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NON-CIVIL SERVANT TEACHERS: RECRUITMENT PROBLEMS IN MADRASAS



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INFO ARTIKEL

ABSTRAK

Keywords:
*Teachers,
Recruitment,
Management*

This study aimed to investigate the process of recruiting non-civil servant teachers (NCS-teachers) in madrasas through management stages, namely Planning, Organizing, Actuating, and Controlling. This study used a qualitative method. Data were collected by interviewing 15 informants, consists of officials from the Ministry of Religion, madrasa leaders, and NCS-teachers. The fifteen informants came from three different districts that had the most NCS-teachers in East Kalimantan. This study founded that madrasas had not applied the managerial stage of the NCS-teacher recruitment process, especially in the planning, organizing, and controlling stages. Madrasa managers immediately implemented an "actuating stage" of recruiting NCS-teachers. The recruitment process had an impact on the quality of NCS-teachers, which in turn can affect the quality of education in madrasas. This research recommends to the government (Ministry of Religion of the Republic of Indonesia) to formulate an NCS-teacher recruitment system in madrasas through development studies

ABSTRACT

Kata Kunci:
*Guru, Perekrutan,
Manajemen*

Penelitian ini bertujuan untuk mengungkap proses perekrutan guru non-PNS di madrasah melalui tahapan manajemen, yaitu Perencanaan, Pengorganisasian, Pelaksanaan, dan Pengendalian. Dengan menggunakan metode kualitatif, data dikumpulkan melalui wawancara terhadap 15 informan, terdiri dari pejabat dari Kementerian Agama, pemimpin madrasah, dan guru non-PNS. Kelima belas informan tersebut berasal dari tiga kabupaten berbeda yang memiliki guru non-PNS terbanyak di Kalimantan Timur. Penelitian menemukan bahwa madrasah belum menerapkan tahap manajerial dari proses rekrutmen guru non-PNS, terutama dalam tahap perencanaan, pengorganisasian, dan pengendalian. Pimpinan madrasah segera menerapkan "tahap pelaksanaan" merekrut guru-guru Non PNS. Proses perekrutan tersebut berimplikasi pada kualitas guru non PNS, yang pada gilirannya dapat mempengaruhi kualitas pendidikan di madrasah. Penelitian merekomendasikan kepada pemerintah (Kementerian Agama Republik Indonesia) untuk merumuskan sistem rekrutmen guru non-PNS di madrasah melalui studi pengembangan.

INTRODUCTION

Several factors contribute to improving student achievement. Some experts agree that teachers have the highest effect on student success. Some studies had found that good teachers

and learning determine the level of student achievement. (Sanders & Rivers, 1996) had researched longitudinally for five years (1991-1995) and concluded that the teacher's effect strongly supports the improvement of students' academic achievement. According

to him, students taught by competent teachers have a 54% higher level of learning achievement than students taught by incompetent teachers. Linda Darling (Hammond, 2000) analyzed the results of a survey by 50 countries about progressive improvement in the quality of education in her country, one of the results of the analysis was that the teacher quality variable seemed to have more influence on student achievement than class size and teacher salary. The percentage of the number of teachers that had been certified and the level of teacher education were the strongest predictors of student achievement. Brikena Xhaferi (Xhaferi, 2017) analyzed several policy summaries, executive summaries, online press releases, professional and academic journals, and websites; and concluded that the research findings indicated the cognitive abilities of the teacher, knowledge of the subject matter, teaching and learning knowledge, licensing, behavior and practice of the teacher are positively related to the student. Fang Lai, Elisabeth Sadoulet, and Alain de Janvry (Lai et al., 2011) proved the results of their analysis that the teacher's effect was twice as large on student achievement.

Effectiveness is the most important factor in teaching. In that effort, the teacher must understand the subject matter to be taught. Teacher mastery of subject matter, in the form of a good teaching strategy design, greatly influences the level of student understanding (Kamamia, Ngugi, & Thinguri, 2014). Another thing that teachers need to consider is the skill to use various learning models or methods and adapt them to the substance of the subject matter. Although this is a compliment in the teaching process, it will determine the effectiveness of teaching (Sutarti, 2017). Similar to the ability of teachers to manage classrooms, teachers must be able to recognize and respond to students' psychological development appropriately, such as intelligence, students' readiness to learn, and the influence of students' social conditions (Chandra, 2015).

