying the data for easier analysis. (3) Data presentation, where the reduced data will be organized in a form that is easy to understand, such as tables, diagrams, or narratives that describe the key findings from the analysis. (4) Drawing conclusions and verification, the final step is to draw conclusions based on the results of the data analysis that has been presented, as well as to perform verification to ensure that the findings are valid and accountable. This systematic data analysis process is expected to provide a deep understanding of the recruitment system for educators and education personnel at SD Islamic Center Samarinda and its contribution to improving the quality of education at the school.

RESULT AND DISCUSSION

Recruitment System for Educators and Education Personnel

The recruitment process for educators and education personnel in educational institutions plays a crucial role in ensuring the quality of education provided. The SD Islamic Center Samarinda regularly ensures coordination with the foundation to provide educators and education personnel who meet the expected quality standards. With intensive coordination between the school and the foundation, it is hoped that the recruitment process will run effectively and produce quality educators. The school also

¹² Fadli.

continuously strives to facilitate the achievement of quality standards for educators and education personnel that align with the institution's needs.

Moreover, to simplify and clarify the recruitment process, the school has established several requirements that must be met by prospective educators and education personnel. After setting the necessary qualification standards, the school conducts various selection stages, which include interviews, Quran reading tests, and other tests relevant to the field chosen by the candidates. The Quran reading test, as one of the selection stages, is highly relevant to the needs of an Islamic educational institution that aims to ensure prospective educators have the required religious competence. This is an important step in maintaining spiritual quality in line with the goals of Islamic education, which seeks to develop a generation that is not only academically intelligent but also strong in religious aspects.

An effective recruitment system plays a crucial role in determining the quality of educators hired by an educational institution. A structured, competency-based, and institution-specific recruitment process allows schools to select educators who not only have the necessary academic qualifications but also possess skills, character, and values aligned with the institution's goals.¹³ This directly impacts the improvement of the education provided to students, creating a more effective learning process, and shaping a positive and inspiring educational environment. High-quality recruitment also helps institutions instill moral and spiritual values in students, in line with the vision and mission of Islamic education. Furthermore, success in implementing a strong recruitment process can strengthen the school's positive image in the community, making it the first choice for parents who prioritize quality education for their children. Therefore, strategic recruitment supports the achievement of a more holistic educational goal.

Clear guidelines and qualification standards in the recruitment process are key elements in improving the effectiveness of selecting teaching and education personnel. These guidelines ensure that candidates meet the institution's needs in terms of educational qualifications, work experience, specialized skills, and relevant competencies.¹⁴ These standards provide measurable benchmarks for objectively assessing candidates during the selection process, including their ability to support the school's vision and mission. With a systematic approach, the school can select educators who not only meet formal requirements but also can create an inspiring and effective learning environment. This approach not only strengthens the quality of teaching staff but also significantly contributes to achieving more holistic educational goals, ensuring that students receive a quality education that supports the optimal development of their potential.

Competency-based selection, such as the Quran reading test, is a strategic part of the recruitment process for teaching staff at SD Islamic Center Kota Samarinda. This test is designed to assess the candidates' abilities in both spiritual and professional aspects,

¹³ Dadang Supriyanto dan Dadan Hidayatullah, "Strategi Rekrutmen Dan Seleksi Tenaga Pendidik Dan Kependidikan Di SMP Al Ma'soem Jatiningor Sumedang," *Simpati* 2, no. 1 (15 Desember 2023): 34–47, <https://doi.org/10.59024/simpati.v2i1.505>.

¹⁴ Ayuan Nova Listanti, "REKRUTMEN DAN SELEKSI GURU DI SMA AL-ISLAM KRIAN," *Inspirasi Manajemen Pendidikan* 4, no. 4 (12 Mei 2014), <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/7748>.

which are crucial in the context of Islamic education.¹⁵ Through this selection, the school can ensure that candidates are capable of integrating religious values into the learning process, which is an essential element in supporting the institution's vision and mission. This approach guarantees that the educators hired are not only academically competent but also possess strong spiritual character, aligned with Islamic values. As a result, the school can create a learning environment that fosters intellectual development while also shaping students' personalities with noble character. This step not only improves the quality of teaching but also strengthens the Islamic identity and values in every aspect of education at the school.

