THE EFFECT OF THE RECRUITMENT PATTERN ON PEDAGOGICAL, PERSONALITY, SOCIAL, AND PROFESSIONAL COMPETENCES OF NOVICE TEACHER

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ABSTRACT

This study aims to determine the effect on the recruitment pattern of pedagogical, personality, social, and professional of novice teacher. This study uses a mixed methods approach. This type of research is explanatory research (explanatory research). Samples taken as many as 500 people temporary teacher, elementary, middle, and high school, with saturated using sampling techniques. The analysis technique used is descriptive statistical analysis and multiple linear regression statistical analysis, combined with the model analysis Miles and Huberman.

keywords: recruitment pattern, pedagogical competence, personal competence, social competence, professional competence, novice teacher.

PRELIMINARY

Recruitment as a search process and the procurement of a prospective employee has a very important role in the overall development of an organization. It is quite reasonable, because the employee is a human resources (HR) function moves the organization. Without adequate and qualified human resources, the organization will not run properly and as expected by all stakeholders of the organization. Therefore, Dessler (2009) looked at the recruitment process as an essential part of the development of an organization. Mondy and Noe (1996) stated the importance of the recruitment process that begins with an analysis of the work as part of an important strategy in organizational planning. Sutisna (2011) states that recruitment is the process of searching, finding and attracting quality applicants for employed at the corresponding position in the organization.

In line with some statements about the role of recruitment above, Pambagio, et al (2013: 1) states, "Human resources are the most important asset in a company. Sophisticated technology will be useless if they are not supported by good human resources. One of the most important things in human resources activities is about recruitment and selection ". Further, he said, the recruitment process is very vital, because the accuracy of the recruitment process can improve operational effectiveness and efficiency of an organization. In addition, good recruitment process can also affect the productivity of the organization. Recruitment is a standard mechanism conducted by an organization in selecting qualified candidates and potential employees so that they can have people who are most appropriate for the needs of existing work.

Noting the importance of the role of recruitment, the government agency implementing standard procedures, as outlined in a number of provisions. Recruitment system for selecting candidates for office holders in accordance with the plan an employee to occupy a particular position in a job function (employee function) employee, for example, has been stipulated in Government Regulation (PP) No. 98 of 2000 on Procurement of Civil Servants. Such provision has been changed to Government Regulation No. 11 of 2002 and Government Regulation No. 97 of 2000 on the Civil Service Formation, which is then converted back into Regulation No. 54 of 2003 and Regulation No. 100 of 2000 on the Appointment of Civil Servants in structural positions, then changed again into Regulation No. 13 of 2000.

Changes in the number of PP aimed at obtaining qualified personnel, the employees have professional competence, personality, integrity, and loyalty is high. However, there are many obstacles in the realization that the purpose of applying the provisions of the recruitment of Civil Servants (PNS) have not been fully achieved. It was, among other things, due to employees not currently planning based on needs analysis study (need analysis) and mapping the distribution of the estate employees. In addition, recruitment patterns are also not yet fully comply with prevailing regulations, and it is becoming one of the fundamental factors for the lack of guidance and career development of civil servants.

For educational organizations, teacher recruitment a problem that is quite crucial. Recruitment patterns that are not based on a needs analysis, standardization of implementation, and the basic ability prospective employees be the weakest factor in the recruitment of teachers, especially teachers' honorarium. In fact, the quality of educational programs depends not only on the curriculum, the availability of facilities and infrastructure, a good working program, potential students, learning sophisticated media, and so forth. Over all, the role of qualified teachers be the deciding factor the achievement of quality education. Without a capable and competent teachers, the educational process will not run as expected. Therefore the Government Regulation No. 19 Year 2005 on National Education Standards have been set four competencies required of teachers in performing their duties. The fourth is the pedagogical competence, personal competence, social competence, and professional competence. It should be when the four are the basis of competence in conducting the recruitment process of teachers, including teachers' honorarium.

