



Management of the Arabic language teacher recruitment program in the city of Pekanbaru

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Article Info	Abstract
Received: 2025 -12-21 Revised: 2025 12-22 Accepted: 2026 05-31 Keywords: Recruitment Management, Arabic Language Educators, Teacher Selection, Teacher Competency. DOI: 10.24256/ideasv14i1.8925 Corresponding Author: Rahmah Arisa rahmaharisa23@gmail.co m Pascasarjana, Universitas Islam Negeri Sultan Syarif Kasim, Riau	<i>This study analyzes the management of the Arabic language teacher recruitment program in Pekanbaru City, Riau, focusing on the stages of recruitment, selection, placement, needs planning, and teacher competency standards. Using a qualitative descriptive approach, data were collected through observation, in-depth interviews, and documentation involving eight participants from two representative schools. The findings indicate that the recruitment process has generally been well-structured through stages of needs analysis, administrative screening, interviews, and competency testing, although objectivity and transparency remain key challenges. Teacher requirement planning is based on student-teacher ratios and curriculum demands but is often constrained by changes in field conditions. Competency and qualification standards largely follow Permendiknas No. 16 of 2007, yet digital literacy and pedagogical innovation require improvement. Overall, this study contributes a contextual framework for managing Arabic teacher recruitment that integrates professionalism, transparency, and Islamic educational values to enhance the quality and sustainability of Arabic language education.</i>

1. Introduction

Educational institutions such as schools, madrasas, and Islamic boarding schools play a crucial role as centers for knowledge transmission and character formation within society (Abdullah, 2022; Azfa Nabil Shafi, Hilaludin, 2024). These institutions serve not only as learning spaces but also as systems for cultivating

intellectual, moral, and social competencies that prepare students to contribute productively to national development (Firdaus, 2022; Rahmulyana et al., 2024). However, to achieve high-quality educational institutions, this must begin with effective management and well-structured programs (Gunawan Aji et al., 2023; Siti Aisiyah Siregar, Hana Putri Amalia, 2024).

In general, management is understood as the coordination of resources through planning, organizing, directing, and controlling to achieve predetermined goals (Hartono et al., 2023; Hidayah, 2023; Noverma & Wahyudi, 2025). A program, on the other hand, refers to a series of activities that are systematically arranged to achieve certain objectives (Fitri et al., 2023; Mudiul Hayat Pasaribu, Rusdi Ibrahim, 2024). In the educational context, program management refers to an institution's ability to design, coordinate, and evaluate interrelated activities efficiently and effectively. Within this framework, the recruitment of qualified teachers becomes a critical element, as it determines the long-term quality and direction of educational development (Hendrizar et al., 2024; Mahendra et al., 2024; Ram Gunjal & Dr. Harish Purohit, 2023). Leadership thus plays a central role in selecting educators who are competent, professional, and committed to institutional values (Poerbantoro et al., 2024; Rubi Babullah, 2024; Yusrina et al., 2023).

Previous studies have examined various aspects of teacher recruitment management in both formal and informal educational institutions. (Rahmwati, 2024) found that structured and systematic recruitment at SMPS Al Kahfi Islamic School in Batam positively impacted educational quality. Similarly, (Jannah & Mufidah, 2022) observed that recruitment at Pondok Tahfizh Putri Darul Mubarak Curup aligned with institutional growth and student needs. (Fikri, 2023) studied recruitment management at Al-Azhar Arabic Language Course in Kediri, showing that internal human resource utilization supported the institution's success in developing competent Arabic instructors. Although these studies provide valuable insights, most focus on general recruitment procedures without exploring the complete cycle of recruitment, selection, placement, and needs-based planning, particularly within Arabic language education. Moreover, few studies explicitly discuss how recruitment aligns with national competency standards or institutional quality assurance mechanisms.

Despite the theoretical frameworks on educational recruitment, there remains a limited understanding of how these systems function in specific local contexts, especially in Islamic education institutions in Pekanbaru. In many cases, recruitment is still influenced by informal recommendations and personal networks rather than transparent, competency-based mechanisms (Deprizon, 2021; Nasution et al., 2023). a result, mismatches often occur between teacher qualifications and institutional needs, reducing the effectiveness of Arabic language instruction (Sauri & Sanusi, 2024; Tyagur et al., 2023). his discrepancy highlights the need for a more contextualized understanding of recruitment management that integrates both modern management principles and Islamic ethical values. The gap

between theoretical ideals and practical realities particularly in maintaining transparency, ensuring fairness, and meeting professional standards remains a central issue in Arabic teacher recruitment in Pekanbaru.

