

## Research Articles

### Effect of compensation, school climate, pedagogical competence on the recruitment of Christian Religious Education (CRE) teachers

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This study aims to determine the effect of compensation, school climate, pedagogical competence and CRE teacher recruitment. This research was conducted at the Cakung Barat State School Christian Religious Education Teacher Working Group, East Jakarta, in the even semester of the 2019-2020 school year. Quantitative research method with explanatory survey (explanatory survey). The data collection technique used a questionnaire with a Likert scale measuring 1- 5. This study was represented by 75 teachers (purposive sampling). The analysis technique used is simple correlation analysis, multiple correlation at the alpha significance level of 0.05.

This study concludes that **Hypothesis 1** shows a positive and significant effect between compensation and CRE teacher recruitment with a correlation coefficient  $r_{y1} = 0.632$ , linear regression equation  $\hat{Y} = 0.814 + 0.821 X1$ ,  $t_{count} = 1.673$  is greater than  $t_{table} = 1.67$  and the coefficient of determination  $r^2 = 0.643$ . **Hypothesis 2** indicates a positive and significant influence between school climate and CRE teacher recruitment with a correlation coefficient of  $r_{y2} = 0.831$ , linear regression equation  $\hat{Y} = 1.345 + 0.729 X2$ ,  $t_{count} = 4.128$  is greater than  $t_{table} = 1, 67$  and the coefficient of determination  $r^2 = 0.831$ . **Hypothesis 3**, shows a positive and significant influence between pedagogical competence and CRE teacher recruitment with a correlation coefficient of  $r_{y3} = 0.724$ , linear regression equation  $\hat{Y} = 0.764 + 0.823 X3$ ,  $t_{count} = 1.206$  is greater than  $t_{table} = 1.67$  and the coefficient of determination  $r^2 = 0.646$ . **Hypothesis 4**. shows that there is a positive and significant influence between compensation, school climate, pedagogic competence with the recruitment of CRE teachers with a correlation coefficient of  $r_{y1,2,3} = 0,724$ , linear regression equation  $\hat{Y} = 0.425 + 0.363 X1 + 0.439 X2 + 0.369 X3$ ,  $F_{count} = 46.546$  is greater than  $F_{table} = 2.38$  and the coefficient of determination  $r^2 = 0.788$ .

This means that the variable compensation, school climate, pedagogical competence determines the recruitment of CRE teachers by 78.80%, the remaining 21.20% is influenced by other variables outside of this study.

**Keywords:** *CRE teacher recruitment, compensation, school climate, pedagogical competence*

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#### Introduction:

The vision of the Indonesian nation for the future is to create a national education system and climate upholding a democratic attitude, creating quality human resources, superior in their fields and shaping the character of the nation's generation who have noble, innovative, nationalistic, intelligent, healthy, disciplined

and responsible, skilled characters as well as mastering science and technology in order to develop the quality of Indonesian people (GBHN 1999-2004).

People who are well educated and have good morals have strong capital for national development and the economic development of the Indonesian state. The more educated people there are, the more will have a soul willing to build their nation. Education is a learning process carried out by humans in their journey of life with the aim of making their lives better. Education is generally carried out in an institution called a school where in the learning process the teacher will be prepared to achieve a predetermined target or achievement. Furthermore, education is never neutral, every education will always carry a philosophy that will be conveyed by every teacher who teaches.

A strong nation is one that awakens the spirit of human resources, one of which is teachers, to prepare themselves to become the foundation for building a prominent generation. To provide learning in schools, teachers must have facilities that support their creativity for teaching. Teachers will experience developments in the world of education which is a place for their environment to start interacting to build higher quality education. Because teachers will always give birth to new generations and replace old generations in advancing quality human resources for the nation. A quality generation is evidence of the period lived by humans, and education is a facility that must be prioritized by the government.

The educational process is expected to be a bridge for teachers in advancing education in order to produce human resources that can be renewed from knowledge and character, quality human resources will have the opportunity to actualize knowledge and skills. This will be reinforced by the teaching of every teacher to become a strong nation with a spirit of collaboration, to break challenges and to be able to fight in following the competition from other countries. Education in a country will be an object that is driven by teachers so that they can motivate themselves to always be motivated to give maximum results and have a positive impact on their environment.

