Pattern of Recruitment and Placement of Vocational High School Education Staff in East Lombok Regency

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Abstract

The purpose of this study was to determine the pattern of recruitment and placement of vocational high school education staff in East Lombok Regency. The method used in this study is a qualitative descriptive method. The data collection techniques used observation, interviews, and documentation. Interviews were conducted with the Head of the Teacher and Education Personnel Division, the Head of the Teacher and Education Personnel Section, the Head of the School, and the Head of the Administrative Sub-Section. Data analysis techniques are carried out by collecting data, reducing data, presenting data, drawing conclusions or verifying. The results showed that the pattern of recruitment and placement that is still being applied is starting from the planning, selection and placement process.

Keywords: *Recruitment; Placement; Education Personnel*

Introduction

The quality of educational programs does not only depend on intelligent program concepts but also on educational staff who have the ability and desire to work and excel (Butt & Lance, 2005). The importance of getting educational staff who have the ability and passion in implementing the program encourages school leaders to demand greater responsibility in the recruitment and selection process for education staff (Fanov, 2013).

Recruitment is the first operation in human resource management. The most important resource in an educational institution or school is human resources (Barmby, 2006). The need for Human Resources (HR) is the most important part that must be done by schools. The need for these resources is not just a quantity or quantity, but also a matter of quality (Berry & Hirsch, 2005). Without having competent people, the school concerned will fail to achieve the expected goals (Ritonga, 2016). One person who has an important role is the education staff. To obtain quality education staff, of course, is not easy, but you must have a good and appropriate recruitment and screening system.

The recruitment of education staff by an educational institution must be in accordance with the needs of the school (Hare & Heap, 2001, Towse, et al., 2002). The hope to be achieved in this recruitment process is to obtain human resources who are dedicated and professional in their fields so that they can improve the quality of education at the school.

Before starting the recruitment process for education staff, it is best to determine the recruitment strategy that will be carried out (Allen, 2005). Currently, recruitment is carried out with a strategy that is very important because of a shift in the workforce to become more competitive. In other words, every education officer in a formal educational institution will be involved in administrative activities that require them to have knowledge, skills, and expertise in planning, organizing, providing guidance/direction and coordination (Djoyonegoro, 1994).

Based on the results of the preliminary study, the researcher found several problems related to the recruitment of education staff at Vocational High Schools in East Lombok Regency, namely: First, only people who have connections will be accepted as education staff, as stated by one education staff employee "I can work here because my sister already works here, only in a different part": (interview on September 15, 2019"). This is in line with research conducted by DeArmond, et al., (2010) which states that all schools follow a common recruitment procedure, but the researchers found striking differences in terms of schools actively recruiting education staff and articulating consistent recruitment priorities. Based on the above statement,

Second, the pattern of recruitment and placement of staff for educational personnel has not been carried out optimally, with no notification to outside parties regarding job vacancies for staff of educational personnel at vocational high schools. As the civil servant staff said "The recruitment of staff of education personnel is said to be open, it has never been exposed, it is said to be closed, there are also those who submit applications here". (Interview with Kasubag TU of Vocational High Schools 1 Sakra). Guarino, et al., (2004) explained that regarding the types of policies that affect the recruitment of educators, namely: grouping research studies into several categories that examine the characteristics of individuals who enter teaching and who continue to teach, who examine the external characteristics of districts and schools, who research compensation policies, and those that examine policies in services.

Third, there is no clear procedure regarding the recruitment and placement of educational staff at Vocational High Schools in east Lombok Regency, this can be seen from the diverse educational backgrounds of educational employees. The educational background of Vocational High Schools education staff in East Lombok district is placed based on their duties and work from 207 number of staff education staff, as many as 55 or 26% have an educational background that is not in accordance with the field of work occupied (can be seen in the appendix to the data on vocational education personnel throughout East Lombok Regency in 2020). Educational background is important in the process of recruiting employees as a support in work.

Based on the fact that the recruitment process for education staff is still not optimal. The pattern of recruitment of education staff must be considered more seriously, research is needed to find out whether the pattern of recruitment of education staff is. Each organizational unit in the field of education requires education personnel who have two skills, namely professional skills in their fields and adequate administrative skills. In assisting the implementation of the teaching and learning process in schools, school education personnel are very important. School education staff is one of the human resources that schools need to pay attention to.