This study offers an integrated and context-specific analysis of Arabic teacher recruitment management in Pekanbaru City, encompassing recruitment, selection, placement, and planning processes, as well as teacher competency standards. The novelty of this research lies in linking management theory with empirical evidence from Islamic educational institutions to propose a more transparent, structured, and value-based recruitment model. By analyzing how management practices operate in real educational settings, this study aims to provide both conceptual insight and practical guidance for improving the professionalism and sustainability of Arabic language education in Indonesia.

2. Method

This study was conducted in two Islamic-based schools in Pekanbaru, selected purposively because they represent institutions with structured Arabic language programs and accessible administrative data. The research employed a qualitative descriptive approach to capture a naturalistic understanding of recruitment management practices (Rifqi & Wahyudi, 2024; Widodo et al., 2022).

Data were gathered through participant observation, semi-structured interviews, and document analysis (Adlini et al., 2022; Rahmadhani, Willy Hidayati, 2024; Windasari et al., 2024). Eight participants were involved, including two HRD officers, two principals, two curriculum deputies, and two Arabic teachers, each selected for their direct involvement in recruitment and teacher management. Interviews lasted between 45–60 minutes and continued until data saturation was reached, ensuring the depth and completeness of the findings.

Ethical considerations were maintained throughout the study. All participants provided informed consent, and confidentiality was assured by anonymizing personal identifiers. Documentation included recruitment policies, meeting notes, and administrative forms to triangulate the interview data (Sugiyono, 2020; Suryati et al., 2023).

Data analysis followed a thematic coding process. After transcription, the data were reduced and categorized according to key themes recruitment and selection, planning, and competency standards (Febriza & Wahyudi, 2024; Hasanah, 2017; Mirhosseini, 2020). These categories were interpreted through descriptive analysis to identify patterns and relationships. Triangulation across data sources enhanced the validity and credibility of the results (Dewi, 2022; Hary Darmawan & Hidayat, Hakmi Hidayat, 2024; Saadah & Jamilus, 2024).

3. Result and Discussion

First. Recruitment, Selection, and Placement System

The recruitment of Arabic language teachers in Pekanbaru generally follows

structured procedures, beginning with a needs analysis, administrative screening, interviews, and teaching competency tests. However, several schools still face challenges related to transparency and objectivity, as personal recommendations or urgency sometimes influence hiring decisions.

An HRD officer explained that the recruitment stages begin with internal discussions to identify teaching needs, followed by announcements through both internal and external platforms. Administrative screening ensures that only qualified applicants are shortlisted for interviews and micro-teaching sessions. Similarly, principals highlighted that classroom simulation tests are essential to assess candidates' pedagogical and linguistic competencies.

Despite these structured mechanisms, participants acknowledged occasional reliance on informal networks to address teacher shortages. A summarized pattern across both institutions shows that while recruitment frameworks exist, implementation often adapts to contextual needs rather than adhering rigidly to formal guidelines.

Recruitment Aspect	Practice Observed	Challenges Identified
Needs analysis	Conducted annually based on student ratio	Data inconsistency
Announcement	Internal and external media	Limited candidate pool
Selection	Interviews, micro-teaching, Arabic proficiency test	Subjectivity in decision-making
Placement	Based on expertise and teaching hours	Sudden changes in staffing needs

Table 1. Recruitment and Placement Practices in Pekanbaru Schools

Overall, the system reflects a balance between structure and flexibility, though the need for transparent documentation and standard evaluation criteria remains. Interviews with HRD officers emphasized that the recruitment of Arabic teachers has been carried out in a systematic and structured manner. As stated by one of the HRD informants:

"The recruitment process for Arabic teachers at our institution runs smoothly and is well-structured. The stages begin with a needs analysis, followed by the announcement of vacancies through internal and external media. Applicants submit administrative documents that are screened by the HRD team. Those who pass proceed to interviews and teaching competency tests. We also conduct Arabic proficiency tests that cover linguistic and pedagogical aspects to ensure that candidates' competencies meet educational standards" (Interview, MI., 2025).

