Recruitment Planning of Teachers and Education Staff at MTs Yaspina Cianjur

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Abstract—**Recruitment planning of teachers and education staff is a process that systematic, analyzed and very closely related to the forecasting conditions of educational institution in the future to improve the quality of education. To be able to determine the needs of teachers and education staff in the future, there must be strategic planning by educational institutions. The background of the study based on the issues that indicate the recruitment planning of teachers and education staff at MTs Yaspina Cianjur does not apply management functions, recruitment planning has been implemented but it is still simple. Based on the issues, the study aimed at finding the process of the recruitment planning of teachers and education staff at MTs Yaspina Cianjur and analyzing the supporting and inhibiting factors of the recruitment planning process. The study used descriptive method through qualitative approach which adopts a case study research design. Data were performed by observation, interview and documentation study. The data were obtained from headmaster, vice headmaster and education staff. The result showed that the recruitment planning does not use management functions, there are supporting and inhibiting factors of recruitment planning of teachers and education staff at MTs Yaspina Cianjur.**

Keywords—recruitments planning; teachers; education staff

I. INTRODUCTION

Planning in an organization must be a mandatory thing to be used as a reference for plans and activities to be carried out by the organization. According to Coombs, planning is a continuous process, not only related to where to go but also related to how to get to and through which path is the best [1]. The success of an organization can be determined by how well the organization plans. Planning can also minimize a failure.

The world is faced with the influence of globalization including in the field of education. This is a challenge for teachers and educator staff to think openly and complexly. This is a demand that the national education system continues to develop and advance in order to be able to keep up with the changing times and be able to compete with other countries. In education, teachers play an important role in the advancement of education. Because of that, the recruitment process needs to be considered in the recruitment process determined by the school.

Education as one of the national development sectors, therefore education certainly has an important role in the progress of the nation. Thus, in the world of education, a planning is needed so that educational goals can be achieved. According to Coombs in the broadest sense, education planning is a rational application of systematic analysis of the process of development of education with the aim that education is more effective and efficient in accordance with the needs and goals of students and society [1].

Every school has different requirements in selecting teachers and educator staff in the recruitment process in accordance with the needs of the school so that teachers and education staff are created who have the professionalism and dedication to the school. The recruitment process is one of the ways to improve the quality of schools and the quality of educators. Thus, schools can compete and participate in advancing national education.

Recruitment planning is a way for schools to get educators and educators who have the same quality as desired by the school. In recruitment planning there are many requirements that must be fulfilled by prospective educators and educators to be able to be accepted by the school. Educational background will be of particular concern for schools to consider prospective educators and education personnel. Educational background must be in accordance with the vacancies needed.

In fact, there are still schools that have not implemented the recruitment process in accordance with the procedure. The school's need for teachers and education staff causes the process to be carried out quickly without going through the proper procedure. The incident was felt better than letting students not study because there were no teachers who taught. That consideration is often noticed by the school principal and the school development team. Other factors can also be caused by the undeveloped school so that the interest of applicants for prospective educators and education staff is low to apply to the school.

A. Research Questions
- How is planning recruitment teachers and education staff in MTs Yaspina Cianjur?

- What is influence factor of planning recruitment teachers and education staff in MTs Yaspina Cianjur?

- How is implementation of planning recruitment teachers and education staff in MTs Yaspina Cianjur?

B. Research Aims

- For schools, can be used as material information and consideration in conducting recruitment teachers and education staff.

- For writers, can improve insight and knowledge and apply the science of educational planning obtained at the university.

- For further research, it can be used as material for information and reference in relation to the same research in the future.

In the broadest sense Coombs reveals that educational planning is a continuous process, not only related to where to go but also related to how it can get and through which path is the best [1].

II. LITERATURE REVIEW

A. Planning

According to Engkoswara and Komariah planning is an activity to establish activities related to the answers to 5W 1H questions, namely: what (what will be done), why (why is it done), who (who do it), where (where to do it), when (when to do it), and how (how to do it) [2]. Ministry of National Education (2006) defines education planning as a process of drawing up a picture of future educational activities in order to achieve a predetermined change / educational goal.