Education includes science, technology and skills so that the development of the nation will run well. In educational activities, especially in schools, there is a range of teaching materials that are done by teachers, teachers who teach will be enthusiastic about teaching when they are accepted into the school they dream of. Teachers will strive to always look their best when teaching and assignments will be carried out with full responsibility.

School leaders must prepare for the recruitment of competent teaching staff / teachers according to the subject areas in schools, schools have an important role in recruiting new teachers in order to meet the needs of teaching teachers in schools. In order for the needs of teachers in schools to be fulfilled, schools can make offers to new teaching staff so they can meet the school qualification requirements.

Applicants (prospective teachers) will follow the selection process to be accepted in schools, the implementation of teacher recruitment in schools is carried out so that the management of teaching staff can be carried out properly without hindering teaching and learning activities in schools. The implementation of teacher recruitment is based on meeting teacher needs according to the qualifications needed by the school with the aim of the school being able to achieve its vision and mission and the school can continue to improve quality so that the school becomes the choice of the surrounding community.

By conducting administrative selection screening, the required position positions can be filled with the right person. The school in recruiting new teachers carries out technical requirements in teaching, namely by conducting microteaching

tests carried out by new prospective teachers as one of the requirements proposed by the school because it is to know how to teach them so that professional teachers are obtained.

In the education level in schools, learning is a legacy that will last throughout the life of a human being, for example in schools there are several scientific education, one of which is Christian religious education. In Government Regulation No. 55 of 2007 article 2 paragraph 1 that religious education functions to form Indonesian people who believe and fear God Almighty and have noble character and are able to maintain peace and harmony in inter and inter-religious relations. Furthermore, in Law Number 32 of 2013 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. The 2013 curriculum is currently used for teaching materials as a reference for learning and assessing Christian Religious Education (CRE) in schools.

The recruitment of Christian Religious Education teachers in schools is also something that must be considered, especially for public elementary schools in Jakarta. Christian Religious Education is a field of study in schools as religious education in accordance with the Pancasila of the first principle "God Almighty" to give birth to students with noble character, if students get religious learning in schools that are adjusted to the applicable curriculum, will be able to stand up to become strong walls to build a country that is victorious, this activity can only be carried out by teachers and students in schools.

For this, the school will meet the needs of these teachers, especially at the level of public elementary schools in DKI Jakarta, the recruitment of Christian Religious Education teachers to teach in public elementary schools where students are taught must be more than 10 people, the phenomenon is that there is no recruitment of Christian Religious Education teachers. in schools for reasons of the low number of Christian students. On the other hand, the principal only calls for Christian Religious Education teachers who are adjusted to the teaching hours of Christian Religious Education subjects at schools, usually the principal will notify that there are no adequate infrastructure to be used during religious learning at school.

Therefore, the incidence of a lack of recruitment for Christian Religious Education teachers in public elementary schools that was found at SDN Cakung Barat 18 Petang was quoted as saying information from the Christian Religious Education supervisors students receiving Christian Religious Education learning from Christian Religious Education teachers in other schools with combined teaching methods. from grades 1-6 in one room, then quote information from the online portal.kaltara.com at SDN 30 Tarakan Tengah, the absence of Christian Religious Education teachers in schools is a reason for parents to take part in voicing justice so that students get knowledge of education Christianity when their children attend public elementary schools. Parents will make an agreement with other parents to submit a request to the principal for the provision of Christian Religious Education teachers for Christian students in schools.

When the parents' request is responded to by the school principal, the principal will take action, namely the recruitment of CRE teachers with conditions that are adjusted to the regulations for recruiting new teachers at schools. The actions of parents together with school principals will provide opportunities for the recruitment of CRE teachers when public primary schools need religious teachers so that CRE teacher graduates from each university have a place to learn and teach precisely targeted school needs.

Christian Religious Education teachers must have the same place as teachers of other subjects in schools as an increase in the quality of education that is integrated with the process of improving the quality of teaching, especially Christian Religious Education teachers in formal education, Christian religious education subjects are carried out from elementary schools to elementary schools. Higher education institutions that are adjusted to the level of education and the teacher's curriculum can provide dedicated teaching and learning in schools with Christian students, according to the school schedule

After the Christian Religious Education teacher recruitment activity in schools is held, the teacher will receive compensation from the school, in this case the school principal will provide an explanation of the provision of compensation. Christian Religious Education teachers have been accepted at school full time, namely five days of active teaching and learning in schools as teachers who must follow the administrative requirements given by the school principal and the teacher agrees to these requirements.

