

Educator Recruitment Management in Islamic Senior High Schools: A Case Study of MA Al Manshur Popongan Klaten

Tegar Syahid Kalijogo Panotogomo^{1*}, Farida Aulia², Fatimatuz Zahra³, Lina Nurhayati⁴

UIN Raden Mas Said Surakarta, Indonesia^{1,2,3,4}

tegarstkp@gmail.com^{1*}, Faridaaulia@gmail.com², fatimatuzzahra753@gmail.com³,

linanurhayati811@gmail.com⁴



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Abstract

Purpose: This study examines educator recruitment management at MA Al Manshur Popongan Klaten, Indonesia, focusing on how the POAC (Planning, Organizing, Actuating, Controlling) functions are implemented throughout the recruitment process to support educational quality.

Methodology: A qualitative descriptive case study design was used. Data were collected through semi-structured interviews with the principal and deputy head of curriculum, direct observation of recruitment activities, and document analysis. Data were analyzed using Miles and Huberman's interactive model with source triangulation.

Results: Recruitment follows a structured POAC cycle. Planning is conducted through meetings addressing staffing needs and qualification requirements. Organizing is centralized under the principal. Actuating includes job announcements via offline channels and the NU network, document screening, and a two-stage selection process involving administrative review and interviews. Controlling is carried out through classroom observation, student feedback, and staged placement of new teachers in grades 10 and 11.

Conclusions: The recruitment system reflects a functional POAC framework with strong leadership centralization. Improvements are needed in formalizing qualification standards, expanding recruitment channels, and incorporating micro-teaching assessments.

Limitations: Findings are limited to a single institution and lack longitudinal performance evaluation of recruited educators.

Contributions: This study empirically documents POAC-based recruitment in an Indonesian madrasah and contributes to Islamic educational management literature while offering practical improvements for school recruitment systems.

Keywords: *Educator Recruitment, Islamic Education Management, Madrasah, POAC Framework, Teacher Selection*

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1. Introduction

Educational institutions are fundamentally people-driven organizations, and the quality of educational outcomes depends to a significant degree on the professional quality of teaching staff ([Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020](#); [Hanushek, 2020](#)). Recruitment constitutes the foundational human resource management process through which institutional quality is built or constrained: decisions made at the point of hiring propagate throughout an educator's career in the institution, shaping instructional quality, student learning, and organizational culture ([Bafadal, 2008](#); [Jackson, Schuler, & Jiang, 2021](#)). In Indonesia, Law No. 14 of 2005 on Teachers and Lecturers establishes the regulatory floor for teacher qualifications, mandating minimum academic credentials (S1/D-IV), pedagogical and professional competencies, certification, and physical and psychological fitness as prerequisites for appointment to teaching positions.

Madrasah Aliyah (MA) institutions occupy a distinctive position within Indonesia's educational system. Operating under the dual supervision of the Ministry of Religious Affairs (Kemenag) and the Ministry of Education and Culture, they serve students seeking to integrate general academic education with Islamic religious formation ([Mulyasa, 2021](#); [Azra, Afrianty, & Hefner, 2019](#)). Many MAs, particularly those affiliated with Islamic boarding schools (pesantren) or community organizations such as Nahdlatul Ulama (NU), function with limited administrative staffing, constrained financial resources, and strong community-based governance structures ([Satrio, Hasibuan, Us, & Rizki, 2021](#); [Hidayat, & Machali, 2019](#)). These contextual conditions make effective recruitment management both more challenging and more consequential than in better-resourced institutions, where training investments can partially compensate for recruitment imperfections.

The theoretical framework guiding this study is the POAC management cycle articulated by [Terry and Leslie \(1993\)](#), which organizes management activity into four interdependent functions: Planning, Organizing, Actuating, and Controlling. This framework has been widely applied in Indonesian educational management research as an analytical lens for evaluating institutional management processes ([Akbar, Hamdi, Kamarudin, & Fahrudin, 2021](#); [Rahmayoni, 2021](#); [Nawawi, 2022](#)). Applied to educator recruitment, the POAC framework enables systematic examination of how staffing needs are identified and formalized (planning), how recruitment activities are structured and assigned (organizing), how candidate identification, selection, and placement are operationalized (actuating), and how the performance of newly recruited educators is monitored and supported (controlling).