In practice, there has been a fundamental gap between the competencies expected with real ability nonpermanent teachers. Preliminary studies conducted by the author in Sarolangun shows, 65% of novice teachers do not meet the standards of competence. About 35% of teachers do not have a diploma and certificate educators, 40% of teachers do not have a diploma S1, more than 70% of teachers have not had the ability to write scientific work, 55% of teachers have not mastered the Information and Communication Technology.

In addition, the survey results show that teachers' honorarium yet have pedagogic competence adequate, which include: 1) understanding of learners, 2) design and implementation of learning, 3) evaluation of learning outcomes, and 4) the development of learners to actualize various potentials has. A number of novice teachers also experienced a problem that reflects the weakness of personal competence, such as low and the maturity is wisdom in thought and action. Another problem concerns the social competence, such as teachers difficult to communicate and interact effectively with students, fellow teachers, staff, parents or guardians, and the surrounding community. The most fundamental is the issue related to

professional competence. Therefore many teachers novice diploma and education does not correspond to his profession as a teacher, then the ability of mastering learning materials, curriculum subject, which overshadow the substance of scientific material, as well as mastery of structure and scientific methodology tends to be low.

The problem is thought to be caused by two things. First, the recruitment pattern held by the local government or the authorized agency is not in accordance with the system of recruitment as stipulated by the provisions of the applicable legislation. Second, the expected competencies possessed by a teacher in carrying out his profession does not correspond to the actual ability of the teacher.

Based on the above background, it is necessary to design the analysis of the influence of the recruitment pattern (variable x) to pedagogical, personality, social, and professional temporary teacher (variable y). The draft analysis is expected to be a guide experimental research on the influence of variables x to the variable y, with many variants. The results of the research will describe the pattern of recruitment of temporary teacher at the study site and consequently for the implementation of education in the region, while seeking a solution to overcome the problem that occurred.

LITERATURE REVIEW

Relevan Studies

Research on recruitment has been carried out. Among Jones qualitative research, Steeves, and Williams (2009); Joseph research, Kaplan, & Pasick (2007); Renert research, Russell-Mayhew, & Arthur (2013); research Funa, et al (2014) on recruitment in the health institutions in the United States. In Indonesia, has done research on recruitment Yullyanti (2009) analysis of recruitment and selection process on the performance of employees. Research Pambagio, et al (2013) about the influence of the recruitment process, selection process and employee competence to employee performance. Khosiah (2013) examined the effect of recruitment and career development on employee performance. Rahayuningsih (2014) examined the recruitment strategy and employee development to build a

career and improve the quality of the organization. Kusharwanti (2008) conducted his dissertation research on the analysis of recruitment policy and selection of civil servants in Indonesia. Nasir (2014) examined the reform of the system of recruitment of officials in the government bureaucracy. Subagyo (2014) examined the recruitment of civil servants system reform in South Korea.

Various research on recruitment shows that the topic of recruitment has attracted many scientists to investigate them. Definition Although using different research, the research subject and the background is diverse, and the problems and objectives are not the same, but in general have the same conclusion, namely that recruitment to occupy a central role in career development and progress of the organization. Recruitment will result both the human resources as well. The human resources will affect the performance of the organization to be better and quality.

Based on the results of previous studies can be described the relationship between the pattern of recruitment, employee competence and performance of the organization as follows.

Figure 1. Relationship Patterns Recruitment, Employee Competence and Organizational Performance

Teacher Recruitment Patterns

In connection with the recruitment of teachers, the ultimate goal is to get HR educators who master the four competence. The fourth is the pedagogical competence, personal competence, social competence, and professional competence, which can be described as follows. The fourth competency has been

formulated into 8 categories and 78 indicators (attached). Into eight categories and 78 indicators, being united in measuring the competency of novice teachers.

Figure 2. Teacher Competency Measurement Indicators

Elaboration theory derived from the results of these studies become the main reference of this study. In addition, also used a variety of theories derived from the study of literature.