The systematic and structured selection process at SD Islamic Center Kota Samarinda is designed to ensure the recruitment of qualified teaching and education personnel. Planned recruitment and competency-based selection are essential foundations for achieving this goal. The selection process not only focuses on standard education but also includes evaluations of the character, skills, attitudes, work ethics, and religious understanding of the teaching candidates. This approach reflects the school's commitment to education based on Islamic values, where educators are expected to be not only professionally excellent but also positive role models for students.¹⁶ As a result, the hired educators can support the moral and spiritual development of students, while also contributing positively to the achievement of the school's vision and mission. The combination of high academic ability and strong character is key to creating a conducive, integrity-driven learning environment that aligns with Islamic values.

The recruitment process at SD Islamic Center Kota Samarinda focuses on the quality of educators who will support the achievement of the school's vision and mission. Recruitment in educational institutions emphasizes that good planning in recruitment can improve the overall quality of education, aligning with the main goals of recruitment at SD Islamic Center Kota Samarinda. In this regard, recruitment is not just about filling quotas for teaching and educational personnel, but also ensuring that those hired are individuals with the necessary competence, character, and commitment to education based on Islamic values.¹⁷ Therefore, it can be concluded that the recruitment process implemented at this school aligns with existing theoretical concepts, and based on the findings of the research, it can be stated that this structured, quality-based recruitment system is superior compared to other educational institutions that have not optimized their recruitment process. This approach has a positive impact on improving educational quality, making SD Islamic Center Kota Samarinda a more competitive institution with a strong ability to produce high-quality generations.

The recruitment process carried out by SD Islamic Center Kota Samarinda demonstrates a strong connection between human resource management theory and the

¹⁵ Fahmi Ainun Nazil, "Strategi Rekrutmen Dan Seleksi Tenaga Pendidik Untuk Meningkatkan Kualitas Pendidikan Di Madrasah Bertaraf Internasional (MBI) Amanatul Ummah," *Continuous Education: Journal of Science and Research* 4, no. 1 (2 April 2023): 1–13, <https://doi.org/10.51178/ce.v4i1.1276>.

¹⁶ Arrum Intan Sari, Afriza Afriza, dan Tuti Andriani, "Rekrutmen Tenaga Pendidik Sebagai Upaya Meningkatkan Kualitas Pendidikan," *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL* 4, no. 1 (2022): 441–47, <https://doi.org/10.38035/jmpis.v4i1.1445>.

¹⁷ Silmi Amrullah, N. Nurhayati, dan W. Windawati, "Implementasi Rekrutmen dan Seleksi Tenaga Pendidik di SMK Negeri 8 Garut," *Jurnal Tata Kelola Pendidikan* 5, no. 1 (15 Agustus 2023): 25–34, <https://doi.org/10.17509/jtkp.v5i1.61445>.

practices applied within the educational institution. In this case, human resource management theories that emphasize the importance of good planning, competency-based selection, and alignment with organizational needs are effectively implemented by the school. The structured, standardized, and tailored recruitment process provides a positive impact by ensuring the selection of qualified teaching and educational personnel. In addition to meeting academic qualifications, candidates are also assessed based on their character competencies and understanding of religious values, which align with the institution's vision and mission. Thus, the recruitment process not only focuses on technical aspects but also on the moral and spiritual development of the educators, which will ultimately influence the quality of teaching. This contributes to achieving the school's vision and mission, ensuring that SD Islamic Center Kota Samarinda produces generations that are not only academically intelligent but also have noble character, good morals, and the ability to face future challenges with high integrity.