MA Al Manshur Popongan Klaten is an Islamic secondary school affiliated with the Nahdlatul Ulama organization, situated in Popongan Sub-district, Klaten Regency, Central Java, Indonesia. It represents a typical small-to-medium-sized madrasah operating with limited administrative differentiation, strong community ties, and a dual academic-Islamic educational mission. Previous studies on educator recruitment management in Indonesian Islamic schools have documented the centrality of principal leadership in recruitment processes ([Shafiera, 2022](#); [Izuddin, 2020](#)). The challenges of qualification criteria formalization in small institutions by [Listanti and Nurhikmahyanti \(2014\)](#) and [Kemenuh \(2022\)](#), and the broader relationship between recruitment quality and institutional educational outcomes ([Rivai, 2020](#); [Supardi, 2019](#)). However, empirical documentation of POAC-based recruitment management in small NU-affiliated madrasah contexts remains limited.

The existing literature also highlights emerging digital dimensions of recruitment practice, including the growing use of social media platforms, such as WhatsApp, Instagram, and Facebook for vacancy announcement in Indonesian educational contexts ([Rahmawati, & Sartika, 2021](#); [Pramudito, Hartono, & Sulistyani, 2023](#)). These digital channels offer cost-effective means of reaching qualified candidates across geographic boundaries but also raise questions about the quality and diversity of applicant pools when dissemination remains confined to organizational networks rather than the broader labor market ([Syahputra, 2022](#); [Wiyono, 2020](#)). Understanding how small madrasahs navigate these tensions between community-network-based recruitment and broader talent access constitutes a substantively important research question with direct policy implications.

The novelty of this study lies in its systematic application of the POAC analytical framework to educator recruitment management in an NU-affiliated madrasah context, providing empirically grounded documentation of how each management function is operationalized in practice and identifying specific improvement opportunities at each stage. The study contributes to the Islamic educational management literature by generating detailed case evidence from a context that is institutionally prevalent but underrepresented in the research literature. The central research questions are: How is educator recruitment planned at MA Al Manshur Popongan? How is the recruitment process organized? How is recruitment actuated? How are newly recruited educators monitored and controlled? The study aims to produce both analytical insights and practical recommendations applicable to the school and to comparable institutions.

2. Literature Review and Hypothesis/es Development

2.1 The POAC Management Framework in Educational Human Resources

The POAC framework, derived from George R. Terry and Leslie W. Rue's classical management theory (1993), represents one of the most widely adopted organizational management models in Indonesian educational administration scholarship ([Akbar et al., 2021](#); [Nawawi, 2022](#)). Planning is understood as the systematic process of determining objectives, identifying resources and constraints, and designing action sequences to achieve institutional goals. In the context of human resource management, planning encompasses workforce analysis, vacancy identification, qualification standard-setting, and recruitment timeline development ([Hasibuan, 2020](#); [Rivai, 2020](#)). Effective planning reduces recruitment costs, minimizes vacancy durations, and increases the probability of selecting candidates who meet institutional needs [Jackson et al., 2021](#).

Organizing in educational management refers to the structural arrangement of tasks, roles, and responsibilities to support the achievement of organizational objectives ([Terry and Leslie, 1993](#); [Mulyasa, 2021](#)). In recruitment contexts, organizing encompasses the design of administrative workflows for application receipt and review, the assignment of screening and selection responsibilities, and the creation of information management systems for tracking candidate progress through the recruitment pipeline ([Kemenuh, 2022](#); [Wiyono, 2020](#)). Research by [Rahmayoni \(2021\)](#) documents that in small Indonesian schools, organizing functions are often concentrated on the school principal due to limited administrative staffing, creating efficiency gains but also dependency risks when the principal is unavailable. Effective organizing distributes recruitment responsibilities across available personnel while maintaining clear accountability at each stage.

[Actuating, Terry and Leslie \(1993\)](#) argue, constitutes the 'heart' of management: the point at which plans and structures are translated into action through direct engagement with human actors. In recruitment, actuating encompasses all operational activities from announcement dissemination through candidate assessment to placement decisions ([Bafadal, 2008](#); [Listanti and Nurhikmahyanti, 2014](#)). The quality of actuating is determined by the transparency and consistency of announcement channels, the rigor and validity of selection methods, and the fairness and promptness of candidate notification [Pramudito et al., 2023](#). Contemporary recruitment practice increasingly incorporates digital channels alongside traditional offline methods, expanding reach and reducing costs while introducing new challenges of application volume management and candidate quality verification ([Rahmawati and Sartika, 2021](#); [Syahputra, 2022](#)).

