

Pedagogical Criteria in Private Islamic Junior Secondary Teacher Selection: An Integrative Literature Review

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ABSTRACT

Private Islamic junior secondary schools (madrasah tsanawiyah, MTs) need evidence of applicants' teaching capability, but selection stages alone do not establish assessment quality. This integrative review examines how pedagogical criteria inform interviews and microteaching. Initial source selection and a documented supplementary search yielded 28 journal articles published in 2022–2026 and one book on human capital theory. Thematic comparison distinguished seven MTs reports from school comparators, assessment research in other settings, and conceptual support. The MTs reports describe eligibility, commitment, and teaching assessments, with limited evidence on scoring consistency and prediction. The synthesis connects instructional needs with criteria, tasks, evidence, and appointment decisions. For example, checking understanding can be explored through an interview about students' errors and a teaching demonstration requiring a diagnostic question and a response to students' answers. This pairing is an illustrative proposal, not an observed or validated selection protocol. Islamic values are situated within teaching ethics. The review proposes criterion-level evidence records and a workflow assigning responsibilities from vacancy planning to induction. These proposals have not been empirically tested in private MTs; their relevance, scoring consistency, fairness, predictive value, and practical effectiveness require investigation.

1. INTRODUCTION

Private madrasah tsanawiyah (MTs), Indonesia's Islamic junior secondary schools, need teachers who can plan, conduct, and evaluate learning. Human capital theory relates capability to education, training, and experience (Becker, 1994). For recruitment, the question is how applicants can demonstrate that capability before appointment. Staffing decisions also depend on subjects, teaching loads, budgets, and institutional authority, as reports from Insan Qur'ani and Muhammadiyah Waru illustrate (Sholikhah, Nurjanah, Rosyid, & Marfuah, 2022; Yasir, 2023). Administrative eligibility, willingness to serve, religious proficiency, and teaching competence consequently require distinct evidence. Finnish teacher advertisements varied in their specification of teaching competencies (Mankki, Heikkilä, Kempainen, & Metsäpelto, 2024). Cross-occupational research also found different validity estimates for structured interviews, unstructured interviews, and work samples (Sackett, Zhang, Berry, & Lievens, 2022). These findings motivate examining task structure and interpretation; they do not validate microteaching in MTs. Existing reviews address related but different problems. Hakim, Sukaiman, and Andriani (2023) discuss competency-based recruitment and job requirements; Nashrullah and Rindaningsih (2023) organise recruitment management around a planning and improvement cycle. Reviews of situational judgment tests examine non-academic attributes and trait definitions (Nadmilail, Matore, & Maat, 2022; Nadmilail, Matore, Maat, & Sheridan, 2023). The present review adds a focused analysis of how pedagogical criteria become evidence through interviews and microteaching in private MTs. Its contribution is a

criterion–task–evidence mapping with explicit interpretive limits, rather than a claim to have discovered a new selection instrument. The review examines pedagogical criteria, task evidence, and its interpretive limits. The teaching process model distinguishes resources, situation-specific skills, and performance (Metsäpelto et al., 2022); teacher-education selection research places competency definition before instrument choice (Valero Moya & Klassen, 2025). These frameworks guide analysis without assuming direct transfer to employment. General pedagogy across subjects is the focus; Islamic values provide the ethical context.

2. METHODS

This integrative review combines empirical, conceptual, review, and theoretical sources. Initial discovery used scholarly web results, publisher sites, and repositories through 14 October 2026. The record contains 33 curated candidates, not all database hits; complete initial queries and screening cannot be reconstructed. Twenty-five sources were retained. Exclusions concerned incomplete access (two articles), insufficient traceability (two articles), and unavailable chapters (four books). Reporting follows transparency principles for literature reviews (Kraus et al., 2022); the search is not exhaustive. A supplementary search through Consensus on 21 October 2026 documented four exact queries, with ten ranked results returned per query: (1) “rekrutmen seleksi guru madrasah tsanawiyah year:2022-2026”; (2) “teacher recruitment selection private Islamic secondary schools pedagogical competence year:2022-2026”; (3) “teacher selection structured interview microteaching teaching demonstration year:2022-2026”; and (4) “teacher selection pedagogical competencies assessment reliability validity year:2022-2026”. Consensus was the discovery platform; named databases were not searched independently.

