THE EFFECT OF RECRUITMENT PROCESS AND COMPETENCE ON TEACHER PERFORMANCE IN SPECIAL EDUCATION SCHOOL IN GORONTALO PROVINCE

Azis Rachman[1] and Shanty Soraya Dharma[2]

[1,2]Postgraduate Program of STIA Bina Taruna Gorontalo

ABSTRACT

The current study aims: 1) to partially analyze the effect of the recruitment process on teacher performance in special education schools in Gorontalo Province; 2) to partially analyze the effect of competence on teacher performance in special education schools in Gorontalo Province; 3) to simultaneously analyze the influence of the recruitment process and competence of teacher performances in special education schools in Gorontalo Province.

The study uses a quantitative approach. This research design uses numbers, statistics, structures, and controlled experiments. This research was conducted in all special education schools in Gorontalo Province involving 203 people as the population and 134 people as the samples. Samples were taken by using simple random sampling. To collect the data, the questionnaires were used as instruments.

The results show that the recruitment process and competence simultaneously influence the performance of teachers in special education schools in Gorontalo Province. The contribution of the recruitment process and the competence explaining teacher performance is (R^2) 0.456, which means that the recruitment process and competence contribute 45.6% to teacher performance. This hypothesis can be stated that it is accepted simultaneously, where the recruitment process and competence together have a positive and significant effect on teacher performance.

Keywords: recruitment process, teacher competence, and performance

INTRODUCTION

The education problems play a very important role for the survival of the Indonesian nation. Along with the times, education has become a basic necessity for the Indonesian nation and has become one of the benchmarks for the progress of a nation. Based on Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1 states that "National Education article 1 paragraph 1 states that" Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential for have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state ".

From the meaning in the law above, it can be understood that education is a concrete form of efforts to educate the life of the Indonesian nation. Efforts to educate the Indonesian nation are reflected in Law Number 20 of 2003 concerning the National Education System article 3 which states that "National education has the function of developing the ability to shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative,

independent, and become democratic and responsible citizens ".

Systematically, education consists of various components so that education as a process can take place. The main component after students are educators or teachers at school. The role of teachers in schools is not only strategic but also very decisive because teachers are the people who directly hold the key to the success of the educational process. Therefore, efforts are needed to increase human resources that allow for increased professionalism, especially in the teaching profession.

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, article 2 paragraph 1, that teachers have a position as professional staff at the levels of basic education, secondary education and age education in the formal education pathway which is appointed in accordance with statutory regulations. From this explanation, educators are recognized as professionals. The position of educators in education is very important and should get more attention from the Indonesian government.

In the perspective of society, the teacher is a professional staff. This is because teachers carry out a profession according to their expertise. Teachers must have educational qualifications in accordance with the field of education. This qualification becomes a benchmark in the procurement/recruitment of teachers, because it is a major component in the sustainability of education. In every change that occurs every change that occurs in education is none other than due to the role of the teacher. Any reforms regarding education carried out by the Government of Indonesia will not work as it should if the government does not involve teachers.

Teachers as workers must have abilities which include mastery of subject matter, mastery of teacher professionalism and education, mastery of ways of adapting themselves and personalities to carry out their duties, in addition, teachers must be

developing and dynamic individuals. This is in accordance with what is stipulated in Law No. 20 of 2003 concerning the National Education System that educators and education personnel are obliged to: 1) create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical; 2) has a professional commitment to improving the quality of education and; 3) sets an example and keeps the name both institutions, professions and positions in accordance with the trust given to them.

Teachers are required to have a performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. In achieving good education quality, it is strongly influenced by the performance of teachers in carrying out their duties, so that teacher performance is an important requirement for achieving educational success.

In principle, teachers have a high enough potential to be creative in order to improve their performance. However, the potential that teachers have to be creative in an effort to improve their performance does not always develop naturally and smoothly due to the influence of various good factors that appear in the teacher's person or those outside the teacher's person. It cannot be denied that the conditions in the field reflect the condition of teachers who are not in accordance with expectations, such as there are teachers who work part time both according to their profession and outside their profession, sometimes there are some teachers who in totality are more engaged in side activities than their main activities as teachers. in school. This fact is very concerning and invites various questions about the consistency of teachers in their profession.