School principals also confirmed that their schools have implemented clear and organized procedures, although challenges remain. One principal explained:

"The Arabic teacher recruitment system at our school works quite well. The process includes administrative selection, interviews, and micro-teaching sessions so that the assessment team can observe how teachers interact with students. We strive to ensure that

every teacher accepted meets the school's needs. However, there are still obstacles, such as the limited number of competent candidates and the influence of recommendations that sometimes affect decisions" (Interview, SY., 2025).

Arabic teachers who have gone through the recruitment process also share a similar view. One teacher stated:

"I went through an administrative selection process, interviews, basic teaching skills tests, and Arabic proficiency tests. However, sometimes this process is influenced by recommendations or personal connections, especially when there is an urgent need to fill a teaching position. Nevertheless, the school tries to remain objective in evaluating the abilities of prospective educators" (Interview, AND., 2025).

In general, these findings show that the recruitment process for Arabic teachers in Pekanbaru follows systematic stages starting from analyzing teacher needs, announcing vacancies, administrative selection, interviews, teaching skill assessments, and Arabic language proficiency tests. This structured mechanism reflects efforts to maintain professionalism and quality in Arabic language education. However, challenges remain in maintaining full transparency and consistency, especially in urgent recruitment situations where recommendations can still influence decisions.

Regarding teacher placement, interviews with the curriculum coordinator revealed that placement decisions are made collaboratively between HRD, the principal, and the vice principal. As explained by one coordinator:

"Teacher placements are based on an analysis of the needs of each school unit and the available teaching hours. HRD works with the principal and vice principal to ensure that teachers are placed according to their expertise and institutional requirements" (Interview, FN., 2025).

Second. Planning for Educator Needs in the City of Pekanbaru

The planning of Arabic teacher requirements has been conducted systematically based on student enrollment trends, curriculum changes, and Arabic program development. HRD officers prepare medium- and long-term plans that project teacher needs for the upcoming academic years. However, the implementation often encounters obstacles such as teacher resignations, fluctuating student numbers, and limited qualified candidates.

Both HRD and curriculum representatives noted that sudden staff turnover frequently forces schools to adopt reactive measures. Consequently, long-term plans are revised to ensure continuity in the teaching process. These findings suggest that while planning mechanisms exist, their success depends on the institution's adaptability to external factors.



Figure 1. Planning for Educator Needs in the City of Pekanbaru

An HRD officer explained:

"In the planning process at our institution, we have medium- and long-term plans related to the need for Arabic teachers. These plans are based on student enrollment trends, curriculum policies, and the development of Arabic-based flagship programs. However, their implementation sometimes needs to be adjusted to actual field conditions. Often, obstacles arise, such as changes in student enrollment or a limited number of qualified teacher candidates. As a result, teacher placements sometimes have to be made quickly, even if they are not entirely ideal. In certain situations, the institution also considers recommendations from internal parties to expedite the process of filling vacant positions" (Interview, DS., 2025).

Similarly, a deputy principal in charge of curriculum stated that although the planning process is designed based on data, practical challenges often arise during implementation. He explained:

"In the process of planning Arabic teacher requirements, we have actually developed a plan that considers various aspects such as teacher-student ratios, lesson allocations, and the applicable curriculum. However, in practice, unexpected obstacles often arise. One of the most common obstacles is teachers suddenly resigning or transferring for personal reasons or other factors beyond our control. This situation makes the plan less than optimal, because schools must immediately find replacement teachers to ensure that teaching and learning activities continue" (Interview, FN., 2025).

Overall, these findings show that the planning of Arabic teacher requirements in Pekanbaru has been carried out quite well, including analysis of the teacher-student ratio, curriculum alignment, and the development of Arabic-based programs. However, implementation often faces challenges such as fluctuations in student numbers, a limited pool of qualified teacher candidates, and unexpected teacher resignations. This reality requires educational institutions to remain

flexible and adaptive in effectively meeting teaching staff needs.

Third. Competency Standards and Qualifications for Educators.

The majority of Arabic teachers in Pekanbaru meet the minimum qualifications outlined in *Permendiknas* No. 16 of 2007, covering pedagogical, professional, social, and personal competencies. However, not all educators possess formal degrees in Arabic Language Education. Some teachers require additional training in communicative pedagogy and technology-assisted instruction.

