Selecting and Developing Professionals

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Abstract

Penelitian ini bertujuan untuk mengkaji Selecting And Developing Proffesionals. Metode penelitian yang digunakan yaitu studi kepustakaan (*library research)*. Dalam pengumpulan data digunakan metode telaah faktual, Adapun hasil Penelitian dari selecting and developing professionals adalah dugaan krisis pasokan guru, rekrutmen dan seleksi guru, induksi guru, pengembangan guru, retensi guru, rekrutmen dan seleksi kepemimpinan serta persiapan dan induksi kepemimpinan. Pada bagian telaah faktual (analisis) ini difokuskan pada pemilihan dan pengembangan dua kelompok staff, yaitu guru dan kepala sekolah. Organisasi pembelajaran dimaksudkan untuk menjadi inklusif, sehingga semua staff harus dipilih dan dikembangkan dengan perhatian yang sama. Namun, sumber daya manusia yang terbatas dan tidak dapat disangkal bahwa beberapa kategori staff cenderung memiliki dampak yang lebih besar pada pembelajaran siswa dari pada yang lain. Kepala sekolah memiliki berbagai struktur yang tersedia bagi mereka yang mencerminkan kepentingan organisasi serta kepentingan individu.

Keywords: *Pemilihan Dan Pengembangan Guru, Pemilihan Dan Pengembangan Kepala Sekolah*

Abstract

This study aims to examine Selecting and Developing Professionals. The research method used is library research. In collecting data, the factual study method was used. The results of the research from selecting and developing professionals were allegations of a teacher supply crisis, teacher recruitment and selection, teacher induction, teacher development, teacher retention, leadership recruitment and selection and leadership preparation and induction. This factual review (analysis) section focuses on the selection and development of two groups of staff, namely teachers and school principals. Learning organizations are meant to be inclusive, so all staff should be selected and developed with equal care. However, human resources are limited and it is undeniable that some categories of staff tend to have a greater impact on student learning than others. Principals have a variety of structures available to them that reflect organizational interests as well as individual interests.

Keywords: Selection And Development Of Teachers, Selection And Development Of Principals

Introduction

A good education will produce superior human resources in responding to challenges in the era of globalization that are full of competence. In Law No. 20 of 2003, it is stated that education in Indonesia itself aims to develop the potential of students to become human beings who believe and fear God

Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible (Elfrianto 2016; Fadhli 2020). One of the ideals of Indonesian national independence is the desire to educate the nation's life as stated in the preamble of the 1945 Constitution. This spirit should give strength and commitment to all elements of the nation, especially state administrators to unite vision and determination in the professional development of teachers and school principals (Budi 2020).

A teacher is a professional job that requires preparation of academic specialization for a relatively long time in higher education which means a position that requires special skills as a teacher and cannot be done by just anyone outside of education and this is needed in the selection of a teacher to carry out the learning process. in the classroom. Teachers can carry out their duties professionally in the learning process, teachers should have several developments that can be done in the learning process, namely: teachers as demonstrators, teachers as class managers, teachers as mediators and facilitators, and teachers as evaluators so that the objectives of the learning process can be achieved effectively. and efficient in a madrasa (Kristiawan and Rahmat 2018; Mukhlasin 2020).

The principal is essentially a teacher who is given additional tasks. The principle is one of the components of education that has the most role in improving the quality of education. In improving the quality of education, it is necessary to select and develop school principals so that the goals that have been set at madrasas can be achieved optimally (Zaini et al. 2020).

Method

This research uses library research (Sari and Asmendri 2020) In obtaining research data, researchers collect, analyze, and organize, sources from articles, books, and previous research on Selecting and Developing Professionals. Then the researcher concludes and presents data on Selecting And Developing Professionals. In collecting data, a factual study method was used, namely collecting teacher selection and development and selecting and developing school principals at MIS Kesuma LKMD Namorambe.

Results and Discussion
Finding

The selection of teachers conducted at MIS Kesuma LKMD Namorambe is based on educational qualifications. According to the Big Indonesian Dictionary, qualifications are special education to obtain a skill needed to do something or occupy a certain position. Law number 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 9 uses the term academic qualification, which is defined as a diploma of academic education level that must be owned by a teacher or lecturer following the type, level, and formal education unit at the place of assignment. Meanwhile, according to Masnur Muslich, academic qualification is the level of formal education that has been achieved by teachers, both degree education such as S1, S2, or S3 or non-degree such as D4 or Post Graduate diploma.

The selection of school principals carried out by MIS Kesuma LKMD is seen from the ability to lead teachers and have a vision and mission to advance madrasas. Principal development carried out by MIS Kesuma LKMD is seen from whether the principal can carry out his duties under the principal's work program, namely, short, medium, and long term.