The cap limits coverage, and rankings may change. Eligible journal articles were published in 2022–2026, in Indonesian or English, and addressed applicant recruitment, selection criteria, assessment tasks, or their interpretation. Studies of training, in-service perceptions, placement, or recruitment incentives without relevant applicant-assessment evidence were excluded. Conceptual and methodological sources supported interpretation and review design. Accessible substantive content and traceable claims were required; Becker’s theoretical book was the publication-year exception. After removing two duplicates, 38 supplementary records were screened and 25 excluded by title and abstract. Of 13 full texts sought, three were not retrieved. Ten were assessed; six were excluded for scope or assessment mismatch (three) or insufficient claim traceability (three). Four additions brought the corpus to 29 sources: 28 articles and one book. Figure 1 shows both selection streams. These criteria were made explicit during revision and were not preregistered. Extraction recorded context, design, data, criteria, tasks, findings, evidence locations, and limitations. Qualitative appraisal examined clarity, traceability, instrument specification, and claim support without numerical grading. Thematic comparison distinguished reported practice from proposals and assigned each source one primary role. Reviews were not additional independent samples; effects were not pooled. Becker was read through *Human Capital Revisited*. For Chi and Lenard, the prepublication manuscript supplied methods and the journal abstract supplied checked findings. Independent duplicate screening and appraisal were not established.

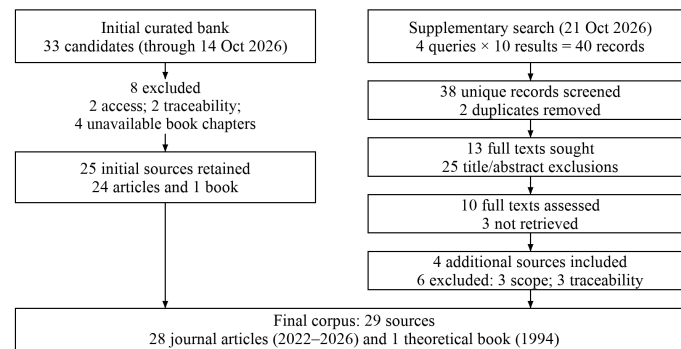


Figure 1. Source selection and supplementary search.

3. RESULTS AND DISCUSSION

RESULTS

The 29 sources comprise seven MTs reports, eight school recruitment comparators, six assessment sources from other settings, and eight conceptual, review, methodological, or theoretical sources. These are evidentiary roles, not quality grades. MTs findings support contextual descriptions; comparison sources do not establish instrument effectiveness in private MTs.

3.1 Staffing needs, eligibility, and institutional authority

MTs Aulia Cendekia considered staffing needs alongside internal and alumni recruitment (Yusuf & Hartini, 2023). Insan Qur’ani specified classes, subjects, enrolment, and budgets; Muhammadiyah Waru involved its sponsoring organisation (Sholikhah et al., 2022; Yasir, 2023). Comparable studies describe senior-teacher networks and application or invitation routes with different assessment demands (Munawir & Abdullah, 2025; Nazil, 2023). Recruitment routes thus affect the available evidence. Administrative eligibility, commitment, and teaching capability remain distinct. MTs Ma’arif 16 Nurul Hidayah reported written testing, interviews, teaching practice, and Qur’an reading; other reports emphasised willingness to serve or administrative screening (Gunawan & Muspawi, 2024; Ubaidillah & Hresnawanza, 2025; Zaman, Waslah, & Lilawati, 2022). At Alwasliyah 18 Tembung, teaching indicators included preparation, opening, interaction, classroom management, methods, and closure, without behaviourally anchored scoring levels (Darmansah, Arsita, Istiqamah, Qodri, & Khairuman, 2024). Agustin, Malik, Suban, Syamsudduha, and Ramli (2024) report administrative selection and interviews; their recommendation to strengthen selection through microteaching is not evidence that it was implemented.

3.2 Evidence from interviews and teaching demonstrations

Insan Qur’ani explored lesson planning in interviews; Alwasliyah combined interviews and teaching practice (Darmansah et al., 2024; Yasir, 2023). MA Bilingual Al-Amanah described screening, panel interviews, microteaching, and deliberation (Nisak & Wahyuni, 2024). Turkish private-school administrators also reported interviews and demonstrations (Özsoy & Tabancalı, 2023). These accounts do not test score accuracy. Among supplementary comparators, Winarti, Hamzah, and Atqiya (2024) describe classroom teaching demonstrations. Saputra, Fadlillah, and Summiyani (2026) report uneven implementation of teaching assessment, while Arda and Wahyudi (2026) describe a conditional procedure dependent on applicant numbers. A recommendation, a conditional procedure, and an implemented assessment therefore cannot be treated as equivalent evidence.