Recruitment is essential in the provision of labor. Recruitment successful, will attract many applicants. Thus, the chances of the organization or institution to get the best employee ever greater. A clear and continuous information regarding the number of employees needed to carry out a particular job is needed in conducting recruitment activities in order to become more effective. In that regard, according Hasibuan (2009:40), recruitment is an effort to influence prospective workers, to want to apply for job openings available. Meanwhile, according to Handoko (2008:69), "Recruitment is the process of finding and" enchantment "prospective employees (applicants) who are able to apply as an employee". To get prospective employees or qualified, then the organization or institution should be able to do a good recruitment process. Organizations must be able to identify the needs of employees before implementing recruitment. In addition, organizations should also be able to define the basic recruitment, recruitment sources, patterns and recruitment methods used, and identify the obstacles that may be encountered during the implementation of recruitment.

Early stage that must be done in the recruitment process is the need analysis, requirements analysis, to determine the kind, number and qualification of employees needed. Recruitment will not succeed if the process is not to be missed. The second stage is to publish a recruitment plan to the public. Increasingly wide range of publications, the greater the chances to get a lot of applicants. The effect is, the greater the opportunity to select qualified applicants. The next stage is to carry out the selection process. Selection is the first attempt to do institutions to acquire prospective employees are qualified and competent to be served as well as doing all the work on offer. According Sunyoto (2012), employee selection is a series of activities undertaken to decide whether a job applicant is accepted or rejected, in a particular agency after undergoing a series of tests conducted. Meanwhile, according to Riva and Ella (2010), the selection process is a series of stages that are used to decide which applicants will be accepted and which are also applicants were rejected.

Selection will determine the quality of prospective employees who will fill the vacant job. Therefore, the selection process should be completely designed, done consistently, and avoid as far as possible the intervention of the determination of the results. There are several things that must be considered in the selection process, which is the basis of selection, selection methods, selection procedures, types of test, test objectives, additional non-selection tests, quality tests, stage of the test, the graduation criteria, and so on. All stages of the selection should be completely implemented consistent and measurable.

The size graduation of recruitment is employee competence is expected and has been formulated previously. Competence is a very important thing in order to achieve the objectives of the organization / institution effectively and efficiently. Employees who have high competence to be able to do their job properly. According Wibowo (2009: 110) "Competence is an ability to execute or perform a job or task that is based on the skills and knowledge as well as supported by work attitude demanded by the job".

Competence as a person's ability to produce at a satisfactory level in the workplace, including a person's ability to transfer and apply their skills and

knowledge in new situations and increase the benefits agreed. Competence also show the characteristics of the knowledge and skills possessed or needed by every individual that makes them able to carry out their responsibilities effectively and improve the professional quality standards in their work. Wibowo (2009:111) explains there are five (5) types of competency characteristics, namely:

The motif is something consistently thinks or wants the person who caused the action. Motif encourages, directs, and choose the action or behavior towards a particular goal. The nature is characteristic and consistent response to a situation or information. Reaction speed and sharpness of the eyes are the physical characteristics of the competence of a fighter pilot. The concept itself is attitudes, values, or self-image. Self-confidence is the belief that they can be effective in most situations is part of the concept of the person.

Knowledge is information held by a person in a specific field. Knowledge is a complex competence. Scores on tests of knowledge often fail to predict performance for failing to measure the knowledge and skills in a way that is actually used in the work. A skill is the ability to do certain physical or mental tasks. Competence mental or cognitive skills including analytical and conceptual thinking.

Recruitment pattern becomes a key variable in this research. In relation to the object of research, it is known that the implementation of the teacher certification is intensively during the government assessed no impact on improving the quality of teachers, especially for learners. The reason, among others, is the certification process conducted only be done through an assessment of the track record and their certificates only. This was seen not change the quality of the teacher, because from the beginning there has been a mistake in recruitment patterns so that the teacher appointed does not have the qualifications to be expected. In turn, efforts to improve teacher quality through training and certification activities do not achieve results because teachers do not have the basic competence as a crutch profession.

