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THE PROCESS OF RECRUITING AND DEVELOPING TEACHER'S COMPETENCY: CASE STUDY AT MTS AULIA CENDEKIA PALEMBANG

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ABSTRACT

This study aims to find out how the teacher recruitment process in private madrasahs is carried out. This research also explores what teacher competency development has been carried out at the madrasa and what is the role of the madrasa head in developing teacher competence. This research was conducted at MTs Aulia Cendekia Palembang. The research method used is a qualitative method. The results of the study revealed that the teacher recruitment process had been carried out in accordance with applicable regulations. Teacher competency development is carried out by providing training to teachers, providing financial assistance to continue their education to higher educational levels, facilitating teachers to get scholarships from universities and actively encouraging teachers to take part in the PPG selection and MGMP forum. It also explains how the role of the head of the madrasa in developing teacher competence. This research has implications for the madrasah, especially the head of MTs Aulia Cendekia to more fully encourage teachers to make scientific publications. It is intended that teacher competencies related to scientific tradition and culture can be well developed.

Keywords: recruitment, competency, madrasah, HRD

INTRODUCTION

The teacher is one humans who have position special in Islamic religion. Privileges the because teachers are knowledgeable people who teach goodness and prevention from ugliness. The learning process produces humans who are intelligent and have noble character and have the character that can answer all the challenges of the times. Therefore, a qualified teacher is needed so that everything can be realized.

Teachers is human resources who have role urgent at educational field. To get qualified teachers as expected, a recruitment process is needed (Sinambela, 2021). The recruitment process must be effective to get professional teachers (Rahman et al., 2015). The important thing in the teacher recruitment process is determining the acceptance

qualifications so that competent teachers are obtained according to the skills and expertise needed by the school (Mukhlisoh, 2018). The process must be clear and directed from administration to determining the accepted candidates. The best teachers and in accordance with the qualifications will be obtained from the process.

Currently, the recruitment process for private madrasah teachers in Indonesia is still mostly carried out by means of collusion and nepotism. This is of course contrary to procedures related to the recruitment process for madrasa teachers in Indonesia which have been regulated by the Ministry of Religion of the Republic of Indonesia. One of the causes of collusion and nepotism in the private madrasah teacher recruitment process is because private madrasahs under a foundation, with the status of being owned by individuals or private parties. Such a recruitment process will have an impact on the quality and competence of teachers who are accepted at madrasa not as expected, causing the low quality of students. Another impact that arises is the uneven quality of students from one school to another.

A teacher in a madrasah must have pedagogic, professional, personality and social competence. These four competencies must be possessed by a teacher based on statutory regulations. Those of competencies is the standard for every teacher so that they can carry out their duties and functions as educators in madrasahs properly. Competent teachers will inspire and encourage colleagues to be more confident (Fauzi et al., 2021). This is in line with the government program, *Musyawarah Guru Mata Pelajaran (MGMP)* which aims to increase teacher competence (Amalia, 2019). Even so, there are still teachers who specifically have difficulties related to professional and pedagogical competence due to a lack of training (Rupiah, 2017).

The competence possessed by a teacher must be developed on an ongoing basis because teacher competence is an important variable in the field of education. In general, the purpose of developing teacher competence is so that the quality of teachers owned can continue to improve (Fitriani et al., 2017; Hasanah, 2015; Ikbal, 2018; Mawardi, 2019; Suhartanto et al., 2020). Improving the quality of teachers will affect the quality of learning, where the quality of learning is the main program for every school (Adilah & Suryana, 2021; Aziz, 2018; Hasanah, 2015). Good quality learning certainly produces quality and character students. Apart aim Upgrade quality education, development sustainable teacher competence impact on increasing the ultimate teacher profession influential to quality student good results as well as the learning process (Apiyani et al., 2022).

One of the important things in developing teacher competence is the motivation possessed by the teacher himself (Suhadi et al., 2014). Apart from that teacher himself, the principal of the madrasa also came along role in development programs (Baharudin, 2017; Fauzi et al., 2021; Wibowo & Subhan, 2020). the role related position the head of the madrasa that is considered as tendon pulse in madrasa (Fatoni, 2017). An example of a role head of the madrasa that is encourage active teachers in MGMP with the aim of increasing teacher competency (Susanti et al., 2017).

