Teacher Recruitment Management at Al-Azhar Arabic Language Course Pare Kediri

Maulana Ahsanul Fikri[1][*]
[1] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract:
The success of education is greatly influenced by good management in managing the process. This study aims to describe the management of teacher recruitment at the Al-Azhar Arabic Language Course Institute, Pare Kediri, which is known for its Arabic language teaching quality. This study uses a qualitative approach with data collection methods in the form of observation, interviews, and documentation. The results of the study show that the teacher recruitment process in this institution is carried out through four main stages: (1) preparation, including the provision of necessary tools and documents; (2) implementation, by testing applicants through various types of tests; (3) recruitment, in the form of the appointment of teachers who meet the admission criteria; and (4) evaluation, through observation by the principal or related parties on the performance of new teachers. After being hired, teachers receive support in the form of professional development and competency improvement services, both in the academic and non-academic fields. This recruitment management has proven to produce quality teachers who are able to teach Arabic effectively, utilizing the best human resources from the Al-Azhar Arabic Language Course Institute, Pare Kediri.
Keywords: *Management, Recruitment, Teachers.*

Abstrak:
Keberhasilan pendidikan sangat dipengaruhi oleh manajemen yang baik dalam mengelola prosesnya. Penelitian ini bertujuan untuk menggambarkan manajemen rekrutmen guru di Lembaga Kursus Bahasa Arab Al-Azhar, Pare Kediri, yang dikenal dengan kualitas pengajaran bahasa Arabnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa proses rekrutmen guru di lembaga ini dilakukan melalui empat tahapan utama: (1) persiapan, meliputi penyediaan alat dan dokumen yang diperlukan; (2) pelaksanaan, dengan menguji pendaftar melalui berbagai jenis tes; (3) rekrutmen, berupa pengangkatan guru yang memenuhi kriteria penerimaan; dan (4) evaluasi, melalui pengamatan oleh kepala sekolah atau pihak terkait terhadap kinerja guru baru. Setelah dipekerjakan, guru mendapatkan dukungan berupa pengembangan profesional dan layanan peningkatan kompetensi, baik di bidang akademik maupun non-akademik. Manajemen rekrutmen ini terbukti menghasilkan guru berkualitas yang mampu mengajar bahasa Arab secara efektif, memanfaatkan sumber daya manusia terbaik dari Lembaga Kursus Bahasa Arab Al-Azhar, Pare Kediri.
Kata Kunci: *Manajemen, Rekrutmen, Guru.*

INTRODUCTION / المقدمة

Management is the art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve predetermined goals. Management encompasses six main elements: man, money, methods, materials, machines, and markets(Wardani, 2017). The human element has developed into a field of study called human resource management. Human resource management is a branch of management that specifically examines the relationships and roles of individuals within an organization(Goswami, 2018). The elements of human resource management include individuals working within a company. Humans always play an active role in organizational activities, whether as planners, implementers, or decision-makers in achieving organizational goals(Kozioł-Nadolna & Beyer, 2021).

In general, management can be defined as the art or process of creating organizational, individual, or collective activities to achieve common goals(Byrnes, 2022). Each process must include elements beyond management and consists of several components, namely preparation, presentation, practice, and performance. The department also has four main functions: planning, organizing, supervising, and evaluating(Kavul, 2020).

The procurement of human resources must be managed effectively to acquire experts and skilled individuals capable of carrying out their entrusted tasks, particularly in meeting the needs for teachers and educational staff in schools(Gladilina, 2017). Recruitment begins with planning the needs for teachers by analyzing the requirements based on their respective fields, disseminating recruitment information, specifying the qualifications prospective teachers must meet, conducting selection through various tests, and determining the acceptance of teachers. This process involves four main functions: planning, organizing, supervising, and evaluating.

Article 42, paragraphs (1) and (2) of Law Number 20 of 2003 on the National Education System stipulates that educators must have academic qualifications and certification in accordance with their level of teaching authority, be physically and mentally healthy, and possess the ability to achieve national education goals(Sidiq, 2018). Teachers at formal education levels, including early childhood education, primary education, secondary education, and higher education, must be graduates of accredited universities(Ingvarson & Rowley, 2017). Meanwhile, Article 41, paragraphs (1) and (2) state that educators can work across regions(Widiarto, 2020). The recruitment, appointment, and placement of teachers and educational staff are carried out by authorized institutions, based on the needs of formal education units(Mbokazi, Mkhasibe, & Ajani, 2022).

