



Political intervention in teacher recruitment and its impact on education quality

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ABSTRACT

Political interference in teacher recruitment has become a critical issue in the education sector because it can impact the quality and integrity of the education system. In many cases, the recruitment process is influenced by political interests, nepotism, and unfair selection practices, thus undermining the principle of meritocracy. This situation can lead to the selection of teachers who lack professional qualifications and competencies, ultimately impacting the quality of education and the effectiveness of the learning process. This study aims to analyze the forms of political interference in teacher recruitment and assess their impact on the quality of education. This study conducted a literature review, analyzing academic journals and prior research on political interference and teacher recruitment. The data obtained were analyzed descriptively through thematic analysis to identify key patterns and findings. The results show that political interference generally occurs through political pressure, manipulation of recruitment procedures, and bias toward certain candidates. These practices undermine teacher professionalism, reduce transparency in recruitment, and contribute to a decline in educational quality. This study concludes that a transparent, accountable, and merit-based recruitment system is crucial for minimizing political interference and improving the quality of education.

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ABSTRAK

Intervensi politik dalam rekrutmen guru telah menjadi isu penting dalam sektor pendidikan karena dapat memengaruhi kualitas dan integritas sistem pendidikan. Dalam banyak kasus, proses rekrutmen dipengaruhi oleh kepentingan politik, nepotisme, dan praktik seleksi yang tidak adil sehingga melemahkan prinsip meritokrasi. Kondisi tersebut dapat menyebabkan terpilihnya guru yang tidak memenuhi kualifikasi dan kompetensi profesional, yang pada akhirnya berdampak pada kualitas pendidikan dan efektivitas proses pembelajaran. Penelitian ini bertujuan untuk menganalisis bentuk-bentuk intervensi politik dalam rekrutmen guru serta mengkaji dampaknya terhadap kualitas pendidikan. Penelitian ini menggunakan metode literature review dengan menganalisis berbagai jurnal akademik dan penelitian terdahulu yang berkaitan dengan intervensi politik dan rekrutmen guru. Data yang diperoleh dianalisis secara deskriptif melalui analisis tematik untuk mengidentifikasi pola dan temuan utama. Hasil penelitian menunjukkan bahwa intervensi politik umumnya terjadi melalui tekanan politik, manipulasi prosedur rekrutmen, dan keberpihakan terhadap kandidat tertentu. Praktik tersebut berdampak negatif terhadap profesionalisme guru, mengurangi transparansi dalam rekrutmen, dan berkontribusi terhadap menurunnya kualitas pendidikan. Penelitian ini menyimpulkan bahwa sistem rekrutmen yang transparan, akuntabel, dan berbasis merit sangat penting untuk meminimalkan intervensi politik serta meningkatkan kualitas pendidikan.

Kata Kunci: intervensi politik; kualitas pendidikan; rekrutmen guru

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INTRODUCTION

Education is one of the crucial foundations and pillars of national development and progress. A nation can advance by elevating education to a national priority. In addition to serving as a cognitive transmission mechanism, education is a holistic process encompassing character building, the internalization of moral values, and the development of social awareness as fundamental bedrocks for civic and national life (Suharti & Haifaturrahmah, 2025). In other words, this emphasizes that education enhances an individual's human capital, enabling them to sustain competitiveness in a globalized world. Consequently, the quality of education is a crucial aspect that warrants greater attention to navigate global challenges effectively. Therefore, ensuring the quality of education is not only a national priority but also a strategic necessity for countries seeking to remain competitive and progressive. However, achieving quality education is a complex process influenced by various interconnected factors within the education system.

Among the various factors that can influence the quality of education, teachers hold a primary and irreplaceable role in the learning process. Beyond merely delivering instructional materials, teachers are responsible for fostering critical thinking, character building, and students' skill development (Agustin et al., 2024; Judrah et al., 2024). Therefore, the effectiveness of teaching and learning activities hinges upon the competence, professionalism, and commitment of teachers. Consequently, the quality of education is inextricably linked to the quality of teachers within the educational system.

