

# Development of a manual for standardizing the teachers recruitment process

Poppy Rusdi<sup>1</sup>, Bakhrani A Rauf<sup>2</sup>, Thamrin Tahir<sup>3</sup>

Universitas Negeri Makasar, Indonesia<sup>1,2,3</sup>

[poppyrusdi@gmail.com](mailto:poppyrusdi@gmail.com)<sup>1</sup>, [bakhrani@unm.ac.id](mailto:bakhrani@unm.ac.id)<sup>2</sup>, [thamrin@unm.ac.id](mailto:thamrin@unm.ac.id)<sup>3</sup>



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## Abstract

**Purpose:** This study aims to design clear and structured guidelines to ensure that each stage of the teacher recruitment process is conducted consistently and in accordance with established standards.

**Research Methodology:** This study adopts a research and development (R&D) approach using the Thiagarajan et al. 4D model, which includes four stages: define, design, develop, and disseminate. Data were collected through surveys, interviews, and questionnaires, and analyzed using both qualitative and quantitative descriptive methods.

**Results:** The teacher recruitment manual comprised objectives, procedures, and selection criteria. The development process followed the 4D stages, resulting in validation scores from HR management experts (41 points, 75%), education management experts (32.5 points, 81%), and language experts (54 points, 98%). Practicality testing with stakeholders achieved a score of 4.24 (85%), indicating that the manual is practical and ready for use.

**Conclusions:** This study successfully produced a teacher recruitment manual that meets expert validation standards and is deemed practical by stakeholders, making it suitable for implementation in educational institutions.

**Limitations:** This study was limited to a specific institutional context, which may affect the generalizability of the results. Broader application would require adaptation to different educational environments.

**Contribution:** This study contributes a validated and practical recruitment manual that can serve as a model for improving recruitment consistency and quality in educational institutions.

**Keywords:** Education Management, Human Resource Management, Manual, Microteaching, Recruitment

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## 1. Introduction

In the world of education, teachers are an important component, apart from students, who are key to the success of the educational process. Like a sailing ship, the teacher is the captain who directs, guides, and gives instructions to the crew so that they can sail well to achieve their goals. The presence of teachers in a nation is important. Teachers are the component that has the most influence on the creation of quality educational processes and outcomes. In other words, teachers are the spearheads of high-quality education. The quality of teachers determines the success of students. Considering the strategic role of teachers, efforts are needed to increase human resources, which will enable increased professionalism, especially in the teaching profession (rifma, 2020).

To obtain professional teachers, schools must optimize the recruitment system because recruitment is an essential aspect related to the quality of education. Recruitment is a benchmark for schools to obtain professional teachers because, in the recruitment process, the school can select candidate teachers who match the school's criteria and goals. According to Yuniarsih and Suwatno (2016), recruitment is an

activity to obtain a number of workers from various sources according to the required qualifications so that they can carry out the organization's mission to realize its vision and goals. The selection process comprises a series of special stages used to decide which applicants will be accepted for the program. The selection process starts with receiving the application and ends with a decision regarding the application (Bellionardi & Pujiarti, 2013).

This is still often found in school environments where the quality standards of teachers who have been recruited are still not in line with the expected quality standards, which can even result in ineffective learning. (Ineffective Teaching) to the achievement of student learning absorption, which is not in accordance with the curriculum demands. In addition, it cannot be denied that obstacles in teacher recruitment are also found in the form of subjectivity in decision-making, lack of transparency of assessment results for recruitment, not paying attention to appropriate qualification standards required by schools, or not going through the stages of teacher recruitment that should result in a Spoiled System in the recruitment system (Andersson, 2025; Kasonde & Chipindi, 2020).

Subjectivity refers to selecting people who are compatible with the leader or close relatives of the leader, who will be recruited as teachers without considering the competence of the teacher. Subjectivity, non-transparency of assessment results, lack of attention to qualification standards, and failure to follow the stages of teacher recruitment can result in unclear decision making because it does not have a strong basis and injustice towards job applicants. These four problems can result in mistakes in recruiting teachers because they do not consider the competencies prospective teachers possess (Setiawan, 2020). Not going through these stages of teacher recruitment is usually done because the process is not standardized or to avoid the complexity of the teacher recruitment process (Kleinberg & Raghavan, 2018; Liu & Li, 2025; Moratti, 2020).