Madrasas - as one of the formal education units - should have enough teachers, because they had been equated with school status. The policy of the government of the Republic of Indonesia to meet the needs of teachers had been implemented, similar to public schools, since the enactment of the national education law (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System). According to the Madrasa Education Management Information System in 2018, there were 84,236 civil servant teachers in teachers (CS-teachers) 38,206 education units (MA = Higher Madrasa; MTs = Middle Madrasa; and MI = Basic Madrasa). (Directorate General of Islamic Education, 2018) The data illustrates that there is only 1-3 civil servant in each education unit. But in reality, the distribution of teachers is not the case, because CS-teachers were concentrated in public madrasas. So many madrasas don't have civil servant teachers. As per the previous assumption, there were 26-27 CS-teachers in each public madrasa. This prediction was also unrealistic because more CS-teachers work in public madrasas in the provincial capital city than in other districts.

The government recruited non-civil servant teachers (NCS-teachers) to address the shortage of civil servant teachers. Teacher-NCS recruitment appears to have been carried out by local governments and/or education units, so far. In the context of madrasas, the appointment of NCS teachers was carried out by the Provincial or District Department of Religion Office and madrasa school principals. According to the same data source before, the government had appointed 48,092 NCS teachers. They were also distributed to all madrasas and an estimated 3-4 (three to four) teachers in each madrasa. This amount did not maximally fulfill the implementation of learning, because it was certain that most NCS-teachers taught two or more subjects, even though the qualifications are mismatched. Besides, NCS-teachers mostly worked in private madrasas. According to this

assumption, it could be predicted that there are only 4-5 (four to five) NCS-teachers in each private madrasa. However, the real conditions were not the case because NCS-teachers mostly work in pesantren and/or madrasa at national or international levels.

Recruitment of NCS teachers was not maximal solving education problems in the madrasa. Problems about NCS teachers popped up, including NCS teacher competency levels are very low. Observing these problems, urged to observe deeply about the process of recruitment teachers of NCS in the madrasa. This research aimed to illustrate the recruitment process of NCS teachers. The researcher hoped that this research would contribute to improving the quality of madrasas.

LITERATURE REVIEW

The theory used as a paradigm in this study was Suharsimi Arikunto Management Theory which defines management, as "to set" or "to arrange". Management was popularly understood as to regulate, to carry out, and to administrate. But Griffin said that management was as follows: "*Management is the process of planning and decision making, organizing, leading and controlling and organization human, financial, physical and information resources to archives organizational goals in an efficient and effective manner*" (Arikunto, 1993).

According to Stoner that management is a process of planning, organizing, directing, and supervising, the efforts of members of the organization and users of other organizational resources to achieve organizational goals that have been determined. Stoner stressed that management is focused on processes and systems. Therefore, if the systems and processes of planning, organizing, directing, budgeting, and monitoring systems are not good; then the overall management process is not smooth so that the process of achieving goals will be disrupted or fail (Qalyubi, 2007). According to Goerge R . Terry, management functions include

planning, organizing, driving, and controlling (Everett, 1981).

Teacher recruitment is an activity to meet the needs of teaching staff in educational institutions, both in quantity and quality. For this activity, recruitment is needed. According to Edwin B. Filippo, "*Recruitment is the process of searching the candidates for employment and then stimulating them for the job in the organization. It is the process of finding, determining, inviting, and determining the number of prospective workers. Prospective workers, of course, must have qualifications and competencies, in accordance with what has been determined in human resource planning.*"(Kumari, 2012). So recruitment management is the process of recruiting workers that involve management functions to achieve effectiveness and efficiency.

Thus, planning is the initial process of a management activity, whose existence is needed, to provide direction or benchmarks in an activity. Good management activities should begin with careful and good planning to avoid unwanted mistakes and failures. George R. Terry said, that "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed of proposed activation believed necessary to achieve the desired result"(Anggraini & Susanto, 2019).

