THE EVALUATION OF CAREGIVER RECRUITMENT POLICY AT THE STATE OFFICIAL EDUCATION

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Abstract: The State Official Education is part of superior printing organizations. In order to carry out this task and carry out its vision, the Ministry of Education Institutions desperately needs a Caregiver Officer who is skilled and well in charge of the field of work. Based on the mapping of problems and complexity in the management of care for cadets of Education Institutions and the desire to obtain care patterns for cadets or HR candidates who are superior and have a high fighting ability, this research aims to provide an Evaluation of Recruitment of Caregiver Officers who meet the criteria in the environment Department of Education Services with the Naval Academy Research Locus (AAL). The method in this study uses the CIPP (Context, Input, Process, Product) evaluation method with various aspects that influence it. The use of this evaluation model is needed because it can provide a comprehensive and comprehensive evaluation starting from the process of rules/context, input, to the process to the product in the recruitment of Caregiver Officers in the Ministry of Education. This research produces and provides a strategic recommendation regarding professional handling in the standardization of recruitment of Caregiver Officers on duty at the Ministry of Education.

Keywords: Evaluation of Recruitmen Policy, Caregiver Officers, StateOfficial Education.

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1. Introduction

In an organization, the development of Human Resources (HR) is a top priority because at present not only as a production tool but also as a driver and determinant of the operational process and all activities of the Educational Institutions. HR has a big role in determining the progress or development of Educational Institutions. Therefore, the progress of the organization of the Official Education Institution is determined by the quality and capability of HR in it.

Human resource management is one of today's business needs. The human resource management department has a very important role to supply people to the company's main resources. Human resource management has a fundamental role in personnel recruitment, orientation and performance appraisal and so on. Human resource management issues must be addressed at the highest level in the organization and management of strategic decisions is needed (Armstrong: 85, 2009).

Related to the importance of the role of HR in the organizational environment of the Educational Services Institution, there is a work unit that has the role of forming an Officer

namely the Educational Services Agency. In this unit, the role of human resources is vital because the duties and responsibilities that are directly related to the Formation of Officers' Character are begun, and have an important role in providing reliable and superior HR.

Official Education Institutions are part of the Navy organization. In order to carry out this task and carry out its vision, the Ministry of Education Institutions desperately needs a Caregiver Officer who is skilled and well in charge of the field of work. As a Caregiver Officer in service, he must have the standard of knowledge and ability as a professional person. A Caregiver Officer is always in a position as a manager, who must be able to manage both technical resources and other military resources in his work unit and master the field of work. An officer in service must be able to become a reliable caregiver for the Education Institution Cadets.

The current condition is that there are still many violations that occur in the education process at the National Institution. Some examples of problems or violations that occur are disciplinary violations, desertion, and violence against juniors. This is strictly forbidden in the Rules of Life of Youth in the Department of Education because it can have a systemic impact on the education process. These problems can arise from a variety of causes, it can be from a model of care that is still lacking, supervision that is less inherent from caregivers, or maybe from other causes, such as psychological and mental conditions and behavior of Youth.

This study aims to provide an evaluation of the Caregiver Officer Recruitment process that meets the criteria based on the mapping of the needs and complexity of governance in the process of nurturing Youth, as well as the desire to obtain a pattern of Caregiving Midshipman or superior HR Officer candidates. Based on this, this research uses the Context, Input, Process, and Product (CIPP) Evaluation method with various aspects that influence it. In the end, the results of this study are expected to provide strategic recommendations regarding the professional handling of the standardization of personnel who can serve in the Ministry of Education. It is intended that the Department of Education Services be able, appropriately, capable and resilient in carrying out the duties and responsibilities of the organization and achieving its vision.

There are a number of previous studies that have become references in supporting this text, including CIPP used to provide evaluations on natural science subjects and to identify the strengths and weaknesses of teacher quality (Abdullah, 2016). The CIPP model is used to evaluate programs from newly developed textbooks in Iran's Ministry of Education (Asadi, et al., 2016). The CIPP model is used to evaluate the quality of education in schools (Aziz, et al., 2018). The CIPP model is used to provide an evaluation of the children's rehabilitation program (Pauzi, et al., 2017). The CIPP model as an instrument for evaluating the implementation of optical project evaluation topics in SMP class VIII in the Yogyakarta region (Asfaroh, et al., 2017). The CIPP model is used to determine the effectiveness of implementing School Operational Assistance in private Islamic Primary Schools in the city of Jambi (Setyoko, et al., 2016). The CIPP model is used to evaluate the high school EFL Program (Ulum, 2016). The CIPP model is used to evaluate competency-based curricula designed through internal funding in the telecommunications sector (Kavgaoglu & Alci, 2016). The CIPP model is used to determine the effectiveness of the implementation of the Gadang 2 inclusive Primary School in Banjarmasin (Yuwono, 2017). The CIPP model for evaluating the Package C education program (Nurkhasanah, 2018).