Supporting Factors for the Recruitment System of Educators and Education Personnel

The recruitment process for educators and education personnel must receive special attention from the school, as this is the stage where the school or educational institution has the opportunity to select and determine candidates who meet the desired criteria. This stage is crucial because, through the right selection process, the school can ensure that the selected educators and education personnel possess the competencies, integrity, and character that align with the educational goals and ideals.¹⁸ With effective recruitment, the school can create a quality learning environment where educators can inspire, teach, and guide students in line with the established educational vision and mission. Therefore, the recruitment process is not just about filling the educator quota, but also a strategic step in building sustainable educational quality and supporting the character development of future generations.

The recruitment process for educators and education personnel at SD Islamic Center Kota Samarinda involves several supporting factors that facilitate the recruitment process. One of the key factors is the intensive coordination between the foundation and the school, which plays a significant role in supporting the smooth execution of the recruitment process. This collaboration ensures that the school's needs for educators and education personnel are met effectively.

In addition, the school sets clear standards for prospective applicants, whether they are teachers or education staff. These standards serve as a clear foundation for the school to select candidates who meet the required qualifications. The established qualification standards include academic aspects, competencies, and character that align with the school's vision and mission.

Furthermore, the selection process at SD Islamic Center Kota Samarinda is tailored to the specific positions applied for by the candidates. The selection process includes interviews and tests relevant to the position being applied for, aiming to assess the candidates' abilities in specific areas. For example, prospective teachers will undergo tests related to their understanding of the subject matter, while prospective education

¹⁸ Nadwah, "Rekrutmen Tenaga Pendidik dalam Peningkatan Mutu Madrasah Aliyah Negeri Insan Cendikia Jambi," *Jurnal Pendidikan Islam* 9, no. 1 (2019).

personnel will be tested according to the administrative or technical tasks they will perform.

The collaboration between the foundation and the school is crucial in enhancing the effectiveness of educator recruitment. With good coordination, the foundation's policies can be aligned with the operational needs of the school, ensuring a structured, transparent, and efficient recruitment process.¹⁹ This synergy allows for the development of recruitment criteria that are relevant, adaptive, and in line with the vision and values of the educational institution. The school can acquire educators who not only meet formal qualifications but also possess the character competencies and moral values that align with the educational goals. An effective recruitment process contributes to the improvement of the quality of learning and the creation of a conducive learning environment.

In addition, clear and measurable standards in recruitment facilitate an objective and transparent selection process for choosing quality educators. With the established standards, the school can avoid subjectivity in assessments. These standards include educational qualifications, technical skills, experience, and character that align with the school's values.²⁰ This ensures that prospective educators not only meet formal qualifications but also align with the institution's needs. The selection process becomes fair and measurable, ensuring that the hired educators can contribute optimally to teaching, thereby enhancing the quality of education and creating a better and more productive learning environment for students.

Competency-based selection relevant to the position applied for can enhance human resources quality in educational institutions. By assessing the skills and knowledge of prospective educators, the school ensures that the individuals hired possess the necessary academic abilities, practical skills, and appropriate personality traits.²¹ This approach allows for maximal contributions toward achieving educational goals and supports the development of a high-quality learning environment. The school can recruit educators who have the expertise and potential to tackle the challenges of the ever-evolving educational landscape.

Supporting factors in the recruitment process at SD Islamic Center Kota Samarinda—such as coordination with the foundation, the establishment of clear standards for prospective educators, and position-based selection processes—play a significant role in ensuring high-quality educators and education personnel. Coordination between the foundation and the school ensures alignment between educational goals and available human resources. The establishment of clear standards provides an objective reference during the selection process, ensuring that only candidates who meet the

¹⁹ Abdul Aziz Amir Murni, M. Sobry, dan Muhammad Thohri, "Analisis Proses Perekrutan Dan Seleksi Tenaga Pendidik Dalam Meningkatkan Mutu Pendidikan Di MI Shadruddin NW Suralaga," *Jurnal Kependidikan Islam* 14, no. 2 (30 Agustus 2024): 218–30, <https://doi.org/10.15642/jkpi.2024.14.2.218-230>.

²⁰ Dewi Fahmi Ats-tsanny, "PENERAPAN STANDAR KOMPETENSI DAN KUALIFIKASI GURU TERHADAP PENGELOLAAN PENDIDIK DAN TENAGA KEPENDIDIKAN DI TK NEGERI 2 YOGYAKARTA," *QURROTI* 2, no. 1 (2020): 102–21.