Research carried out by Hardana, Nasution, Damisa, Lestari, and Zein (2024) found that the recruitment system at Manba'ul Ulum Middle School, Asshiddiqiyah Islamic Boarding School, Jakarta, was not optimal because it prioritized Asshiddiqiyah Islamic Boarding School alumni as prospective teachers. The teacher recruitment method is used more closely because information on new teacher vacancies is only provided to teachers and alumni of Manba'ul Middle School, which makes it difficult for the school to find new teachers in certain subjects, such as science, arts, and subject counselling (Heriyah, Bundu, & Annas, 2025). Furthermore, Shaoan, Namanyane, Feng, and Arif (2025) identified the problem of unsystematic planning for the implementation of recruitment and selection in their research on the Teacher Recruitment and Selection System at the Al'Imaroh Cikarang Islamic Education Foundation; there are no specific guidelines for teacher recruitment and selection. Therefore, the advice given in this research is that the Al'Imaroh Islamic Education Foundation still needs to create special guidelines for recruitment and selection activities and form a special committee team involving the school to carry out the implementation of teacher recruitment and selection. Maximally (Hanifah & Rindaningsih, 2024; Rifai, 2023; Rikumahu, 2024).

From the series of private schools mentioned above, the researcher focused on the Serpong Madani Scholar School as an Islamic school with SPK status with the school's vision and mission, namely, to become a leading school that develops the uniqueness of students to produce leaders with Islamic character, is also responsible for the realization of civil society, and has obtained accreditation. This school, which has been around for approximately 12 years, is known to be selective in recruiting teachers because it has the ability to teach its students better and is able to make its students achieve even more so that they can compete on the national and international stage. The Madani Scholar Insan School has its own standards for selecting its teachers, namely that applicants not only have the four basic competencies set by the government, but prospective teachers must also be enriched with foreign language skills and have an initial understanding of the foreign curriculum being applied, namely Cambridge (Sukirdi, Sujanto, & Hanafi, 2019). Based on the researcher's observations, obstacles were still found in the recruitment process, namely variations in the process caused by a spoiled system or changes in the selection team that caused the process to be adjusted according to their understanding. Thus far, the Madani Scholars School has only a recruitment reference document in the form of an SOP that can change at any time, and the process is based on the habits of HRD employees and related parties

involved in the recruitment process. This document has been used since 2015, and there have been no updates (Abdurrisal, Sumardi, & Putra, 2022; Sukirdi et al., 2019).

These findings highlight a critical gap in recruitment governance, where the absence of standardized, periodically reviewed manuals leads to inconsistency and potential bias. Schools like Serpong Madani Scholar, which position themselves as high-achieving institutions, risk undermining their own standards if their recruitment practices are not codified in a way that ensures transparency, fairness, and competency-based selection. Moreover, without a clear procedural framework, the evaluation of teacher candidates may rely too heavily on subjective impressions rather than on measurable indicators of skill and suitability. In the broader context of educational quality assurance, such weaknesses in recruitment procedures could lead to reduced learning outcomes, decreased institutional credibility, and difficulty in retaining top teaching talent. To address these issues, the development of a recruitment manual that incorporates best practices—ranging from job posting strategies, standardized interview rubrics, competency-based microteaching assessments, and post-hire evaluations—is imperative. Such a manual should also mandate regular updates in response to curriculum changes, policy shifts and evolving pedagogical demands. Therefore, this research is not only timely but also essential for ensuring that the recruitment process becomes a lever for sustained educational excellence rather than a bottleneck to progress (Özsoy & Tabancali, 2023).

According to Bellionardi and Pujiarti (2013), a recruitment and selection process that complies with these procedures is required for companies to obtain employees who meet the desired criteria. A recruitment and selection process that meets procedures, in which the process runs procedurally and objectively, can have implications for achieving company goals. Therefore, this study was conducted to develop a recruitment manual to standardize teacher recruitment, which will become a standard reference for all parties involved in the recruitment process.