This research consists of several parts. Part I about the background, Part II discusses the material and research methods related to the CIPP evaluation model, research concepts and research focus. Part III explains the results analysis and discussion and discussion of the CIPP evaluation in the recruitment of service officers for the Ministry of Education. Part IV explains the conclusions and benefits of the research.

2. Literature Review

Policy Evaluation Concept.

Understanding Evaluation contained in the Oxford Advanced Learner's Dictionary of Current English which calls evaluation as: "To find out, decide the amount or value" which means an attempt to determine the value or amount. Policy evaluation can be defined as a process that is carried out directly in the collection, analysis, and translation of information or policies so that a conclusion can be drawn about a data or research, value, or significance about a program, project, policy or something that is being tested. Thus, the output of evaluation is the achievement of something beneficial, such as development suggestions and directions for future activities.

Policy evaluation can be applied in six evaluation approaches namely, (Anyim et al, 2012): Goal-oriented evaluation aimed at measuring the level of achievement of objectives in the implementation of programs or activities by the target group, or measuring the results of program/activity implementation, user-oriented evaluation that emphasizes on results or products, i.e. results that can meet expectations or satisfy user needs, expertise-oriented valuation is evaluation that uses a standard of expertise directed at evaluating an educational program or component by using criteria or standards that have been formulated by experts as a program or component good, then the decision-oriented evaluation that is directed at the process of determining the type of decision to be taken, the selection, collection and analysis of data needed for decision making, and the delivery of report results on the decision maker, opponent-oriented evaluation that is, evaluations that use different standards or criteria are even contrary to the standards used, then naturalistic participant-oriented evaluation that is evaluation that is holistic or comprehensive, using various instruments and various data, in order to obtain a complete understanding of different points of view and values about the implementation of education according to the perspectives or points of view of the participants (Bryson, 1995).

Policy evaluation is always related to the policy implementation process. Policy implementation is an activity that has an important and absolute element in carrying it out (Tsolakis & Srai, 2017). Policy implementation is one of the stages in the public policy process. Implementation is carried out after a policy is formulated with clear objectives and subsequently evaluated. Implementation is a series of activities in order to deliver policies to the public so that the policy can bring the expected results (Hasenfeld, 1983).

The Concept of Personnel Recruitment.

The concept of Personnel Recruitment according to Kirkpatrick et al (1994) states that: "Recruitment and selection remain one of the most important functions of the HR department. As competition increases between firms, selecting and recruiting the right and qualified talents becomes all the more important ". Recruitment and selection remain one of the most important functions of Human Resources. As competition increases between companies, selecting and recruiting the right and qualified talent from the personnel is more important (Fitzpatrick et al, 2004).

Based on several concepts of the definition of personnel recruitment, it can be said that every organization really needs the concept of recruitment of appropriate personnel, this is because it is considered to greatly affect the performance of the organization. In its implementation, a work analysis must be able to provide good information with the aim of being able to support

planning in the recruitment, selection, and placement of personnel (Monchai & Pramote, 2013).

