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**HUMAN RESOURCE MANAGEMENT PATTERN ON DAARUL QUR'AN
ISLAMIC PRIMARY SCHOOL SEMARANG**

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Abstract

The quality of human resources is very important for the progress of an institution. However, the quality of human resources in Indonesia is ranked the lowest in ASEAN based on Human Development Reports. Educational institutions, especially private ones, really need quality human resources in order to survive in organizing good and quality education programs and competing with existing public education. This research is a qualitative research with the research subjects of the principal, teachers, employees, and several parties related to Daqu Primary School Semarang. Data was collected through participant observation, interviews and documentation. The technique applied to measure the validity of the data is triangulation. Data analysis through data reduction; presenting and verifying data. It is found in human resource management research, especially in SDIT Daarul Qur'an Islamic Primary School Semarang, which has implemented HR management patterns including; HR planning, recruitment, types of selection, training and development programs, performance appraisals, compensation, health programs, HR relations programs effective. In addition the majority of Human Resources of this school are still fresh graduates and, these good human resources have an impact on the excellence of students' achievement who are not only good in academic achievement but also in Tahfidz (memorization of the Qur'an).

Keywords: HR Management, Primary Daqu School, Tahfidz, Student Achievement.

A. Introduction

The progress of a nation is greatly influenced by the quality of education that is being proclaimed. There are several factors affecting the quality of education, including human resources who actively participate in it (Uwes, 1999). Thus, increasing human resources will have an effect on improving the quality of education. So it is not surprising that many countries that lack natural resources, but because they have superior human resources, then they can become developed and prosperous countries, such as Japan and Europe.

Talking about human resource management practices, human resource management has a very important role, even occupying the most important position among other resources in determining the success of institutional goals. However, there are still some religious institutions that do not understand the importance of the existence of this human resource.

This is evident in practice, there are still many institutions that view and treat their human resources as mere tools so that their value is not different from the means of production or machines used to achieve maximum results or production, even though if examined more deeply the key to success in various fields do not lie in the latest tools used but in man himself. From the explanation above, we can see that humans have a central role in the management of institutions or institutions. Therefore,

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there is a need for management of human resources so that institutional goals can be achieved optimally.

Thus, human resource management (HRM) occupies two important positions. First, it is part of the institution that deals with the human dimension. The second is a support function within the institution. HRM functions to always improve HR skills, motivate them to have better performance and achievement in work, and so that they remain highly committed and focused. According to De Cenzo (1999), there are four main activities in human resource management, namely: staffing which includes human resource planning, recruitment, selection and placement. Training and Development, which includes orientation, training and employee development and career development. Motivation which includes performance appraisal, compensation, incentives and employee bonuses. Maintenance is to maintain employee commitment which includes security and health assurance, communication and employee relations.

Thus, it can be seen that there are two approaches to HR management, namely the hard approach and the soft approach. The hard approach emphasizes scientific management which consists of job design, training, development, assessment, and compensation. Meanwhile, the soft approach emphasizes the aspects of human relations which consist of: motivation, commitment, sharing values, and communication.

National education in the last two decades still shows a low level. This can be read from the results of the mathematics achievement of class VIII Indonesia which is still at the lower level, namely in the 35th rank out of 49 countries, far below Malaysia and Thailand (Kemdikbud, 2011). This downturn is of course not only the unilateral fault of students and the education system implemented nationally by the Ministry of National Education. This is also greatly influenced by the factor of limited adequate human resources for the attainment of quality education.

Moreover, in private schools, human resources in private schools are often inadequate. This is because the existence of private schools has implications for the size of the school operational budget that must be spent. Because this school has a private status, the operational costs must be provided independently without depending on government assistance. This fee includes the provision of rewards and training for human resources who actively participate in it.

The process of gaps between the private sector and the state in the Indonesian context provides a nuance of unhealthy educational competition. (Suyanto and MS Abas, 2001) Efforts to recruit students that are not well coordinated, for example, have resulted in unhealthy competition. Educational institutions are no longer oriented entirely to empowering and educating students, but more on business competition through education.

In the development of educational autonomy efforts, including by promoting school-based management, community-based management, or competency-based management, have presented new challenges to fix various weaknesses in the world of education. On the other hand, the fulfillment of completeness, including the provision of facilities intended to educate students, is a positive thing, however, efforts to empower these facilities are often aimed more at getting the quantity of students alone. So that it is not effective enough without strengthening at the human resource level.