Teacher performance is basically the performance or performance carried out by teachers carrying out their duties as educators. The quality of teacher performance will greatly determine the quality of educa-

tional outcomes, because teachers are the party who has the most direct contact with students in the educational process or learning in school educational institutions. Low performance is a problem for schools, because high performance is the performance expected by the school. If this condition occurs, the goals of education will not be maximally achieved.

Teacher performance is something that needs and deserves to be examined in depth. Many factors because problems related to the teacher's performance. Therefore, by understanding the factors that affect teacher performance, alternative solutions to problems related to teacher performance can be found, so that these factors are not an obstacle but are able to improve and encourage teacher performance in a better direction.

RESEARCH METHODOLOGY
Approach and Type of Research

This research uses explanatory research type, quantitative method emphasizes objective phenomena, and maximizes objectivity. This research design uses numbers, statistics, structure and controlled experiments.

Based on the problems discussed by the researcher using quantitative research, this type of research is a cause and effect study, namely a cause and effect relationship, if X Then Y.

This research was conducted to examine the effect of the rectutment process and competence (X) on teacher performance results (Y). Types of quantitative data with primary and secondary data sources and use relevant data because this is the most important requirement in discussing and solving research problems.

Location and Time of Research

This research was conducted with a 2-month research period, from May to June 2020, with the research location in the Education Office of Gorontalo Province.

The determination of this place is based on the following considerations:
1. The location can provide complete information about the problem under study.
2. The required data is sufficient.
3. The location is easier to reach in terms of time, cost and energy.

Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to study and then draw conclusions [37].

Based on this understanding, the population in this study were 203 teachers in special schools in Gorontalo Province for the 2019/2020 Academic Year.

The sample is part of the number and characteristics of the population [37]. The sample in this study used random sampling. According to Kerlinger (2014:118), simple random sampling is a sampling technique from members of the population that is done randomly without paying attention to the strata in the population. The sampling technique used the formula from [27] was 134 samples.

RESEARCH FINDINGS
Description of Research Results

The validity test of the instrument used is intended to determine whether the instrument used can accurately reveal data from the variable under study. Testing the validity of the recruitment process (X1), competence (X2) and teacher performance (Y) using item analysis, namely by correlating the score of each question item with the total score then consulted with r-tabel with a significance level of 5%. If the r-count> r-table value is obtained, the instrument item can be said to be valid, but on the other hand, if the r-count value <r-table, it can be said that the instrument is invalid.

The results of the instrument test stated that of the 10 statements about the recruitment process, 10 statements of compe-

tence and 10 statements of teacher performance were all valid. Because after being consulted with r table, it is known r-count> r-tabel.

In testing the validity, a statement is said to be valid if r-count is greater than r-table. The r-table value is obtained from the table where n = 134 and a significant level of 5%, the r-table value is 0.141. So that of the 30 statements used to measure the variables of the recruitment process, competence and teacher performance, all statements that already have a value of r-count are greater than r-table 0.141 so that they are said to meet the validity test. Thus, all statements used to measure the variables of the recruitment process, teacher competence and performance are valid.

Reliability means trustworthy, so reliable. To test the instrument, the Cronbach Alpha technique was used. Cronbach's alpha is one of the reliability coefficients that is often used. A reliable measurement scale should have a Cronbach Alpha value of at least 0.60. Based on the results of the Cronbach Alpha value for all variables > 0.60. This shows that the variables used in the study are reliable for measurement and further research.

The heteroscedasticity test is a part of the classic assumption test in the regression model. To detect the presence or absence of heteroscedasticity in a data and can be done in several ways. The following are the results of the heteroscedasticity test with the Scatterplot on SPSS version 21, which is based on the Scatterplot output above, it can be seen that the dots spread out and do not form a certain clear pattern. So it can be concluded that there is no heteroscedasticity problem.

The multi-collinearity test is a test that is carried out to determine whether in a regression model there is inter-correlation or collinearity between independent variables. The following are the results of the multi-collinearity test with the regression coefficient on SPSS version 21.