Recruitment planning is done with job analysis. According to Malayu S. P (Malayu S. P. Hasibuan, 2007): 28-29, job analysis is to analyze and design any work that needs to be done, how to do it, and why it should work. Job analysis is useful to provide information about job activities, job standards, personnel requirements, human behavior, and tools to be used. The Education Institute conducts job analysis to study and collect various information related to the various operations and obligations of a position. The information is related to job descriptions and job specifications. The job description should be clear so that the officials who will occupy the office know

the tasks, responsibilities, and standards of achievement that should be achieved. (Cooper & Alvarado, 2006) Nancy Maynes and Blaine E. Hatt researched quantitatively to find out about the new teacher criteria needed by education administrators, found that the dominant school administrators expected new teachers who had teaching skills, acted professionally and personally based on social and justice principles, and understood students psychologically. (Maynes & Hatt, 2015) The United States recruited teachers with consideration of the cultural diversity of prospective teachers. This consideration was intended so that the teachers would be able to explain the condition of their home environment to all students, including various types of culture, flora and fauna, and the natural conditions of their home region. The state also stipulated the academic requirements of prospective teachers, namely, the level of education, work experience, the level of understanding of the subject matter being taught, fluent in English, and able to manage classes. (USA Employment, 2018).

The teacher recruitment process should be conducted fairly and transparently so that all candidates can be selected according to their abilities. Adam Smith said that justice only means communication, that is the relationship, balance, harmony between one person and another (Irwin, 2014). In the context of education, justice indicators, namely policies to meet the basic needs of teachers, available services and facilities in teaching, and empowerment of teacher human resources. While transparency refers to reporting that is timely, reliable, clear, and relevant about the status, mandate, strategy, activities, financial management, operations, and performance. Also, it includes the obligation to report publicly on audit findings and conclusions and public access to information about the program (the organization of education) (The International Standards of Supreme Audit Institutions, n.d.)

Organizing the recruitment of new teachers can be done in two types, namely managing independently or using employee recruitment agents. Some countries, including Indonesia, used the first type in recruiting new teachers. They made preparations, establish committees and selection teams, make test materials, arrange tests, to determine which teachers are selected and announce them. In the United States, new teacher recruitments were held independently by visiting the state or province of prospective teachers. This program was followed by government policy to facilitate all recruitment needs including funding. (USA Employment, 2018)

Nevertheless, countries were using agents. In some countries, many schools delegated the process of recruiting new teachers to teacher recruitment agencies. This condition could be found in England, most international standard schools. Bernadette Stiell reported the results of her research in several countries, was saying 24 schools out of 27 schools had used agents to find local and national teacher candidates. Similar to three other schools were recruiting teachers internationally by utilizing teacher recruitment agencies (Stiell et al., 2018).

Today, there are no more countries that do not utilize information technology as a means of announcing information about the recruitment of prospective teachers. Likewise, with the phases of prospective teacher registration, the public is required to register as prospective teacher candidates online, of course, on a predetermined website. The same thing with all administrative requirements needed must be uploaded virtually.

While in the implementation of testing, it seems that several countries had different policies, including testing methods, online or manual, and testing stages. Each country also developed various types of tests. The testing of teacher candidates in India was conducted by the Central Government and the State Government called the TET (Teacher Eligibility Test).

There are two types of test materials that had been developed by the National Council for Teacher Education (NCTE): Test 1 and Test 2. Test 1 was used to select prospective teachers to be appointed to schools under the Central Government, such as KVS, NCS, Tibet Schools The middle. While Exam 2 was intended for people who are interested in participating in schools under the control of the State Government administration. Also, NCTE develops various types of tests for applicants who will teach in Primary Schools and Secondary Schools (SuccessCDs, 2020). While in Indonesia, the recruitment of civil servants (including prospective teachers) was using Computer Assisted Test (CAT) which includes a test of national insight, general intelligence tests, and personal characteristics tests. The three types of test loads were developed by the State personnel agency.