Language courses must be selective in choosing teachers according to their qualifications and teaching abilities, as this will affect the learning process in the classroom. The quality of learning depends on the teacher's ability to manage the class(Yunita, Arafat, & Mulyadi, 2020). Therefore, the alignment of the teacher's educational qualifications with the subjects they teach must be considered, as it can influence the delivery of teaching materials. Language courses are training institutions that fall under the category of non-formal educational institutions. They are platforms for language learning that sharpen a person's language skills through

various models, strategies, materials, and educational activities that enhance language proficiency creatively and effectively. One of the most renowned language courses in Indonesia is in Pare, Kediri, famous for its English village. Pare attracts many people not only from Indonesia but also internationally to learn language skills. Over time, people have become interested in learning not only English language skills but also Arabic.

There are many Arabic language course institutions thriving in Pare, one of which is Azhar Arabic. While administrative organization is essential in the management of any institution, whether formal or informal, Arabic language course institutions at Al-Azhar play a significant role in their organizational system. In this context, the Al-Azhar Institute for Arabic Language Courses has an organizational framework that is intriguing for understanding the technical aspects of employing qualified Arabic language instructors or teachers.

RESEARCH METHOD / المنهجية

This study uses a qualitative approach with a descriptive-analytical method. This approach is applied to describe the phenomenon of teacher recruitment management at the Al-Azhar Pare Kediri course institution, focusing on the stages of planning, implementation, and evaluation. Data obtained from various documentation sources are analyzed to evaluate the extent to which the implementation of teacher recruitment management is in accordance with the theory that has been developed(Jiarakorn, Suchiva, & Pasipol, 2015).

Data sources in this study include all parties involved and related documents in the teacher recruitment management process(Atherton, 2018). Data collection was carried out through three main methods: in-depth interviews with relevant officials to obtain direct information, observation of the administration process and implementation of recruitment at the institution, and documentation to access various documents such as reports, selection criteria, and evaluation records.

The data analysis method in this study refers to the interactive model of Miles and Huberman. The first stage is data reduction, where relevant data is selected and irrelevant data is removed. Furthermore, the remaining data is presented in the form of narratives, tables, and diagrams to facilitate interpretation. The main focus of data presentation is on recruitment management in terms of planning, implementation, and evaluation. The last stage is drawing conclusions and verification. At this stage, the results of the analysis are summarized into a concise and structured formulation. This conclusion is designed to cover the research objectives comprehensively and is presented in a way that is easy for readers to understand, thus providing an applicable and relevant contribution to teacher recruitment management practices. The analysis process was carried out repeatedly to ensure the validity and reliability of the data, so that the research results can provide useful insights both academically and practically.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة

Recruitment management is an important step in carrying out a job to achieve a certain goal. In determining a practical plan, there are several processes that must be taken care of, so that everything needed to achieve the goal is prepared, by completing data,

recording, analyzing, and extracting to make decisions.

Based on the data obtained, it was found that the management of teacher recruitment for Al-Azhar courses for teaching Arabic in Pare Kediri consists of several steps:

Preparation Steps

This step is the initial stage in teacher recruitment management at the Al-Azhar course institution. This stage involves several important processes that need to be well prepared so that the recruitment program can run smoothly and in an organized manner. The following are the steps that have been identified:

First, Identify Needs Before the Recruitment Process. The head of the educational institution begins this process by holding a meeting with teachers or related staff to discuss the needs of teaching staff. In this meeting, they determine the competencies needed or identify positions that have not been filled. After an agreement is reached, the leader or related official will compile and disseminate recruitment information through social media such as Instagram, Facebook, or other platforms. Based on interviews with the head of the program and related staff, it was found that this identification process was carried out by considering the long-term needs of the institution related to teaching, such as the number of teachers needed to fill the gap in a particular field, as well as focusing on Arabic language teaching skills specifically needed by the institution. The head of the program, in his interview, stated:

"*Kami perlu memastikan bahwa guru yang direkrut memiliki kompetensi dalam bahasa Arab, baik dalam berbicara maupun membaca kitab-kitab Arab, karena ini adalah kunci keberhasilan pengajaran di lembaga kami.*"

This step is also supported by a strategy of distributing recruitment information through various social media. This approach allows institutions to reach a wider range of potential candidates, both domestically and abroad, thus increasing the opportunity to obtain high-quality teaching staff.