Personnel recruitment activities have a close relationship with the development of an organization's strategic plan, but they must also be carried out internally consistent. Because it must be in line with the achievement of the organization's vision and can be professional and have high performance in the implementation of tasks (Guili et al, 2011). Stages of Recruitment and Selection, as well as Relationship to Human Resource Planning, can be explained in Figure 1.
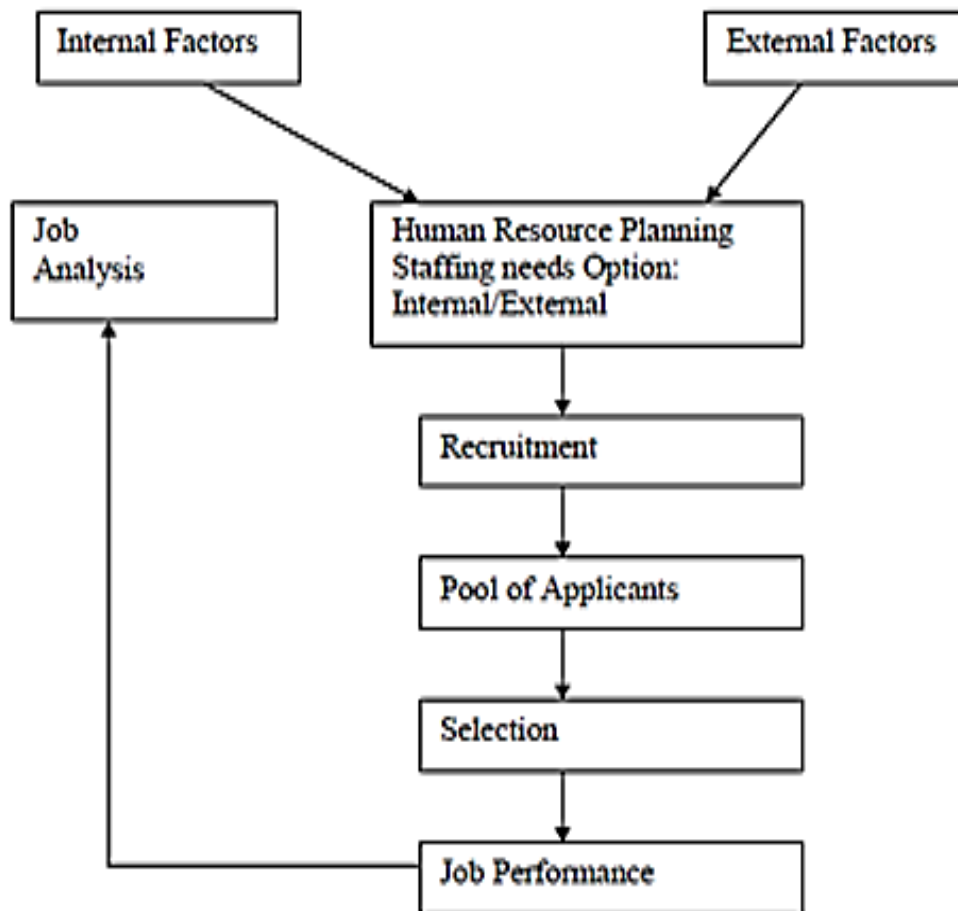

Figure 1. Stages of Recruitment-Selection and Relationship with Human Resource Planning (J. Sandfort, 1999)

Each division of personnel (Human Resource Management, HRD) must understand the types and qualifications that must be possessed by each personnel to occupy certain positions or positions in the organization. Because, placing personnel in a position and position for the purpose of promotion, it will be easier if the details of duties and responsibilities and qualifications are known and understood well (Suharyo et al, 2017).

Recruitment and replacement of personnel must include three stages, namely (1) identifying and analyzing work, formulating job descriptions and specifications for the present and the future (2) creating and evaluating prospective personnel by identifying internally and externally in order to become capable personnel in a strategic position or position, the last (3) conducts a selection to occupy that strategic position or position.

Position and number according to recruitment planning needs. The selection carried out must be gradual and in accordance with aspects that are considered important by the organization. The selection stage must be clear and understandable for all prospective workers who register.

State Official Education Work Policy Concepts

Improving the work performance of the Indonesian Academy is very influential on the success in achieving the overall organizational goals. This can be seen from the competence of TNI State Official Education personnel in carrying out operational, educational and training tasks. Based on the Technical Guidance Academic Personnel, that Caregiver Officers in the Academy community have certain postures. The posture is based on the scope of the task that must be carried out and adjusted to the posture as a State Official Education Caregiver Officer. which can be described as follows.

a.   Moral, in carrying out the task must have attitudes, behaviors, actions, behavior based on God and the rules that apply. So that informing public opinion it can be accepted by the community and the environment, both inside and outside the organization.

b.   Personality, are the characteristics that can be shown in good faith as personal information in carrying out the task and can always be well-received and open to the environment of the place of duty.

c.   Courageous, always have a steady heart and self-confidence in the face of danger or difficulties in the task field. And can pour ideas, suggestions, innovations or ideas related to improvement in the Academy's parenting field both orally and in writing to the leadership.