Compensation for teachers must follow the filing process of the regional Head of the Implementing Unit (KASATLAK) who will follow up on the empowerment of honorary teachers to become Individual Work Contract teachers in accordance with existing procedures. Teachers with the status of Individual Work Contract I are urgently needed in schools seeing the smaller number of PNS teachers in DKI Jakarta schools with the pension rate or teacher transfer occurring in each school so that the appointment of honorary teachers to become Individual Work Contract (IWC) teachers in Jakarta has become a designation that is in demand by new teachers who teach in public schools. Decree of the DKI Jakarta Education Kepdis No 1292 of 2019 dated 4 December 2019 concerning technical instructions for the procurement of teachers and non-civil servant education personnel through individual work contracts for the 2020 academic year.

IWC are teachers who have been registered with the DKI Jakarta education office who receive compensation. The local government will provide IWC compensation that is adjusted to the DKI Jakarta Employee Minimum Wage (UMP) after the performance process in schools is carried out. Teachers who have IWC will follow the working hour system such as PNS teachers, which have a fingerprint to determine the presence of teachers who teach as well as local education offices can monitor the performance of IWC teachers smoothly.

But the fact is, in an information quote from [www.kompasnia.com](http://www.kompasnia.com). that DKI Jakarta teachers who receive Individual Work Contract (IWC) compensation only get the current minimum wage for employees each month. Meanwhile, the motivation of a teacher / employee is to receive compensation where he / she works to actualize himself to educate entrusted students.

It must be admitted that the IWC teaching staff in Jakarta still have a contract status starting from the income they receive every month, to their non-PNS or non-PNS status. The weakness of teachers who are IWC status only receive compensation for the validity period of one year. If it's been a year, the teacher with the status of IWC will carry out administrative fulfillment again with the assessment given by the principal to the education office so that the teacher can receive compensation in the following year for each month on a schedule that has been set. Determine from the education office and its management is carried out by the regional KASATLAK (Head of the Implementing Unit).

The presence of IWC teachers at school will affect teacher compensation every month with the presence of IWC teachers who are present every day at school, they will receive full compensation, if the teacher is not present with the situation / conditions experienced then, the teacher will get a compensation discount

according to the provisions applies. IWC teachers have the same duties and responsibilities as civil servant teachers in general, this can be seen in the social imbalance of compensation with the salary of IWC teachers only as limited as UMP DKI Jakarta, while PNS teachers get higher compensation even though the duties and responsibilities of IWC teachers are the same as PNS teachers in schools. .

The performance of IWC teachers who have the same duties and responsibilities as PNS teachers in schools, namely teaching, fulfilling school administration, and participating in activities that have been determined by the school. Teachers who receive IWC compensation at the end of each year will arrange the administration of complete personal data and the principal will provide a year-end assessment to teachers with KKI status from the performance value. It can be seen whether the IWC teacher meets the requirements to continue or not the work contract to the DKI education office Jakarta in the coming year.

The difficulty of recruiting Christian Religious Education teachers and compensation in public primary schools has become a school climate that has occurred for a long time until now a common phenomenon for teachers who have graduated from Christian Religious Education (CRE), the existence of CRE teachers is underestimated by public schools in Jakarta. The condition of the school climate is something that is believed by Christian Religious Education teachers who are rejected by the existence of the Jakarta state schools which makes Christian Religious Education teachers still not available so that parents take a role in arousing justice with equal distribution of religious education in schools. The climate in schools that has been formed for a long time presents challenges for Christian Religious Education teachers who are trying to get themselves to join public schools, because of this incident many Christian parents whose economies are middle and above are not interested in sending their children to public schools due to a lack of special teaching staff. Christian education.

The incident at school is to exclude Christian teachers and students with limited teaching facilities and infrastructure, for example classes that are not yet available, even though there are many Christian students, the principal only provides class facilities in the library, or the hallway is a place for teachers and students to carry out the teaching and learning process. Furthermore, CRE teachers who do not receive compensation if they become honorary teachers, are added to the lack of information on job vacancies from state schools if they need PAK teachers at school, so that CRE learning is carried out not by Christian Religious Education graduates but by teachers of other Christian fields of study with less teaching hours. in school so that teaching hours are met. The climate of schools in urban areas such as Jakarta will have a high risk because it will have a negative impact on the surrounding community that state schools are not fair in religious matters so that the slogan that is likened is "as a minority do not get the same rights as the majority".