Controlling in the POAC framework refers to monitoring, evaluation, and corrective guidance activities that ensure organizational activities align with planned objectives ([Izuddin, 2020](#); [Shafiera, 2022](#)). In the context of educator recruitment, controlling encompasses post-hire supervision of newly recruited teachers, performance monitoring, structured feedback provision, and mentoring support during the adaptation period. [Syafri \(2020\)](#) demonstrates that principal supervision combining direct classroom observation with indirect student feedback constitutes an effective quality assurance mechanism for new educator performance, particularly when implemented as part of a systematic monitoring schedule. [Nawawi \(2022\)](#) further argues that controlling activities should be formalized through written evaluation rubrics and scheduled supervision visits to ensure consistency and provide an evidentiary basis for continuation or termination decisions.

2.2 Educator Recruitment: Concepts, Standards, and Current Implementation

Educator recruitment is defined as the systematic process of identifying, attracting, and selecting qualified candidates to fill teaching positions in educational institutions ([Bafadal, 2008](#); [Hasibuan, 2020](#)). Contemporary human resource management literature distinguishes between two primary recruitment strategies: internal recruitment (promotion or transfer from within the institution) and external recruitment (sourcing from outside the institution) ([Rivai, 2020](#); [Jackson et al., 2021](#)). Internal recruitment offers advantages of lower cost, faster placement, and known performance history but is constrained by institutional size; external recruitment offers access to larger and more diverse talent pools but requires more extensive selection investment. Small madrasah institutions typically rely predominantly on external recruitment given their small existing staff base.

Indonesian teacher competency standards, established under Law No. 14 of 2005 on Teachers and Lecturers and elaborated in Government Regulation No. 74 of 2008, specify four competency domains that recruitment processes should address: personal competence (moral character, stability, professional identity), pedagogic competence (understanding student development and instructional design), professional competence (subject matter mastery), and social competence (communication with students, parents, and the community) ([Hanifah, 2021](#)). Effective recruitment design aligns specific selection activities with each of these competency domains: document review provides evidence of professional competence (via academic qualifications), while interview components can assess pedagogic and personal competencies ([Supardi, 2019](#); [Mulyasa, 2021](#)). However, research by [Listanti and Nurhikmahyanti \(2014\)](#) and [Kemenuh \(2022\)](#) consistently finds that small Indonesian schools often lack formal, written qualification matrices, relying instead on implicit and principal-determined criteria that vary across recruitment cycles.

The selection process is the mechanism through which applicant pools are evaluated and reduced to the final hire decision. Best practice in educational recruitment incorporates multiple, complementary selection methods: administrative document review (qualifications verification), structured interviews (motivational, behavioral, and subject knowledge assessment), and teaching demonstrations (micro-teaching) that provide direct evidence of pedagogical competence ([Darling-Hammond et al., 2020](#); [Jackson et al., 2021](#)). Research by [Supardi \(2019\)](#) and [Pramudito et al. \(2023\)](#) documents that micro-teaching is one of the strongest predictors of subsequent classroom performance among beginning teachers, yet it is frequently omitted from selection processes in small Indonesian madrasahs due to administrative complexity and time cost. The absence of micro-teaching from selection processes represents a significant gap between ideal and actual practice in many institutional contexts.

Recent scholarship has increasingly examined the digital transformation of recruitment announcement practices in Indonesian educational institutions ([Rahmawati and Sartika, 2021](#); [Pramudito et al., 2023](#); [Syahputra, 2022](#)). The adoption of WhatsApp, Instagram, and Facebook as announcement channels has broadened the geographic reach of recruitment communications at near-zero marginal cost, enabling even small, resource-constrained institutions to reach potential applicants across provincial boundaries. However, [Wiyono \(2020\)](#) cautions that digitally disseminated announcements still require careful attention to the specificity of qualification requirements and the transparency of selection criteria, as vague announcements generate high-volume applications of variable quality that increase administrative screening burdens. Institutions affiliated with community organizations such as NU tend to channel announcements predominantly through organizational networks, which ensures cultural-value alignment among applicants but may reduce access to highly qualified candidates outside the organizational community ([Azra et al., 2019](#); [Hidayat and Machali, 2019](#)).