d.   Intellectual, having the ability to be able to understand more complex relationships, abstract thought processes, adjusting to the understanding of a problem and the ability to be able to quickly acquire and understand new sciences, especially in character education.

e.   Sea mat technocrats with the spirit of Sapta Marga means that the Caregiver Officer is a part of the TNI soldier whose mentality and personality has the soul of Sapta Marga, but with the advantages that are always related to technology and information following the task field.

f.   Imaginative, with the characteristics of the task area that is in the scope of character development, it must have a high imagination to be able to anticipate the possibilities that can occur in the future with good analysis for solving all problems that are happening.

g   Innovative, having the ability to be able to keep abreast of technological developments and the world of information, so that they can always find out various information and use it in carrying out their tasks.

h.   Adaptive is the ability to always be able to contribute and positive service in each place of duty.

i.   Stand the test, as soldiers who work as caregivers at the State Official Education, must always be highly mental in facing any challenges and obstacles in completing their duties.

j.   Insightful, having insight into nationalism and nationalism, especially those relating to defense and maritime affairs to provide correct and up to date information following their respective fields of work.

Based on the foregoing, it is necessary to have a standard criterion for the State Official Education Caregiver Officer. The criteria for proposals that can be used as a standard that must be held by the State Official Education Caregiver Officer, for example, are as follows:

a.   Prospective Caregivers of State Official Education Cadet Caregivers must have good psychological and mental qualifications and mentor spirits who are responsible for forming the Academy cadet character.

b.   Caregiver Officers who have performed or are carrying out their duties in the Academy for a minimum of five consecutive years or in intermittent or non-consecutive periods.

c.   State Official Education Caregiver Officers have attended the Academic Caregiver Officers' specialization, which will be held later, namely courses or upgrading related to the field of caring, mentoring and have attended undergraduate, postgraduate and postgraduate education at in the field of scientific discipline related to their fields and have served in the Indonesian organization for at least five years.

The above criteria, at present, cannot be maximally fulfilled. This is due to the limited personnel who meet all of these criteria. These competency standards are needed because of the rapid development of technology, human resources and the military field of the sea, followed by the increasingly varied challenges and problems that arise in the implementation of the task.

3.   Method

The method in this study uses the CIPP (Context, Input, Process, Product) evaluation method on the grounds that the use of this evaluation model is very appropriate and necessary because it can provide a comprehensive and comprehensive evaluation starting from the process of rules/context, input, to the implementation process to the product on the recruitment of Caregiver Officers at the Ministry of Education.

This CIPP Evaluation Model explains the Evaluation Modeling in all aspects comprehensively. This evaluation model was first introduced by Stufflebeam in 1983. The CIPP evaluation method can be understood as a systematic evaluation method, which can be explained in Figure 2. The following CIPP Model Diagram:

Figure 1. CIPP Model Diagram
(Stufflebeam, 1983)

a.   Context Evaluation

Context evaluation is an attempt to describe and detail the environment, unmet needs, populations and samples served, and project objectives. Questions that can be asked in connection with context evaluation are what needs have not been met by the program, development goals that have not yet been achieved and those that are the easiest to achieve them.

Furthermore, relevant environmental conditions, describing existing and desired conditions, as well as identifying needs that have not been met and opportunities that have not been utilized. Evaluate unmet needs and untapped opportunities. This evaluation is also related to the existing and new value systems, presents a tool for setting priorities, as well as desired changes (Thornhill, 2009).

b. Input Evaluation

Input evaluation is a program that provides data to determine how the use of resources can be used to achieve program objectives. This evaluation includes identifying and evaluating the ability of the system used in the program, strategies to achieve program objectives and the design of the chosen implementation strategy. Evaluation of these inputs helps manage decisions, determine available sources, what alternatives are taken, what plans and strategies to achieve needs and how to work procedures are to achieve them (Hussein et al, 2014).

c. Process Evaluation

Evaluation of the process in the CIPP model refers to "what" activities are carried out in the program, "who" the person designated as the person in charge of the program, "when" the activity will be completed. In the CIPP model, the process evaluation is directed at the extent to which the activities carried out in the program have been carried out according to plan. Stufflebeam (1983) raises questions that must be answered in connection with the evaluation of this process, namely regarding the implementation of programs that are in accordance with the schedule, the ability to handle staff involved in implementing the program, the maximum utilization of the facilities and infrastructure provided, and the obstacles encountered during program implementation and the possibility of program sustainability.