Based on the result research, it shows the results of the inter-correlation analysis between the independent variables which are marked by the person correlation coefficient. In this case, the SPSS output can be seen in the crossover between independent variables. The correlation between the independent variables of the recruitment process and competence is r = 0.401. Because the value of 0.401 is less than 0.8, multi-collinearity symptom isn't detected

The autocorrelation test is used to determine whether or not there is a deviation from the classic autocorrelation assumption, namely the correlation between the residuals in one observation and other observations in the regression model. A good regression model is a regression model that is free from autocorrelation. The following are the results of the autocorrelation test with the durbin-waston test on SPSS version 21, namely: The Durbin-Waston (d) value of 2.009 is greater than the upper limit (dU) of 1.641 and less than (4-1.641) = 2.359. So as the basis for the decision making in the Durbin Waston test above, it can be concluded that there are no autocorrelation problems or symptoms. Thus, multiple linear regression analysis to test the research hypothesis above can be carried out or continued.

DISCUSSIONS
Effect of the Recruitment Process on Teacher Performance

A well-designed recruitment program will be able to have a positive effect on increasing employee commitment, increasing employee productivity and working quality, including in this case teacher performance.

A well-designed recruitment process will have an impact on employee performance, in this case is teacher performance. Based on data collection techniques in this study by distributing questionnaires using google form, the results of hypothesis testing showed a statistical t value of 5.052> 0.676 and a p value of 0.000 <0.05, so it

can be concluded that hypothesis 1 which reads "It is suspected that there is an influence between the processes the recruitment of teacher performance in special schools throughout Gorontalo Province "is proven and stated that there is an influence from the recruitment process on teacher performance.

The coefficient test results obtained show a correlation coefficient (R) of 0.535, this means that there is a relationship of 0.535 between the teacher performance variable and the recruitment process variable. So it can be concluded that the correlation between the recruitment process and teacher performance has a strong relationship. While the coefficient of determination (R2) obtained a value of 0.287 this means that the contribution of the recruitment process variable affects the teacher performance variable by 28.7% while the remaining 71.3% is influenced by other variables from outside this study.

These findings indicate that the recruitment process activities carried out with good criteria will get candidates who have qualifications according to the expected standards. So that the workforce can carry out their work to achieve the predetermined performance.

Recruitment is an effort to find and influence workers, so that they are willing to apply for job vacancies in an organization [11]. Recruitment activities begin when candidates are searched, and end when their applications are submitted. Meanwhile, Recruitment is a process of searching and "bonding" prospective employees (applicants) who are able to apply as employees [8]. Every organization, especially schools, must think hard to attract as many potential applicants as possible so that they have many options for selecting potential applicants who are considered qualified by seeing the suitability of the appropriate qualification and competency standards so that later they achieve quality work and are committed to school.

This is in line with the results of research conducted by Ariny Rizka (2018). The influence of the recruitment process on Teacher Performance at MAN Insan Cendekia Serpong, which shows that there is a significant influence between the recruitment process on teacher performance.

Thus, from the results of the calculation of data obtained from the field, it is seen that there is an influence between the recruitment process on teacher performance in special schools in Gorontalo Province. However, it does not cover the shortcomings that teacher performance is not only caused or influenced by the recruitment process, there are many other factors that can affect teacher performance. As for these factors, as the results of previous studies include: factors of ability, skills, motivation, and commitment.

Effect of Competence on Performance

This study uses data collection techniques by distributing questionnaires using google foam obtained. Based on the results of hypothesis testing, the t statistical value is 6.386> 0.676 and the p value is 0.000 <0.05. So it can be concluded that hypothesis 2 which reads "It is suspected that there is an influence between competence on teacher performance in special schools in Gorontalo Province" is proven and it is stated that there is an influence of competence on teacher performance.

Competence with teacher performance has a very close relationship because competence is knowledge, skills and basic values that are reflected in habits of thinking and acting or competence is a specification of the knowledge, skills and attitudes a person has and their application in work according to the required performance standards. by the field. This is in accordance with the correlation coefficient (R) of 0.592, this means that there is a relationship of 0.592 between the teacher performance variable and the competency variable. So it can be concluded that the correlation between

competence and teacher performance has a strong relationship.

The coefficient of determination (R2) of 0.350 means that the contribution of the competency variable affects the teacher performance variable by 35% while the remaining 65% is influenced by other variables from outside this study.

The results of the statistical analysis show that the competency variable has a significant effect on teacher performance, where the better the teacher's competence, the higher the teacher's performance, on the other hand, if the competency activities are not good, it will result in decreased teacher performance.