Efforts to improve teacher competence are the duty and responsibility of the government and madrasah. One of the efforts made by the government is through *Pendidikan Profesi Guru (PPG)* so that teachers fully master national standard competencies. The main goal of PPG is to improve the quality of national education (Ikbal, 2018). Teachers who have attended and passed PPG are certified to receive a *Tunjangan Profesi (TP)* from the government in the form of additional income every month. Apart from being a driving force, this also motivates teachers to improve their

competence. Meanwhile, madrasah efforts to improve teacher competence can be carried out through internal programs at madrasas such as holding training and seminars.

The process of recruiting and developing competency are two important things for a teacher. This prompted researchers to conduct this research. This research was conducted at Madrasah Tsanawiyah (MTs) Aulia Cendekia Palembang. The reason the researchers chose MTs Aulia Cendekia as the research location was because based on preliminary research it was known that most of the teachers at MTs Aulia Cendekia were graduated from pondok pesantren Aulia Cendekia and Al Amien Prenduan Sumenep Madura. Even though it is known that besides having an Islamic religious education institution MTs Aulia Cendekia, the foundation also has pondok pesantren Aulia Cendekia. In addition, the head of the foundation was an alumnus of the Pondok Pesantren Al Amien Prenduan Sumenep Madura. Researchers want to know how had the recruitment process carried out. In addition, researchers want to explore what teacher competency development has been carried out in madrasas and what is the role of the madrasa head in developing teacher competence.