Second, Determination of Registration Terms and Conditions. In the registration process, several main requirements must be met by prospective applicants. Al-Azhar courses require the provision of complete personal data from each applicant. In addition, applicants must have active skills in Arabic, both verbally and in writing, and be able to read Arabic books. The institution also provides added value for applicants who are graduates of Islamic educational institutions or foreign universities, such as Egypt, Yemen, or other countries, because this is an indicator of the applicant's ability to understand Arabic in depth. During interviews with several applicants, they revealed that this requirement is very important for the institution because it ensures that the teachers recruited have adequate competence in Arabic as well as an educational background that is in line with the academic tradition of Al-Azhar. One applicant stated:

"*Saya tahu persyaratan ini sangat ketat, tetapi saya percaya hal ini akan memastikan kualitas pengajaran bahasa Arab di lembaga ini.*"

In addition, giving added value to applicants with an Islamic education background or a foreign university shows that the institution is trying to ensure the quality of teaching by recruiting teachers who have extensive experience and insight.

Third, Preparation of Venue for Entrance Test. After all registration files are complete, the institution will invite candidates to take several stages of the admission test. As preparation, the institution provides a special hall for the implementation of the entrance test, so that the process can run orderly and comfortably. The results of interviews with administrative staff showed that this preparation was carried out to ensure

participant comfort and a conducive atmosphere during the test. Preparation of facilities such as adequate test rooms, test aids, and other technical arrangements were carried out based on input from participants and the previous test committee, which then became the standard for the implementation of the next test. Administrative staff stated:

"*Kami ingin memberikan pengalaman tes yang terbaik, jadi kami selalu memperhatikan aspek kenyamanan dan fasilitas yang memadai untuk para peserta*."

This step reflects the institution's attention to participant comfort, which is an important factor in maintaining the quality of selection. Input from participants and previous test committees was used to refine this process, demonstrating the institution's commitment to continuously improving the standards of admissions test implementation.

The analysis of these findings underlines the importance of systematic management in the recruitment preparation steps. Comprehensive identification of needs, setting strict but relevant requirements, and preparing good facilities indicate the institution's seriousness in recruiting quality teaching staff. However, some aspects can be improved, such as the use of technology in disseminating recruitment information, for example through online recruitment platforms, to reach a wider range of potential applicants. In addition, periodic evaluation of the effectiveness of the selection criteria can be carried out to ensure that this process continues to be relevant to the institution's future needs. These steps indicate that the Al-Azhar course institution has an organized approach in ensuring the success of the Arabic language teaching program which is its main focus.

Implementation of the Admission Test

This stage is an important part of the teacher recruitment process, where applicants' eligibility to teach is evaluated and their abilities are valued according to the results achieved. The admission test includes various types of tests, each designed to assess a specific competency. The test is divided into two stages, with a tiered mechanism, where applicants can only proceed to the next stage after completing the previous stage. Here are the two stages:

First, Oral Interview. In this first stage, an interview is conducted between the applicant and the examination team in a previously prepared room. This interview aims to verify the validity of the applicant's personal data listed in the registration file and statement sheet. The examination team digs deeper into the applicant's background, motivation, and readiness to teach. This interview is important to understand how applicants understand the context of Arabic language teaching and how they can contribute to the Al-Azhar course institution.

One of the interviews conducted with Mr. Ahmad, one of the examiners, said, "Kami *bertanya kepada pendaftar tentang pengalaman mereka dalam belajar bahasa Arab, bagaimana mereka mengatasi tantangan, dan bagaimana mereka berencana untuk mengintegrasikan pendekatan-pendekatan tersebut ke dalam pengajaran.*" In addition, interviews also help the examination team evaluate the applicant's skills in understanding the material and their readiness to face the challenges of teaching at this institution.

This statement shows that the interview not only assesses the technical competence of applicants but also evaluates their ability to adapt to the teaching needs of the institution. In addition, the interview helps identify the strengths and weaknesses of prospective teachers so that they can be considered in the next selection stage.