The recruitment process of prospective teachers requires an efficient and effective strategy. Managing the recruitment of prospective teachers requires an implementation phase. The Delaware Department of Education offered several things to be produced through teacher needs analysis, as follows:

First, the qualifications and experience of prospective teachers are needed. The results of the teacher's need analysis should generate information on the percentage of the number of teachers teaching subjects beyond their certification, the number of teachers who are Masters in the subject area being taught, the number of teachers teaching half the time (loan teachers) from other schools. The second information resulting from the teacher's need analysis is the number of teachers shortages to be anticipated, i.e. the number of teachers leaving careers (retirement, mutation, and resignations), and knowing the change in the number of new students. The third is information about the quality and

characteristics of teachers, such as the number of low-competent teachers, the number of teachers who have not yet received a bachelor degree, the number of teachers based on ethnicity and race, the number of teachers who are less effective in teaching by being evaluated. These three pieces of information are taken into consideration in determining the type, number, and quality of teachers to be recruited. (Delaware Teacher Recruitment and Selection Toolkit, 2016).

Behrstock and Coggshall (Behrstock & Coggshall, 2009) compiled the nine stages of strategies for improving hiring, placement, and assignment policies, namely creating incentives for earlier retirement and transfer notifications to allow for earlier hiring, reforming the transfer process to prioritize effectiveness over seniority, making resource allocation transparent, encouraging earlier and more predictable budgets, reform human resource departments, know the position and how to detect successful candidates, develop a paperless applicant tracking system, consider who should be involved in the hiring process, and create equitable teacher placement and assignment policies that don't disadvantage at-risk school or student. (Clement, 2015) offered ten steps for the teacher recruitment process to run effectively, namely fulfilling the need for best practice in hiring, creating a blueprint for hiring, recruiting and advertising, determining and training those who hire, making candidate applications and paperwork, planning to use behavior-based interviews, planning preliminary interviews, on-site interviews, decisions and negotiations, and reviewing the key successful hiring.

According to David A De Cenzo there are three types of recruitment needs, namely: 1) Planned needs, the need arises from changes in the organizational structure or there is one or several employees who are retired. Both policies have a consequence on

the need for recruiting new employees. 2) Anticipatory needs, the need arises from the process of studying the trend of internal and external conditions of the organization so that some employees must be mutated to the appropriate position. 3) Unexpected needs, the need arises from many unexpected reasons, such as death, resignation, accident, illness, relocation, and extra. (Kumari, 2012)

The Indonesian government had set 7 stages for the selection of civil servants, including new teacher candidates, by Government Regulation No. 11 2017 concerning Management of Civil Servants and Government Regulation No. 49 2018 concerning Management of Government Employees Based on Contractual Agreements. Namely, announcements of acceptance, registration, administration announcements, basic competency selection, competency selection, graduation announcements, and archiving.

The teacher recruitment process through four activities, as follows:

a. Prepare for teacher recruitment. Preparation of the recruitment of new teachers must be mature so that through the recruitment of schools can obtain a good teacher. This new teacher recruitment preparation includes: 1) The establishment of a new teacher recruitment committee. 2) Assessment of various laws or government regulations relating to teacher acceptance regulations (Maynes & Hatt, 2015). 3) Setting the requirements to apply for a new teacher. 4) Assignment of new teacher registration procedures 5) The establishment of a new teacher recruitment schedule 6) Preparation of facilities required in the recruitment process of new teachers, such as announcement media of new teacher acceptance, applicant recapitulation format, and the recapitulation format of applicants received. 7) Set up space or place a new teacher application. 8) Preparation of selection exam materials, exam result examination guidelines, and test points (Delaware Teacher

Recruitment and Selection Toolkit, 2016) .

- b. Dissemination announcement of new teacher acceptance. Dissemination of announcements can be through existing media such as brochures, radio broadcasts, newspapers, and so on, which can be easily read and heard by the community. The announcement of acceptance of new teachers contains time, place, requirements, and application procedures.
- c. New Teacher application acceptance. These stages include: 1) Serving people who submit employment applications. 2) Check all the fields in the cover letter, such as the applicant's name, and applicant's address. 3) Check all administrative completeness that must be included with the application letter. 4) Check all the completeness that must be included with the cover letter, such as Certificate of Graduation, Birth Certificate, Certificate of Citizenship, and Medical Certificate from the doctor, the Certificate of Good Conduct from the police. 4) Recap of all applicants in the format of applicant recapitulation.
- d. Selection of prospective teachers, this stage includes:
- 1) Selection of applicants. There are five techniques, namely biographic inventory, interviews, body screening, test techniques, and assessments by the assessment center. The stages in the selection process commonly used include.
 - 2) Interview screening introduction. Applicants, who appear to be ineligible, are immediately dropped to take the next test.
 - 3) Job interviews. Job interviews assess applicants ' traits such as personal appearances, tempers, emotional stability, maturity, attitude, motivation, and interest. (Simamora, 2006)
 - 4) Test selection. Selection tests are the character of applicants, objectively and standardizing, such as