Thus, planning is a process carried out to achieve the goals of an organization by taking into account the objectives, sources, and techniques that have been chosen and then carried out systematically. According to Coombs planning is not a form of competitive activity rulers, even though the authorities are like democratic leaders, can use planning as a very useful tool [1].

B. Recruitment

According to Cahyo, recruitment is a process of finding, finding and attracting applicants who are suitable to be employed in and by an organization [3]. Workforce recruitment activities must be based on HR planning, because Human Resource planning has set requirements that must be met by the organization concerned. Even so, it is necessary to coordinate with leaders who will employ / supervise the new workforce.

Ibrahim explains the process of teacher recruitment can be done through five activities, namely as follows; (1) preparation of teacher recruitment; (2) dissemination of announcements of new teacher admissions; (3) acceptance of new teacher applications; (4) recap all applicants in the applicant's recapitulation format; (5) applicant selection [4].

According to Sardiman, in conducting recruitment for teacher workforce, the things that need to be considered are requirements [5]. The requirements to become a teacher can be classified as follows:

1) Administrative Requirements: Administrative requirements include: matters of citizenship (Indonesian citizens), age (at least 18 years), good behavior, submitting an application. Besides that there are still other conditions that have been determined in accordance with existing policies.

2) Technical Requirement: In the technical requirements there is a formal one that must be certified by teacher education. This has the connotation that someone who has a teacher's education diploma is considered capable of teaching. Then the other conditions are mastering teaching methods and techniques, skills in designing teaching programs and having the motivation and aspirations to advance education / teaching.

3) Psychic Requirements: Related to the psychological requirements group, among others, are spiritually healthy, mature in thinking and acting, able to control emotions, be patient, friendly, and polite, have the soul of leadership, consequently and dare to be responsible, dare to sacrifice and have a soul of devotion.

4) Physical Requirements: These physical requirements include; have a healthy body, do not have a disability that might interfere with work, have no symptoms of an infectious disease. In physical requirements this also concerns neatness and cleanliness, including how to dress. Because after all the teacher will always be seen, observed, and even assessed his professional goals, then the nature and requirements can be broadly classified in the broader spectrum, namely:

- Has professional skill

- Has intellectual capacity

- Has the nature of social education.

C. Teachers and Education Staff

According to Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 5 and 6, education staff is a member of the community who is devoted and appointed to support the implementation of education.

In the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Competency and Teacher Competency Standards it is explained that: "Academic qualifications for SD/ MI, SMP/ MTs teachers, and SMA/ MA minimum diploma four (D-4) or undergraduate (S-1). "(BSNP, 2007c; 6). In this PMPN it is also stated that: "Teachers must master the four main competencies, namely pedagogical, personality, social, and professional. These four competencies are integrated in teacher performance. "(BSNP, 2007c: 8).

According to Bachtiar the discussion on the development of education personnel involves two main things, namely; (1) the pattern of recruitment of education personnel, (2) the development of competencies in education staff [6]. Field observations show there are three patterns of approach that are policy choices in the recruitment of education personnel, namely; (1) an approach based on the principles of professionalism, (2) a political approach to discussion and good relations, (3) a regional geographical approach due to regional autonomy.

It needs to be distinguished between educators and education staff. The teacher is clearly an educator. In the Draft Government Regulation (RPP) CHAPTER XII, in 2005 Article 139 paragraph 1 stated that educators include teachers, lecturers, counselors, tutors, civil servants, tutors, instructors, facilitators, trainers, and other titles of professions that function as agents learning of students. In Government Regulation No. 19 of 2005 concerning National Education Standards, Chapter VI Article 28 states that Competence as a learning agent at the level of primary and secondary education and early childhood education includes competency; pedagogic, personality, professional and social.