Second, Teaching Practice. The second stage is a teaching practice test that aims to assess the pedagogical competence of applicants. This test uses the micro teaching

method, namely a small-scale teaching simulation. In this stage, applicants are asked to provide teaching in front of a team of examiners on a certain topic that has been determined in advance. This simulation is carried out in a hall that has been arranged to resemble a real classroom. The examination team also provides applicants with the opportunity to deliver material in a more interactive and creative way.

One of the interviews with Mrs. Laila, one of the examiners, said that, "*Kami ingin melihat bagaimana pendaftar mengorganisasi pengajaran mereka, berinteraksi dengan siswa, dan mengaplikasikan strategi pembelajaran yang mereka rencanakan*." After the applicant has delivered the material, the examining team is given the opportunity to ask questions, both related to the teaching topic and other matters relevant to the applicant's educational abilities. This process is designed to ensure that the applicant has adequate competence and readiness to become an educator.

This simulation not only assesses the applicant's ability to deliver the material, but also how they create interactive and creative interactions with students. The examiner also evaluates the applicant's flexibility in answering questions asked after the delivery of the material. This reflects their readiness to face real challenges in the classroom.

The implementation of the admission test at the Al-Azhar course institution shows a systematic and comprehensive approach in assessing the competence of prospective teachers. Oral interviews are an effective tool to evaluate the motivation and vision of applicants, while teaching practice provides a real picture of their pedagogical abilities.

However, several things can be improved to improve the quality of this process. Standardization of assessment instruments through the application of standardized assessment rubrics for interviews and teaching practice can ensure objectivity in the selection process(Patrick & Yick, 2005). In addition, the involvement of third-party observations, such as inviting independent observers during the teaching practice stage, can provide additional perspectives in evaluating applicant competence. The use of technology is also an important step, for example by utilizing video recordings to document teaching practices, which allows for more in-depth evaluation and can be used as reflection material for successful applicants(Tripp & Rich, 2012) and (Lawless & Pellegrino, 2007). Overall, the implementation of the admission test at the Al-Azhar course institution has shown good integration of management functions in the recruitment of teaching staff. This stage ensures that the selected candidates not only have adequate Arabic language competency but also the pedagogical skills to support the success of teaching at this institution.

Teacher Placement

After the admission test is completed, the recruitment committee continues the process by reviewing the evaluation results. This process is carried out through a special meeting involving the parties responsible for the recruitment process. Based on the results of observations and careful consideration, the head of the department or authorized official issues an acceptance decision. The names of accepted applicants are announced through the official communication channels of the Al-Azhar course institution, such as social media groups or other official announcement platforms. One interview with Mr. Fathur, the head of the department, said, "*Setelah evaluasi selesai, kami berdiskusi untuk menentukan siapa yang paling sesuai berdasarkan hasil wawancara dan praktik mengajar. Kami memastikan keputusan tersebut didasarkan pada kemampuan dan pengalaman masing-masing pendaftar.*"

This statement shows that the admission process not only considers technical

aspects, but also involves collective discussions to ensure the selection of the right teachers. This approach reflects the institution's efforts to maintain transparency and accountability in the recruitment process. This process ends with the distribution of teaching tasks for accepted teachers, adjusted to their respective experiences and competencies. Mrs. Heni, one of the examiners, explained; "*Kami membagi tugas berdasarkan hasil evaluasi, di mana mereka yang memiliki latar belakang pendidikan Arab lebih mendalam atau pengalaman mengajar lebih banyak, diprioritaskan untuk mata pelajaran yang lebih kompleks seperti literasi Arab atau kitab klasik.*"

This reflects the institution's efforts to optimize the competencies of each teacher to support the success of the learning process. Teachers with specialized expertise are given appropriate responsibilities, while teachers with less experience may be placed in more general or basic subjects.

The teacher placement process at Al-Azhar course institutions shows effective management, with stages that include evaluation, discussion, and adjustment of teaching tasks. However, there are several aspects that can be improved. The use of a digital system for assessment through the implementation of a digital-based recruitment management system can help integrate evaluation results in a more structured way and minimize potential bias in decision-making(Chang, Carrim, Gupta, Cheng, & Sandland, 2024). In addition, providing orientation or short training programs for new teachers before they start teaching can help them adapt to the work culture and curriculum of the institution. Continuous assessment of teacher performance, especially during the initial placement period, is also important to ensure that teaching tasks are distributed according to their abilities and provide opportunities for improvement if needed(Darling-Hammond, 2010). Overall, teacher placement at Al-Azhar course institutions reflects a competency-based approach that aims to ensure efficiency in learning. This process not only provides opportunities for teachers to develop themselves but also supports the achievement of the institution's goals in producing high-quality Arabic language learning.