- intelligence, abilities, interests, and personality.
- 5) Test selection. Selection tests are the character of applicants, objectively and standardizing, such as intelligence, abilities, interests, and personality.
 - 6) Physical examination. The physical examination aims to adjust the physical strength of applicants to the type of work.
 - 7) Appointment decision. Selection decisions are taken after an applicant's final interview and the Department has provided recommendations. (Simamora, 2006: 240-247)

RESEARCH METHODS

This study used qualitative methods of data collection and analysis. The three research madrasas were the districts with the highest number of NCS teachers, namely Paser Regency, Samarinda City, and Kutai Kertanegara District. The highest number of NCS teachers in Samarinda was in MA, while in Kutai Kertanegara and Paser districts MTs and MI respectively.

The research informant consists of three elements, namely the official Ministry of Religion 4 (four) persons, head of madrasa 3 (three) persons, and teachers NCS 8 (eight) persons. Primary Data was obtained from the three elements of the informant using in-depth interview methods. Teachers were interviewed to dig up their experience when they follow the process of recruitment NCS-teachers. Madrasa heads were interviewed to confirm some things that had been gained from the interview with all NCS teachers, and the principal's policy relates to the research focus. While interviewing the leaders of the Ministry of Religion to found out policies to improve the quality of education in madrasas and more specifically about the NCS recruitment policy.

Research data was processed with stages: identification, classification, reduction, synthesis, and conclusion. The researcher analyzed the data by hearing the results of the interviews and was classifying them following the conceptual framework that has been built. Some irrelevant interview results were set aside, and the relevant ones were synchronized with other data until researchers get a certain construction understanding as a fact. The research report was written by reorganizing the informant's narrative in the form of scientific language.

RESEARCH RESULTS

One function of workforce management is recruitment. Madrasas as a form of employment organization (a place to gather teachers) need teachers to carry out efficient and effective educational functions. Therefore, madrasas also recruit teachers, including NCS teachers.

For this purpose, the teacher recruitment process through four phases is:

- a. Preparation, including the establishment of a Committee, establishes requirements/procedures for registration/schedule, provision of facilities and places for registration and selection, and provision of materials and guidelines for evaluation.
- b. The announcement, dissemination of information by using existing media such as brochures, radio broadcasts, newspapers, and so on.
- c. Application acceptance, some things that the organizers need to do are: serving applicants, checking the completeness and correctness of administrative requirements, and recapitulation of the number of applicants.
- d. Selection, several methods, and types that can be used are biographical inventory, interviews, body examinations, testing techniques, and assessments.

Tabel 1 NCS Teacher Recruitment Process

No	Recruitment Process	Policy
1	Needs Analysis	The teacher needs analysis is not held by managers in all Madrasa.
2	Preparation Meeting	Madrasa managers never scheduled a special meeting to prepare for the acceptance of NCS teachers
3	Teacher Recruitment Announcements	Madrasa managers did not officially announce NCS teacher recruitment.
4	Establishment of Committee	Madrasa managers did not establish a special committee to recruit NCS teachers
5	Establishment team selection.	Madrasa managers did not form special selection teams that will prepare themselves to select NCS teacher candidates.
6	Implementation of selection.	Madrasa managers did not formally select NCS teachers.
7	Announcement of the election results	Madrasa managers did not officially announce the NCS teacher selection results.