### **1.1 Problem Formulation**

1. What materials can be used to develop teacher-recruitment manuals?
2. What is the designed teacher recruitment manual development model?
3. What are the steps involved in developing a teacher recruitment manual?
4. What is the level of validity and feasibility of the teacher recruitment manual?
5. What is the level of practicability of the teacher recruitment manual in terms of the time, resources, and manpower required by the school?

## **2. Literature review**

### **2.1 Humanistic Education Theory**

According to humanistic theory, the learning process must begin with humanizing humans. This learning theory discusses educational concepts to form the person we aspire to be and the learning process in its ideal form. In other words, this theory is more interested in understanding learning in its ideal form rather than understanding the learning process as it is (Zulhammi, 2015). This theory, especially in education, emphasizes personal development and individual potential, as well as the importance of understanding and respecting the psychological and emotional dimensions of humans. Humanistic theory can influence several aspects of the teacher recruitment process. In the recruitment manual, this approach can be reflected in the emphasis on personality aspects and the intrapersonal abilities of prospective teachers, such as having self-awareness, the ability to adapt, and a commitment to personal and professional growth, as well as interpersonal relationships and positive human interaction, in this case, students, parents, and colleagues.

### **2.2 Constructivism Theory**

Constructivism in learning is based on the idea that knowledge formation in individual humans is the result of mental activity, which is supported by the process of learning experiences. Von Glaserfeld stated that constructivism is a philosophy of knowledge that emphasizes that our knowledge is the result of our own construction. (Pannen, Mustafa, & Sekarwinahyu, 2001). Through recruitment manuals, the constructivist approach can be realized in the search for teachers with the ability to design and implement learning experiences that generate students' knowledge construction.

### **2.3 Behaviorism Theory**

Behaviorism is the study of human behaviors. The main focus of the concept of behaviorism is visible behavior and the external causes that stimulate it (Hidayat, 2011; Mwesigwa, Bogere, & Ogwal, 2022; Rahma, Triono, & AT, 2023). According to the behaviorism theory, learning is a change in behavior resulting from experience. Behavioristic theory, in the educational context, emphasizes the observation of observable and measurable behavior and the use of external stimuli to shape or change behavior. In relation to the teacher recruitment manual, there are several links between behaviorist theory and the following aspects of recruitment: determining behavior-based selection criteria, such as previous work experience, academic achievement, or observable teaching skills, and providing a visual guide to the behaviors valued and desired by the organization. The use of behavioral principles in recruitment must be in line with the specific values and needs of the organization or educational institution. By integrating these behavioral principles, recruitment manuals can help create a more objective and measurable selection process.

### **2.4 Teacher Recruitment**

Teachers are educators and staff who work in early childhood education through schools or formal, primary, and secondary education. These teachers must have formal qualifications to teach. In a broader sense, anyone who teaches something new can be considered a teacher (Caratiquit, 2022; Caratiquit & Pablo, 2021; Siswanto, Hasan, Sowiyah, & Ridwan, 2020). Being a teacher or educator means having the ability to teach, instruct, direct, train, assess, and evaluate students better.

Educators are among the most important elements that determine the success of education and are required to be professional. They play a key role in encouraging student learning by motivating students to learn or increasing their desire to do so. This is in accordance with Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers in the first article paragraph 1 which states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in education. children aged formal education, primary and secondary education." It is contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 1 paragraph 1, which states that: "Educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other names according to their specialty, and participate in the implementation of education.