Discussion
Alleged Teacher Supply Crisis

Over the past 20 years, there have been numerous reports of an impending crisis in the supply of public school teachers. Many of these reports have been criticized by Gorard and colleagues as having been shown to rely on samples of the total population and/or self-reported respondents, such as asking managers how difficult it is to fill vacancies. Instead of using such incomplete and anecdotal evidence, Gorard and colleagues grappled with many large-scale national data sets from the UK and the US.

Using figures from the UK Office for National Statistics, Department of Children, Schools and Families (or their predecessors), University Council for Teacher Education (UCET), School Teacher Review Board (STRB), Teacher Training Agency (TTA) and Office of Educational Standards (Ofsted), they conclude that there is no evidence of a teacher supply crisis. In fact, in the UK in 2004 there were more teachers than ever before and the student-teacher ratio was near its lowest ever

lower, at the secondary level than in the Netherlands, New Zealand, Canada, and South Korea. Teacher turnover and vacancies are of course increasing, but this only reflects an overall expansion of the profession driven by higher government spending. Moreover, the relative absence of teachers aged 30-39 is not a demographic ticking time bomb as is often said but simply an enduring fact of life that demonstrates the tendency of female teachers to take time to raise a family. In other words: "There was no particular crisis at the turn of the century and now. There is no retirement ticking time bomb, no mass exodus of disillusioned teachers, no decline in teacher quality or qualifications, and no growing shortage, and no shortage of new trainees."

However, there are three problems, which are as follows:

1. Ethnic minorities continue to be significantly under-represented in the teaching profession.
2. The most disadvantaged schools have the greatest difficulty recruiting and retaining staff. While the average turnover maybe 5 percent per year, in schools with high poverty rates it can easily reach 20 percent, leading to certification of educational opportunities.
3. The academic credentials of those who choose to teach are relatively low. In the US and UK, for example, students enrolled in teacher education courses generally have lower school graduation test scores and/or lower degree classifications than students who do not teach their contemporaries. However, whether this harms student outcomes is debatable, as the art of teaching depends on more than just intellectual ability.

So talk of a national crisis in teacher supply is groundless in the US and the UK. However, elsewhere, the situation was truly dire. Many developing countries have experienced an exponential increase in demand, as they implemented universal education policies and a simultaneous decrease in supply, as they battled the disease, civil war, and migration to the west. In sub-Saharan Africa, an additional 14-25 million teachers will be needed to meet education for all targets, but in countries such as Kenya, Zambia, and Namibia, more teachers die each year from HIV/AIDS than graduate from training colleges. teacher.

The problem stems from the fact that although qualified teachers are paid less than other paying jobs, many governments say they can't afford the wage bill. Thus, unqualified teachers are hired instead for one-third to one-half of the price and are in charge of elementary classes with 70-120 students. In this way, teachers are in the process of disappearing to be replaced by mostly untrained paraprofessionals.

The alleged teacher supply crisis stems from the many reports of a shortage of teachers in an educational institutions. In this case, in Indonesia itself there is still a shortage of teachers. The Ministry of Education and Culture (Kemendigbud) predicts that schools in Indonesia lack 1 million teachers every year. This figure increases over the years. This is because every year there are openings of new school units, the addition of new classrooms, and retired teachers who are not accompanied by clear teacher recruitment every year. Based on data from the Ministry of Education and Culture, in 2020 there were 72,976 retired teachers. This number contributed to the shortage of teachers, which reached 1,020,921 people. Quoting from the basic education data (DAPODIK) 3,168,293 teachers are now teaching in 434,483 schools. While the number of students reached 52,239,935 people.(Gumanti 2018; Supriyatno, Susilawati, and Ahdi 2020).

Teacher Recruitment And Selection

In the UK, qualified teachers can apply for any vacancy, and schools can designate any applicant. Elsewhere, the situation is very different. In the Middle East, for example, strict sponsorship rules prevent foreign teachers from applying for other jobs, and in Israel, Singapore, and China, principals have no say in which teachers government officials assign to them. Although in the short term, the allocation of teachers to schools can overcome the recruitment difficulties faced by schools in disadvantaged areas, in the long term it is not an effective solution. Depending on the cultural norms of the society (individualist or collectivist) and the prevailing economic climate (growing or shrinking) teachers who are not happy with the assigned school may ask to move or even change professions.

On the other hand, giving teachers and schools completely free choice presents its challenges. It seems that the selection criteria

used by the head are at best inconsistent and at worst arbitrary. Principals said they looked for previous teaching success, good character (however defined), strong classroom management skills, the ability to work with diverse learners, and excellent interpersonal skills.

While the shortlisting panel favors applicants majoring in a relevant subject, high or prestigious test scores do not provide an advantage. Prospective employees may be asked to teach demonstration lessons or present a teaching portfolio, but conventional interviews still carry the heaviest weight. Somewhat worryingly empirical studies show that the decisions reached are generally influenced by factors unrelated to job performance and generally fail to comply with labor laws.