HRD officers emphasized that recruitment prioritizes applicants with strong linguistic and teaching capabilities. Meanwhile, principals acknowledged the need for continuous professional development, particularly in digital learning and classroom innovation. Teachers themselves expressed interest in improving their technological literacy but cited limited institutional support as a constraint.

Overall, while competency standards have been adopted, their application varies among schools. Strengthening professional development and digital training would help ensure that Arabic teachers remain competitive and adaptive to modern educational demands.

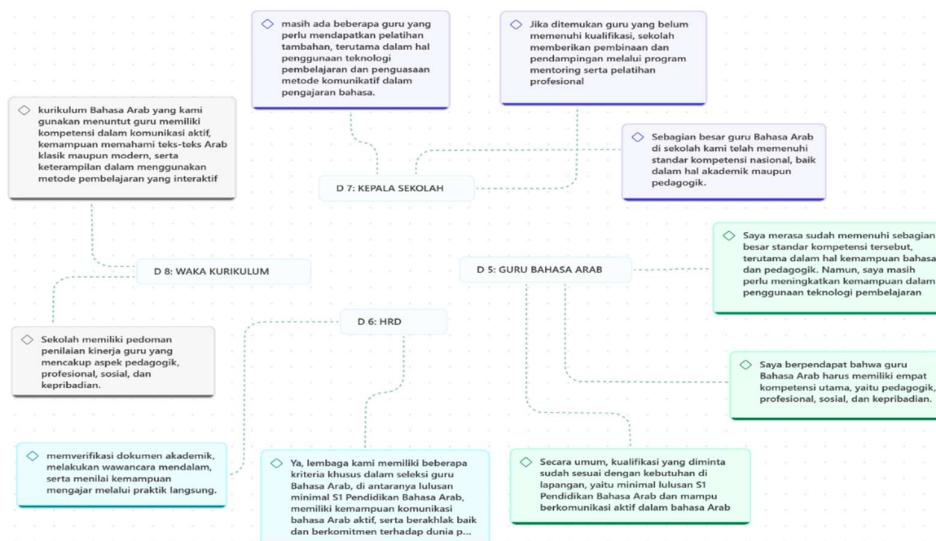


Figure 2. Competency Standards and Qualifications for Educators.

Interviews with HRD, school principals, and curriculum representatives indicate that recruitment in most institutions prioritizes both the qualifications and competencies of prospective Arabic teachers. As explained by an HRD officer,:

"In the recruitment process for Arabic teachers, we pay close attention to the qualifications and competencies of prospective educators. In general, the minimum qualification we set is a bachelor's degree in Arabic Language Education. However, in addition to academic background, we also assess the practical abilities of prospective teachers, such as active Arabic language proficiency, both spoken and written, as well as the ability to manage

classrooms and develop learning tools" (Interview, MI., 2025).

A school principal confirmed this by stating

"Most Arabic language teachers at our school have met national competency standards, both academically and pedagogically. However, there are still some teachers who need additional training, especially in the use of learning technology and mastery of communicative methods in language teaching" (Interview, MS., 2025).

Similarly, a vice principal in charge of the curriculum noted:

"The required qualifications are in line with field requirements, namely a minimum of a bachelor's degree in Arabic Language Education and the ability to communicate actively in Arabic. However, in practice, some teachers are accepted even though they do not fully meet these standards, due to the urgent need for teaching staff at the school" (Interview, HA., 2025).

Further interviews with Arabic teachers confirmed this reality. One teacher said:

"The required qualifications are in line with the needs in the field, such as having a degree in Arabic Language Education and the ability to communicate actively in Arabic. However, some teachers are accepted even though they do not fully meet these standards because the school is in dire need of teaching staff" (Interview, AND., 2025).

Another teacher added:

"I feel that I have met most of these competency standards, especially in terms of language and pedagogical skills. However, I still need to improve my skills in using learning technology to make learning more effective and interesting. The main obstacles are limited time and opportunities to attend relevant training, as well as limited support for technology-based learning facilities" (Interview, MD., 2025).