²¹ Hafiedh Hasan, "SISTEM REKRUTMEN DALAM PENGEMBANGAN MANAJEMEN SUMBER DAYA MANUSIA (SDM) PENDIDIKAN," *Promis* 3, no. 2 (28 September 2022): 143–62, <https://doi.org/10.58410/promis.v3i2.557>.

appropriate qualifications are accepted. The position-based selection process ensures that each candidate hired has the competencies required for their specific role, whether in teaching or administration. This approach aligns with human resource management theory, which suggests that systematic recruitment based on standards can enhance the quality of education within an institution.²² Thus, the implementation of a structured and standardized recruitment system becomes a key factor in creating a high-quality educational environment at SD Islamic Center Kota Samarinda.

The policy of SD Islamic Center Kota Samarinda in setting standards and competence-based selection is highly effective, as it helps achieve the educational vision and mission. With clear standards, the selection process becomes objective and directed, ensuring that prospective educators not only meet academic qualifications but also possess the character, skills, and competencies needed by the Islamic educational institution. Competence-based selection ensures that educators can contribute maximally to creating a high-quality learning atmosphere, supporting the formation of students' character, and reinforcing religious values. This policy is crucial in shaping intelligent, virtuous, and morally upright generations.

Faktor Penghambat Sistem Rekrutmen Pendidik dan Tenaga Kependidikan

Obstacles in the Recruitment System for Educators and Education Personnel The recruitment process at SD Islamic Center Kota Samarinda faces several obstacles that need to be addressed to function more effectively and efficiently. One of the main issues identified is the mismatch between the educational qualifications of potential educators and the needs of the school. This causes difficulties in aligning candidates with the available positions, which affects the quality of the educators hired. Additionally, there are challenges related to the lack of discipline among some candidates in following the recruitment process. Some applicants register after the established deadline or are late in attending selection stages such as tests, interviews, or document verification. This lack of discipline not only delays the selection process but also impacts the quality of the recruitment. Therefore, the school needs to review the existing recruitment system and procedures, as well as improve oversight and communication, so that the selection process can proceed more smoothly and according to the established schedule.

The mismatch between the educational qualifications of prospective educators and the needs of the educational institution becomes an obstacle in recruitment. Candidates who do not have the appropriate educational background according to the standards may struggle in carrying out their duties.²³ As a result, the quality of student education is hindered because the educators lack sufficient competence in the subjects they teach. This mismatch in qualifications can also decrease the effectiveness of teaching, reduce student motivation, and impede academic development. Therefore, educational institutions must conduct a rigorous selection process and ensure that prospective educators meet the qualifications that align with the institution's needs and established standards.

²² Gary Dessler, *Manajemen Sumber Daya Manusia*, 15 ed. (New York: Pendidikan Pearson, 2018).

²³ Sitti Nadirah dkk., "Pengaruh Kinerja Dan Kualifikasi Akademik Guru Terhadap Mutu Pendidikan," *Journal on Education* 6, no. 1 (5 Juni 2023): 2064–71, <https://doi.org/10.31004/joe.v6i1.3198>.

Lack of discipline in adhering to the recruitment schedule can disrupt the selection process and negatively impact the quality of recruitment. Prospective educators who fail to meet deadlines show a lack of commitment to the established process.²⁴ This delays the selection process and reduces the effectiveness of identifying the right candidates. Tardiness can limit opportunities for other, more qualified candidates and affect the filtering of candidates according to the institution's needs. Indiscipline also reflects a lack of professionalism, which is essential in an educational institution. Therefore, punctuality at each stage of recruitment is crucial to producing qualified educators.

