

Research Article

Teacher Perception Toward Selection and Recruitment of Civil Servant Teachers in Science Subjects in Lombok

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ABSTRACT

Teacher quality is an important factor in determining the growth and development of a nation. Therefore, the process of selecting and recruiting Civil Servant teachers play an important role in ensuring in Indonesia. This study aims to explore the process employed in the select candidate for civil servant teachers in Indonesia and to discover teacher perceptions' of the system. This study involved five (5) voluntary civil servant science teachers in Lombok, West Nusa Tenggara, Indonesia. The study design employs a case study with the Miles and Huberman model to analyze the data. An online interview approach was used to collect the data. The result indicates that all participants believed that the selection and recruitment system is transparent. In addition, the challenge in the form of an insufficient budget causes the issue of shortage of teaching staff in Indonesia to become an issue that is still valid today. What needs to be done to overcome this problem is that the government needs to increase the budget in the process of selecting and recruiting civil servant teachers in Indonesia.

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**INTRODUCTION**

Teachers are at the forefront of improving student competencies, and this makes the selection and recruitment of teachers is one of the essential elements that need to be considered. Because the process of recruitment and selection of new employees provides quality to all parts of human resources that depend on the effectiveness of the process (Henry & Temtime, 2010), the formal institutions such as schools and universities, the selection and recruitment of teachers can be done in a variety of ways. For private schools, the selection and recruitment of teachers can be made at any time as long as the school needs additional teachers. As for public schools, in addition to bringing in honorary teachers, the selection is conduct through official elections for civil servants. The

profession of Civil Servant or Pegawai Negeri Sipil (PNS) has become one of the professions that are in great demand by the people of Indonesia. One of them is a civil servant teacher profession, and this can be evidenced from the formation of Candidate Civil Servants in 2019; teachers are the second most of the five Civil Servant formations (Tirtoid, 2019).

The teaching profession in Indonesia is divided into two based on law no 19 of 2017, namely permanent teachers and teachers in the department. A permanent teacher is a teacher appointed by a school board office with a two-year employment contract. Meanwhile, the teachers in the department are Civil Servant or Pegawai Negeri Sipil (PNS) and NonCivil Servant or Non-PNS teachers. Civil servant teachers are teachers selected based on the results of the selection of civil servants conducted by the Indonesian government. Based on Law Number 5 of 2015 on the State Aparatur Sipil Negara (ASN) that the teaching profession is divided into two, namely civil servants or PNS and non-civil servants or Non-PNS. PNS teachers are Civil State Officer teachers and Government Officer teachers with Employment Agreements (PPPK). At the same time, Non-PNS is Permanent Foundation Teachers or Guru Tetap Yayasan (GTY), Non -Permanent Teachers or Guru Tidak Tetap (GTT) or honorary teachers.

Indonesia, with a country that has abundant natural resources, certainly needs quality human resources in processing these natural resources. Creating quality human resources will certainly be achieved with good quality education. On the other hand, the quality of education in Indonesia is inadequate, especially in the subject of science; this is evidenced by data from the Program For International Student Assessment (PISA) in 2018, which shows that the low quality of Indonesian education in Science is ranked 70 out of 74 countries in the world (Tirto. id, 2019). Meanwhile, the competitiveness of the Indonesian people, according to the Global Competitiveness Index (GTCI) in 2019, is in the sixth position out of 9 ASEAN countries (Tirto. id, 2019).

One of the reasons for the low quality of education in Indonesia is the quality of teachers that educational institutions have. The quality of teachers in Indonesia, according to UNESCO in the Global Education Monitoring (GEM) in 2016, shows data where Indonesia is in the lowest rank of 14 developing countries (Asiya Maura, 2018). Data from the ministry of education shows that the average value of teacher competency tests in Indonesia in 2019 is still low at less than 60% from primary to secondary schools (BeritaSatu, 2020). According to Syaiful (in Bachtiar & Guntur 2015), teachers have autonomous rights in regulating the learning process in class. Besides that, according to him, teachers are at the highest level in the education system. This shows that teachers play an important role in increasing the proficiency of their students. Based on research conducted by RISE (The Conversation, 2020), the cause of low teacher quality is selecting civil servant teachers, which only focuses on quantity or meeting the needs of civil servants, not based on the teacher's teaching ability. According to RISE (The Conversation, 2020), the selection process carried out did not see the needs that occurred in the field and ignored teachers' proficiency because the tests were carried out only in written form. Whereas according to Spencer Competency Theory 1983 (In Ratna Puspita Sari, 2009) and Taylor Scientific Management Theory (Rossler & Beruvides, 1994) in the selection of human resources in an organization must be based on individual competence because of