In the context of NCS-teacher recruitment in madrasas, this study found the following:

a. The teacher needs analysis is not specifically done by madrasa managers. The analysis was carried out in conjunction with the annual meeting planning and evaluating learning activities. This condition was found in MAN 2 Samarinda and MIN 1 Paser. Since 2006, an analysis of teacher needs had been carried out every year at MAN Samarinda. Until this year, several subjects that require NCS teachers, were chemistry, physical education and health, geography, jurisprudence, and anthropology. The same thing was done by managers at MIN 1 Paser. But since 2014, the Ministry of Religion officials issued a policy of streamlining work units, including all MINs, in the Paser district. Initially, all MIN statuses as work units turned into implementing activities under the Ministry of Religion. This policy affects the authority of the MIN head who initially served as the KPA (Budget User Authority) with

various powers, including ownership of DIPA (List of Budget Implementation Entries) and the authority to appoint and hire NCS teachers.

Therefore, teachers need analysis at MIN 1 Paser which was transferred to the Paser Ministry of Religion. NCS teacher needs analysis was carried out every 2 years along with Madrasa Teacher Competency Test planning - madrasa teacher competency tests had been conducted simultaneously by all madrasa teachers (MIN, MTsN, and MAN) in the Paser District area. As was done in 2018, the results of the analysis concluded that MIN 1 Paser did not need NCS teachers. Some madrasas which were categorized as needing NCS teachers at that time were MIN 2, MTsN 1, MTsN 2, MTsN 3, MTsN 4, and MAN 2.

Unlike the MTsN 1 Tenggara, the managers had never analyzed the needs of NCS teachers. So far, managers had never analyzed the needs of NCS teachers. This was what happens with the annual madrasa meeting. This was not

programmed because of the orientation of madrasas in the fulfillment of CS (government employees)-teachers. So far, the managers had focused on providing secondary school teachers. Madrasas do not receive the distribution of new CS-teachers every year. Therefore, an analysis of the needs of civil servants was carried out by managers of MTsN Tenggara. This analysis was carried out annually to meet the annual madrasa report formal, even in monthly reports. So in the formal monthly report, some data must have been filled in, including the number of teachers in each subject, and the number of subjects not taught by CS-teachers.

- b. Madrasa managers never scheduled a special meeting to prepare for the acceptance of NCS-Teachers. Managers did not establish a committee, did not stipulate the requirements/procedures for registration/schedule, did not provide facilities, place of registration and selection, and did not provide selection materials and assessment guidelines for exam results. This condition occurred in the three madrasas.

In Paser District, the NCS-teacher Preparation Meeting was held by the Paser District Ministry of Religion. The meeting was held in conjunction with a preparatory meeting for the implementation of the Competency Test for CS teachers and NCS-teachers in the work area of the Ministry of Religion of Paser Regency.

- c. Madrasa managers did not officially announce NCS teacher recruitment. Managers did not make NCS teacher acceptance information sheets through any media. Dissemination of information through person to person. As found in MAN 2 Samarinda, information about NCS-teacher needs began to be published during annual meetings with teachers and education professionals. Information about the needs of teachers had been known by prospective NCS teachers through

teachers and education staff in MAN 2 Samarinda.

Managers of MTsN Tenggara also never announced the needs of NCS teachers. They did not plan to make printed and virtual information sheets about NCS teacher selection plans. NCS teacher admissions had been carried out incidentally, that is when applicants are requested.

Managers of MIN Paser also did not officially submit a recruitment plan for NCS teachers. Before MIN Paser and the Ministry of Religion were merged as one work unit, madrasah managers did not make a special announcement sheet regarding the NCS teacher recruitment plan. Information about teacher needs spread after the annual planning meeting on learning which included an analysis of teacher needs as one of the agenda.

However, the procurement authority of NCS teachers moved to the Paser Ministry of Religious Affairs. After MIN 1 Paser was merged with the Ministry of Religious Affairs of Paser, the procurement policy of NCS teachers was no longer authorized by MIN. All matters relating to the procurement authority of NCS teachers in the madrasa switched to the Paser's Ministry of Religious Affairs, including the announcement of recruitment information.

Information on the needs of non-PNS teachers was done formally by the Ministry of Religion. NCS teacher acceptance announcements are disseminated through newspapers or social networks. Teacher-NCS admissions were held to meet the needs of teachers in all public Madrasas in Paser Regency. As held in 2018, NCS Teacher selection was held formally to meet the needs of teachers in MIN 2, MTsN 1, MTsN 2, MTsN 3, MTsN 4, and MAN 2.