There are two basic patterns novice teacher recruitment conducted by regions, namely (1) Pattern Open, and (2) Closed Patterns. In an open pattern, when there is a withdrawal of labor, information is distributed widely to the public by posting

announcements, advertisements in mass media, both print and electronic. Every stage, from the preparation to the announcement of acceptance is done openly, the public at large to know the whole process due to be announced in the media, or conducted online. The purpose of this pattern is that a lot of the incoming application so the opportunity to obtain quality employees open bigger. In contrast to the closed pattern, the entire recruitment process, from preparation until the announcement of acceptance executed without the knowledge of the public at large. Only among any particular who knows the process, such as employees and certain people only. This pattern is usually carried out if the organization or institution requires a limited number of prospective employees or for specific purposes. Both of these patterns have been used in the recruitment of teachers.

In that regard, Professor of Education of Suarakarta University, Furqan (2011), said that stated that the system of teacher recruitment that is currently the policy of each of these areas, it should be the policy of the central government. If it was not moved into the center of policy, will need to establish a standard pattern of recruitment of teachers must be strictly implemented by each region. According Furqan further, "The devotees become teachers are increasing. But the system of recruitment uneven and less effective. As a result of excess teachers in urban areas, while remote areas often lack ". Not to mention, the quality problems caused by the recruitment of a chaotic system (Jawa Pos Metropolis pp. 43, Sunday, 01/16/2011).

Teacher Competence

Ideal teacher is needed today is as follows. First, teachers who understand the true will of his profession. The teaching profession is a noble profession. He was someone who always gave sincere and do not expect any reward, except the blessing of the Lord of the earth. His philosophy is hands on more noble than the hand below. Not only give hope back. She educated with his heart. Presence was missed by learners. His face was always cheerful, happy, and always apply in their daily 5S (Smile, Greeting, Sapa, Gratitude, Compassion and Tolerance).

Second, the ideal teacher is the teacher who has the property of always telling the truth, good delivery, credible, and intelligent. Teachers who have four properties

it is the teacher who is able to provide exemplary in his life because it has a noble character. He is a figure that when you say must be true, teaches kindness, trustworthy, and has exceptional intelligence. The nature of the above must be owned by a teacher in a protégé as the motto of faith, science, and charity. Having a strong faith, master the science well, and practice their knowledge to others.

Third, the ideal teacher is a teacher who has five intelligence. Intelligence of radiated clear of character and behavior everyday. Well when teaching, or in life in the midst of society. Fifth intelligence is intelligence Intellectual, Moral Intelligence, Social Intelligence, Emotional Intelligence and Motor Intelligence. In theory Gardner (2014), the fifth of that intelligence known as multiple intelligences (multiple integences). Thus, to be a teacher does not just need to be smart, have a high academic value. It also should be courteous in language, courteous in behavior, noble, has a good ability to get along with others, carrying out their duties as human beings and the people of the Lord Almighty, social spirit, as well as a concern for the advancement of the nation.

Intellectual intelligence must be balanced with moral intelligence that he produce learners that success is more concerned with process than results. moral intelligence will lead a teacher to not justify any means. Therefore moral intelligence will oversee intellect so that a teacher will be able to be honest in any situation. Honesty is the key to success and success.

In addition to the intellectual and moral, a teacher must also have a social intelligence that is not selfish, and always care for others who need help. He also must be able to cooperate with the various characters of others who are different. Emotional intelligence to be cultivated so that the teacher is not easily angered, offended, and harassing others. He must have a patient and forgiving nature.