Recruitment is a workforce-management function. Recruitment refers to the exploitation, distribution, and search for laborers. Labor recruitment is the process of looking for workers, encouraging them to apply for jobs, and giving them hope (Komakech, Obici, & Mwesigwa, 2021; Pervin & Begum, 2022; Sastrohadiwiryo, 2002). In line with this, Dineen, Yu, and Stevenson-Street (2023) defined recruitment as "initial organizational activities or activities aimed at identifying and searching for potential workers. Candidate recruitment begins with selection, which helps create a talent pool of prospective employees for the organization so that management can choose the right candidates. The main aim of the recruitment process was to accelerate the selection process. According to (Ngaliman, Catrayasa, & Khairil, 2025; Pessach et al., 2020), recruitment is a continuous process, and even if a particular vacancy does not exist, companies try to develop a pool of qualified applicants for future human resource needs. Typically, the recruitment process begins when an employee requests a specific job opening or anticipates a potential opening (Kaban, 2025; Rahu, Neolaka, & Djaha, 2025).

## **3. Research methodology**

### **3.1 Types of Research**

Research and Development (R&D) has been used by many researchers. R&D products in education and learning can take the form of curricula, models, management systems, learning systems, learning materials/media, and others. Research and development are longitudinal, gradual, and multiyear (Sugiyono, 2015).

This study was conducted at the Madani Scholars School (BSD). The research subjects were Educational Program Implementers from various units, namely School Principals, starting from kindergarten to high school levels, as well as the HR (Personalia) team unit as the manager of the recruitment process, and teachers to analyze weaknesses and obstacles in implementing the recruitment manual so that input and suggestions from teachers, students, or program implementers become the instruments and development manuals for teacher recruitment.

### 3.2 Data Collection Techniques

Data collection techniques that can be used by researchers include surveys, in the form of questionnaires and interviews.

### 3.3 Data Analysis

The data analysis technique used was descriptive. Data were obtained from the expert questionnaires and the trial-phase respondents. These quantitative data were used as references for the feasibility category. This quantitative data analysis was in the form of validation results from language, material (education), and media experts (HR team). The expert validation questionnaire grids are presented in Tables 3.1, 3.2, and 3.3.

Table 1. Language Expert Validation Questionnaire Grid

No	Component	Indicator
1	Book Format	Numbering system
		Space arrangement/layout.
		Font type and size
		Match between physical books and needs.
2	Content Feasibility Aspect	Effective and efficient information.
		The topics discussed can be understood clearly.
		Documents are easy to follow and understand chronologically.
3	Standard Language	The use of Indonesian follows PUEBI and is easy to understand.
		Displays clear information.
		The order of presenting coherent information.
		Writing is formal and professional in accordance with language standards.

Table 2. Validation Questionnaire Grid for Educational Management Experts

No	Component	Indicator
1	Conformity to Educational Principles	Reflects educational principles.
		Recruitment process according to educational standards.
		Manual is relevant to applicable policies.
2	Accuracy of Description and Qualifications	The position description and teacher qualifications are clear.
		The manual describes the organization's needs in searching for and assessing the required teacher candidates.
3	Instruction and Procedure Aspects	Use of inclusive language and avoidance of discrimination, creating a fair and equal recruitment environment.
		Use accurate and clear language, making it easy to understand for all parties involved in the recruitment process.
		The instructions provided in this manual are very clear and easy to understand.

Table 3. HR Management Expert Validation Questionnaire Grid

No	Component	Indicator
1	Theoretical Decisions	Supporting Theory
		a. The relevance of supporting theories for teacher recruitment.

		b. Comprehensiveness of theories supporting teacher recruitment.
		c. Suitability of materials and teacher recruitment objectives.
		d. The accuracy of the concept of teacher recruitment theory.
		Recruitment Activities
2	Depth of Material	a. Clarity of the sequence of teacher recruitment activities.
		b. Coverage of teacher recruitment activities.
		c. The level of implementation of teacher recruitment activities.
3	Accuracy of Material	Recruitment System
		a. Clarity is desired in teacher recruitment activities.
		b. The possibility of realizing situations and conditions in teacher recruitment activities.
4	Update of Material	Recruitment Principles
		a. The relevance of educational institutions, principals, school management, foundations to the characteristics and indicators of teacher recruitment.
		b. Clarity in the behavior of educational institutions, principals, school management, foundations in teacher recruitment activities.