Given the vital role of teachers in educational quality, the recruitment process serves as a crucial phase in ensuring the effectiveness of the education system. It represents an essential stage for maintaining academic standards through rigorous selection. Selecting the right candidates is expected to yield educators possessing high competence, integrity, and motivation, thereby enabling them to contribute optimally to the learning process (Arastia et al., 2025). Although a transparent meritocracy serves as an ideal foundation, implementation challenges often arise when external pressures override objective assessments. This underscores the critical importance of strengthening integrity within the selection process to prevent the erosion of professional standards among teachers.

One of the most significant challenges affecting the integrity of the teacher recruitment process is political interference (Shah & Sirozi, 2024). In many contexts, the recruitment process is not entirely free from the influence of political actors, including government officials, political parties, and other interest groups. Such interventions can manifest in various forms, ranging from policy manipulation and preferential treatment to personal cronyism. Consequently, the recruitment process may deviate from meritocratic principles, raising serious concerns regarding fairness, transparency, and the caliber of the selected teachers.

The teacher recruitment process can have significant implications for the overall quality of education (Zubaidi et al., 2025). When this process is influenced by considerations that disregard qualification parameters, there is a greater risk of selecting candidates who lack adequate professional competence. An environment involving political intervention can severely undermine teacher professionalism (Shah & Sirozi, 2024). Consequently, this can negatively affect the effectiveness of classroom instruction. In the long run, the presence of undercompetent teachers can lead to a decline in educational quality. Therefore, integrity in teacher recruitment is closely linked to the sustainability of a high-quality education system.

Previous studies have examined issues surrounding the teacher recruitment process and political dynamics within the education sector. One study revealed that political intervention significantly affects the implementation of educational policies, particularly in resource distribution, including the educator selection process (Umar et al., 2024). That study also emphasized that political intervention can hinder the achievement of national education goals due to conflicts of interest. Another study revealed that the politicization of the teaching profession in Region X is reflected in teacher placement processes that prioritize political alignment, contributing to instability in the school environment and injustice for students

(Shah & Sirozi, 2024). Political intervention in teacher recruitment can be characterized as a form of educational administrative distortion, driven by a lack of transparency, accountability, and standardization in administrative processes (Pusvitasari et al., 2024). Based on the dynamics described above, it is evident that studies on these aspects have been conducted both separately and in a partial manner. However, there is currently no research that comprehensively examines the joint impact of both factors on the quality of education.

Based on the context presented above, the objective of this study is to analyze the role of political intervention in teacher recruitment and examine its subsequent impact on educational quality. In doing so, this research seeks to provide a comprehensive understanding of how politics can influence the education system. It is anticipated that the findings of this study will contribute to the development of more transparent and equitable recruitment policies, thereby supporting improvements in educational quality.

LITERATURE REVIEW

Political Intervention in Teacher Recruitment

Political intervention in education is the phenomenon in which political and governmental forces, directly or indirectly, influence the policies, practices, and structures of education. This intervention can occur through various means, such as legislation, funding, curriculum, and appointment of education officials. Political intervention in education refers to the involvement of political actors in influencing policies and practices, including teacher recruitment. Ideally, recruitment should be based on merit and professional qualifications. However, in practice, political considerations often shape the selection process.

A previous study revealed that the politicization of the teaching profession occurs in Region X, as evidenced by several aspects ranging from teacher placements based on political affiliation to curriculum development influenced by political agendas (Shah & Sirozi, 2024). This phenomenon subsequently compromises the stability of the educational environment, equity in educational opportunities, and the overall quality of the education system (Zulfetri & Setiawati, 2019). The study underscores that the principle of meritocracy in teacher recruitment is undermined. This indicates that political intervention not only affects policy decisions but also directly influences the fairness and objectivity of recruitment processes in the education sector. Specifically, political intervention within education can manifest in the following areas (Fadhilah et al., 2019):

1. Legislation and Regulation

Governments often use legislative power to regulate the education system. Education laws set national standards, mandatory curricula, and accreditation requirements. In many countries, political changes can bring about major changes in education laws, reflecting the ideology of the party in power.

2. Funding

Funding is one of the most direct and significant forms of intervention. Governments can determine budget allocations for schools, universities, and other education programs. Funding is often used to promote certain priorities, such as STEM (science, technology, engineering, and math) education, or to improve educational disparities in disadvantaged areas.