Teachers also must have the intelligence motor so that teachers are able to perform high mobility so they can compete in obtaining maximum results. Motor intelligence must always be sharpened through training and post-recruitment activities. This intelligence is necessary for teachers to be creative and accomplished. Creative teacher and achievement will be an inspiration for his students to be creative and perform well, because the purpose of learning is not only

to transfer knowledge but also develop all positive behavior and character, including creative character.

In connection with the recruitment process, Siagian (1995) states that if the recruitment process is well taken, then the result is the existence of a group of applicants who are selected to ensure that only the most fulfilling all requirements received as workers in organizations that require it. In line with these opinions, Mardianto (2009) states, labor recruitment functions include policy "recruit the best" and "equal opportunity" with products such as selection criteria, sourcing and placement.

The main objective in the process of recruitment of teachers is getting educators (teachers) is appropriate for a particular position so that the person is able to work optimally and can survive in school for a long time. Implementation of recruitment is a very important task, crucial and requires great responsibility. This is because the quality of human resources that will be used by the government relies heavily on recruitment and selection procedures were implemented. Teacher recruitment patterns can be done in two patterns, and through four activities is as follows (Hidayati, 2010).

First, the recruitment of preparation. The first event in the process of recruitment of teachers, is preparation. Preparation of teacher recruitment should be cooked so that it can obtain a good teacher. Preparatory activities teacher recruitment include: (1) the establishment of the committee, (2) assessment of various laws or regulations, with respect to regulatory acceptance teacher, (3) assessment of local regulations that are relevant, (3) determination of the requirements of the applicant, (4) the determination of the registration procedure, (5) the determination of the schedule of recruitment, (6) the preparation of facilities needed in the recruitment process, (7) the preparation of a room or a place to enter the application, (8) the preparation of exam materials selection, guidelines for inspection of exam results and test center.

Second, the publication of the reception. Once the preparations have been completed, the next activity is the dissemination of the announcement through a variety of channels and media, such as radio, television, newspapers, and so on. At

this stage it is necessary to design media coverage is concerned, tailored to the goals and objectives of recruitment. Announcement of admissions tutor contains about times, places, conditions and procedures apply.

Third, the selection process. At this stage of the selection process carried out as previously designed. Type selection, for example, file selection, written test, interview, medical tests, and so on.

Fourth, the announcement of the results. The pattern of good recruitment will implement the announcement of acceptance openly. The definition of open regarding the selection process, the determination of the result, and the announcement of the results. lack of open on one of these aspects would reduce the accountability of recruitment patterns, and will ultimately reduce the quality of the employees accepted anyway. These conditions often occur in the recruitment of teachers in the area.

Recruitment activities of some of the processes above can be concluded that the pattern of good recruitment will provide positive outcomes for school. The more effective recruitment and selection process, the more likely to get qualified teachers. In addition, effective recruitment and selection will directly influence the productivity and performance of teachers. Thus, the development and planning of recruitment patterns is essential to be implemented so that the process is long and it takes a considerable cost it becomes useless for getting quality results.

In that regard, according to Sinurat (2008) open recruitment patterns are generally guided by certain rules, for example rules Specific, Measurable, Attainable, Realistic and Time Bound (SMART). Specific means that the position to be filled should be a specific title. Measurable, means that when the set goals, the final result should contain the amount to be recruited. Attainable (achievable) means candidates can be obtained. Realistic, meaning that when you set goals to be realistic in expectations of candidate recruitment, hiring and limit the amount of time recruiting. Time bound (considering the time) means that all activities of recruitment and selection should be no time frame when the event ends or when the candidate set is received. As for the recruitment pattern of closed generally do not have specific guidelines.

Based on Law No. 14 Year 2005 on Teachers and Lecturers, Article 10, paragraph (1) states that, "The competence of teachers referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education". Teacher competency standards include a core competency of teachers who developed into the competence of early childhood teachers/TK/RA, the class teacher SD/MI, and subject teachers in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK. The fourth competency described as follows.