To assess the practicality of the recruitment manual, a soft copy of the manual was created and distributed to stakeholders, in this case, teachers, management, foundations, or school program leaders who will use the manual. The questions pertained to the benefits, objectives, timeliness, workforce/resources, completeness of information, ease of access, and inclusiveness of the teacher recruitment manual. Data obtained from validation and feasibility results from material experts, media experts, and responses from the practicality test by stakeholders were obtained using a questionnaire in the form of assessments and indicators consisting of five responses, namely, 1 (Strongly Disagree) to 5 (Strongly Agree).

## 4. Results and discussions

### 4.1 Definition Stage

#### 4.1.1 Front-End Analysis

Determining the basic problems faced in teacher recruitment through direct observation and interviews with stakeholders at the Madani Scholar Insan School and the schools referred to in other articles found facts in the field that schools do not have standard and structured guidelines in carrying out the recruitment process, so that the recruitment process varies between one school and the next. Meanwhile, the teachers who have been recruited still do not meet the four teacher competencies based on national standards, such as, among other things, not meeting the minimum qualifications of a bachelor's degree, teachers not having an educational background that is appropriate to the subject being taught.

#### 4.1.2 Task Analysis

Task analysis in developing a teacher recruitment manual involves a collection of procedures that detail the manual. Teachers' duties include (1) teaching preparation in accordance with the established curriculum, (2) providing effective teaching, (3) assessing and evaluating students, (4) good classroom management to create a safe learning environment, and (5) collaborating and carrying out professional development.

It is hoped that all the competency criteria mentioned above can be selected using microteaching assessment instruments. In Microteaching, prospective teachers conduct teaching practices in front of a recruitment implementation team with a minimum of three participants who form a selection panel consisting of personnel, school program leaders, quality assurance units, and related parties. The duration of this teaching demonstration was 15 – 20 min (adjusting to the time needs of the recruitment implementer). The following aspects were assessed:

Table 4. Table of Assessment Aspects in Microteaching

No	Rated aspect
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1	Lesson plan
2	Conformity of material with SK/KI and KD
3	Lesson Opening Skills
4	Verbal and Non-Verbal Language Use Skills
5	Skills in Using Learning Media
6	Skills in Choosing Learning Methods/Models
7	Explaining/Explaining Skills
8	Questioning Skills
9	Skills in Conducting Assessments
10	Lesson Closing Skills
11	Time Use Skills

Source: Ngudi Waluyo University, (2022)

The next procedure was an interview with prospective teachers using in-depth probing questions from the recruitment team. Interviews were conducted using assessment instruments and a list of questions to explore the potential of the prospective teachers. The important aspects used to assess the candidate teacher interviews are presented in Table 5.

Table 5. Table of Assessment Aspects in Interviews

No	Rated aspect
1	Educational background
2	Employment history
3	Initiative
4	Tolerance to stress
5	Planning and Management Ability
6	Technical Specifications in Previous Position
7	Cooperation
8	Leadership
9	Working Standards
10	Work motivation
11	Communication Skills

#### 4.1.3 Concept Analysis

A concept analysis was conducted to determine or formulate the objectives and recruitment process achieved by the school recruitment team. A helpful analysis provides an in-depth understanding of the key concepts relevant to the teaching profession. Concept analysis helps explain the meaning, scope, and characteristics of these concepts. Concept analysis is necessary to identify declarative and procedural knowledge in the product being developed. The following concepts were developed.

1. Effective teachers can create an inclusive learning environment, encourage students to reach their maximum potential, and support their holistic growth and development. These include good communication and teaching skills, understanding of individual learning needs, flexibility in teaching approaches, commitment to professional development, and the ability to collaborate with colleagues and parents.
2. Inclusive education uses an educational approach that ensures that all students, including those with special needs, have equal access to a high-quality education. With characteristics: A welcoming and inclusive learning environment; a curriculum adapted to the needs of diverse learners; differentiated instruction; individualized support for learners with special needs; and collaboration between teachers, staff, and parents to support the success of all learners.