the causal relationship with reference criteria that are effective or superior in certain situations to increase efficiency and productivity. Another issue is that research on the selection and recruitment of civil servant teachers in Indonesia is still lacking. This research was carried out by RISE under the auspices of the SEMERU research institution with the title "Teacher Recruitment in Indonesia: Institutional Dysfunction and Social Dynamics in 2020" and a study conducted by Hari Prawira (2018) about "Analysis of the Placement of Civil Servant Teachers in Primary Schools of Central Aceh Regency." Based on these problems, this study aims to determine teacher perceptions regarding the process of selecting and taking civil servant teachers in science subjects in Indonesia.

METHOD

This research is in the form of case study research, where case study research can help in answering the research objectives. In line with what Yin said (in Hashim, 2020) about case study research is a qualitative form that can answer research objectives. The research objectives are in the form of the process of selecting and recruiting of civil servant teachers in Indonesia and teacher perceptions related to the process of selecting and recruitment civil servant teachers in science subjects.

The research sampling technique uses the purposive sampling technique, which is selected based on the objectives and criteria that the researcher has determined. In this study, the sample of experienced teachers with research participants totaled five teachers who were civil servant teachers in science subjects in Central Lombok, West Lombok, and East Lombok, West Nusa Tenggara, Indonesia. The instrument used in this study is an interview instrument that is formed from the research questions that want to be studied to get answers to the research objectives. Interviewing, according to Zeldicth (in Hashim, 2020), is an efficient way of collecting data because the interview involves social interaction between the researcher and the respondent. Interviews were conducted online via WhatsApp social media calls due to the Covid-19 pandemic.

The data analysis in this study is a qualitative descriptive analysis with the Miles and Huberman model process, which includes three analysis processes, namely data reduction, display data, and conclusion drawing. To determine the validity and reliability of the data in this study, researchers used Peer Examination and Member Checks.

RESULTS AND DISCUSSION

Teacher Perceptions Regarding the System and Process of Selection and Recruitment of Civil Servant Teachers in Science Subject in Indonesia

The results of interviews through WhatsApp regarding 5 teachers' opinions about the system for selecting and recruiting of civil servant teachers in Indonesia, the system has been running transparently, fair and non-discriminatory (**Table 3.1**). Prospective teachers can view their assessment scores directly online. The process that is carried out is also systematic through administrative selection, then field and basic competency assessments. Then the civil servant teacher candidates who have the highest scores are declared to have passed as civil servant teachers in Indonesia. A non-discriminatory process means that every teacher has the right to register as a civil servant based on pre-determined qualifications and formations regardless of gender, religion and others. In line with what was said by Henry and Timtime (2010) and Taylor (in Priyono, 2008) that the

Table 3.1 Teacher Perception toward process of selection and recruitment of civil servant

What do you think about the selection and recruitment process for civil servant teachers in science subject in Indonesia?

Transparent	PO1: <i>"I think the system works transparently because for the results of the assessment scores, teacher can see their scores online".</i> PO3: <i>"The system is transparent because scores are accessible to anyone compared to previous years".</i>
Fair and No Discrimination	PO2 : <i>"The system runs fairly because civil servant teachers are selected based on scores from the TKD and SKB tests".</i> PO4: <i>"I think the system is quite good and fair because in the process there is no discrimination because everyone can take part in the selection of civil servant teachers based on the existing formation".</i> PO5: <i>"I think the system is quite good and fair because in the process there is no discrimination because everyone can take part in the selection of civil servant teachers based on the existing formation".</i>

process of selecting and recruiting workers must be carried out in an effective manner, selecting workers according to their fields fairly and without any discrimination in the selection process.

Table 3.2 Teacher Perception Toward Process Of Selection And Recruitment Of Civil Servant To Meet Professional Science Subject Teachers

Is the assessment of SKB and TKD sufficient in selecting professional science subject teachers?