On the other hand, the world of education which is increasingly giving priority to intense competition actually provides opportunities for the private sector to be able

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to survive because the private sector is more ready to be independent or independent with all forms of management of its educational institutions. However, the reality in the field also often shows an alarming gap, that is, not a few private schools have 'closed down' with their inability to finance educational institutions due to the adequate number of students. Although there are still many private schools that still survive and have adequate facilities, human resources and other educational support aspects because they have sufficient students to fund these various educational facilities.

SDIT as an educational institution that has a more comprehensive vision actually has different advantages compared to public schools. In fact, it is more often found that both the vision and mission and the strengthening of human resources in SDIT have shown indications of optimal empowerment for the world of education. Thus, this school is able to compete again to make a maximum contribution in the world of education which is increasingly global and more pragmatism oriented in the world of work.

In addition, economic development and technological sophistication require every member of society to be able to master various sophisticated living facilities and compete strongly in the world of work. Students are indirectly carried away to prepare themselves for the world of work and global competition. Education is the most effective medium in preparing human resources in the world of work.

This is where the competition increasingly provides great opportunities for SDIT to provide knowledge capital and a basis for morality in the competition. From the description of the advantages that have so far existed in the SDIT institution, this study tries to explore and information about HR management in integrated schools. Because human resources really determine the quality of the product to be produced, namely humans who are superior in science and are accustomed to carrying out Islamic sharia and living the Prophet's Sunnah

This research takes the object of research in Daarul Qur'an Islamic Primary School which is an SDIT in the Semarang area as a branch of the National Daqu School in Jakarta. This school is an integrated elementary school that teaches the Qur'an and has an international standard. This study is based on an effort to examine in more detail about human resource management in Daarul Qur'an Islamic Primary School Semarang. Because this school is still relatively new, which has only graduated one batch, the majority of human resources or teachers and employees are still fresh graduates and have not much experience in their fields. Thus they still need a lot of training and human resource development training in order to achieve the predetermined vision and mission. The problem in this research is how to improve the effectiveness of HR management practices at Daqu School. It is hoped that this research will obtain valid data and information in the field as an effort to build quality and independent human resource management in Islamic education institutions in the world of global competition.

B. Research Methods

This study took the object of research in Daarul Qur'an Islamic Primary School which is an SDIT in the Semarang area as a branch of the National Daqu School in Jakarta. This school is an integrated elementary school that teaches the Qur'an and has an international standard. This study is based on an effort to examine in more detail about human resource management in Daarul Qur'an Islamic Primary School

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The approach used in this research is a qualitative approach supported by quantitative data. In this study, researchers did not only describe the implementation of HR management at DAQU School Semarang, but also conducted an analysis to measure the effectiveness of HR management, by comparing the real process with the planned process. This research was conducted in a reasonable situation to see naturally in the field and was more concerned with the process than the results. The method used in this research is a critical analytical descriptive method that seeks to see and explain facts about human resource management at DAQU School Semarang and then linked and verified and analyzed critically using HRM theories. To obtain the data needed in this study, the following methods were used:

1. Participant Observation
2. Semi-structured interview
3. Document Analysis

C. Theoretical Study

Human resource management has various definitions. This is based on the opinions of various figures. However, basically these various opinions have the same core. Some of these figures are Monday, Noe and Premeaux. (1999). He argued that, "Human resources management is the utilization of human resources to achieve organizational objectives." Human resource management functions as the use of human resources to achieve organizational goals. This opinion is also in accordance with the opinion of Handoko (2001) which states that human resource management is a process of recruitment, selection and placement, training and development, maintenance and use of human resources to achieve individual and institutional or institutional goals.

Human resource management has a goal of increasing the contribution of human resources in an institution or institution in order to achieve the level of productivity of an institution by providing an effective work unit. (Soekidjo, 1998). For more detail operationally (Siagan, 2003) defines human resource management with the aim that every institution or any institution has social obligations that must be fulfilled. So, to fulfill this social responsibility, the institution must have social sensitivity so that it is able to make real contributions to the surrounding community.

The purpose of an institution in human resource management is essentially directed at improving and increasing the contribution of the workforce in the institution or institution in order to achieve the stated institutional goals. The institutional unit or institution is implemented to achieve the level of efficiency, effectiveness and work productivity for the institution as a whole.

The functional objective of human resource management in this area is an overall step and procedure that must be taken by a work unit that manages human

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resources in an institution or institution so that the human resources are able to contribute optimally. So it becomes clear that every element in the institution is responsible for its respective functions.