However, these challenges can be addressed through effective coordination between the school and the foundation. Effective communication and coordination between the educational institution and the foundation play a crucial role in accelerating the recruitment process and reducing existing obstacles, such as late registrations or mismatched qualifications of prospective educators. Although recruitment may be hindered by these factors, the issues can be resolved with strategic steps that involve enhanced coordination and better understanding between the school and prospective educators.²⁵ The school and foundation need to collaborate to align qualification standards and selection processes with the institution's needs. Furthermore, improving communication with prospective educators about the requirements and stages of recruitment will help them follow the process more diligently. With the right strategies, these obstacles can be minimized, ensuring the recruitment process runs more smoothly and effectively.

Educational qualifications are a key factor in the success of recruitment, directly impacting the achievement of the school's vision and mission. Educators with the appropriate educational background can make a maximal contribution to teaching and support the institution's long-term goals. Therefore, schools need to pay attention to the educational qualifications of prospective educators during the recruitment process. Selecting educators with the right qualifications ensures quality teaching and creates a conducive learning environment. By prioritizing suitable qualifications, the school can minimize the risk of mismatches that could disrupt the educational process and achieve the desired objectives. Schools need to establish clear qualification standards in the selection process.

An effective recruitment process begins with thorough Human Resource planning, including analyzing organizational needs, the number and type of vacant positions, and the timeline for filling them.²⁶ This allows educational institutions to plan recruitment according to their needs and priorities. It is also important to determine the required skills, ensuring that the selection of prospective educators is more focused and meets the demands. Structured planning enables efficient recruitment, ensuring positions are filled

²⁴ Siti Dewi dan Titi Rahmawati, "Disiplin Waktu dalam Proses Rekrutmen Pendidik di Sekolah Swasta," *Jurnal Administrasi Pendidikan* 14, no. 3 (2018): 99–108.

²⁵ Ibnu Ubaedila dkk., "Manajemen Tenaga Pendidik Dalam Meningkatkan Mutu Pendidikan Di SMPIT Ibnu Khaldun Cirebon," *Jurnal Pendidikan Indonesia* 4, no. 10 (2023): 1049–67, <https://doi.org/10.59141/japendi.v4i10.2695>.

²⁶ Bella Nur Arifa, "PELAKSANAAN MANAJEMEN REKRUTMEN TENAGA PENDIDIK DALAM MENINGKATKAN MUTU PENDIDIKAN DI MADRASAH ALIYAH AL-MUKHLISIN" 5, no. 2 (2020).

with the right individuals, and the quality of education is maintained in alignment with the institution's vision and mission.

CONCLUSION

The recruitment process conducted by the school is very important. The coordination with the foundation serves as the initial step in the recruitment of educators and education personnel at SD Islamic Center Kota Samarinda. In addition, the school sets standards for the recruitment process for prospective educators and education personnel to ensure that the resulting personnel are of good quality and can meet the needs in achieving the vision and mission of SD Islamic Center Kota Samarinda. After coordination and setting standards for the candidates, the school then conducts a selection process for applicants, which includes interviews, Quran reading tests, and other skill tests related to the positions applied for by the prospective educators and education personnel.

There are supporting and inhibiting factors in the recruitment process of educators and education personnel at SD Islamic Center Kota Samarinda. The supporting factors in the recruitment system implemented by SD Islamic Center Kota Samarinda include the coordination process between the foundation and the school, which helps in the recruitment process. In addition, the school also sets standards for prospective applicants, whether they are applying for teaching or education personnel positions. The existence of these standards serves as a benchmark for the school during the recruitment process. On the other hand, the inhibiting factors faced by the school in the recruitment process include the presence of prospective educators or education personnel whose educational qualifications do not meet the school's requirements. Furthermore, some prospective educators and education personnel lack discipline during the recruitment process, particularly in terms of registration, sometimes missing the recruitment deadline or being late during the selection stages of the recruitment process.

Suggestions for the research: To minimize the recurring inhibiting factors, it is recommended that the school emphasizes the requirement that applications from prospective educators and education personnel must align with the academic qualifications needed by the school. In addition, the school should also emphasize time discipline, ensuring that prospective educators and education personnel participating in the recruitment stages adhere to the established rules and timelines set by the school. This would help improve the efficiency and effectiveness of the recruitment process.

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