One unrelated, but a very significant factor is the candidate's expected salary. Where schools manage their budgets, hiring decisions tend to take into account not only how well a person will do a job, but how expensive they will be to hire (Zaini 2020).

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With the recruitment problems above, with various considerations the Ministry of Education and Culture conducts teacher recruitment, namely previously the recruitment of teachers through civil servants (PNS) is now focused on becoming government employees with work agreements (PPPK). The recruitment of teachers to meet the desired criteria for a long time and meet the supply of teachers who are lacking and provide welfare for teachers.

Teacher Induction

The nature and purpose of induction are viewed differently in different countries, depending on the type of pre-service education available. In France, Germany, Belgium, and Chinese Taipei, for example, novice teachers have internships throughout the year, whereas their New Zealand counterparts may only spend four weeks in school. Induction is also influenced by historical traditions. Usually, in the US beginning, teachers are given the most challenging classes, fewer class resources, more teaching hours and more extracurricular assignments than other teachers, which may explain the relatively high attrition rate in the area where 22 percent of teachers drop out. in the first two years. In contrast, novice teachers in primary schools in disadvantaged areas of New Zealand reported very high levels of satisfaction with their induction program.

Beginning teachers need professional socialization and organization. They need to develop their identity as teachers in certain institutions. Being socialized into a particular discipline or subject may also be important for secondary school teachers and those pursuing higher education. Ideally, inductions should focus on subject-specific pedagogy and involve mentors in the same field. Mentors must receive specific training for the role, and both mentors and mentees must be allocated adequate time for mentoring. Beginning teachers should be introduced early to inquiry skills and given plenty of opportunities to develop critical peer habits. Induction should increase their commitment,

In many cases they are expected to attain certain standards or competencies by the end of their induction, making their mentors both guides and judges. The whole process then becomes assessment driven and narrowly focused on observable classroom behavior even though much of the teacher's work is done outside the classroom. Generic standards or competencies apply to all beginning teachers regardless of their diverse life histories, subject specializations and school contexts.

Whereas in Indonesia, the induction of novice teachers is an orientation activity, on-the-job training, development and practice of solving various problems in the learning process and counseling guidance for novice teachers in their place of duty. The purpose of doing induction is to guide novice teachers so that they can adapt to the work climate and school culture, and carry out their duties as

professional teachers in schools. The legal basis for conducting teacher induction in Indonesia is regulated in the Regulation of the Minister of National Education Number 27 of 2010 concerning the Induction Program for Beginner Teachers.

Teacher Development

Professional development consists of all-natural learning experiences and conscious and planned activities that are intended to provide direct or indirect benefits to individuals, groups or schools and which contribute directly to the quality of education in the classroom. It is the process by which teachers alone or with others review in renewing and extending their commitment as agents of change to the moral goals of teaching and by which they acquire and critically develop the knowledge, skills and emotional intelligence essential for good thinking, planning and professional practice. with children, youth and coworkers through every phase of their teaching life.

This conceptualization of professional development was so helpful, that it was adopted by the CPD Review Group because it highlights a natural learning experience as well as a conscious, planned activity. Although this chapter focuses more on the latter than the former, it is important to remember that professionals learn six times more through informal than through formal means. Likewise, we must not forget that learning can be done accidentally or informally, a good example is a hidden curriculum that is obtained secretly, unconsciously or from peers.

Although by definition non-formal learning cannot be guaranteed there is much that schools can do to facilitate it. Creating a culture where staff believes that their ideas will be valued is very important, but also provides adequate space and time for interaction. For this reason, it is impossible to overstate the importance of having a staff room where all staff feels welcome (regardless of their role) and which provides sufficient comfortable seating, appropriate complimentary drinks and a well-organized and professionally oriented bulletin board.

In the same vein, it's best not to cram mandatory professional development days so full of scheduled activities that teachers don't have time to chat informally about their work.

Teacher Retention

English a large number of prospective teachers never make it into the classroom. Nearly half of all PGCE applicants are rejected 12 percent of those who are accepted on leave without completing courses 30 percent of those who graduate from PGCE are not teaching. Of the 70 percent who find teaching jobs, 18 percent leave in the first three years some because they never intended to stay long, but mostly because they were disappointed. Thereafter, attrition stabilized at about 14 percent per year, a higher-than-average rate for all 11 percent occupations but similar to law enforcement, nursing, social work, military and engineering. The deductions start to increase again as teachers qualify for early retirement and relatively cheap pensions leading to the so-called U-shaped curve.

Of course, not everyone who withdrew was dissatisfied with the teaching. More than half took positions elsewhere in education and many left to raise children. However, for the long-term health of the profession, it is important to investigate what makes some people so unhappy that they leave.