Evaluation of this process detects and predicts deficiencies in the design of program activities and their implementation, provides data for decisions on program implementation and maintains documentation about the procedures performed. Documentation about the procedure of program implementation activities will help for the final analysis of the program results that have been achieved. Process evaluation is used to help implement the decision implementation, to what extent the plan is implemented and what plans need revision. Once these questions are answered, procedures can be monitored, controlled and corrected.

d. Product/Results Evaluation

Evaluation of products or results is directed at things that indicate changes that occur in raw input. Product evaluation is the final stage of a series of program evaluations. Evaluate the product to help further decisions. Stufflebeam (1983) raises questions related to the evaluation of this product, namely regarding the achievement of the objectives or results set, statements that may be formulated relating the details of the process with the achievement of objectives, individual needs that have been met and about long-term results (impact) as a result of program activities and regarding things to be done after the process is running.

Furthermore, this study aims to obtain data, facts, and information about the Evaluation on the Implementation of the Caregiver Officer Recruitment Policy in the Official Education Institution unit using the CIPP model, so that in the end it will be easy to detect any weaknesses in the recruitment process that has been carried out. Specifically, this research has the aim of applying and developing the CIPP Evaluation Model which is used to:

a. Evaluation of the achievement of the objectives of the Caregiver Officer recruitment,
b. Evaluating the readiness for the implementation of recruitment,
c. Evaluating the implementation of recruitment and
d. Evaluate the results of prospective Caregiver Officers recruited so far.

Focus, Locus and Research Stage.

In general, the focus of this research is "Conducting an Evaluation on the Implementation of the Caregiver Officer Recruitment Policy at the Department of Education Services". This will be explained through the CIPP evaluation, with various aspects that influence it. Whereas specifically for the Focus, Locus, and Phase of this study aimed at:

a.   Policies or Rules or Provisions, which form the basis for the recruitment of Caregiver Officers.

b.   Recruitment Policy is any effort carried out by the recruitment department, in the context of finding or selecting qualified and professional Caretaker Officer personnel. Recruitment has very close links with existing regulations or policies or regulations. The current recruitment process will greatly affect the composition of the Caregiver Officer personnel with qualifications according to the organization's vision.

c.   Eventually, a strategic recommendation will be produced regarding the professional handling and standardization of Caregiver Officers.

d.   The Research Locus was conducted at the Indonesia Naval Academy Institution (AAL) in Surabaya.

e.   The research phase includes the stage of determining criteria by the expert. The expert was drawn from 4 personnel who are experts in the field of management of Cadet care by conducting questionnaires and interviews. 4 experts namely the Governor (E1), Vice Governor (E2), Regiment Commander (E3), Regiment Battalion Commander (E4).

Table 1. List of Expert Informants.
(Researcher Analysis, 2020)

Experts	Amount	Code
Governor	1	E1
Vice Governor	1	E2
Regiment Commander	1	E3
Regiment Battalion Commander	1	E4

4. Result and Discussion

This study uses an evaluation approach to the CIPP method (Context, Input, Process, and Product). The evaluation is based on the results of interviews and secondary data, which includes:

a.   Context of the implementation of the State Official Education Caregiver Officer recruitment policy. Evaluation of the context in implementing the recruitment policy implementation is reviewed from several aspects, see the following Table:

Table 2. Aspects of Context Components
(Researcher Analysis, 2020)

Context Evaluation Component	
a.	Needs
b.	Problem
c.	Purpose

a.   Input on the implementation of the recruitment of officers of the Institutional Caregiver Officers.The success of a program requires input. In the context of implementing the recruitment policy, the input needed is:

Table 3. Aspects of Input Components
(Researcher Analysis, 2020)

Input Evaluation Component
a. Human Resources
b. The budget
c. Amenities
d. Readiness

c. Program Process/Implementation of Recruitment Policy Officers Caretakers.