Overall, the results show that the competency standards and qualifications for Arabic teachers in Pekanbaru are generally based on national regulations and have been met by educators. However, some Arabic language teachers still have educational backgrounds that are not directly related to Arabic, and there is an urgent need to improve their digital literacy and teaching technology competencies. Improving teachers' professional skills through continuous training, mentoring, and the provision of adequate facilities is essential to create more interactive and effective Arabic language learning.

4. Discussion

Recruitment, Selection, and Placement System

The findings of this study align with human resource management theory, which emphasizes systematic recruitment, selection, and placement as critical for organizational success (Hartono et al., 2023; Nur Khafid Fahmi, 2020). The multi-stage recruitment process observed in Pekanbaru reflects these theoretical principles. However, the persistence of informal hiring practices highlights the influence of social and cultural dynamics within Islamic education contexts.

Compared to (Rahmwati, 2024) and (Jannah & Mufidah, 2022), who reported

structured recruitment systems, this study found a more pragmatic implementation shaped by contextual constraints such as staff shortages. Thus, while previous studies emphasized procedural compliance, this research contributes by revealing how flexibility and community-based trust influence recruitment decisions in practice.

Planning for Educator Needs in the City of Pekanbaru

Educational management theory views planning as a proactive, data-driven process (Afridoni et al., 2023). However, findings from Pekanbaru show that schools often adopt reactive adjustments due to unpredictable teacher turnover and student fluctuations. This reflects the limitations of applying ideal planning models without accounting for contextual realities in faith-based institutions.

The study extends prior work (Deprizon, 2021; Suryati et al., 2023) by demonstrating that planning effectiveness is not solely determined by system design but also by institutional agility and leadership responsiveness. Consequently, the integration of Islamic educational ethics such as sincerity (*ikhlas*) and accountability (*amanah*) can enhance the moral dimension of planning and management decisions.

Competency Standards and Qualifications for Educators.

The competency standards observed align with *Permendiknas* No. 16 of 2007 and teacher professionalism theory, which emphasizes reflective practice and continuous improvement (Efendi & Promadi, 2023; Ilmiani et al., 2023). However, digital literacy remains a notable gap, echoing findings from (Alamsyah et al., 2025) that teachers' adaptation to technological change is uneven across regions.

This study adds nuance by highlighting that professionalism in Arabic language teaching involves not only pedagogical and linguistic mastery but also the integration of Islamic moral values and digital competence. Therefore, enhancing teacher professionalism requires ongoing mentorship, workshops on technology-based learning, and institutional support for innovation.

5. Conclusion

This study concludes that the management of Arabic language teacher recruitment in Pekanbaru City has generally been implemented in a structured and professional manner through systematic stages such as needs analysis, administrative selection, interviews, and competency testing. These procedures reflect institutional efforts to maintain educational quality and accountability. However, despite the structured framework, several challenges persist, particularly regarding transparency and the influence of personal recommendations, which occasionally affect the objectivity of the selection process. The planning of teacher requirements has been conducted systematically based on student-teacher ratios and curriculum needs, yet its execution often faces obstacles such as fluctuations in student numbers, teacher resignations, and the limited availability of qualified candidates.

In terms of qualifications, most Arabic language teachers have met the minimum competency standards stipulated in *Permendiknas* No. 16 of 2007, although a number of them still lack expertise in the use of digital learning technologies and modern communicative teaching methods. The findings emphasize the importance of continuous professional development programs that strengthen digital literacy, pedagogical innovation, and reflective teaching practices. Theoretically, this study contributes to the discourse on educational management by contextualizing recruitment management within Islamic educational values, which integrate professionalism, ethics, and institutional trust. Practically, it offers a conceptual model for enhancing transparency, adaptive planning, and competency development in the recruitment of Arabic language educators.

The results further imply that recruitment management in Islamic educational institutions should not only focus on administrative efficiency but also on moral accountability and the holistic development of educators. Strengthening transparent recruitment mechanisms, building data-driven planning systems, and promoting teacher training in technology-based pedagogy will enhance both institutional effectiveness and educational sustainability. Future studies are encouraged to broaden the research scope across diverse regions and adopt mixed methods to provide a more comprehensive empirical understanding of recruitment management. By integrating Islamic ethical values with modern management principles, Arabic language education can produce teachers who are not only linguistically and pedagogically competent but also spiritually grounded, innovative, and responsive to the evolving dynamics of contemporary education.

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