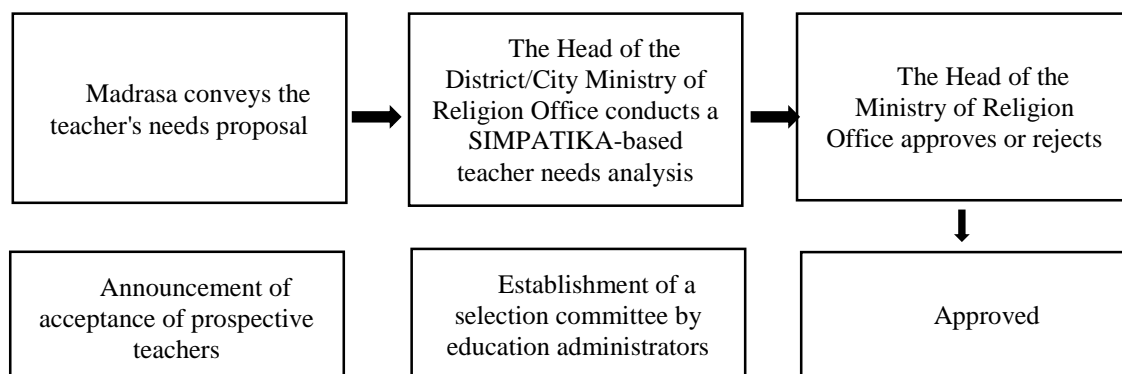
Recruitment

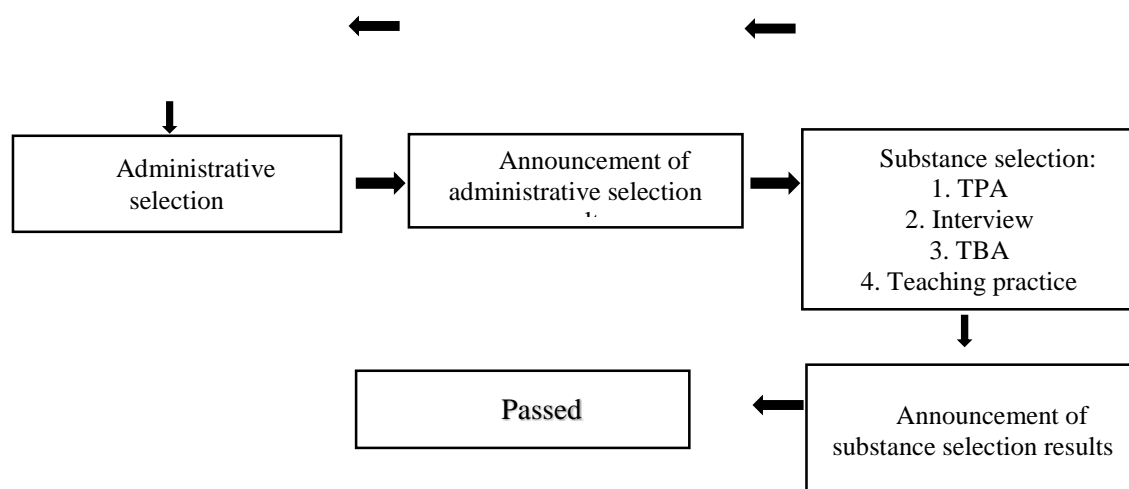
Recruitment has several meanings from experts. According to Dubois and Rothwell, what had done in recruitment is to attract as many potential employees as possible, not to be anticipated (Sinambela, 2021). Yuniarsih and Suwatno stated that recruitment aims to get employees from various sources in order to carry out the organization's mission to achieve its goals and vision (Sinambela, 2021). According to Irwin, recruitment is an activity with the aim of identifying and attracting prospective employees so that employees can be used by the organization (Noe et al., 2014). Harvey defines recruitment as the process of finding, attracting and identifying prospective employees to meet current and future workforce needs (Noviyanti et al., 2022). Mathis and Jackson stated that recruitment is the process of gathering qualified candidates to work in organizations (Noviyanti et al., 2022). From these several definitions it is concluded that what is meant by the recruitment process is a series of processes in an activity to find people who have the abilities, expertise and knowledge needed by the organization in order to meet the needs of human resources included in planning activities (Sinambela, 2021).

Recruitment Process for Private Madrasah Teachers

Recruitment of teachers in private madrasa referring to *Keputusan Menteri Agama (KMA) Nomor 1006 tahun 2021* (Ministry of Religion, 2021). Previously the recruitment process was carried out the madrasa must know and get agreement or recommendation from Head of City/District Ministry of Religion through *Sistem Informasi dan Manajemen Pendidik dan Tenaga Kependidikan Kementerian Agama (SIMPATIKA)*.

Private Madrasa Teacher Recruitment Process Flow





Source: KMA

Madrasa Teacher Competence

A madrasa teacher is mandatory have four competence refer *Undang - Undang Nomor 14 Tahun 2005* (Government of Indonesia, 2005) and *Peraturan Menteri Agama Tahun 2013* (Ministry of Religion, 2013). The four competencies are (1) competence pedagogic, (2) competence personality, (3) competence social and (4) professional competence. Pedagogic competence is the ability or skills possessed by teachers related to the teaching and learning process with students. Personal competence is the character of a teacher which reflects the teacher's personality. Professional competence is the ability possessed by teachers related to mastery of material, concepts, and scientific mindsets. Social competence is related to attitude, communication, and interaction skills. In addition, madrasa teachers must master the science of religious teachings and Islamic religious knowledge because madrasas are providers of formal and non-formal diniyah education (Government of Indonesia, 2007). Other required competencies mastered by madrasa teachers namely ability read Al Quran and write Arabic.

Development Madrasa Teacher Competency

Regulations regarding teacher competency development have been regulated using *Pengembangan Keprofesian Berkelanjutan (PKB)*. The rule regarding PKB refer to the *Peraturan Menteri Agama (PMA) Nomor 38 Tahun 2018* (Ministry of Religion, 2018). The regulation regulates about teacher professional development sustainable.

Table Development Teacher Professionalism

Element Development Professionalism Sustainable	Scope
Self-development	<ul style="list-style-type: none"> • Education and training functional. • Other self-development carried out by teachers, teacher forums, or teacher professional organizations/organizations.

Scientific publication	<ul style="list-style-type: none"> • Presentation and scientific publication.
Innovative creation.	<ul style="list-style-type: none"> • Preparation guidelines learning and instruments appraisal . • Media creation and sources learn. • Development or invention technology learning .

Source: PMA

The PKB program is carried out through empowering teacher working groups with the aim of increasing teacher competence through the MGMP forum.

RESEARCH METHOD

The research was conducted using qualitative methods. Data was collected through interviews, observation, and documentation in the field. The sampling technique using purposive sampling. The participants were the head of the Aulia Cendikia Foundation, the Head of MTs Aulia Cendekia and several teachers. Interviews were conducted to gather information to obtain data related to the research being conducted. The information referred to is regarding the recruitment process and competency development of madrasah teachers. According to Lincoln and Guba the criteria used to ensure data validity are credibility, dependability, confirmability and transferability (Hapsari, 2016).