First, Pedagogic Competence. Pedagogic competence is the ability of understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. Sub competence within the competence of Pedagogic (A) are: (1) Understand in depth learners that includes students with harness understand the principles of cognitive development, the principles of personality, and identify the provision of teaching early learners (A-1); (2) Designing learning, including understand the educational foundation for the sake of learning that includes understand educational foundation, applying the theory of teaching and learning, determine the learning strategies based on the characteristics of learners, competency to be achieved, and teaching materials, as well as drafting a study based on the chosen strategy (A-2); (3) Conduct learning that includes arranging background (setting) learning and implementing conducive learning (A-3); (4) Designing and implementing a learning evaluation which includes designing and implementing evaluation (assessment) process and learning outcomes on an ongoing basis premises of various methods, analyzing the results of the evaluation process and learning outcomes to determine the level of mastery learning (mastery level), and utilize the results of assessment of learning for improvement of the quality of learning programs in general (A-4); (5) Developing learners to actualize his potential includes facilitating learners to develop various academic potential, and facilitate learners to develop a range of potential non-academic (A-5).

Second, Competence Personality. Competence Personality is the personal capabilities that reflect the personality steady, stable, mature, wise and

authoritative, become role models for students, and noble. sub competence in personal competence (B) includes: (1) steady and stable personality involves acting in accordance with social norms, is proud to be a teacher, and have consistency in acting in accordance with the norms of (B-1); (2) The adult personality is to show independence in acting as an educator and has a job as a teacher method (B-2); (3) Personality wise is displaying actions that are based on the benefit of students, schools and communities and demonstrate openness in thinking and acting (B-3); (4) Personality authoritative covers have a positive influence behavior for participants learners and have behavioral that respected (B-4); and (5) and can be a good moral example involves acting in accordance with religious norms (IMTAQ, honest, sincere, helpful) and have exemplary behavior of learners (B-5).

Third, professional competence. Professional competence is the mastery of learning materials is broad and deep, which includes mastery of curriculum subjects at school and substance of knowledge that overshadow his material, as well as mastery of the structure and methodology of science. Sub competence (C) include: (1) Mastering the material, structure, concept and mindset of scientific support of teaching subjects (C-1); (2) Dominate standards of competence and basic competences subjects / fields of teaching development (C-2); (3) Developing of teaching learning materials creatively (C-3); (4) Developing professionalism in a sustainable manner by taking action reflective (C-4); and (5) Utilizing Information and Communication Technology (ICT) to communicate and develop the self (C-5).

Fourth, Social Competence. Social competence is the ability of teachers to communicate and interact effectively with students, staff, parents / guardians of students and the surrounding community. Sub competence (D) includes: (1) Be inkulif, acting objectively, and not discriminatory for consideration gender, religion, race, condition, physical, family background and social status of the family (D-1); (2) Communicate effectively, empathetic and polite with fellow educators, staff, parents and the community (D-2); (3) Adapting somewhere on duty around the area of Indonesia that has social and cultural diversity (D-3); and (4) Ability to communicate orally and in writing (D-4).
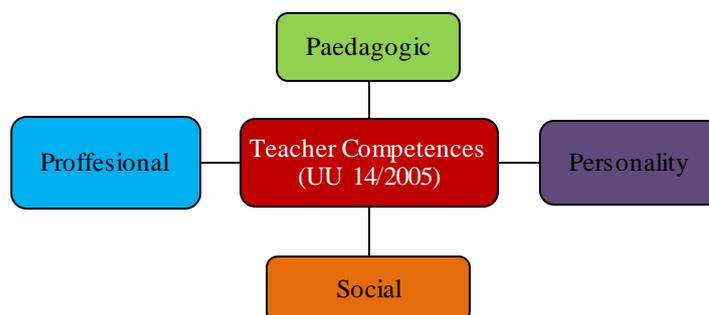
Chart 1. Teacher Competency

HYPOTHESIS

Based on the theory research hypothesis is formulated as follows:

1. There is a significant relationship between variable recruitment patterns (X) of the temporary teacher pedagogical competence variables (Y1).