School education personnel, besides having to meet qualification standards, also need competence to balance the qualifications they already have. Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and actualized by school education personnel in carrying out their duties. In accordance with the opinion of Jacob (2007), school administration staff have 4 competencies, namely: Managerial Competence, Social Competence, Technical Competence, and Personality Competence. In addition, (Monk, 2007) argues that there are three types of competence of educational staff, namely, 1. Professional competence, having broad knowledge of the field of study being worked on. 2. Community competence, able to communicate, both with students, fellow teachers, and the wider community, in a social context. 3.

Correct school administration services must follow the provisions and regulations issued by the relevant agencies or units within the Ministry of Education and Culture, so that all schools can organize education in schools, in accordance with the applicable school administration rules and regulations. School administration staff have a role in facilitating the life and development of a school institution as a whole because of its function as a memory center and a source of documents. The role of school administration staff for schools is to not only serve the school's internal administrative needs but also administrative services for parents, as well as other institutions outside the school (Sandora, 2013).

One of the problems that often occurs in the recruitment of educators is the problem of insufficient recruitment planning so that there are often failures in achieving school goals because many jobs that should be done by several people have to be done by themselves. This usually happens because of the lack of experts in certain fields of work. Sometimes there is also a discrepancy in the placement of personnel to their duties and functions, for example placing library employees only based on the habits of the applicant, not based on the applicant's educational background.

In practice so far, there are still some institutions that ignore the role of functions and benefits of recruitment, even though it is very important, especially in agencies whose scope of activities is very wide, complex and requires a large number of workers, including educational institutions. The implementation of recruitment and selection is a very important task, crucial and requires great responsibility. This is because the quality of human resources that will be used by the agency is very dependent on how the recruitment and selection procedures are carried out.

Based on the description above, the author feels interested in conducting a more in-depth study and research on "Recruitment Patterns and Staff Placement of Vocational High School Education Personnel in East Lombok Regency".

Method

This study uses a descriptive method with a qualitative approach. The study was conducted at 2 State Vocational Schools in East Lombok Regency, namely Vocational High School 1 Sakra in Sakra District and Vocational High School 1 Selong in Selong District. Informants in this research are parties who are involved and have information about the Pattern of Recruitment and Placement of Vocational High School Education Staff in East Lombok Regency. The informants who will be interviewed are the Head of the Teacher and Education Personnel Division, the Head of the Teacher and Education Personnel Section, the Head of the School, and the Head of Sub-Division of TU.

To obtain data and information related to the problems in this study, data collection techniques such as observation, interviews, and documentation are used. Data analysis was carried out together with data collection and continued after returning from the field. The results of the interim analysis will always be confirmed with new data obtained from other sources that have a more accurate level of trust whether obtained through interviews, observations or documentation.

In analyzing data, there are several steps taken based on the opinion of Moleong (2008), who stated that data analysis techniques in qualitative research can be carried out through several stages, namely: Data collection, Data reduction, Data presentation, Drawing conclusions and verification.

Result and Discussion

Planning the Needs of Education Personnel

a. Vocational High Schools 1 Selong

In accordance with the results of interviews with the Principal and Head of Subdivision of TU at vocational high schools 1 Selong, information was obtained that in planning the needs of education personnel, vocational high schools 1 Selong looked at the total number of education personnel. From this amount, it can then be determined how many educational personnel are needed. This determination refers to the workload of the education staff themselves. If the working hours owned by the education staff are still possible to be added, then the addition of educational staff will not be carried out. However, if the workload of the education staff cannot be increased, the school will open the recruitment of education personnel.

b. Vocational High Schools 1 Sakra

Identification or planning sourced from a request from each unit, is then submitted to the Administrative Head (Kasubag TU) and the TU Kasubag reports to the Principal for approval. In addition, the planning process carried out by the school also pays attention to various aspects such as the number of educational personnel needed, namely by analysing the needs of educational personnel in each unit. As the results of the researcher's interview with Kasubag TU vocational high schools 1 Sakra who said that:

> "Planning the needs of educational personnel, namely by analyzing the needs of educational personnel in each unit".