3. Curriculum and Content

Political influence is evident in the determination of the curriculum and textbooks used in schools. The government can determine what subjects should be taught and what historical or ideological perspectives should be highlighted. Curriculum content can become a political battleground, with different groups trying to insert their agenda into educational materials.

4. Appointments and Tenure

The government has a role in appointing education officials, such as education ministers, university rectors, and school principals. These appointments are often political, with appointees chosen for their political affiliations and conformity to the agenda of the government in power.

Meanwhile, political intervention within the teacher recruitment process can manifest as nepotism, collusion, and political pressure. Nepotism in human resource management within educational settings—specifically during teacher recruitment—is considered a severe distortion that heavily obstructs fair and effective educational implementation (Pusvitasari et al., 2024). Furthermore, such practices diminish the efficiency and transparency vital to educational operations. This ultimately disadvantages multiple stakeholders, including individuals and the educational institutions embedded in the system, and has a broader negative impact on human development and national progress.

Thus, political interventions in education are complex phenomena that reflect the relationship between power, ideology, and society. While these interventions can bring positive and necessary change, society and policymakers need to ensure that education remains focused on learners' needs and grounded in evidence and best practices. Striking a balance between equitable policies and educational autonomy is essential to a better, fairer future for all.

Teacher Recruitment, Professional Standards, and Education Quality

Teacher recruitment is a systematic process for selecting qualified individuals to fill teaching positions in educational institutions (Ingersoll, 2020). The teacher recruitment process plays a critical role in determining the quality of education. The success of teacher recruitment efforts depends heavily on the education system's ability to attract a large pool of candidates, as well as its capacity to identify and hire individuals with the appropriate qualifications, skills, and character to positively impact student learning and help the institution achieve its educational goals (Washington-Lawson, 2021).

Through this selection stage, educational institutions screen candidates to ensure they meet the qualification standards, competencies, and professional ethics required to become effective educators. Consequently, recruitment mechanisms must be conducted transparently, fairly, and on a meritocratic basis. Research by Barber and Mourshed reveals that top-performing education systems consistently emphasize a teacher selection process centered on quality rather than quantity (quotas) or political interests (Syaekhan et al., 2025). Professional standards in teacher recruitment generally encompass academic qualifications, pedagogical competence, communication skills, and professional integrity. A recruitment process free from political interests ensures that only qualified teachers are admitted (Syaekhan et al., 2025). An appropriate recruitment system enables schools to acquire competent teachers who can cultivate effective learning environments and support student achievement.

Conversely, a recruitment process that disregards professional standards can result in the appointment of unqualified teachers. This can diminish instructional effectiveness, weaken learning outcomes, and ultimately compromise the overall quality of education. Therefore, the quality of teacher recruitment directly impacts the quality of education. Recruiting teachers is crucial when discussing the quality and fairness of education. Teachers are essential to educational systems because they play a central role in shaping student outcomes and determining the quality of education (Darling-Hammond et al., 2017). Optimizing teacher recruitment practices is essential to ensuring that educational institutions can attract and retain a high-caliber teaching force, which, in turn, directly influences student academic performance (Loeb et al., 2011).

METHODS

This study employed a qualitative approach through a literature review. This method was chosen because it enables the synthesis and analysis of findings from prior studies on this study's topics. The data utilized in this study were sourced from academic articles that relevantly discuss teacher recruitment processes, political intervention, and the quality of education.

Literature was gathered by identifying, filtering, and evaluating publications aligned with the research theme using reputable academic databases such as Google Scholar and Scopus. The scope of the selected text was restricted to investigations analyzing the political dynamics surrounding teacher hiring and their subsequent effects on educational practices and results. To ensure the content remains highly relevant, the selected literature was limited to recent publications, with a strict preference for contemporary peer-reviewed journal articles.

Data analysis was carried out using thematic analysis techniques. Findings from the selected literature were categorized and interpreted to identify major themes, patterns, and relationships regarding political intervention in teacher recruitment. The analysis focused on forms of political intervention, factors influencing recruitment practices, and the implications of such interventions for education quality. By investigating and identifying common characteristics within a data set, thematic analysis functions as a flexible and useful research tool that provides rich, detailed descriptions of the data (Özden, 2024).