- d. Establishment of Committee. Madrasa managers did not establish a special committee to recruit NCS teachers. The

process of serving applicants for NCS teacher candidates was administratively handled by the administration leader. This condition was found in MAN 2 Samarinda and MTsN Tenggarong. Madrasah managers in Paser District make different policies, the Ministry of Religion officials established a Committee. The establishment was carried out by madrasa administrators in conjunction with the establishment of the Committee on the Teachers' Competency Test in Madrasas held every two years. The organizing team involved staff in the Madrasa Education Section of the Ministry of Religion's office and madrasa leaders.

- e. Establishment team selection. Madrasa managers did not form special selection teams that will prepare themselves to select NCS teacher candidates. NCS teacher selection team was determined when the selection process arrives. Managers of MAN 2 Samarinda was involving several teachers in the NCS teacher selection process, while MTsN Tenggarong was only the leader and deputy leader of the madrasa. The Paser Ministry of Religious officials established a selection team. The selection team consisted of staff from the Regional Office of the Department of Religion of East Kalimantan province, the Office of the Ministry of Religion of the Regency of Paser, and the madrasa supervisor. This selection team was established in conjunction with the establishment of the Committee for Teacher Competency Test in Madrasas which is held every two years.
- f. Implementation of selection. Madrasa managers did not formally select NCS teachers. They did not prepare perfectly for the selection system. However, the selection was still held to determine the level of experience and mastery of prospective teachers on the material to be taught. Administrators of MAN 2 Samarinda had two steps to test prospective NCS teachers: micro-

teaching and interviews. Some things that were assessed on micro-teaching tests were the mastery of teaching materials, teaching methods, classes, and methods of expressing opinions. The interview test questioned the ability to read and write Alquran, teaching experience, and the ability to operate a computer, especially Word, Excel, and PowerPoint applications. MTsN Tenggarong chosen NCS-teacher candidates only through the interview test.

After the MIN budget user authority was withdrawn to the Ministry of Religion, the testing policy began to be applied to NCS-teacher candidates in The Ministry of Religion of Paser Regency. There are three types of testing that were applied, namely competency testing, microteaching, and interviews. Testing prospective NCS teachers were carried out together with the testing of the teachers' competency Exam, which is held every two years.

The Ministry of Religious Affairs officials established several matters as a graduation consideration. Two things were considered to determine the graduation of NCS teacher candidates after recruitment switched to the Ministry of Religion, namely: administration, and testing. Administrative considerations are graduation certificates, teaching experience (curriculum vitae), and teacher certification letters. While testing included interviews, competency tests, and micro-teaching.

- g. Announcement of the election results. Madrasa managers did not officially announce the NCS teacher selection results. No decision letter about the results of the test and the list of participants who passed the test were made by madrasa managers. The managers informed applicants that they had successfully received as NCS teachers immediately after the interview or by telephone. This condition was

found in MAN 2 Samarinda and MTsN Tenggara.

Different realities found in In MIN 1 Paser, the managers did not release an official announcement regarding the NCS teacher selection results, but the Ministry of Religion announced. After MIN merged its work unit, the Paser District Department of Religion officials announced NCS teacher selection results at each madrasa.

Like when receiving NCS teachers in 2018, even though MIN 1 Paser did not need NCS teachers, the Paser Ministry of Religion issued a decree on the list of names of NCS teachers who passed and announced them in each madrasa.

CONCLUSION

The NCS-Teacher recruitment system in East Kalimantan was diverse. Between one madrasa and another madrasa applied a different recruitment pattern, but recruitment was based on teacher needs. Although NCS teacher recruitment was not done selectively, all three madrasas applied competency tests for NCS teacher candidates, which were micro-teaching or/and interview tests.

So uniformity in NCS teacher recruitment systems is needed in madrasas to ensure NCS teacher qualifications and competencies. Development studies are needed to design NCS teacher recruitment systems. This system, in the future, is expected to be implemented throughout the madrasas when they need NCS teachers.

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recruitment systems and the empowerment of NCS-teachers.

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