RESULT AND DISCUSSION

A. Recruitment Process

The interview results with the Head of the Foundation and the Head of MTs Aulia Cendekia this madrasa has carried out several recruitment processes to get teachers this madrasa need since 2009. The stages carried out had planning, recruitment process, placement, and training. Activities at the planning stage are conducting a needs analysis, job analysis and teacher workload analysis. The purpose of the analysis is to find out the strengths and weaknesses of teachers. Furthermore, the madrasa submitted the proposed teacher needs to the Head of Religion Ministry of Palembang City. The results of this study had similar to research conducted by (Arifa, 2020; Lisnandari, 2019; Mukhlisoh, 2018). The stages carried out by MTs Aulia Cendekia are in accordance with applicable regulations. There is a slight difference regarding the submission of teacher needs proposals made by MTs Aulia Cendekia at its inception and now. The difference is, currently submission of proposals for teacher needs uses SIMPATIKA, previously still using manual filing.

After obtaining approval from the Ministry of Religion, the madrasa then conducted a selection. The administrative selection process is carried out by a committee that has been prepared by the madrasah. The committee consists of the chairman of the foundation, the madrasahs, and the ministry of religion. Furthermore, prospective teachers who have passed the administrative selection take part in the substance selection. In selecting the substance, knowledge related to the Koran and hadith is of particular concern to the madrasah. Because this is the essence of education organized by madrasahs. After being declared to have passed the substance selection, the prospective teacher is then appointed as a madrasa teacher according to the needs of the madrasa.

Another finding in this study is that since 2018 until now the teachers who have passed the recruitment selection process have come from MTs Aulia Cendekia and Al

Amien Preduan Sumenep Madura. The teachers who were accepted and appointed as educators previously worked as administrative staff in general, finance or archiving. They were graduated from Pondok Pesantren Aulia Cendekia and Al Amien Preduan. They had worked as administration, finance and archive staff as well as being non-formal teachers at MTs Aulia Cendekia after graduating from pondok pesantren Aulia Cendekia and Al Amien Sumenep Madura. When they work as administrative staff and non-formal teachers, they were continued their education to graduate degree. When they have completed their undergraduate education and at the time there any vacancies for teacher, they follow the selection process. They must have followed the selection process according to applicable regulations. Receiving and appointing them after passing the selection is a positive thing for madrasas internally. This is because they already know and know the internal conditions of the madrasa. So that the process of adaptation to madrasa conditions goes well and faster.

The results of the interviews obtained information at MTs Aulia Cendekia that apart from formal teachers there were also non-formal teachers. Formal teachers consist of permanent teachers who are appointed by foundations and teachers with Pegawai Negeri Sipil (PNS) status. Formal teachers are teachers who teach subjects according to the curriculum set by the Government. The non-formal teachers are teachers who teach additional lessons about Al Quran and other books. Although additional lessons are mandatory for all students, these lessons are only additional lessons so that their implementation is not bound by government regulations. The lessons aim to make students have additional comprehensive knowledge.

The findings stated that the recruitment process has been carried out in accordance with applicable regulations. The teachers who working at MTs Aulia Cendekia have followed the selection process in accordance with applicable regulations. Those who were appointed as teachers had passed the administrative and substance selection and were declared passed. If they are not successful in the selection process, they will not be declared passed.

B. Development Teacher Competency

The results of the research show that apart from competency development carried out by the government, MTs Aulia Cendekia has also carried out teacher competency development in four ways. First, training for teachers. Second, financial assistance to continue education to a higher level of education through the foundation. Third, facilitating teachers to get scholarships from universities. And the fourth is to actively encourage teachers to take part in the PPG selection and actively participate in the MGMP forum.

The training provided for teachers at MTs Aulia Cendekia is conducted twice a year or once every semester. The training is conducted by madrasahs in collaboration with madrasah supervisors from the Ministry of Religion. This training aims to improve the competence of teachers through continuous professional development. This training also aims to strengthen the competence of teachers related to the four competencies that must be possessed by teachers.