3.3 Scoring consistency, prediction, and transferability

None of the seven MTs reports provides an interrater reliability coefficient or a predictive analysis linking selection scores to later teaching performance. Unreported procedures cannot be assumed absent. Accumulated scores at Nurul Hidayah and teaching indicators at Alwasliyah do not by themselves establish measurement quality (Darmansah et al., 2024; Zaman et al., 2022). In Finnish teacher-education admissions, multiple mini-interviews involving 3,306 applicants provided reliability and construct-related evidence, while predictive validity remained a question for subsequent investigation (Vilppu, Laakkonen, Haataja, Tolvanen, & Metsäpelto, 2026). Outcomes also matter. TeacherFit scores showed a small positive association with teacher evaluations, but higher scores also related to leaving the recruiting school the following year (Chi & Lenard, 2023). In a Finnish entrance test, 64 of 106 items assessed lower-order cognitive processes (Haataja et al., 2023). Neither finding validates an MTs instrument. The corpus supports no population estimate of recruitment practices, optimal instrument combination, universal weights, or claim that additional stages improve selection.

3.4 Mapping criteria to assessable evidence

Table 1 maps pedagogical domains to illustrative tasks and evidence. Reported practices and conceptual literature inform the domains (Darmansah et al., 2024; Metsäpelto et al., 2022; Nisak & Wahyuni, 2024; Özsoy & Tabancalı, 2023; Yasir, 2023); the task formulations and interpretive limits are developed in this review. No applicants completed these proposed tasks, and no expert validation, scoring-reliability analysis, or effectiveness evaluation was undertaken. Figure 2 distinguishes the empirical synthesis from the resulting proposals.

Table 1. Conceptual mapping of pedagogical criteria and illustrative selection tasks

Proposed criterion	Illustrative task	Evidence sought	Interpretive limit
Planning	Lesson plan and interview	Objectives, activities, and checks of understanding	A plan does not establish enactment.
Instruction	Specified microteaching task	Explanation, sequencing, questioning, participation	Brief sample of practice.
Learner needs	Interview case and microteaching	Recognition of difficulty; justified adaptation	Separate reasoning from observed action.
Classroom interaction	Observation and follow-up	Instructions, participation, response to disruption	Simulation differs from daily teaching.
Assessment and follow-up	Diagnostic questions and feedback	Learning evidence used to choose subsequent action	Not consistently reported in MTs studies.
Islamic teaching ethics	Work-related cases and observation	Honest assessment, respect, responsibility	Value statements need relevant reasons and behaviour.

Note. All rows are proposals for instrument development. Tasks and descriptions have not been validated for private MTs; no calibrated scale, weights, or appointment thresholds are provided.

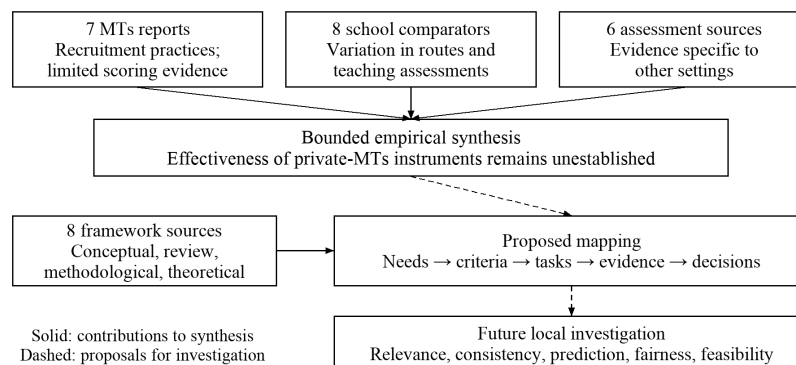


Figure 2. Evidence synthesis and limits of inference for private MTs.

DISCUSSION

Linking criteria, tasks, and decisions

The teaching process model distinguishes resources, interpretation, and action (Metsäpelto et al., 2022). Explaining active learning, reasoning through a problem, and demonstrating teaching provide different evidence. Interview fluency cannot automatically represent classroom management or instructional judgment. Precise definitions also respond to the broad–narrow trait distinction in situational judgment research (Nadmilail et al., 2023). For checking understanding, an interview might ask: “Some students solve the task while others repeat the same error. What information would you seek, and what would you do next?” A linked demonstration could require a diagnostic question and a response to students’ answers. This proposal follows competency definition before instrument choice (Valero Moya & Klassen, 2025). Assessors distinguish reasoning from action, adapting subject content to the vacancy. Task difficulty and rehearsal limit comparisons; brief demonstrations cannot establish sustained classroom performance.