Evaluation

Evaluation is the final stage in teacher recruitment management at the Al-Azhar Pare Kediri course institution. At this stage, the evaluation is carried out by the program director or official responsible for the teaching process. One of the evaluation methods is by making a surprise visit to the class without prior notice. The purpose of this visit is to observe the learning atmosphere and performance of new teachers directly. One interview with Mr. Syarif, the program director, revealed, "*Kami ingin mengevaluasi kinerja guru secara langsung. Kunjungan mendadak membantu kami melihat bagaimana mereka berinteraksi dengan siswa dan apakah metode pengajaran yang mereka gunakan sesuai dengan standar kami*".

This method allows institutions to get an authentic picture of teacher performance in real situations. However, this approach requires caution so as not to create excessive pressure on teachers, which can affect the evaluation results.

If errors are found in the learning process, such as the use of non-Arabic local languages even in one word, or the delivery of material that is not in accordance with the established curriculum, officials will give a warning to the teacher concerned. This warning is usually given the day after the evaluation visit, with the aim of correcting the errors that occurred. Mrs. Nurul, one of the examiners, stated, "*Kami memberikan feedback langsung setelah kunjungan, terutama jika ada kesalahan dalam penggunaan bahasa atau ketidaksesuaian dengan kurikulum. Guru perlu diberi tahu secara terstruktur agar mereka*

bisa memperbaiki dan meningkatkan kualitas pembelajaran”.

This approach reflects an organizational culture that encourages continuous improvement. However, it is important to ensure that feedback is delivered in a way that supports teachers' passion for learning and development.

This kind of evaluation is done repeatedly until the teacher's performance is considered satisfactory. Director Fadhil added, “*Kami terus memantau perkembangan guru dengan evaluasi yang berkelanjutan. Jika ada kekurangan, kami memberi pelatihan tambahan atau dukungan untuk membantu mereka meningkatkan kinerja.*” This step shows that the institution not only assesses the performance of teachers but is also responsible for guiding them to achieve the expected standards.

The evaluation process at Al-Azhar courses demonstrates a combination of direct supervision and professional development aimed at improving the quality of teaching, while also reflecting the institution's commitment to maintaining high teaching standards. However, there are several aspects that could be improved to optimize this process. The use of standardized evaluation tools, such as structured assessment rubrics, can help assess teacher performance objectively by covering aspects such as teaching methods, student interaction, language use, and the appropriateness of the material to the curriculum(Arter & McTighe, 2001). In addition, a balanced evaluation approach, involving teacher self-assessment, scheduled observations, and student feedback in addition to unannounced visits, can provide a more comprehensive perspective. Development programs based on evaluation results also need to be implemented, for example by designing additional training in accordance with evaluation findings, such as classroom management training for teachers who are struggling in this area. By strengthening the evaluation system through standardized assessment tools, a balanced approach, and relevant development programs, institutions can more effectively improve the quality of teaching and create an optimal learning environment for students.

Overall, the steps for teacher recruitment at Al-Azhar courses have covered the main functions of management, namely planning, implementing, monitoring, and evaluating. However, the evaluation aspect still needs improvement to be more organized and systematic

CONCLUSION / الخلاصة

Based on the data analysis and previous discussion, it can be concluded that the management of teacher recruitment for Arabic language subjects at the Al-Azhar Pare Kediri course institution has been implemented well. This process includes several important stages, namely; first, Recruitment Preparation which is the initial step in the recruitment process. At this stage, various preparations are made, such as providing the necessary equipment and facilities, including test equipment. In addition, the registration requirements and conditions are clearly determined, including filling out the registration form and collecting personal data. The hall is also prepared for the implementation of the entrance test. Second, Implementation of the Recruitment Test which consists of two mandatory stages, namely Oral Interview and micro teaching. Third, Teacher Placement which is the acceptance decision and then the accepted teacher is given a teaching assignment according to their competence and experience. Fourth, Evaluation which is carried out as the final step of the recruitment process. The teacher recruitment process at the Al-Azhar course institution shows the implementation of the main function of management to create a better and quality Arabic language course institution.

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