The process of implementing personnel recruitment policies in organizations including the Navy is often in the spotlight because the impression that arises is that it becomes an arena for corruption, collusion, and nepotism practices. This kind of impression will always arise if the personnel procurement activities are not carried out transparently and with accountability. So, the principle of openness becomes a very urgent thing which is one of the points in good governance. The main issues that are focused on the process phase are as in the following Table:

Table 4. The aspect of Process Component
(Researcher Analysis, 2020)

Process Evaluation Component
a. Recruitment Mechanism
b. Resistance

d. Product Achievement Implementation of the Caregiver Officer recruitment program policy.

Achievement of the implementation of the Caregiver Officer recruitment program policy is the fulfillment of personnel needs from the results of external and internal recruitment in accordance with educational institution's needs so that it can carry out the vision which will ultimately have an impact on the achievement of the Organization's vision. The main issues that will be the focus of the product phase are as in the following Table:

Table 5. The aspect of Product Component
(Researcher Analysis, 2020)

Product Evaluation Component
a. Administrative standardization
b. Standardization of competencies

The description of the research data can be described in Figure 3. CIPP Evaluation Model in the Caregiver Officer Recruitment Policy as follows:
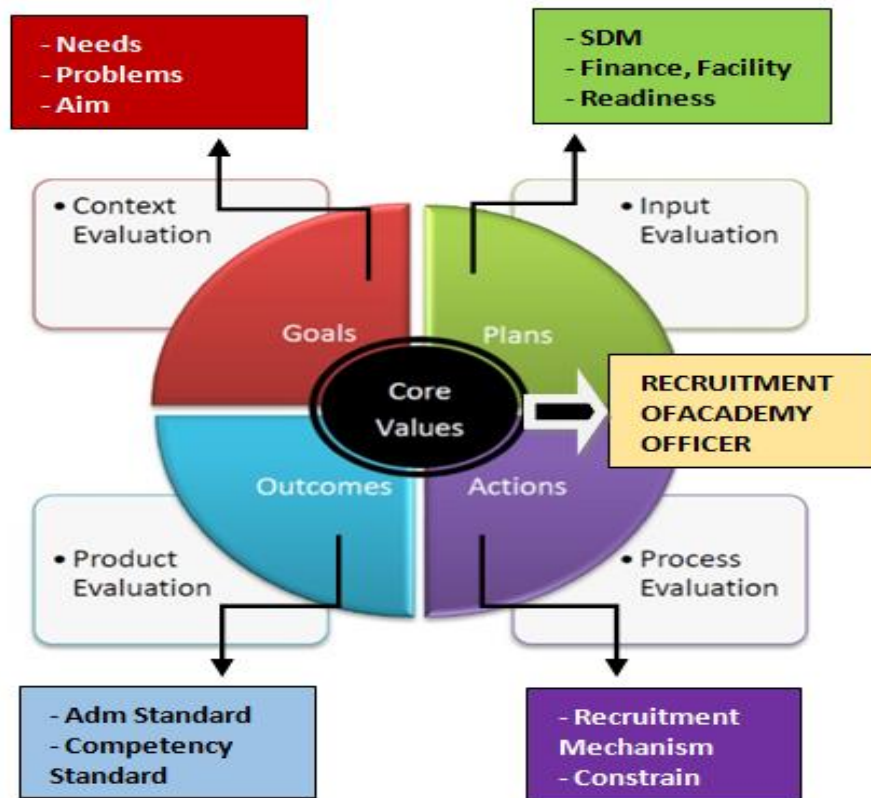
Figure 3. CIPP Evaluation Model of the Caregiver Officer Recruitment Policy State Official Education. (Researcher Analysis, 2020)

Then congruence analysis can be arranged on each aspect of CIPP: Context, Input, Process, and Product, according to the following Table:

Table 6. Congruence Analysis of Context Aspect
(Researcher Analysis, 2020)

Stages of Context or Background for the implementation of the State Official Education Caregiver Officer Recruitment Policy			
Description		**Assessment**	
Purpose	Empirical data	Criteria	Decision
The need for an optimal recruitment program	• Implementation of Recruitment can realize the vision of the State Official Education • The need to get personnel who have lighting competence in the context of filling real personnel has not been realized properly.	• The recruitment program has not been able to realize the Academy's vision of world-class State Official Education to support the creation of the world-class org. • Needs for fulfillment Real personnel who have information competency.	Implementation of Recruitment that runs optimally is needed to get personnel by the competencies as required by the State Official Education
Problems in implementing recruitment	• Still in dire need of ongoing coordination.	☐ There has not yet been integrated coordination between users and executors of recruitment.	Organized recruitment management will minimize the number of problems.