2. There is a significant relationship between variable recruitment patterns (X) to variable personal competence novice teacher (Y2).

3. There is a significant relationship between variable recruitment patterns (X) to variable social competence of teachers' honorarium (Y3).

4. There is a significant relationship between variable recruitment patterns (X) to variable temporary teacher professional competence (Y4).

5. There is significant influence between the variables simultanyang recruitment pattern (X) and teacher competence variable (Y).

METHOD

This study uses a mixed method approach, which combines quantitative and qualitative approaches as well (Creswell, 2014). This type of research is explanatory research (explanatory research) with the aim to determine the effect the recruitment of four temporary teacher competence, and test hypotheses. Jackson (2009) stated that research to explain the causal relationship between the variables through hypothesis testing, including the type of research explanations (explanatory

research). The statistical methods used include descriptive statistical analysis and multiple linear regression analysis.

Data were collected using a mixed method (metods mix), through observation, interview, questionnaire, and test. The data collected through observation and interviews processed using the analysis model of Miles and Huberman, in order to obtain a deep understanding of the phenomenon. While quantitative data obtained through questionnaires and tests by using statistical analysis.

Quantitative descriptive analysis is used to describe the characteristics of the research and distribution of items of each variable. The collected data are tabulated in the table and then subsequently discussed descriptively. Multiple linear regression analysis was used to test the hypothesis in this study. Multiple linear regression is a measuring tool to determine whether the effect of the independent variable (X) on the dependent variable (Y) simultaneously. Methodological overview can be presented as follows.

Tabel 1.   Research Variables

Variable Categories	Kinds of Variables
Recruitment Pattern (X)	Opened Pattern (X-1)
	Closed Pattern (X-2)
Teacher Competence (Y)	Paedagogi (Y-1)
	Personality (Y-2)
	Social (Y-3)
	Professional (Y-4)

According to the table above, multiple linear regression test was done to determine the correlation between variables coefficient. The result will be referred to the significance of the standard, then set the level of correlation between the variables X and Y.

Furthermore, based on the test results of multiple linear regression for each variable partially, carried out simultaneous influence of a variable (Y) to variable (X). The calculations will determine the value of F calculated which shows the independent variables (X1dan X-2), simultaneously affect the dependent variable

(Y-1, Y-2, Y-3, Y4). Furthermore, the calculated value of adjusted R-square that indicates that together the independent variables affect the dependent variable.

Then it will test the hypothesis based on the results of the calculation of the partial effect of variable (X-1) to (Y-1), (Y-2), (Y-3), and (Y-4). Further calculations are held partial influence of variable (X-2) to (Y-1), (Y-2), (Y-3), and (Y-4). The calculation result will show the value of F count and validate the hypothesis. Miles and Huberman model analysis is used to examine in depth

RESEARCH RESULT

This study aims to reveal the influence recruitment patterns to pedagodik competence, personality, social, and professional temporary teacher in targeted research areas. Therefore, this research is expected to produce a picture of the influence of the pattern of open recruitment and recruitment patterns of teacher competence closed to nonpermanent teachers. Through this research is expected to map the competency of novice teachers were recruited through to the two patterns clearly delineated. The problem of the quality of education, during which only charged to the teachers alone will unfold. In turn, local governments and related agencies that have the authority to conduct recruitment may reflect, then improve recruitment patterns are better for teachers produced by the pattern of quality, which will be a positive influence on improving the quality of education in Indonesia.

On the other hand, through this research is expected a fairer society in assessing the quality of education. Mistakes are not just left to the teachers alone, because the real quality of the teacher who became one of the determinants of the quality of education is affected by the quality of recruitment. The government, in addition to make improvements through publication of various provisions, also need to do a closer scrutiny of the teacher recruitment process conducted by the local government.

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