In this case Usman (2011:14) explains that competence is the ability or authority of teachers to carry out their teacher professional duties. Meanwhile, according to Spencer, quoted by [13] defines: "Competence is a personal characteristic that underlies individual behavior and performance in producing an effective performance or situation". Teachers are expected to carry out their duties professionally by possessing and mastering pedagogical, social, personal and professional competences. Teacher competence can be seen in their ability to apply learning concepts, apply interesting and interactive learning strategies, be disciplined, honest, and consistent.

Teacher competence has several kinds of competencies such as pedagogical competence, personality competence, social competence, and professional competence which is obtained through professional education. Teachers are expected to be able to carry out their duties professionally by mastering these competencies, in which way teacher performance will be achieved.

This is in line with the results of research conducted by Aan Subhan (2017) The Effect of Competence, Job Satisfaction and Organizational Commitment on Teacher Performance (Studies at State Vocational Schools in Tasikmalaya City) which show that competence has a positive and significant effect on teacher performance, namely 51.5. %, which means that competence has a contribution to improving teacher performance, there is a significant influence between competence on teacher performance.

Thus, from the results of the calculation of data obtained from the field, it can be seen that there is an influence between competence on teacher performance in SLB throughout Gorontalo Province. However, it does not cover the shortcomings that teacher performance is not only caused or influenced by competence, there are many other factors that can affect teacher performance.

The Effect of Recruitment Process and Competence on Teacher Performance

The recruitment process and competence are the first steps for a school to be able to obtain high-achieving and quality teachers, so that they can support the achievement of school goals properly. Through teacher competency assessment, it can facilitate agencies regarding the competencies possessed by a teacher. Apart from that, recruitment is also expected to provide correct information about the abilities and expertise of prospective teachers.

Individual performance including teacher performance can be assessed from what the teacher does in doing his job. In other words, individual performance is how someone does their job or performance according to their abilities and skills. High performance for teachers, can be obtained through serious effort at work accompanied by strong motivation to be able to complete their assignments well. A person's performance is a combination of several factors such as competence, motivation, personality and educational background.

Performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, seriousness and time [9]. Performance is

the manifestation of work performed by employees or organizations which are usually used as the basis for evaluating employees or organizations [6].

Based on the distribution of questionnaires using google form, the recruitment process and competence on employee performance have a strong relationship. This can be seen from the test results of the correlation coefficient (R) of 0.675, this means that there is a relationship of 0.675 between teacher performance and the recruitment process and competence. While the coefficient of determination (R2) of 0.456 means the contribution of the recruitment process and competence affects teacher performance by 45.6% while the remaining 54.4% is influenced by other variables from outside this study.

The results of this study indicate that the recruitment process and competence simultaneously influence the performance of teachers in SLB throughout Gorontalo Province. The contribution of the recruitment process and competence to explain teacher performance is (ΔR2) 0.456, which means that the recruitment process and competence contribute 45.6% to teacher performance. This hypothesis can be stated that it is accepted simultaneously, where the recruitment process and competence together have a positive and significant effect on teacher performance. The not yet maximal contribution shows that there are still many other variables that affect the performance of special school's teachers in Gorontalo Province apart from the recruitment process and competence. The variables that can affect a person's performance, including teacher performance, include background, motivation, intellectuality, attitudes, experiences, and so on.

Thus it is clear that to improve performance for teachers is to try how teachers can respond to and can interact with the factors that affect performance. On the other hand, the recruitment process and competency variables also have an influence on teacher performance. Thus, the recruitment process and competence must be carried out with good standards in order to get qualified teachers in accordance with the demands of the organization.

CONCLUSION

Based on the data obtained from the results of the analysis, the research can be concluded as follows:

1. The recruitment process affects the performance of teachers in special schools throughout Gorontalo Province. Based on the results of hypothesis testing, it can be concluded that hypothesis 1 which reads "It is suspected that there is an influence between the recruitment process on teacher performance in special schools in Gorontalo Province" is proven and it is stated that there is an influence from the recruitment process on teacher performance.

2. Competence has an influence on teacher performance in SLB throughout Gorontalo Province. The results showed that the competency variable affected the teacher performance variable.

3. The recruitment process and competence simultaneously influence the performance of teachers in special schools throughout Gorontalo Province. The results showed that the recruitment process and competence simultaneously influence the performance of teachers in SLB throughout Gorontalo Province.

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