2.3 Principal Leadership and Institutional Culture in Madrasah Recruitment

The school principal's role in small Indonesian educational institutions extends well beyond instructional leadership to encompass the full range of human resource management functions, including recruitment, supervision, and professional development ([Mulyasa, 2021](#); [Rahmayoni, 2021](#)). In institutions where dedicated HR administrative capacity is absent, the principal becomes the de facto human resource manager, making recruitment decisions on the basis of direct personal assessment of candidates rather than through structured, committee-based evaluation processes

([Shafiera, 2022](#); [Nawawi, 2022](#)). While this concentration of recruitment authority facilitates rapid decision-making and ensures that new hires reflect the principal's vision for the school, it also introduces subjectivity risks and creates institutional vulnerability when principal turnover occurs.

Research on NU-affiliated educational institutions highlights the distinctive role of organizational network culture in shaping recruitment practices ([Azra et al., 2019](#); [Mastuhu, 2020](#)). NU's organizational culture emphasizes *tawadhu* (humility), *ukhuwah* (brotherhood), and shared values of Islamic scholarship, and these cultural values are reflected in recruitment practices that prioritize candidates known within the NU community network. [Hidayat and Machali \(2019\)](#) document that madrasah principals in NU-affiliated institutions frequently rely on referrals from NU clerical leaders (ulama and kyai) as a candidate identification mechanism, treating community endorsement as a proxy for character and values assessment that formal document review cannot fully capture. While this practice has genuine cultural logic and practical utility for cultural fit assessment, it may systematically disadvantage highly qualified candidates who lack NU organizational connections, constraining institutional access to the full available talent pool.

Onboarding and controlling practices for newly recruited educators in small madrasahs are characterized by the informal mentoring that characterizes community-based institutional cultures. [Syafri \(2020\)](#) documents that principal classroom observation, peer feedback, and gradual responsibility assignment are the primary mechanisms through which new educators are integrated into Indonesian school communities. [Izuddin \(2020\)](#) emphasizes that the effectiveness of controlling functions depends on the regularity and constructiveness of the feedback provided: sporadic observation without structured feedback provides limited developmental benefit, while systematic monitoring combined with timely, specific guidance supports accelerated professional growth. The staged assignment of new educators to lower-stakes grade levels (10 and 11 before 12) is consistent with research on graduated professional responsibility as an effective new-teacher induction mechanism [Supardi, 2019](#).

3. Research Methodology

This study employed a qualitative descriptive case study design appropriate for investigating organizational management processes in their natural institutional context and generating a detailed, empirically grounded understanding of how specific management practices operate in a defined setting ([Yin, 2018](#)). A case study design is particularly suited to research questions oriented around the 'how' and 'why' of complex organizational processes, where contextual factors are inseparable from the phenomena under investigation ([Creswell and Creswell, 2018](#); [Mulyana, 2013](#)). The research site was MA Al Manshur Popongan Klaten, Central Java, Indonesia, selected purposively as a representative case of a small-to-medium NU-affiliated Islamic secondary school operating under resource constraints typical of the madrasah sector. The study was conducted during the academic year 2023/2024, following ethical protocols for informed consent, voluntary participation, and confidentiality protection consistent with the guidelines of UIN Raden Mas Said Surakarta's research ethics framework.

Data were collected through three complementary methods to enable source triangulation and strengthen the validity of findings ([Miles et al., 2014](#); [Sugiyono, 2020](#)). The primary data source was semi-structured interviews with two key informants: the school principal and the Deputy Head of Curriculum. Interview protocols addressed all four POAC stages of the recruitment process, with open-ended questions designed to elicit descriptive accounts of actual practice rather than normative statements about intended procedure. Observation of the school administrative environment provided contextual data on document management practices, physical resource conditions, and informal interactions relevant to organizational culture. Documentary review of recruitment-related materials, including written qualification requirements, application forms, and selection records where available, supplied cross-verification evidence for interview data. Table 1 summarizes the data sources, informants, and collection methods employed in the study.