The ability of CRE teachers in pedagogical competence must follow the curriculum regulations of the education office, teachers' abilities must be significantly improved, teachers must struggle more with the situation of students in the millennial era, where in fact it appears that students are more proficient in using technology and information quickly. Christian religious education in schools is a learning process and activities that allow changes in student behavior patterns in cognitive, affective and skill abilities that are consistent and balanced for students in school.

The development of the times cannot be denied while the life of knowledge and faith must continue. With the government's permission, the opportunity to provide faith education in schools is best utilized. Not only as a filler of knowledge but also a place to sow faith. The ability of CRE teachers in teaching will be better if CRE teachers have maximum pedagogical competence to teach, because CRE teachers should

teach, not teachers in other fields of study who are only guided by the practices of daily life that are teaching materials in schools without knowing the true meaning of teaching CRE.

Christian Religious Education (CRE) subjects are given to students to equip students with increasing spirituality and faith, namely true truth. Religious education is a source of strength that Christian students must have in reminding students to always live with faith the greatness of God the creator, this mandate is only given to CRE teachers to build, motivate students' belief in a trusted God, when students are less spiritually equipped. the maximum by the family and the surrounding environment.

Christian religious education learning must receive attention and justice from the school principal so that students receive learning well. As written in Article 12 paragraph 1 in Law No. 20 of 2003 concerning the national education system, "Every student in every education unit has the right: to receive religious education in accordance with his / her religion and taught by religious educators.

Thus, it is written a statement for religious education taught by teachers of the same faith in schools, that every school principal must meet the needs of Christian Religious Education teachers. But what happens is that schools let Christian students not accept the teaching and learning process, even receiving religious values from student churches or teachers of other Christian subjects who are burdened by the principal to teach CRE subjects at schools.

Christian religious education teachers in schools are given the responsibility of being co-workers in educating, apart from family and church. The first influence from family and society has an impact on students' knowledge, beliefs, attitudes, and feelings which cannot be denied by the school. The point is that when Christian students are first brought to school, the school is ready to guide and nurture where the educators are parents at the school.

CRE is not a sidelined effort, which is only carried out in one corner of life, but rather a core part of daily activities that are commonly carried out. With the understanding that CRE is specific learning that can affect every student's life. That is why the Bible reminds us about the responsibility of raising children (students) in faith in God. Commands to teach repeatedly whether at home, on the way, when lying down or awake (Deut. 6: 4-9, in E. G. Homrighausen, 2013).

With such a large number of backgrounds affecting teacher recruitment, researchers think and encourage themselves to carry out a study that focuses on the recruitment of CRE teachers with compensation, school climate and pedagogic competencies that work together to improve school quality and complement teaching and learning tasks for Christian students in creating a new generation that sees the past as a lesson, the present as an action and the future as a goal, then this research is entitled: the effect of compensation, school climate and pedagogical competence on the recruitment of Christian Religious Education teachers in the Cakung Barat Teacher Working Group (TWG), East Jakarta.

Based on the description above, the problem can be formulated above. There are several questions that are clearly formulated, structured and do not have much meaning as follows:

1. Can compensation affect the recruitment of CRE teachers at the TWG Cakung Barat, East Jakarta?
2. Can the school climate affect the recruitment of CRE teachers at the Cakung Barat TWG, East Jakarta?
3. Can pedagogical competence influence the recruitment of CRE teachers at the Cakung Barat TWG, East Jakarta?

- Do compensation, school climate and pedagogical competence jointly influence the recruitment of CRE teachers at the Cakung Barat TWG, East Jakarta?

### Research methodology

Quota sampling is a sampling technique that determines that the number of samples is the same as the population and has certain characteristics of the desired quota amount (Suryana, 2015: 254). The sample was as many as 75 CRE teachers in the Cakung Barat Teacher Working Group (TWG), East Jakarta. The data analysis technique in this quantitative research uses statistical regression analysis. To perform data analysis, first the analysis requirements test is carried out, namely the normality test, homogeneity test, and linearity test. Correlation coefficient test is used to determine whether or not the influence between exogenous and endogenous variables is significant.