The plan for recruitment of educators is the development and strategy and preparation of comprehensive teaching staff (Human Resources/HR) in order to meet the needs of the organization in the future. HR recruitment planning is the process of determining the needs of the workforce to be withdrawn or recruited (Mangkunegara, 2016).

The principal must take action when he sees a vacancy in the school by making a plan to make information about the recruitment of new education personnel who will fill the vacancy according to the criteria for vacant positions in the school. In order to ensure effectiveness and efficiency, the withdrawal of the number of teaching staff must be in accordance with the needs of no more and no less, as well as the quality of the required educators who must be able to carry out tasks, both main, functional, or administrative tasks in schools.

The principal involves the participation of waka-waka, the head of administration and the school committee in preparing a plan for the recruitment of educational personnel, which is carried out at the beginning of each year or new school year in which the school needs education personnel. In addition, the planning process carried out by the school also pays attention to various aspects such as the number of educational personnel needed, commitment to the school, and the quality of educational personnel.

Decision on Procurement of Educational Personnel

a. Vocational High Schools 1 Selong

Based on the results of an interview with the principal of vocational high schools 1 Selong, the determination of the decision of education personnel at vocational high schools 1 Selong was carried out by the Principal.

b. Vocational High Schools 1 Sakra

Based on the results of an interview with the principal of vocational high schools 1 Sakra that the determination of the decisions of education personnel at vocational high schools 1 Sakra made by the principal.

After planning the needs of employees both in quantity and quality, then the principal conducts recruitment to get prospective education personnel by announcing them in electronic and print media. After many applicants have registered, the principal must conduct a screening or selection of prospective education personnel through written, oral, and practical tests in order to obtain reliable education personnel according to the required classification and qualifications.

The procurement of educational staff must be carried out by the principal carefully and strictly selected in order to obtain the right and qualified personnel. If this is done carelessly or in other words seems careless, it may be that in carrying out their duties and obligations at school will not be optimal, which in the end will have an impact on the achievement of school goals.

Preparation for Recruitment and Selection of Education Personnel

a. Vocational high schools 1 Selong

Preparation for recruitment of educational personnel does not refer to technical guidelines for recruitment and placement of educational personnel, this is in accordance with the results of an interview with the Principal and Head of TU vocational high schools 1 Selong who said that:

"Schools do not use SOP in the recruitment and placement process of education personnel".

The recruitment committee was not formed, because the selection process was directly carried out by the principal, this was in accordance with the results of an interview with Kasubag TU vocational high schools 1 Selong who said that;

"Technically, the one who does the selection is the school, in this case, it is directly carried out by the principal. After the selection is carried out, the principal calls the TU head of state and talks about the results of the selection of prospective existing education personnel".

The recruitment announcement is carried out behind closed doors, information on the needs of educational personnel is conveyed to administrative staff employees and teachers in the school, then applicants send a cover letter to the school. So that the recruitment process does not go through the preparation of the committee determination and selection schedule.

b. Vocational high schools 1 Sakra

The recruitment process at vocational high schools 1 Sakra does not go through the formation of a committee, the procurement is through the request of each unit, then it is conveyed to the Head of the TU and then the Principal gives approval to carry out the recruitment process. This is in accordance with the results of an interview with the Head of Administration at vocational high schools 1 Sakra who said that:

"I collect data on the existing staff, if there is a shortage ofneedsBased on the standards for the needs of new education personnel, a nomination process is carried out by coordinating with the school principal.

Making a recruitment plan must be thought out carefullyso that the steps to be taken can minimize errors or mistakes. The first activity in recruitment is preparation. Preparation for the

recruitment of new education staff must be thorough so that through this recruitment schools can obtain good new education staff. According to Hasibuan, (2009) Preparation activities for the recruitment of education staff in schools include:

1) Performing a committee
2) Study various laws or government regulations, foundation regulations relating to recruitment regulations
3) Determination of the requirements to apply to become a new employee,
4) Determination of the procedure for registration of new workers,
5) Determination of the schedule for the recruitment of new personnel,
6) Preparation of the necessary facilities in the process of recruiting new employees, such as media for announcements of new recruits, the format for recapitulation of applicants and the format for recapitulation of accepted applicants,
7) Preparation of space or a place to enter applications for new employees., and
8) Preparation of selection exam materials, guidelines for examining exam results and places exam.