Table 1. Research informants, data sources, and collection methods

No.	Informant / Source	Data Collected	Method
1	School Principal	Recruitment planning, decision-making, monitoring practices	Semi-structured interview; direct observation
2	Deputy Head of Curriculum (Wakil Kurikulum)	Organizing procedures, selection criteria, administrative workflow	Semi-structured interview; documentary review
3	Administrative Staff (Tata Usaha)	Document reception, application screening, record-keeping	Observation; documentary review
4	Recruitment Documents	Qualification requirements, application forms, selection records	Documentary review
5	Observation Notes	Administrative environment, document management processes	Direct non-participant observation

Table 1 show in the first stage, data reduction, raw data from interview transcripts, observation notes, and documentary sources were systematically coded and organized according to the four POAC analytical categories (Planning, Organizing, Actuating, Controlling). In the second stage, data display, coded data were organized into thematic matrices enabling cross-source comparison within each POAC category. In the third stage, conclusion drawing and verification, empirically grounded interpretive conclusions were developed and verified against the raw data and against the theoretical expectations derived from the POAC and recruitment management literature ([Sugiyono, 2020](#); [Yin, 2018](#)). Member checking, in which key interpretive findings were reviewed by informants for accuracy, was employed to enhance credibility. Trustworthiness was further supported through triangulation across three data sources, prolonged engagement with the research site, and an audit trail documenting analytical decisions.

4. Results and Discussions

4.1 Planning: Reactive but Structured Needs Assessment

The planning stage of educator recruitment at MA Al Manshur Popongan Klaten is characterized by a reactive-but-structured approach. Rather than conducting systematic periodic workforce forecasting, the school initiates recruitment planning reactively in response to confirmed teacher vacancies resulting from teacher departures, extended leaves, or formal reassignments. Upon identification of a staffing need, the school principal convenes a planning meeting with the Deputy Head of Curriculum and the Deputy Head of Student Affairs, constituting a tripartite planning team that addresses four core agenda items, such as identification of the specific teaching position(s) to be filled, design of the selection stages to be applied, establishment of qualification criteria for candidates, and planning of post-selection placement arrangements for successfully recruited educators ([Akbar et al., 2021](#); [Nawawi, 2022](#)).

The inclusion of placement planning within the recruitment planning meeting reflects sound integrated HRM practice, ensuring that recruitment decisions are made with clarity about the organizational context into which new educators will be placed ([Rivai, 2020](#); [Mulyasa, 2021](#)). The tripartite structure of the planning team similarly reflects good cross-functional coordination practice: by involving both the curriculum and student affairs deputies at the planning stage, the school ensures that position-specific qualification needs, instructional coverage requirements, and student management implications are all considered before recruitment activities commence. This cross-functional planning approach is consistent with best-practice recommendations in the HR management literature for small educational institutions ([Jackson et al., 2021](#); [Hasibuan, 2020](#)).

The principal limitation of the planning stage is its reactive character: recruitment is triggered by vacancy events rather than by proactive workforce forecasting. In institutions with stable staffing and low annual turnover, reactive planning may be sufficient to avoid extended vacancy periods; however, if multiple simultaneous vacancies occur or if specialized subject teaching positions prove difficult to fill, the absence of a systematic workforce plan may result in instructional gaps. Strengthening the

planning function through the introduction of annual staffing reviews and subject-area succession planning would enable the school to transition from reactive to proactive recruitment management, reducing institutional vulnerability to staffing disruptions ([Supardi, 2019](#); [Nawawi, 2022](#)).

4.2 Organizing: Principal-Centered Workflow

The organizing function at MA Al Manshur Popongan Klaten is structured around a sequential administrative workflow in which the school principal occupies the central decision-making role. Incoming applications are initially received and registered by administrative staff, who verify the completeness of required documents before formally registering applications in the institutional records. Following initial administrative receipt, the application bundle is forwarded to the school principal, who personally conducts the qualification review and assesses each candidate's documented credentials against the position's requirements before determining eligibility to proceed to the selection stage ([Kemenuh, 2022](#); [Shafiera, 2022](#)).

