



Teacher Recruitment in Indonesia

Institutional and Social Dysfunctions

Teacher plays a key role in the learning process, yet **Indonesia's teachers have been generally underperforming.**



The government has made various efforts to upgrade teacher performance, including improving the education system and teacher training. However, these efforts did not have a significant impact on teachers with low competence.

One issue that is often overlooked from the discussion of teacher quality is the problem of teacher recruitment. **Effective teacher recruitment would attract the best teacher candidates with high competence.**

Methodology

To find the root causes of the struggle to recruit good teachers in Indonesia, RISE Programme in Indonesia conducted a study that examined the teacher recruitment process.



Review of laws and regulations



Multiple in-depth interviews and focus group discussions (FGD) with stakeholders involved in or related to teacher recruitment

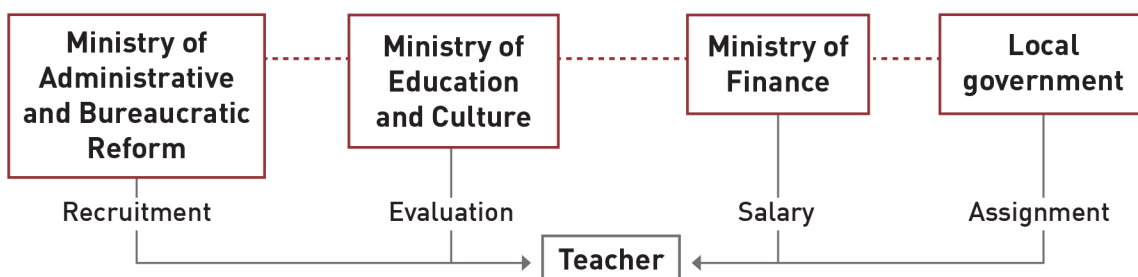
Findings

There are 3 factors behind the struggle to recruit good teachers in Indonesia:



Institutional Design

The division of authority for teacher recruitment between ministries and between the central and local governments is incohesive.



--- inter-agency coordination is weak because each has different objectives



Political Economy

Getting good teachers into the pool of recruited teachers is difficult to actualise since the process is held hostage by political economy interests of certain parties: politicians, ministries, education agencies, school principals, and teacher associations.



Social Dynamics

- Many teachers presume that civil service tenure is an assurance of financial security.
- As part of civil servant recruitment, the current teacher recruitment process prioritises insight of nationalism and general knowledge rather than teaching skills.
- Many prospective teachers believe that the teaching profession only requires minimum skills. They presume that they could always start as a contract teacher and later be appointed as a civil servant.

Areas for Change



Create a more realistic teaching standards

One key indicator for recruiting good teachers is that teachers must have effective teaching competencies, rather than merely being nationalist and loyal.



Encourage political leadership that believes in the significance of professional teachers

Political leadership must prioritise the goal of education rather than personal or group interests, for instance:

- Not promoting low-performing contract teachers to become civil servants with the aim of raising votes during elections
- Not exploiting the contract teacher recruitment as the time to squeeze in preferred candidates for the position of prospective civil servants (CPNS) or contract-based government employees (PPPK)



Separate teacher recruitment process from the general civil servant recruitment

All civil servant teachers must first undergo a probation period (as a contract teacher)



Only contract teachers who pass the probation and deliver excellent performance can participate in the civil servant selection (with a predetermined quota)

This improved recruitment process would exclude civil servant teachers with zero experience in teaching because before being appointed as civil servants, every teacher would have had undergone probation.