Selection of Applicants Requirements

a. Vocational High School 1 Selong

Selection of applicants or new education personnel after receiving information from internal school employees or teachers directly submit their own application files to the school. This is in accordance with the results of an interview with the Head of Sub-Division of TU vocational high schools 1 Selong, who said that:

"The school will see applications that have been submitted, usually the school does not open recruitment announcements, this is because many prospective education personnel have entered applications even though the school has not yet opened an official announcement. From the incoming application, an administrative selection will be carried out, looking at the background of prospective education personnel, and continued with an interview test".

b. Vocational high schools 1 Sakra

The application selection process is directly handled by the principal by looking at the administrative requirements of the applicants, then the principal immediately conducts interviews with the applicants and coordinates with the Tu Kasubag. This is in accordance with the results of an interview with the Principal of vocational high schools 1 Sakra, who said that:

"Recruitment is carried out through a coordination process, the principal coordinates with the Tu Kasubag to carry out the selection process, the selection is carried out by looking at the administrative requirements".

election process is a series of steps to determine whether the applicants for education are accepted or rejected in schools. After disseminating information to people who are internal and external to the school, there will be parties who are interested in applying for jobs that meet the criteria and conditions. The selection process can be carried out after an applicant submits an application to the school. In the selection process activities can be carried out according to the guidelines for determining the selection in selecting applicants to be accepted or rejected. Applicants who are accepted are applicants who are considered to meet the requirements according to the specifications required by the school as the executor of recruitment.

Placement

a. Vocational high schools 1 Selong

New education personnel who have been declared accepted are then placed according to the

proposals of each unit. This is in accordance with the results of an interview with the Principal of vocational high schools 1 Selong, who said that:

"The placement is carried out in accordance with the proposals of each unit, so the new power is directly placed in a vacant position".

b. Vocational high schools 1 Sakra

Placement of new educational personnel in accordance with the proposed needs, educational personnel who are declared accepted are directly placed in the work unit in accordance with the proposal of each unit that requires these personnel. This is in accordance with the results of an interview with Kasubag TU vocational high schools 1 Sakra, who said that:

"After the applicant is declared to have passed the administrative selection and interview, he is immediately placed in the required work unit".

Schools need to place prospective education personnel who have been selected through selection, so that the selected candidates for new education personnel can immediately work and adapt to all residents in the school. Placement means welcoming new education personnel to join the process of activities in the school environment. New education personnel who are already in a placement position and get a new assignment at the school institution feel comfortable and feel accepted in the school environment, so all members in the school need to create a pleasant atmosphere as an initial impression of welcoming the newly elected education staff. The implementation of the placement of newly elected education personnel in their duties and positions has the aim that the new education personnel can carry out the work assigned to them so that these educational personnel can adapt and improve their ability to carry out their duties smoothly.

In placing new education personnel who are selected, they must be exactly as planned, if the school is careless and not careful in carrying out placement activities, it will have an impact on the performance of new education personnel which can affect the inhibition of the implementation of school activities in the administrative process. As this is corroborated by Bangun, (2012) that errors in the placement of employees (new education personnel) in suitable jobs will get poor results, this can be motivated by inaccuracy in selection and placement which can result in a lack of morale which has an impact on low work performance, and high turnover and absenteeism rates of employees (new education personnel) (Bangun, 2012).

Conclusion

Recruitment pattern of education staff at vocational high schools in East Lombok Regency from the planning, selection and placement process. The preparatory stage was not carried out such as the formation of a recruitment committee, preparation of technical instructions for recruitment and placement, and preparation of other supporting facilities. In the implementation of recruitment using a closed method. The recruitment sources used are internal sources, the internal sources applied are recruiting prospective applicants who graduate or come from vocational high schools because it is considered easier to determine specifications and prioritize alumni.

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