The statistical hypothesis for this research design is as follows:

- $H_{a1}$ : Compensation has a significant effect on the recruitment of CRE teachers.
- $H_{a2}$ : School climate significantly influences the recruitment of CRE teacher.
- $H_{a3}$ : Pedagogical competence has significant influence on teacher recruitment of CRE teachers
- $H_{a4}$ : Compensation, School climate and pedagogical competence simultaneously significantly influence the recruitment of CRE teachers.

### Results and Discussion

The path calculation is divided into 3 (three) sub-structures, namely: Effect of Compensation ( $X_1$ ), School climate ( $X_2$ ), Pedagogic competence ( $X_3$ ) on PAK teacher recruitment ( $Y$ ). Calculation of the path coefficient for Substructure 1 (one). The results of Substructure 1 (one) calculation can be seen in Table 1.1. below:

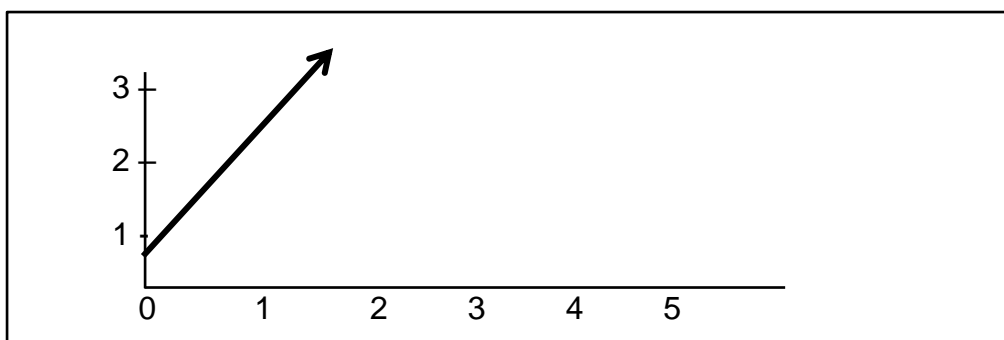
**Table 1.1. Substructural Path Coefficient 1 (one).**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.814	.429		1.673	.068
	Compensation	.821	.092	.807	8.863	.000

a. Dependent Variable: Recruitment of CRE teachers

Based on Table 1.1. above the regression coefficient (Beta), Compensation ( $X_1$ ) and Y CRE teacher recruitment ( $Y$ ) from the calculation results obtained an influence coefficient of 0.807. The equation for the structure 1 (one) is:  $Y = 0.814 + 0.821 X_1$ .

**Gambar 1.1. Persamaan regresi;  $Y = 0,814 + 0,821 X_1$ .**



Calculation of the path coefficient for Substructure 2 (two). The results of Substructure 2 (two) calculations can be seen in Table 1.2 below:

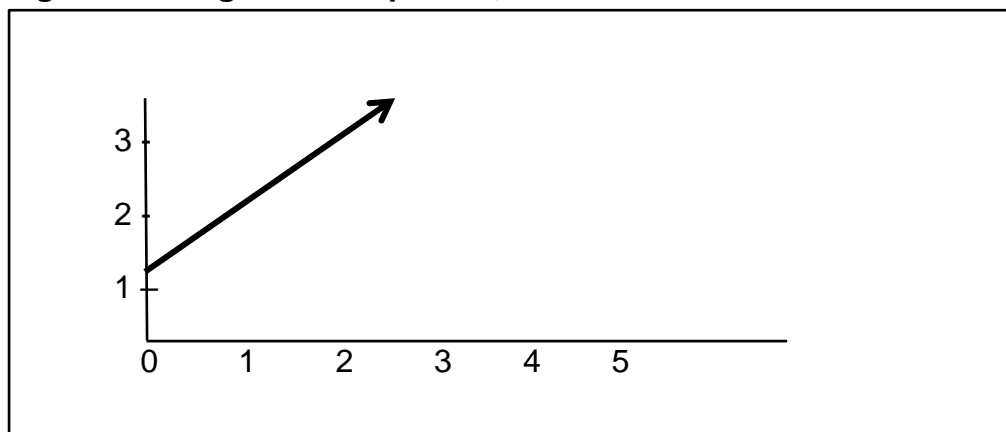
**Table 1.2. Substructural Path Coefficient 2 (two).**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.345	.337		4.128	.000
	School climate	.729	.073	.831	8.768	.000

a. Dependent Variable: Recruitment of CRE teachers

Based on Table 1.2. above the regression coefficient (Beta), School climate ( $X_2$ ) with CRE teacher recruitment ( $Y$ ) from the calculation results obtained an influence coefficient of 0.831. The structural equation 2 (two) is:  $Y = 1.345 + 0.729 X_2$ .