Stages of Context or Background for the implementation of the State Official Education Caregiver Officer Recruitment Policy

Description		Assessment	
Purpose	Empirical data	Criteria	Decision
	• Requires an understanding of the recruitment committee • Requires a competency standard • Optimization in the implementation of regulations/policies regarding recruitment is still needed	☐ Lack of understanding from the recruitment team ☐ There is no competency standard for State Official Education Caregiver Officers ☐ The need to optimize the implementation of regulations/policies governing recruitment	
The purpose of the recruitment	• The Academy's work program has not been optimally achieved	☐ The Academy's work program cannot be fully implemented due to the limited ability of personnel.	The purpose of recruitment has not met the expectations of the State Official Education.

Table 7. Congruence Analysis of Input Aspects
(Researcher Analysis, 2020)

Stage of Input for implementing the Caregiver Officer recruitment policy State Official Education

Description		Assessment	
Purpose	Empirical data	Criteria	Decision
HR in the recruitment policy implementation	• Requires a proportional number of HR to carry out the recruitment process • Need for Understanding of HR recruitment/placement of users • There is a party responsible for the recruitment process	☐ Not yet proportional between the number of recruitment human resources and the number recruited, especially on external recruitment. ☐ Do not fully understand what is needed by the user, generally only carry out the task of carrying out recruitment/selection in general ☐ Recruitment leaders have carried out their duties optimally by carrying out supervision, control, and accountability to the central leadership of all their duties.	More needs to be prepared both in terms of numbers, and human resource capabilities related to the types of competencies that must be understood by the selection team related to user needs
The Budget	• Requires a budget that is consistent with the needs of the recruitment/placement process • A centralized source of funding is conducted at the Headquarters Spers for external recruitment and funding at Spersal carried out by	☐ Limited amount of budget for internal and external recruitment activities ☐ A centralized funding system that has been adapted to line items/budget requirements	With limited human resources, budget recruitment must be able to provide priority scale by sorting out the competency needs,

Stage of Input for implementing the Caregiver Officer recruitment policy
State Official Education

	Description		Assessment	
Purpose	Empirical data		Criteria	Decision
	Personel administration service for internal recruitment.			
Facilities	• Requires a computer network connection • Availability of means to provide initial information on needs/socialization		☐ There have been facilities to provide initial information on needs through press socialization/press safaris, pamphlets, banners, educational exhibitions.	We need to immediately optimize the network connectivity between the user and the executor so that the recruitment work can be more effective efficiently.
Recruitment readiness	• Implementation of administrative readiness (determining the schedule, making a warrant, etc.) • The recruitment stage is prepared (there is a proposal from the workplace, there is a mapping of needs, there are written rules/conditions regarding recruitment/selection/placement requirements)		☐ Readiness has been carried out in terms of administration ☐ Actions in the form of preparation of recruitment stages, for example by proposing the needs of the workplace, there are administrative provisions that must be obeyed by the selected participants in the recruitment process	Neatness needs to be increased from the administrative side supporting the readiness of recruitment

Table 8. Congruence Analysis of Process Aspects
(Researcher Analysis, 2020)

Stages of the process of implementing the Caregiver Officer recruitment policy State Official Education

	Description		Assessment	
Purpose	Empirical data		Purpose	Empirical data
Recruitment Mechanism	• The mechanism of external and internal recruitment works according to the provisions in force in the organization		☐ The mechanism has been implemented according to the applicable procedure	The mechanism is further enhanced towards transparency and accountability
Resistance	• Encountered obstacles not from the applicable system but rather derived from implementation techniques		☐ The biggest obstacle is the lack of communication between stakeholders and decision-makers and the difficulty of getting candidates with the intended qualifications.	Need to intensify communication patterns

Table 9. Congruence Analysis of Product Aspect
(Researcher Analysis, 2020)

Stages of the process of implementing the Caregiver Officer recruitment policy State Official Education			
Description		**Assessment**	
Purpose	Empirical data	Purpose	Empirical data
Administrative Standardization	• Compliance with administrative standard requirements	• Administrative standards are met due to oversight by both the external recruitment selection committee and personnel officers for the placement of positions	Transparency and foresight in the examination of personnel administration must be further enhanced to meet administrative standards
Competency Standardization	• Requires the fulfillment of personnel needs for DSP filling • Requires personnel who have the competencies needed by the Academy to carry out the Academy's vision and mission	☐ Internal recruitment is still filling in the DSP without competency fulfillment due to the difficulty of getting personnel with a background in the field of information	Preferably filling the vacancies of the DSP afterward, new courses are cited for the addition of self-competence.