Teaching ethics and subsequent development

Religious proficiency and institutional commitment feature in MTs recruitment (Ubaidillah & Hresnawanza, 2025; Zaman et al., 2022), but Qur’an reading does not establish fair assessment of student work. Work-related cases could examine responses to learning difficulties, student conflict, or pressure to change grades without academic grounds. These proposed tasks concern responsibility, respect, and honest assessment, not an applicant’s private religious life. Applicants from invitation and open-application routes should have comparable opportunities to demonstrate the core teaching criteria; this is a recommendation prompted by documented route differences (Munawir & Abdulah, 2025). Human capital theory places initial capability within continuing development (Becker, 1994). A selection profile can identify evidence gaps to revisit during induction. Later performance also depends on assignments, colleagues, and resources. The Colombian recruitment reform examined by Busso, Montaña, Muñoz-Morales, and Pope (2024) illustrates implementation consequences associated with teachers’ experience, but its institutional setting differs from private MTs. Recruitment alone cannot explain school quality.

Proposed assessment procedures and validation priorities

Behavioural descriptions require testing. For checking understanding, possible descriptions include asking whether students understand, posing a diagnostic question without using the answer, and using that answer to choose a subsequent action. Their ordering, distinctiveness, and scoring value have not been established. They are not calibrated proficiency levels (Metsäpelto et al., 2022; Valero Moya & Klassen, 2025). Development begins with checking task relevance to the vacancy. Expert review informs content revision, not prediction or effectiveness. Piloting examines applicant understanding and assessor interpretation. Multiple assessors could record initial judgments independently before discussion. Subsequent consensus does not establish initial-rating reliability; interview research reinforces the need for setting-specific score evaluation (Vilppu et al., 2026). Further research should relate selection evidence to teaching outcomes, accounting for assignments, induction, and classroom conditions. Evaluations and retention require separate examination (Chi & Lenard, 2023). Improved recruitment requires comparative evidence, alongside feasibility and fairness checks. None was undertaken here. Targeted and capped searching, variable reporting, and transfer from other settings constrain the conclusions.

Practical implications for madrasah leaders and recruitment teams

Table 2 translates the synthesis into responsibilities, actions, and records. Its starting points are needs analysis and committee-based selection (Yasir, 2023), observed teaching and subsequent

supervision (Darmansah et al., 2024), and the need to clarify authority across recruitment routes (Munawir & Abdulah, 2025). The workflow and record formats are proposals developed here, not a validated protocol.

Table 2. Proposed operational workflow for teacher recruitment in private MTs

Stage and responsibility	Proposed action	Record to retain
Planning: head, curriculum lead, foundation as applicable	Before advertising, specify subject, grade, load, needs, resources, eligibility, criteria, and appointment authority.	Vacancy brief and schedule.
Preparation: coordinator, subject teacher, assessors	Before assessment, map criteria to tasks; standardise instructions and conditions. Review and pilot new tasks; retain core criteria across recruitment routes.	Task–criterion map; instructions; pilot revision log.
Assessment: designated assessors	Record answers and actions separately. Retain initial independent judgments; distinguish missing evidence from demonstrated difficulty.	Criterion-level evidence sheets.
Appointment: team and authorised decision-maker	Before appointment, clarify conflicting or missing evidence. Record reasons and limitations; avoid automatic scores from this mapping.	Decision record and development needs.
Follow-up: head, supervisor or mentor, coordinator	After appointment, agree on mentoring and review dates. Observe teaching; review task ambiguities and assessor disagreements before the next recruitment cycle.	Induction plan; observations; recruitment review log.

Note. The workflow is a proposal derived from the review, not an empirically tested recruitment protocol.

The records can be brief: a vacancy description, an applicant evidence sheet, a decision record, and an induction and review log. Evidence entries identify the criterion, task, observed response, interpretation, and follow-up needed. The head assigns record-keeping responsibility; roles need not require separate staff. Documentation does not establish assessment quality. Review between cycles follows Nashrullah and Rindaningsih (2023). Later observations guide support, but do not alone prove predictive validity.

4. CONCLUSION

The seven MTs reports describe varied recruitment procedures but provide limited evidence about scoring consistency and prediction. They cannot establish prevalence or identify the instrument combination that best predicts teaching performance in private MTs. This review proposes linking interviews and microteaching through shared pedagogical criteria while distinguishing explanations from observed behaviour. Its contribution comprises a conceptual mapping and a workflow connecting vacancy requirements, documented evidence, reasoned decisions, and mentoring. The tasks, behavioural descriptions, and applicant profiles have not been tested in private MTs. Their relevance, scoring consistency, fairness, feasibility, and relationships with subsequent performance require investigation; improved selection outcomes cannot yet be claimed. No empirically established weights or appointment thresholds are provided.

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