RESULTS AND DISCUSSION

Political Intervention and Teacher Recruitment

Political intervention in the teacher recruitment process remains a prevalent issue within the education system, particularly in regions with substantial authority over educator management. In this context, district government interventions are ideally vital in ensuring that education services are available, affordable, and of high quality for all people in the region (Yusuf et al., 2024). Under a decentralized education system, local governments possess the authority to determine various educational policies, including the selection, appointment, and placement of teachers. This authority inherently aims to align educational needs with local conditions.

In implementing education during the regional autonomy era, government intervention plays a critical role because the central government retains control over specific authorities within the education sector. This legality is evident in Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah, specifically Pasal 12, which mandates that government affairs must encompass educational sub-affairs related to basic services (Lamadang et al., 2022). However, practical implementation reveals that this devolution of authority is frequently impeded by deficient bureaucratic capacity, overlapping institutional mandates, and lax oversight and coordination frameworks. Consequently, these systemic vulnerabilities open avenues for political agendas to compromise the recruitment of teaching personnel (Triwiyanto & Kusumaningrum, 2025). It is imperative that the Head of the Education Department effectively discharge educational governance responsibilities in alignment with core tenets of good governance, such as transparency, public participation, and institutional accountability.

Political interference in the teacher recruitment process can take various forms, undermining the objectivity and transparency of the selection process. One of the most common forms of interference is nepotism, which involves giving preferential treatment or priority to individuals with family, personal, or political ties to certain officials (Joseph & Alhassan, 2023). Under these circumstances, the selection process is no longer based entirely on the competence and professional qualifications of prospective teachers, but rather on personal connections and political interests. The prevalence of nepotism indicates that the merit-based system and transparency in the selection process are weak (Rosa et al., 2025). Nepotism is a form of bias

defined as giving preference to individuals with personal connections in employment decisions, regardless of their competence and qualifications (Sobari, 2025).

Other forms of intervention can be observed in collusion and maladministration within the recruitment process. Collusion occurs when parties cooperate to manipulate selection outcomes for personal or group interests (Vandeleene, 2023). Meanwhile, maladministration can manifest as discrepancies between selection procedures and applicable regulations (Erasmus, 2015), such as altered scores, ambiguous grading mechanisms, and a lack of transparency in the announcement of selection results. For instance, the selection case of Government Employees with Work Agreements (PPPK) for teachers in Region X demonstrates suspected alterations in participants' scores and inconsistencies between the final results and the scores previously announced to the candidates (Retrieved from: <https://ombudsman.go.id/perwakilan/news/r/pwkmedia--ombudsman-kepri-tangani-dugaan-kecurangan-seleksi-pppk-guru-tanjungpinang-pemko-terancam-dilaporkan-ke-mendagri>).

Political intervention can also be observed through recruitment policies that prioritize political interests over educational needs. In several cases, teacher recruitment is conducted to satisfy electoral interests or to consolidate political support in specific regions. Consequently, the distribution and placement of teachers become highly uneven, as these decisions prioritize political agendas rather than the actual needs of schools and students (Grissom et al., 2015). These various forms of intervention demonstrate that the teacher recruitment process remains vulnerable to influences outside the professional aspects of education. If this condition persists, the quality and integrity of the education system could decline, as the selection process will no longer objectively orient toward competence and educational needs.

Political intervention in the teacher recruitment process does not occur without cause; rather, it is driven by various factors related to the governance system, educational policies, and local political interests. A primary driver is the implementation of educational decentralization, which grants substantial authority to local governments to manage the education sector, including teacher appointment and placement. While this authority inherently aims to tailor educational policies to regional needs, in practice, it also creates opportunities for political interference in decision-making. Consequently, this era has witnessed widespread public and professional anxiety about ineffective teacher management, characterized by unaccountable, opaque recruitment systems that stifle professional development and lead to the politicization of teachers by regional authorities (Ashidiqie et al., 2023).