**Figure 1.2. Regression equation;  $Y = 1.345 + 0.729 X_2$**



Calculation of the path coefficient for Substructure 3 (three). The results of Substructure 3 (three) calculations can be seen in Table 1.3 below:

**Table 1.3. Substructural Path Coefficient 3 (three).**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.764	.560		1.206	.168
	Pedagogical competence	.823	.118	.724	6.890	.000

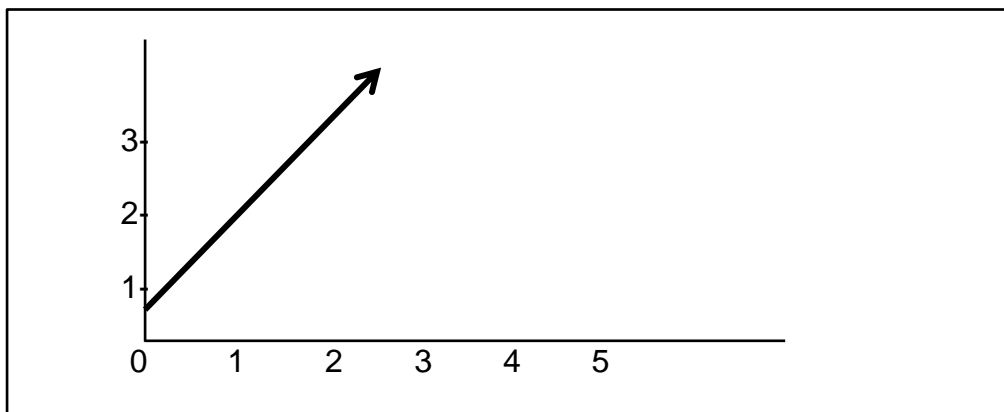
a. Dependent Variabel: Recruitment of CRE teachers

Based on Table 1.3. above the regression coefficient (Beta), pedagogic competence ( $X_3$ ) with CRE teacher recruitment ( $Y$ ) from the calculation results



obtained an influence coefficient of 0.724. The regression equation for the 3 (three) structure is:  $Y = 0.764 + 0.823 X_3$ .

**Figure 1.3. Regression equation;  $Y = 0.764 + 0.823 X_3$**



The results of Substructure 4 (four) calculations can be seen in Table 1.4 below:

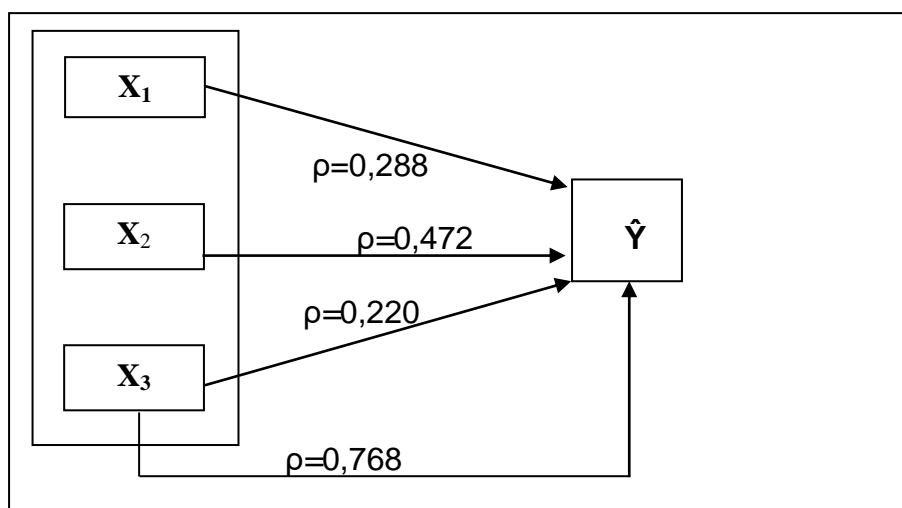
**Table 1.4. Simultaneous path coefficient of Substructure 4 (four).**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B		Beta		
1	(Constant)	.425	.399		.589	.049
	Compensation	.363	.130	.288	2.453	.023
	School climate	.439	.199	.472	4.427	.045
	Pedagogical competence	.369	.119	.220	2.371	.046

a. Dependent Variabel: Recruitment of CRE teachers

Based on the table above, it can be concluded that  $X_1$  (compensation),  $X_2$  (school climate) and  $X_3$  (pedagogic competence) together with  $Y$  (CRE teacher recruitment) produce a significant regression coefficient (0.049) and are positive. Thus the regression equation  $Y = 0.425 + 0.363 X_1 + 0.439 X_2 + 0.369 X_3$ . The final model line 4 is illustrated below.