This principal-centered organizing model is efficient in decision-making and ensures that the person with the highest contextual knowledge of institutional staffing needs makes the initial qualification determination. However, it also creates a concentration of decision-making responsibility that may represent a bottleneck under conditions of high application volume or principal time constraints. Comparative research on recruitment organizing in Indonesian schools documents that institutions with even modest administrative differentiation benefit from distributing initial qualification screening responsibilities to a review committee, preserving the principal's decision-making authority for the substantive selection and final appointment stages ([Rahmayoni, 2021](#); [Wiyono, 2020](#)). For MA Al Manshur, establishing a qualification review committee comprising the curriculum deputy and a senior subject teacher relevant to the position being filled would distribute the organizing burden while maintaining alignment with institutional qualification standards.

4.3 Actuating: Multi-Stage Implementation

4.3.1 Announcement Dissemination

Recruitment announcements are disseminated through both offline and online channels. Offline channels include printed brochures, pamphlets, and venue-displayed banners targeted at the local community. Online channels include WhatsApp group messages, Instagram posts, and Facebook announcements targeted primarily at the NU organizational network of which the school is a member. This multichannel announcement strategy aligns with [Hasibuan \(2020\)](#) principle that broader dissemination channels generate larger and more diverse applicant pools, and with [Rahmawati and Sartika \(2021\)](#) finding that digital social media channels significantly increase announcement reach at minimal cost for small educational institutions.

A distinctive characteristic of the school's announcement strategy is its primary orientation toward the NU community network rather than the general public labor market. This targeted dissemination reflects the school's institutional identity as an NU-affiliated madrasah and its cultural preference for candidates who share its organizational values and educational philosophy ([Azra, Afrianty, & Hefner, 2019](#); [Hidayat, & Machali, 2019](#)). Community-network-based recruitment offers genuine advantages for cultural fit assessment: candidates sourced through NU networks are likely to possess the values alignment, religious commitment, and institutional familiarity that the school's culture requires. However, exclusive reliance on community networks may systematically exclude highly qualified candidates outside the NU organizational sphere, constraining talent pool breadth and reducing the probability of identifying exceptional candidates ([Syahputra, 2022](#); [Pramudito, Hartono, & Sulistyani, 2023](#)).

4.3.2 Application Receipt and Dual-Track Qualification Screening

Applications are formally received by administrative staff, who implement a dual-track qualification screening process that differentiates between general and position-specific requirements. General requirements applicable to all candidates include a formal covering letter, curriculum vitae, certified copies of academic qualification certificates, a copy of the National Identity Card (*Kartu Tanda Penduduk*), and recent photographs. Position-specific requirements, applicable particularly to

candidates for Islamic studies teaching positions, additionally include a pesantren graduation certificate, current NU organizational membership card, and Qur'an literacy certification. This dual-track structure represents sensible administrative design, directing qualification verification efficiently toward role-relevant criteria rather than applying a single uniform standard across positions with meaningfully different qualification profiles ([Bafadal, 2008](#); [Supardi, 2019](#)).

4.3.3 Selection: Document Review and Structured Interview

Candidates who successfully pass initial administrative screening advance to a two-stage selection process: a structured administrative document verification review followed by a structured personal interview. The document verification stage provides evidence of formal academic qualifications, professional certification, and position-specific credentials. The structured interview stage serves multiple assessment purposes: evaluating subject matter competence, probing pedagogical knowledge and teaching approach, assessing motivational fit and commitment to the school's educational mission, and determining personal and social competence through direct interaction ([Listanti and Nurhikmahyanti, 2014](#); [Rivai, 2020](#)). The interview's explicit assessment of candidates' willingness to commit to their teaching responsibilities if appointed addresses behavioral and motivational quality dimensions that document review alone cannot capture.

A significant gap in the current selection process is the absence of a teaching demonstration (micro-teaching) component. Research by [Darling-Hammond et al. \(2020\)](#), [Supardi \(2019\)](#), and [Jackson et al. \(2021\)](#), consistently demonstrates that direct observation of teaching practice provides stronger predictive evidence of subsequent classroom effectiveness than either document review or interview performance alone. Pedagogical competence, defined by Government Regulation No. 74 of 2008 as the capacity to design, implement, and evaluate student-centered learning activities, is inherently a performance competence that is difficult to assess reliably through verbal description in an interview context. The introduction of a 15-to-20-minute micro-teaching component to the selection process would provide direct observational evidence of instructional quality, significantly strengthen the predictive validity of the selection process and reduce post-hire performance uncertainty.