The immense power wielded by regional officials and education offices is another factor reinforcing political intervention. In several cases, decisions regarding teacher recruitment are heavily influenced by regional heads, heads of education offices, or other political actors with a vested interest in the selection outcomes. For instance, the recruitment of honorary teachers is often intertwined with practical political maneuvers, which frequently leads to the mass appointment of honorary teachers following local elections. In addition, teaching positions are often treated as political rewards distributed after regional heads are elected (Andina & Arifa, 2021). Substantial authority, when combined with inadequate oversight, makes the recruitment process highly susceptible to power dynamics and personal interests rather than to the principles of professionalism.

Additionally, weak oversight and a lack of transparency are primary causes of political intervention. Deficient transparency in the selection process, ambiguous evaluation mechanisms, and a lack of independent monitoring enable administrative manipulation and abuse of authority. This low level of transparency in the recruitment process can be attributed to several factors: 1) a closed organizational culture, whereby recruitment decisions are considered internal domains that do not require public disclosure; 2) the dominance of decision-makers' subjectivity, lacking competency-based standards; 3) a scarcity of standardized documents and assessment instruments, such as competency frameworks, grading rubrics, and interview guidelines; 4) the influence of personal connections, nepotism, and political patronage, which directly compromise merit principles; (5) limited recruitment technology, which results in

the continued use of manual systems and complicates the creation of systematic digital audit trails; and (6) the absence of monitoring and evaluation mechanisms for the recruitment process (Gultom et al., 2025).

In such situations, the public and selection participants often find it difficult to monitor the recruitment process objectively. These various factors demonstrate that political intervention in teacher recruitment is a complex issue, deeply intertwined with educational governance systems and local political dynamics. Therefore, more transparent oversight and recruitment mechanisms are required to ensure that the teacher selection process operates professionally and remains oriented toward enhancing the quality of education.

The Impact of Political Intervention on the Quality of Education

Teacher quality is one of the main factors affecting the quality of education. Incompetent teachers not only lack teaching ability but also have low socio-emotional skills. The quality of teachers has a lot to do with the success of education. Professional and qualified teachers can be facilitators, motivators, boosters, learning engineers, and inspirers of learning for students (Samsinar et al., 2021). Teachers' skills are very important in improving the quality of education. Teachers must have expertise in their field to improve the quality of learning. They must be able to follow the development of science and technology as a medium for delivering material in order to achieve effective and efficient learning (Hair, 2018).

Education decentralization policies encourage district governments to hire as many teachers as possible, even though they do not bear the financial consequences of teacher salaries. In some cases, incompetent teachers are also related to teacher welfare. Less prosperous teachers often take on side jobs, such as trading or raising livestock, which can affect their teaching performance. In addition, incompetent teachers are often reluctant to develop themselves to expand their knowledge and teaching competence. They focus more on side jobs rather than improving the quality of education. The following are examples of cases that have occurred in Indonesia:

1. Furthermore, the 2023 PPPK Teacher Recruitment in several districts in North Sumatra Province has allegedly involved fraud. The following are some examples of cases that occurred in Mandailing Natal Regency (Madina). Hundreds of 2023 PPPK Teacher exam participants gathered at the Nur Alan Nur Great Mosque, Aek Godang, Parbangunan Village, Panyabungan, to determine their next steps, including demonstrations. They admitted they were surprised by the selection results issued by the Madina Regency Government, as several test-takers saw their scores reduced, while those who passed received additional scores. The participants compared their data with the values listed on the PPPK competency selection certificate issued by BKN on November 17, 2023 (Retrieved from: <https://www.jawapos.com/berita-sekitar-anda/013650554/pppk-guru-2023-di-sumut-diduga-melakukan-kecurangan-ratusan-peserta-gelar-unjuk-rasa>).
2. Langkat Regency: The North Sumatra Police is investigating allegations of fraud in the 2023 PPPK selection in Langkat Regency. Several people have been questioned as witnesses. Dozens of teachers participating in the 2023 PPPK selection in Langkat Regency held an action at the North Sumatra Regional Police, calling for an immediate investigation into alleged fraud in the PPPK selection. This alleged fraud involves three forms of fraud, including maladministration (Retrieved from: <https://www.detik.com/sumut/hukum-dan-kriminal/d-7167467/polda-sumut-periksa-sejumlah-orang-usut-dugaan-kecurangan-pppk-langkat>)

3. PPPK Teacher 2023 Selection Results Announcement: The announcement of the PPPK Teacher 2023 selection results within the North Sumatra Provincial Government in 2023 has been published. This selection result is different from the value stated on the PPPK competency selection certificate issued by BKN on November 17, 2023.