#### 4.1.4 Objective analysis (Specifying Instructional Objectives)

The formulation of instructional objectives ensures that this research produces media in the form of a manual containing selection criteria and recruitment processes that reflect the educational objectives and needs of schools. The following integration was carried out in the development of the recruitment manual with the processes and procedures for recruiting quality teachers: (1) including the selection

criteria for prospective teachers, (2) the assessment process in recruitment, (3) professional development available for recruited teachers, and (4) new teacher orientation, including clear information about the institution's learning objectives and how they can contribute to achieving them. In general, the aim of the product and job description that has been prepared is (1) to produce media in the form of a manual about teacher recruitment in schools and (2) to produce a product that aims to understand the process and procedures of teacher recruitment in schools.

## 4.2 Design Stage

Setelah melakukan analisis, selanjutnya dirancang desain modul yang dikembangkan. Kegiatan perancangan pada tahap ini meliputi:

- A. Pemilihan format, format yang digunakan adalah dalam bentuk soft copy yang berisikan: Latar belakang dan Tujuan Rekrutmen, Tahapan Rekrutmen, Penerimaan dan Penempatan yang terakhir Orientasi dan Evaluasi Guru Baru.
- B. Rancangan awal.  
Melakukan perancangan Awal yang mengacu kepada pemilihan format soft copy. Terangkum didalam rancangan tersebut hal berikut dibawah ini:

## 4.3 Develop Stage

This development stage produces a final product in the form of a recruitment manual after revisions are made based on comments, suggestions, and assessments from teachers, HR experts, school principals, and trial data. This development stage is one of the stages in product production and is carried out in the following steps:

### 4.3.1 Expert Validation

The aim of this development stage was to produce an expert form of a teacher recruitment manual after going through revisions based on expert/practitioner input and trial data. Based on the results of the development design, the product was handed over to education management, HR management, and language experts. In the first round of expert testing, the assessment focused on the comments, suggestions, and criticisms of the book.

#### 4.3.1.1 Linguist Validation Results

Table 6. Validity Results from Linguist Experts

Assessment Aspects	Indicator	Assessment Score
Book Format	1. Clear numbering system.	5
	2. Space arrangement/layout.	5
	3. Type and size of letters according to SOP.	5
	4. Match between physical books and needs.	5
Content Feasibility Aspect	5. Information is conveyed effectively and efficiently.	5
	6. The topics discussed can be understood clearly.	5
	7. Documents are easy to follow and understand chronologically.	5
Standard Language	8. The use of Indonesian follows PUEBI and is easy to understand.	4
	9. Display clear information.	5
	10. The order of presenting coherent information.	5



	11. Writing is formal and professional in accordance with language standards.	5
	<b>Final score</b>	<b>54</b>
	<b>Total Rating= 54/55 x 100 %</b>	<b>98%</b>
	<b>Category</b>	<b>Very Valid</b>

#### 4.3.1.2 Validation Results from Education Management Experts

Table 7. Validation Results from Education Management Experts

Assessment Aspects	Indicator	Assessment Score
Conformity to Educational Principles	1. This manual reflects a good understanding of the educational principles and educational needs at ICM	4
	2. The recruitment process described in this manual is in accordance with applicable educational standards.	3.5
	3. This manual is relevant to applicable education policies.	4.5
Accuracy of Description and Qualifications	4. Teacher position descriptions and required qualifications are explained very clearly and adequately.	4
	5. This manual well describes the organization's needs in searching for and assessing teacher candidates who are in line with the vision and mission.	3.5
Instruction and Procedure Aspects	6. Use of inclusive language and avoid discrimination, creating a fair and equal recruitment environment.	4
	7. Use accurate and clear language, making it easy to understand by all parties involved in the recruitment process.	4.5
	8. The instructions provided in this manual are very clear and easy to understand.	4.5
	<b>Final score</b>	<b>32.5</b>
	<b>Total Rating = 32.5/40 x 100 %</b>	<b>81.25</b>
	<b>Category</b>	<b>Very Valid</b>

## 5. Conclusion

### 5.1 Conclusions

Based on the research results and objectives achieved in accordance with the problem formulation in the previous chapter regarding the teacher recruitment process standardization manual, the following conclusions are drawn:

1. The materials used in developing the teacher recruitment manual included objectives, procedures, and selection criteria, which included administrative selection, microteaching, interviews, psychological tests and medical tests.
2. Designing a Teacher Recruitment Manual Development Model, designing an effective model that involves identifying teacher recruitment needs, establishing clear recruitment objectives, developing a recruitment framework that includes the selection process, required stages, selection methods, evaluation criteria, and preparing guidelines and procedure details for each recruitment stage.
3. The steps for developing a teacher recruitment manual are to 4D, namely:
  - a. Definition: Identifying the needs of prospective teachers.
  - b. Design: This refers to the preparation of selection guidelines and procedures.

- c. The development of a recruitment manual already contains important elements such as principles, procedures, and job descriptions; tips for the recruitment stages; materials/how recruitment works; assessments that refer to selection in the form of administrative selection; checking candidate backgrounds to see the candidate's social competence; using microteaching instruments as well as an interview guide; and ending with a psychological test.
- d. The distribution is carried out in soft copy form, which can be accessed by the institutions that need it.
- 4. Quality or suitability was obtained from the results of the validation of the language score of 54 (98 %). The results of the validation of the Education Management score were 32.5, with a percentage of 81%. Both experts stated that it was valid and suitable for use, while the validation results of the HRM score were 41 (75 %). recruitment manual is valid and suitable for use in the study.
- 5. The practicability results were based on responses from stakeholders, with a score of 4.24 and a percentage of 85%. Thus, it can be concluded that the use of the manual is practical enough to be used in terms of time, resources, and labor required by the school.

## 5.2 Suggestions

Based on the research conclusions, the recommendations from the results of this study are as follows:

1. For School Stakeholders
  - a. The leadership team, management, or school recruitment team is expected to use this manual as a standardized guideline in selecting qualified teaching staff by referring to national education standards and adding criteria to suit the resources and needs for recruiting teaching staff in each institution. The leadership team is still expected to carry out regular evaluations of recruited teachers to ensure that the quality of teachers meets expectations. Such evaluations should be conducted systematically using measurable performance indicators and feedback from multiple stakeholders, including students, parents, and fellow educators. This will help identify areas for improvement and ensure that teacher development is aligned with institutional goals. Furthermore, professional development programs, such as workshops, seminars, and peer mentoring, should be integrated into the post-recruitment phase to enhance teaching quality continuously.
  - b. For Teachers
 

This manual can provide inspiration and motivation to improve the minimum competency of teachers in improving classroom teaching. Teachers are encouraged to view the manual not only as a set of recruitment requirements but also as a reference for continuous professional growth. By aligning their teaching practices with the competencies and expectations outlined in the manual, teachers can engage students more effectively, incorporate innovative teaching strategies, and integrate both national and international curriculum standards. Regular self-assessment based on the manual's criteria can also serve as a persona
2. For Researchers
  - a. Development Suggestions:
 

It is necessary to develop this manual in digital form, which includes recommendations or guidance regarding the use of technology in the recruitment process. There is also a need to constantly update this manual so that it is flexible in meeting institutional needs without reducing the quality of teachers, in accordance with national education standards. This may include the use of online platforms for application intake or recruitment data management systems, as well as technological tools to support the assessment and evaluation of teacher candidates, such as online tests or video interviews. Additionally, integrating analytics tools can help recruitment teams track candidate performance trends and make evidence-based hiring decisions. The use of cloud-based collaboration tools will also allow multiple stakeholders to be involved in the recruitment process more efficiently than before.
  - b. Suggestions for Further Research
 

Future researchers should conduct research and development using large-scale tests, with the hope that quality testing will be more accurate. Large-scale trials across diverse educational contexts—urban, rural, public, and private— would provide richer data for refining the manual. Comparative studies could also explore the effectiveness of the manual against other recruitment frameworks used in different regions and countries. Furthermore, longitudinal research should be conducted to

assess the manual's long-term impact on teacher performance, student achievement, and overall school improvement.

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