4.3.4 Selection Decision, Notification, and Initial Placement

Following the selection process, candidates are promptly notified of appointment or non-appointment decisions. Accepted candidates are placed in positions corresponding to their academic qualifications and the school's identified staffing needs, with the principal confirming the alignment between each candidate's competency profile and the assigned teaching position. This prompt, transparent notification practice reflects good candidate management, maintaining the school's institutional reputation as a fair employer in the NU community network that constitutes its primary applicant pool ([Kemenuh, 2022](#); [Wiyono, 2020](#)). The qualification-aligned placement decision ensures that recruitment investment translates directly into instructional quality improvement by assigning new educators to positions within their demonstrated competency domains ([Yulianti & Sari, 2022](#)).

4.4 Controlling: Community-Oriented Supervision

The controlling function at MA Al Manshur Popongan Klaten is exercised directly by the school principal, who bears primary responsibility for monitoring, mentoring, and evaluating the performance of newly recruited educators during their initial adaptation period. The school's approach to new educator integration is characterized by a community-oriented onboarding philosophy: new educators are welcomed into the school community in a spirit of familial inclusion, minimizing formal hierarchical distinctions between new and experienced staff and creating a psychologically safe environment for professional adaptation ([Syafri, 2020](#); [Izuddin, 2020](#)). This community-oriented onboarding approach is consistent with the organizational culture of NU-affiliated institutions, which emphasizes *ukhuwah* (Islamic brotherhood) as a core organizational value.

Instructional assignment of newly recruited educators is deliberately calibrated to their professional experience level: new educators are initially assigned to grades 10 and 11, where the instructional stakes are lower, while grade 12 with its national examination preparation responsibilities is reserved for senior educators with demonstrated competence and institutional familiarity. This graduated

assignment model provides a protected developmental space in which new educators can establish their instructional routines, develop their classroom management skills, and receive supervisory feedback without the high-stakes pressure of examination preparation responsibilities (Supardi, 2019; Nawawi, 2022). The model is consistent with research on staged induction programs as effective new-teacher support mechanisms, particularly in resource-constrained institutional environments.

Principal monitoring employs both direct classroom observation and indirect feedback collection from students regarding new educators' instructional practices. This dual-method monitoring approach captures both observable instructional behavior (through classroom observation) and student experience of learning quality (through student feedback), providing a more comprehensive assessment of new educator performance than either method alone would yield (Syafri, 2020; Shafiera, 2022). When monitoring identifies instructional weaknesses, the principal provides direct coaching and guidance, initiating a mentoring conversation that uses the classroom observation as the diagnostic foundation for targeted professional improvement. The limitation of the current controlling approach is its informality: supervision activities are not scheduled or documented systematically, making it difficult to track progress over time or to provide consistent evidence for continuation decisions. Formalizing the supervision schedule and developing a written evaluation rubric would strengthen the controlling function significantly.

Table 2. POAC stage analysis: Ideal practice, current practice, and recommendations at MA Al Manshur Popongan Klaten

POAC Stage	Ideal Practice (Literature)	Practice at MA Al Manshur	Gap / Recommendation
Planning	Systematic workforce planning; formalized qualification criteria; proactive needs analysis	Reactive tripartite meetings; four-point agenda; principal-led; need-driven	Add periodic workforce forecast; formalize written qualification matrix
Organizing	Dedicated HR unit; committee-based qualification review; clear role assignment	Applications via Tata Usaha forwarded to principal; principal-centered review	Form a review committee; distribute responsibility to curriculum deputy
Actuating	Multi-channel announcement; transparent selection; micro-teaching component	NU-network-focused; dual-track requirements; two-stage (document + interview) selection	Extend announcement to national job platforms; add micro-teaching to selection
Controlling	Structured supervision plan; formal performance evaluation; peer mentoring	Principal classroom observation; student feedback; staged grade assignment; informal mentoring	Formalize supervision schedule; develop written evaluation rubric

Table 2 show the cross-stage analysis, reveals a recruitment management system that is functionally coherent at all four POAC stages but has improvement opportunities concentrated in the formalization and broadening dimensions of each function. The planning function would benefit from transitioning to proactive workforce forecasting. The organizing function would benefit from distributing qualification screening responsibilities through a review committee. The actuating function would benefit from broadening announcement channels and introducing micro-teaching. The controlling function would benefit from formalizing supervision schedules and evaluation rubrics. These improvements do not require significant additional financial resources but do require sustained commitment to procedural development and documentation, which is achievable within the school's existing administrative capacity (Rivai, 2020; Nawawi, 2022).