Test takers who feel cheated have held demonstrations and demanded law enforcement and justice. They voiced their aspirations and complaints through various means, including demonstrations in front of relevant agency offices and petitions to the authorities. These participants believe their rights have been violated and demand that the case be resolved transparently and fairly. In addition, they have identified three forms of fraud that occurred in the PPPK selection process. First, there is maladministration, which occurs when an administrative procedure or mechanism does not comply with applicable regulations. Second, there is nepotism, in which certain parties receive preferential treatment or unfair advantages based on personal or family relationships. Third, there is the practice of collusion, in which certain parties engage in illegal cooperation to manipulate the selection results for personal gain.

In relation to political intervention in education at the district level, this phenomenon often shows strong local political interference in the teacher recruitment process. Political intervention in district education can significantly affect the objectivity and fairness of PPPK selection. Some common forms of intervention include pressure from political officials to pass certain candidates with whom they have close relationships or political loyalties. This can result in deviations from the principles of meritocracy and negatively impact the quality of the recruited teaching staff.

Participants who feel cheated in the PPPK selection process often see political intervention as one of the main causes of the injustice they experience. Political pressure can influence administrative and operational decisions in the selection process, including determining test-takers' pass rates. As a result, many competent and deserving participants feel disadvantaged by these non-transparent and unfair practices. By holding rallies and identifying instances of fraud, participants hope that the authorities at both the central and regional levels can take decisive action immediately to uphold integrity and fairness in the PPPK selection process. They want a thorough investigation, the prosecution of those involved in the fraud, and system improvements to prevent similar incidents from recurring. In addition, they demand that political intervention in the teacher recruitment process be minimized or eliminated to ensure the selection is carried out objectively and based on actual abilities and competencies.

Thus, the decline in the quality of education in this region is due to the recruitment of incompetent teachers. The quality of teachers is very important in improving the quality of education, and incompetent teachers can undermine pedagogical and professional competence in teaching. In this context, district governments have a significant responsibility to ensure that the teachers recruited are competent and highly committed to their profession (Akbar, 2021). Thus, it can be concluded that teachers are indeed the spearhead of the education system, and district governments have a great responsibility to ensure that the teachers they recruit and develop are competent and committed individuals. Through a rigorous recruitment process and ongoing training programs, the quality of education provided to students will continue to improve, and the goal of quality and equitable education for all the nation's children can be achieved.

Discussion

The findings indicate that education is one of the main pillars of a nation's development, and teachers are a key element in the education system. The recruitment process for teachers, therefore, plays an important role in determining the quality of education that future generations will receive. However, in many cases, political intervention at the district level can significantly affect this process. These interventions can take the form of local government policies, decisions by local officials, and influence from political parties and other interest groups. The following comprehensive explanation will outline the various aspects of political

intervention in teacher recruitment, its impact on education quality, and recommendations for addressing these issues (Tri et al., 2021). Local governments, through the education office and related agencies, have the authority to set policies on teacher recruitment. These policies include selection criteria, recruitment procedures, and requirements that prospective teachers must fulfill. For example, local governments can set specific criteria, such as required certifications, minimum work experience, or specialized skills, based on local educational needs. The aim of this policy should be to ensure that the teachers recruited have the competencies and qualifications that align with the area's educational needs (Rony, 2018).

However, it is not uncommon for these policies to be influenced by political considerations. District officials with the authority to set hiring policies may use that authority for political purposes, such as strengthening support among the voter base or fulfilling campaign promises. For example, a district head may set a policy that favors teacher candidates from his or her constituency as a token of appreciation for the political support received (Afrilia & Shaira, 2024). District officials, including the district head or the head of the education office, often have significant influence over the teacher recruitment process. Their decisions can be heavily influenced by their personal or party political interests. In some cases, these officials may prioritize hiring individuals with whom they have political or family ties, rather than considering the qualifications and competencies of prospective teachers (Lamadang et al., 2022).