As for the education staff stated in Article 140 paragraph 1 (RPP, Chapter XII / 2005) as follows; Education staff includes leaders of education units, supervisors of non-formal education units, supervisors of formal education units, library personnel, laboratory personnel, learning resource technicians, educational field workers, administrative personnel, psychologists, social workers, therapists, school cleaning staff and other designations for similar officers who work in educational units.

III. RESEARCH METHODS

This study uses a qualitative approach with descriptive methods with case study design. The research subject consisted of the Head School and the school development team of MTs Yaspina Cianjur. Data sources in this study can be divided into two, namely human and not human. The source of human data functions as a subject or key informant and data obtained through informants in the form of soft data such as the results of interviews and observations with the principal and the school development team. Whereas non-human data sources are in the form of documents that are relevant to research problems, such as events or activities that are related to research problems. Data obtained through hard data documents related to the school data where the research was conducted. In this study using data collection methods of observation, interview and documentation.

IV. FINDING AND DISCUSSION

A. Planning Recruitment

Based on the results of interviews with the school principal and the school development team that recruitment planning was carried out based on the requirements set by the school and the foundation. Foundations and schools determine a number of requirements that must be met by applicants who aim to contribute to advancing the goals and advancing the school. The main requirements that must be fulfilled by applicants are education graduates in accordance with the fields or lessons that are being needed by the school.

For the recruitment process carried out by making announcements on social media, so that the coverage will be broader and it can open opportunities for prospective applicants from other regions to find out job announcements. By utilizing technology, it is expected that the recruitment planning at MTs Yaspina Cinjur can run well.

When the recruitment process of teacher education background, is very much considered by MTs Yaspina in order to support the process of learning and teaching well later, so that it can have an impact on students' academic and non-academic achievement.

According to the principal and the school development team, when the recruitment process takes place a track record for prospective educators and educators will be carried out during interviews and analyzing the personal data of prospective educators and educators who have been taken as one way. This aims to determine the background and experience of prospective educators and educators as a consideration for decision making.

The chairperson of the foundation fully surrenders the decision to the principal in the recruitment process as a form of trust given to the principal and the school development team.

B. Influence Factor

From the results of observations and interviews, there are several factors that influence the recruitment process at MTs Yaspina Cianjur. Seeing the location of schools that are not passed by public transportation makes it difficult to access to get to school. This causes, every prospective educator and education staff is expected to have a private vehicle to facilitate them. However, not all prospective educators and educators have private vehicles. In addition to educational background, one of the conditions for owning a vehicle is mentioned in one of the conditions in the recruitment plan.

This less strategic location provides many challenges for schools to attract prospective educators and education staff. However, besides the location of other factors that influence the recruitment planning process, school facilities are not yet complete. MTs Yaspina Cianjur is a school that is still fairly new. The facilities that are owned are not complete. At the time of interview with prospective educators and education personnel provide an explanation of the condition of the school in order for prospective educators and educators to be able to accept the consequences and participate in advancing the school.

C. Implementation Planning Recruitment

The recruitment at the MTs Yaspina Cianjur runs according to the procedure, except that there are still some shortcomings. Based on the results of interviews for several reasons, sometimes schools are faced with difficult choices and accept prospective educators and educators even if they are not in accordance with the conditions set. this happened because schools were in need of educators and educators but the applicants had not met the specified conditions. By considering several reasons and not wanting a vacancy in the position of educators and educators, the principal and the madrasa development team receive applicants.

However, even though initially they did not meet the requirements as time went on educators and teachers of educators were able to prove that they were able to give the best to school and want to learn from other teachers.

V. Conclusion and Suggestion

From the results of the study, it can be concluded that planning in the field of education is very important as a form of participating in advancing national education in order to be able to compete with other countries. Teachers and educators must possess the qualities that are capable of being able to face all challenges in education. In practice, MTs Yaspina Cianjur applies recruitment planning in accordance with the standards, except that there are still some shortcomings caused by internal and external factors of the school.

As a school that makes recruitment planning, it is expected that Yaspina MTs can improve the process so that it has the quality of educators and qualified educators in order to achieve school goals.

Acknowledgment

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