5. Conclusions

5.1 Conclusion

This study examined educator recruitment management at MA Al Manshur Popongan Klaten through the POAC analytical framework, generating detailed empirical findings across all four management

function stages. The recruitment process at this NU-affiliated Islamic secondary school demonstrates a functional and internally coherent management structure, driven by strong principal leadership and characterized by community-oriented organizational values that shape practice at each stage of the POAC cycle. Three principal conclusions emerge from the analysis.

First, the planning function is reactive but substantively sound: recruitment planning is triggered by vacancy events rather than proactive workforce forecasting, but when initiated, it incorporates cross-functional input, addresses the four core planning questions (position identification, selection design, qualification criteria, and placement planning), and generates sufficient institutional clarity to guide subsequent organizing and actuating activities. The primary recommendation for planning is the introduction of annual staffing reviews to complement reactive vacancy-triggered planning.

Second, the actuating function reflects a sensible dual-track qualification screening design and a two-stage selection process combining document review with structured interviews. However, the absence of micro-teaching from the selection process represents a significant gap between current practice and best-practice standards for pedagogic competence assessment. Extending announcement dissemination beyond the NU network to national teacher job platforms and regional Education Department networks would broaden the applicant pool while maintaining cultural-fit screening through the interview stage. Third, the controlling function's combination of direct classroom observation, student feedback, and staged grade assignment constitutes a pragmatically effective monitoring approach, but its informality limits its developmental consistency and its evidential value for continuation decisions.

5.2 Research Limitations

This study has three principal limitations. First, the single-institution case study design restricts the generalizability of findings to other madrasah contexts. The distinctive features of MA Al Manshur Popongan, including its NU affiliation, pesantren connection, small size, and Klaten geographic context, constitute a specific institutional configuration whose characteristics may not be representative of madrasah recruitment management practices more broadly. Second, data collection was limited to the principal and curriculum deputy as primary informants; triangulating with interviews from newly recruited educators, administrative staff, and students would provide more comprehensive evidence on recruitment process implementation and outcomes. Third, the study does not include longitudinal follow-up data on the classroom performance and institutional contributions of educators recruited through the documented process, which would be necessary to evaluate the effectiveness of the recruitment model in terms of educational quality outcomes.

5.3 Directions and Future Study

Future research should address these limitations through three complementary approaches. First, comparative multi-site studies examining educator recruitment management across multiple madrasah contexts, varying by size, governance type, location, and organizational affiliation, would enable identification of best practices and the structural factors that differentiate effective from less effective recruitment management in Islamic secondary education. Systematic comparison of recruitment processes across NU-affiliated, Muhammadiyah-affiliated, and independently governed madrasahs would be particularly informative given the role of organizational culture in shaping recruitment practice. Second, longitudinal studies tracking classroom performance, student learning outcomes, and the institutional contributions of educators recruited through different selection process designs, including the specific contribution of micro-teaching components to selection validity, would provide outcome-based evidence for the effectiveness of specific recruitment quality interventions.

Third, action research collaborations between researchers and madrasah management teams could support the co-development and piloting of improved recruitment protocols, including formalized qualification matrices, structured interview guides with standardized scoring rubrics, micro-teaching observation frameworks, and systematic supervision calendars. Such collaborations would combine research rigor with direct practical benefits to participating institutions, and their findings would contribute practically implementable tools to the Islamic educational management literature.

Ultimately, improving recruitment management quality in small Islamic secondary schools in Indonesia represents a high-leverage educational policy intervention: because teacher quality is the most proximate institutional determinant of student learning outcomes, investments in the quality of teacher selection processes generate educational returns that extend throughout recruited educators' careers.

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Author Contributions

TSKP contributed to conceptualization, data collection, formal analysis, writing (original draft). FA contributed to literature review, writing (review and editing), supervision. FZ contributed to methodology, data collection, writing (original draft). LN contributed to data analysis, writing (review and editing), validation. All authors read and approved the final manuscript.

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