These political decisions can lead to nepotism and corrupt practices. For example, district officials may pressure the selection committee to accept certain teacher candidates without going through a fair and transparent selection process. This puts other, more qualified candidates who do not have political or family ties to the official at a disadvantage. In addition, these subjective political decisions can reduce the quality of education in the area because the recruited teachers may not have adequate qualifications (Yusuf, 2019). In addition to district officials, political parties and interest groups often seek to influence the teacher recruitment process. They may put pressure on local officials to recruit individuals perceived as loyal to the party or group, or to ensure that education policies are implemented in line with their political agenda. The influence of these political parties and interest groups can seriously undermine the integrity of the recruitment process. Prospective teachers who are recruited may prioritize political interests over their professional duties as educators. This can negatively affect their motivation and performance, ultimately harming students and the overall quality of education (Nur & Kurniawati, 2022).

Political intervention in teacher recruitment can have both positive and negative impacts on the quality and integrity of the recruitment process. On the one hand, if political intervention is undertaken with real needs and objective considerations in mind, it can help ensure that the teachers recruited truly match local educational needs. For example, policies that encourage the recruitment of teachers with specialized skills needed in the area can have a positive impact. However, political intervention undertaken solely for political interests can lead to practices of nepotism, corruption, and disregard for professional qualifications. Teachers recruited through unfair and opaque processes may lack adequate competencies, ultimately negatively impacting the quality of education. In addition, inappropriate political intervention can lead to discontent among educators and the community, which, in turn, can affect social and political stability in the area (Muwafiqoh, 2023). Political intervention in teacher recruitment has far-reaching implications for the education system. Teachers are a key component of education, and their quality determines its success. Inappropriate interventions can lead to a decline in the quality of education, inequity in employment opportunities, and dissatisfaction among educators. Therefore, teacher recruitment policies and practices must be transparent, fair, and based on objective professional criteria (Hasan, 2016).

To reduce the negative impact of political intervention in teacher recruitment, several steps should be taken: First, implement transparency and accountability in the recruitment process by announcing clear selection criteria and auditable procedures, including publishing selection results for public scrutiny. Second, the involvement of the community and non-governmental organizations in the recruitment process

to ensure fairness and objectivity, such as establishing a recruitment committee that includes various stakeholders. Third, the establishment of an independent oversight body with the authority to monitor and evaluate the recruitment process, prevent corrupt and nepotistic practices, and take action against violations. Fourth, capacity building of local officials through training and development so that they understand the importance of a fair and transparent recruitment process and the negative impact of inappropriate political intervention.

CONCLUSION

Political intervention in teacher recruitment can significantly affect the quality of education. Various forms of intervention, such as political pressure, nepotism, manipulation of selection procedures, and influence from government officials or interest groups, often reduce the objectivity and transparency of the recruitment process. As a result, teacher selection may no longer fully prioritize professional competence and merit-based principles. The findings of this study indicate that political intervention in teacher recruitment can lead to the placement of teachers who do not meet the required qualifications and competencies. This condition negatively affects teachers' professionalism, the effectiveness of the learning process, and the overall quality of education. In addition, unfair recruitment practices may create dissatisfaction among educators and weaken public trust in the integrity of the education system.

The study also highlights that the quality of education is closely related to the quality of teacher recruitment. A transparent, fair, and merit-based recruitment system is essential to ensure that competent and professional teachers are selected in line with educational needs. Therefore, strengthening accountability, transparency, and independent oversight in the recruitment process is necessary to minimize political interference and enhance the integrity of educational governance. In conclusion, minimizing political intervention in teacher recruitment is an important step toward improving teacher professionalism and enhancing the quality of education. Through objective and accountable recruitment policies, education systems can better support the development of qualified human resources and sustainable educational improvement.

AUTHOR'S NOTE

The author explicitly states that there is no conflict of interest related to the publication of this paper. This confirms that the entire writing process was conducted with high academic integrity. The authors underline their commitment to originality, guaranteeing that all data presented in this article were obtained through ethical methods and are free from plagiarism. The entire content of the article is based solely on the research conducted. It is not influenced by political interests or any party that might seek to influence the study's results.

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