**Figure 1.4. The final model of CRE teacher recruitment flow**



**Note:**

- Y = Recruitment of CRE teachers
- X<sub>1</sub> = Compensation
- X<sub>2</sub> = School climate
- X<sub>3</sub> = Pedagogical competence

**Table 1.4. Correlation X1, X2, X3 simultaneously to Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.963	3	.321	46.546	.000 <sup>b</sup>
	Residual	.265	41	.006		
	Total	1.228	44			

a. Dependent Variabel: Recruitment of CRE teachers  
b. Predictors: (Constant), Compensation, School climate, Pedagogical competence

Based on the results of the above calculations, it is obtained that the value of  $F_{count}$  is 46.546 and the distribution is obtained for  $F_{table}$  1.53 at a significant level of  $0.00 < 0.05$ , which means very significant. This shows that  $F_{count}$  is greater than  $F_{table}$  which means that there is a positive and significant influence between Compensation, School climate, Pedagogic competence together with CRE teacher recruitment.

**Table 1.5. Simultaneous Path Determination Coeff. of Substructure 4 (four).**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 <sup>a</sup>	.784	.768	.08040

a. Dependent Variabel: Recruitment of CRE teachers  
b. Predictors: (Constant), Compensation, School climate, Pedagogical competence

The Coefficient of Determination or Adjusted R-Square is 0.768 which shows the influence of compensation, school climate and pedagogical competence of 76.8% which means that competence, school climate and pedagogical competence

have an influence on the recruitment of CRE teachers 76.8% while the remaining 23.2 % influenced by other variables outside of this study.

### **Conclusion**

1.  $H_{a1}$  accepted: means that compensation has a significant effect on Recruitment of CRE teachers.
2.  $H_{a2}$  accepted: this means that the school climate has a significant effect on the recruitment of CRE teachers.
3.  $H_{a3}$  accepted: this means that pedagogical competence has a significant effect on the recruitment of CRE teachers
4.  $H_{a4}$  accepted: it means that compensation, school climate and pedagogic competence simultaneously have a significant effect on CRE teacher recruitment.

### **Implications**

1. School managers, both public and private, must always pay attention to teacher compensation, so that the interest in becoming a PAK teacher can be of particular interest in carrying out their obligations as teachers to educate their students.
2. School managers, both public and private, must always pay attention to the school climate, so that the interest in becoming a PAK teacher can be of particular interest in carrying out their obligations as teachers to educate their students.
3. School managers, both public and private, must always improve pedagogical competence, so that the interest in becoming a PAK teacher can be a certain attraction in carrying out their obligations as teachers to educate their students.
4. School managers, both public and private, must always pay attention to teacher compensation, maintain a conducive school climate, and develop teacher pedagogical competences simultaneously, so that their interest in becoming PAK teachers can be a certain attraction in carrying out their obligations as teachers to educate their students.

### **Suggestion**

Based on the research results obtained and also the implications of the research variables, the researcher suggests, as mentioned above, the purpose of this study is to determine the state of recruitment of CRE teachers.

From the results of the study, the authors concluded that CRE teachers are needed in schools because CRE is able to guide students by applying the values of divine truth based on the Bible. As for some of the suggestions that will be given by the author are as follows:

1. For the Ministry of National Education, especially the Ministry of Religion and the Director General that manages the Christian religious education study program, it needs new theoretical ideas / new insights on the importance of improving the quality of religious education in Indonesia, especially Christianity.
2. For the Cakung Barat TWG, that the recruitment of CRE teachers in schools is a provision for the lives of students in the future. The school equips students optimally in terms of character building students. School partners with families. That is why CRE for students must be provided even if there are only a few students, providing religious textbooks so that students have their

own religious books, not using photocopies of religious textbooks, visits and activities which are very good implementation of CRE learning.

3. New researchers can use this research to find new insights about CRE teachers in public elementary schools throughout Jakarta, as well as throughout Indonesia.

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