5. Conclusions

Based on the analysis and discussion, several conclusions can be obtained as follows:

Aspects of Need. The recruitment program, in particular, the recruitment of the needs of Caregiver Officers in the State Official Education Work Unit (Workplace) is a much-needed program. This program is considered as one of the efforts in realizing the vision of a world-class State Official Education so that it is hoped that the recruitment of the right target will result in the Caregiver Officers who can face the challenges of the task and present changes in shaping the character of prospective future Leaders.

The Problems Aspects. In the recruitment program implementation, it is known that there are still many obstacles, including the availability of candidates according to the desired qualifications. Based on data taken from the results of the interview it can be concluded that up to now the personnel according to the required qualifications are still very difficult to obtain. One of the factors considered as the cause is the lack of coordination so that in general the placement of positions for Caregiver Officers in the Academy is only motivated to occupy vacant positions or fulfillment of personnel only without competency standards being followed based on personnel qualifications expected at the State Official Education.

The Purpose Aspects. The existence of the Caregiver Officer recruitment program that has existed so far, especially for the State Official Education, is based on research results that are known to have not been fully realized optimally related to efforts towards the World Class State Official Education.

Human Resources Aspects. The existence of human resources in the recruitment program is important in terms of quantity and quality. Based on the results of the study it can be concluded that in terms of the quantity/number of personnel involved in the recruitment process it can be said that for external recruitment the number of personnel manning is still lacking, this can be seen from a large number of personnel who in addition to their duties and positions are appointed as admissions committees to the regions, thus also with internal recruitment due to the limited personnel who manned and mastered the field of personnel. Related to the quality of human resources, in this case, is the level of understanding of the task in holding recruitment,

it can be concluded that there still needs to be pursued a vision because there is still not yet optimal understanding. This happens because of the different levels of importance in determining competencies needed.

Budget Aspects. The budget in the recruitment program based on the results of the interview can be concluded that the leadership will always try to use the budget effectively and efficiently. The existing funding in the organization is all done through a programmed planning process and certainly carried out following applicable regulations

Facility Aspects. The phenomenon that occurs in the implementation of recruitment, it seems that the facilities in the form of computer network connectivity have not been optimally connected to computer networks in personnel administration service or computer networks in navy personnel service Headquarters so that often there are delays or difficulties in data transfer. As for the facilities and infrastructure provided related to the provision of the initial information for recruitment activities have been carried out both in the form of socialization.

Recruitment Readiness Aspect.

In the recruitment process, all administrative phases have been carried out starting from the issuance of the Telegram warning letter. The selection process will be carried out (recruitment), the preparation of financial accountability, the preparation of the Order in the form of a work committee and implementation of tasks, while for internal recruitment the implementation of sorting has been carried out internally the workplace in the form of mapping needs, submitting proposals for the placement of personnel in positions, conducting pre-trial activities and conducting placement positions for categories A, B, and C.

The Recruitment Mechanism. The recruitment process carried out so far both in the external and internal recruitment process, the mechanism is carried out following procedures in force within the obstacle faced in this recruitment mechanism is the difficulty in finding candidates who can be prepared to oversee the education and care of Cadet.

Obstacles Aspect. The obstacle that often occurs is the lack of communication between stakeholders so that the required personnel seem difficult to be accommodated according to the needs of Personnel

Administrative Standards. The particular recruitment process in the placement of positions so far can be said that the internal recruitment process is able to capture personnel based on meeting administrative standards because it is true that in placing personnel in a particular position, first of all, it must meet the initial administrative provisions in this case in the form of eligible requirements.

Competency Standards Aspect.   At present, it is very difficult to recruit personnel who have backgrounds as caregivers for Cadets because the priority scale determined by the Indonesian Headquarters for external recruitment while for internal recruitment in the form of job placement is also constrained by the lack of personnel who have special expertise or competence in education and nurturing, carrying out their duties optimally in accordance with the demands of the era of openness as it is today, this is the background for the need for education special caregiving to determine the character of future leaders.

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