PO1: <i>"For now I can say yes because the teacher's professionalism certificate can be stated when registering and it will get the maximum score in SKB".</i> PO2: <i>"I think it is enough because if there is an assessment other than the SKB and TKD, especially in the form of interviews and microteaching, it will cause bias and not be objective".</i> PO3: <i>"Enough, because I think in the SKB there is an assessment that measures the pedagogical competence of teachers".</i> PO4: <i>"SKB and TKD are sufficient in finding qualified teachers, especially since the teacher selection process now prioritizes teachers who have educator certificates, where obtaining an educator certificate requires a long and not easy process".</i> PO5: <i>"The SKB is enough because there are pedagogical assessments and respective fields".</i>

According to the interview results, the current selection is sufficient in answering the selection of professional teachers (**Table 3.2**). Assessment of Field Competency Questions or Soal Kompetensi Bidang (SKB) and Basic Competency Tests or Test Kompetensi Dasar (TKD) are sufficient to select professional teachers, especially civil servant teachers in science subjects. There is no need for additional tests such as microteaching as pedagogical competencies tests. Because these assessments are sufficient by assessing field competencies, if the assessment is carried out, such as microteaching, it will make the assessment subjective, and cheating will be easy. This finding is inversely proportional to the independent study conducted by RISE (2020) that pedagogical proficiency cannot be assessed simply by providing questions in written form. In line with what Jun Sundbo (1999) said that member competence not only focuses on knowledge but also increases creativity and the ability to act in dealing with existing situations and conditions.

Challenges and Issues in the Selection and Recruitment Process of Civil Servant Teachers in Indonesia

The challenges in selecting and recruiting civil servant or PNS teachers in Indonesia are based on the results of interviews conducted through social media WhatsApp from 5 teachers, which is more to the budget that must be added from the government (**Table 3.3**). This solution is necessary to increase the teacher quota for regions experiencing teacher shortages. The shortage of teachers is still an issue in Indonesia's education because re-

Table 3.3 Challenges and Issues

What are the challenges and issues in the selection and recruitment process for civil servants teacher in Indonesia

Challenge and Issues	PO1: <i>"The budget is still lacking so that the distribution of the number of teachers is not evenly distributed"</i> PO2: <i>"The issue until now is the unequal number of teachers".</i> PO3: <i>"There is no equal distribution of the number of teachers in each region in Indonesia"</i> PO4: <i>"Indonesia is still experiencing a shortage of civil servant teachers, this is due to the limitation of regional budget funds used in the process of selecting and taking PNS teachers".</i> PO5: <i>"I think the shortage of teachers experienced in schools in several places in Indonesia is still an issue today"</i>
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gions can only use the budget as much as 50% of the region of government budget or Anggaran Pendapatan dan Belanja Daerah (APBD). This finding is also found from research conducted by Hari Perwira (2018) regarding the cause of the unequal distribution of civil servant teachers in Aceh District, Indonesia is a lack of budget in fulfilling teacher quota.

Enhancing Improvements in the Selection and Recruitment of Civil Servant Teachers in Indonesia

An additional improvement that the government needs to do in selecting and selecting civil servant teachers in Indonesia is by increasing the budget for this process to address teacher shortages in Indonesia. The government also needs to add training for teachers who have passed the selection as civil servants to improve their proficiency in teaching, especially addressing issues related to the quality of teaching and learning activities in science subjects. This training is necessary to create a more professional teacher under Taylor's scientific management theory (Rossler & Beruvides, 1994), that the provision of additional training is needed to increase the proficiency of its members.

CONCLUSION

The system used to select and recruit civil servant teachers in science subjects has been carried out transparently and systematically through administrative selection, basic competency tests or Soal Kompetensi Dasar (SKD), and field competency tests or Tes Kompetensi Bidang (TKB). These two tests are deemed sufficient to capture professional teachers, especially in science subjects. Still, the thing that the government must pay attention to is to provide training to improve teacher proficiency in carrying out the teaching process in the classroom. In addition, to answer the issue related to teacher shortages in Indonesia, the government needs to increase the expenditure budget in the process of selecting and recruiting civil servant teachers in Indonesia. This study is a qualitative research and the results of the study can not be generalized to the population of science teachers in Indonesia. A quantitative study of the research questions is proposed so that the research can be generalized to a wider and more numerous study participants.

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