Financial assistance received by teachers to continue their education to a higher level is provided by MTs Aulia Cendekia to teachers who are considered to have academic ability. As experienced by the Head of MTs Aulia Cendekia when he received financial assistance to continue his postgraduated. Funding assistance covers all educational costs from the beginning to the end of education. Assistance for education costs is not only for formal teachers but can also be obtained by non-formal teachers and

administrative staff. So indirectly the teacher competency development policy is also beneficial for non-formal teachers and administrative staff.

The madrasa together with foundation also actively helping teachers to obtain scholarship assistance from universities for teacher competency development. The limited availability of financial assistance for teachers does not reduce the enthusiasm of madrasa and foundation to help teachers in this matter. Madrasa and foundations in this process act as facilitators, the decision to award scholarships remains the decision of the tertiary institution.

Furthermore, teachers are routinely included by the madrasa in forums or seminars following the MGMP. The MGMP forum remains active through discussion forums either through meetings or online. Madrasahs also actively encourage teachers to take part in the certification selection held by the government to improve teacher competence. Because the material and training that teachers will receive if they pass the certification selection will greatly assist teachers in developing their competencies and also have a positive impact on these teachers.

The results of the interviews show that currently there is one MTs Aulia Cendekia teacher who has passed certification. There is one more person who is currently undergoing selection to pass the certification program. Certified teachers receive a professional allowance in the form of additional income from the Government every month. In addition, the madrasa provides additional income to certified teachers by providing additional income if they teach more than 24 hours per week. Additional income is calculated by subtracting the total teaching hours for one week minus 24 hours per week. The result will be calculated hourly.

C. The Role of the Principal in Madrasah Development Competence

The results of the interviews revealed that the Head of MTs Aulia Cendekia plays an active role in developing teacher competence through continuous professional development according to PMA Nomor 38 Tahun 2018 about Teacher Professional Development Sustainable. The role of the madrasa head related to supervising the management function is assisted by the deputy head of the madrasa to find out teachers who are considered less than optimal in preparing Learning Implementation Plans (RPP). Furthermore, the teacher is given self-development training so that he can maximize his competence in terms of making and compiling lesson plans. RPP is important because it is a teacher's guide in carrying out the teaching and learning process. This role is related to self-development within the scope of other self-development activities carried out by the teacher, teacher work forums, or teacher professional associations based on PMA.

As a motivator, the head of the madrasa plays a role in encouraging teachers and administrative staff to continue their education to a higher level, post graduated for teachers and under graduated for administrative personnel. The head of the madrasa has a role in communicating to the chairman of the foundation regarding teachers or administrative staff who have the potential to continue their education, because the authority to provide financial assistance to continue education lies in the hands of the chairman of the foundation. This role is related to self-development in the scope of education and self-development based on PMA.

As a leader, the school principal includes teachers in the MGMP forum. This forum is very useful for teachers to share experiences with teachers from other madrasahs. Many things can be gained from the MGMP forum, for example related to the mastery of the substance of learning materials and feedback related to the experience of the teaching and learning process. The MGMP forum can also encourage teachers to be more innovative

in using technology and other teaching resources such as online learning during the Covid 19 pandemic. This role is related to self-development and innovative work in the scope of education, self-development and the use of technology as a learning medium based on PMA.

The results of interviews with the head of the madrasa, researchers did not obtain information regarding the scientific publications of teachers. The madrasa head must be able to encourage teachers to make scientific publications. Scientific publications is an element of continuous professional development. Scientific publications will be useful for teachers to develop knowledge as a form of teacher professionalism so that scientific tradition and culture will be built in the teacher himself.

CONCLUSION

The recruitment process that has been carried out by MTs Aulia Cendekia is in accordance with applicable regulations and no rules regarding the recruitment process have been violated. In addition, there was no collusion and nepotism related to the teacher recruitment process. Since the first time until now the teacher recruitment process at MTs Aulia Cendekia has been guided by the provisions of the ministry of religion. The development of teacher competencies carried out by MTs Aulia Cendekia has been going well. Most of these teachers are still young so they have high enthusiasm and motivation to carry out their profession well.

The head of MTs Aulia Cendekia is expected to further encourage teachers to make scientific publications. This is so that teacher competencies related to scientific and cultural traditions can develop properly. Furthermore, further research related to the teacher recruitment process and teacher competency development can be carried out by increasing the role of the heads of foundations and school committees.

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