According to a Smithers and Robinson survey, secondary school teachers in England and Wales leave due to workload (58%), student behavior (45%) and government initiatives (37%), while primary school teachers leave due to workload (74%), stress (26%) and government initiatives (16%). A similar study by Guarino and colleagues found that US teachers also quit due to poor student discipline, but instead of workloads or government initiatives, these teachers complained of low salaries and lack of support from school leaders.

Evidence on whether higher salaries will encourage more teachers to stay is mixed. Generally, people who teach are motivated more by intrinsic factors such as job satisfaction and the desire to share knowledge than by extrinsic factors such as salary or status. On the other hand, there is some evidence that higher salaries will: encourage better-qualified graduates from more selective institutions to consider teaching as a career and encourage teachers with more than five years of experience to stay.

Leadership Recruitment And Selection

Principals, like teachers, are prepared and elected differently in different countries, such diversity is rooted in the unique political, economic, social, cultural, historical, professional and technical circumstances of each country. In most cases, the heads are self-chosen volunteers, but in China, for example, they can be appointed against their will. Usually, but not always, the principal has teaching experience. In some developing countries, heads are appointed because of their political affiliation and may never set foot in the classroom. It is also technically possible in England and Wales for someone with no teaching experience to become a school leader. The NPQH is usually taken by qualified teachers but has been completed by a handful of school business managers (MBS). The teaching union is divided over whether such a person should be allowed to head, with ASCL saying yes and NAHT saying no. A fuller discussion of the pros and cons arguments can be found in Chapter 9, but given how difficult it is for some schools in disadvantaged areas to appoint any principal, expanding the potential pool to include SBM might offer a pragmatic, if far from an ideal, solution.

Therefore, a compromising position might allow heads to remain in office for a minimum of three years (except for grave breaches), so that they have time to introduce changes without fear of being fired or removed; to allow an extension of more than three years by mutual agreement and to set a term limit for employment at one school. The length of this limit may need to vary, depending on the circumstances of the school and the enthusiasm of the principal. Earley and Weindling point out that performance usually stabilizes after seven years, so a maximum of eight might make sense.

We noted earlier how principals used inconsistent and/or arbitrary criteria when selecting teachers. This also applies to some presidential elections. Twenty-seven years ago, Morgan looked at the appointments of high school principals at 26 local education authorities (LEAs) and came to the conclusion that most of the elimination criteria were inconsistent or irrelevant, and that personality during interviews predominated. The situation has certainly improved since then, but some government agencies still rely on instinct and hunch. There is also a persistent tendency to choose someone who is deemed a good fit for the school's current needs rather than considering the kind of leader the school might want in the future.

In Indonesia itself, which is a developing country, in the recruitment of principals, especially in private schools, there are still cases where the principal is appointed based on the wishes of the school regardless of the requirements that must be met by a prospective principal.

The Ministry of Education and Culture, the institution for the development and empowerment of school principals, explained that the recruitment process for prospective school/madrasah principals was carried out by the District/City Education Office and the district/municipality Ministry of Religion offices based on an analysis of the projected needs of school/madrasah principals. The purpose of principal recruitment is to select teachers who have the best experience and potential to get the job of principals/madrasahs.

Leadership Preparation And Induction

While novice teacher preparation and induction can usually be divided into two distinct phases, one at a teacher training institute and the other in a school or college, leader preparation and induction are much more spread out because leadership can be done in different ways. and at different points in one's career. Indeed, the NCSL Leadership Development Framework lists the five stages of school leadership (emerging leadership, established leadership, entry-to-leadership, advanced leadership and consultant leadership) and provides an evolving set of CPD programs to support each stage (NCSL). At one end of the spectrum is Leading from the Middle, a program for teachers making their first formal promotion to department heads (for example).

The NPQH, run by NSCL, has been criticized for its focus on achieving the National Standard of Principals. It identifies the knowledge requirements, professional qualities and action heads said to be necessary to fulfill their core objectives. The standards are organized into six non-hierarchical headings, namely:

1. Shaping the future
2. Leading learning and teaching
3. Develop yourself and work with others
4. Managing the organization
5. Securing accountability
6. Strengthening the Community

Conclusion

It can be concluded that part III in part 8, entitled selecting and developing professionals, discusses the following:

1. Alleged Teacher Supply Crisis
2. Teacher Recruitment And Selection
3. Teacher Induction
4. Teacher Development
5. Teacher Retention
6. Leadership Recruitment And Selection
7. Leadership Preparation And Induction

Meanwhile, the factual study (analysis) section focuses on the selection and development of two groups of staff, namely teachers and school principals. Learning organizations are meant to be inclusive, so all staff should be selected and developed with equal care. However, human resources are limited and it is undeniable that some categories of staff tend to have a greater impact on student learning than others. Principals have a variety of structures available to them that reflect organizational interests as well as individual interests.

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