Objectives Personnel are expected to provide assistance for the workforce to achieve individual goals, in a more macro scope, namely institutional achievements. Thus, every workforce should have their goals fulfilled as the achievement of motivation and maintenance of their enthusiasm. In this case, Armstrong (2003) argues that specifically human resource management has the aim of making institutions or institutions able to obtain and maintain human resources as needed by institutions, namely HR with good skills, quality. Developing management practices that are highly committed and position employees as stakeholders for the institution or institution, are considered capable of encouraging cooperation and mutual trust between them.

Creating an institutional climate or institutions can maintain productive and harmonious relationships. Develop an environment that is highly conducive to develop teamwork and flexibility. Helping institutions or agencies harmonize stakeholder needs. Ensure that human resources are rewarded based on their performance. Organizing a diverse workforce taking into account individual and group differences in placement and work styles. Ensuring equal opportunities exist among all employees. Manage human resources using an approach to fairness and transparency. Maintain and improve the physical and mental well-being of human resources.

Factors that influence the HRM process. Institution is a system that will certainly interact with its environment. For this reason, the institution must be able to adapt to the environment in which the institution is located. If the institution fails to adapt to the environment in which it is located, it is likely that it will not be able to exist and develop. There are two kinds of environment that affect the human resource management process, namely: the internal environment such as employees, the board of commissioners and shareholders. While the external environment is an environment that is outside the organization but is still relevant to the organization's activities. The institution obtains input from its environment then processes the input and provides output to the environment.

HRM functions include staffing, including planning, recruiting, and selection. There are two kinds of approaches in implementing HR training and development, namely; training methods on the job and outside the workplace. However, the most common method applied is workplace training because it is simpler and does not cost much (David De Cenzo, 1999).

Methods at work (on job training) which include; first, job rotation, which is doing work for a certain period so that you feel the experience, knowledge and skills by doing each job. The second is Apprenticeship or employee apprenticeship, which is to carry out training under the guidance of a colleague who has high skills and expertise for a certain period of time. The third is Intership, like an internship, but only an introduction to work and institutions.

As for what is meant by performance appraisal according to Wanzare (2002) in his writing entitled Rethinking Teacher Evaluation in The Third World. It is "A measure of teacher competence based on data collected formally or informally and may be conducted for several reasons." There are several things that need to be considered so that the purpose of conducting performance appraisals can be achieved,

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namely the assessment must have a relationship with the work, meaning that the assessment system must really assess the work carried out in the institution, the existence of work implementation standards and these standards or measuring instruments must be valid and reliable. The assessment system used is practical in nature which is easy to understand and understand and is used by both the assessor and the assessor. According to Lunenburg and Ornstein (2000) there are several reasons to find out how well employees are performing.

To conduct performance appraisal, there are several methods that are usually used, namely the past-oriented and future-oriented methods of performance appraisal. Each technique has its own advantages and disadvantages. Likewise with this past-oriented technique or method. This method has a weakness, namely past work performance cannot be changed. Thus for evaluators the most important thing is how to minimize the various problems or weaknesses that are found in each technique used.

Several past-oriented performance appraisal methods such as rating scales and checklists and future-oriented performance appraisal methods such as selfassessments and psychological assessments. Rating scale, in this case the rater measures the work performance of employees from the lowest to the highest scale, comparing the work results of teachers or employees with predetermined criteria. Checklist or checklist, in this method the assessor selects only statements (items) that are already available and describes the work performance and characteristics of the employees being assessed. If the statement is prepared carefully and its validity and reliability are tested, then this tool will be able to provide an overview of the performance of teachers or employees carefully.

Self-assessment (self appraisal), this method emphasizes the performance appraisal of teachers or employees carried out by themselves with the aim of selfdevelopment in the framework of institutional or organizational development. The involvement of teachers or employees in their commitment to performance improvement process is the most important dimension of this self-assessment. Psychological assessment is carried out by involving a psychologist. The method often used is psychological tests that measure intellectual aspects, motivation, emotions, etc. from the teacher or employee concerned (Mangkuprawira, 2003).

Compensation is an important component in its relationship with employees. Compensation is a right that must be given to employees. Compensation becomes a reward or remuneration received by employees after the employees are able to carry out their duties properly. Meanwhile, according to Mondy, Noe and Premeaux (1999), "Compensation is the total of all rewards provided by employees in return for their labor." Compensation is all awards given to employees in return for work that they have done. From the above understanding, it can be seen that compensation means not only in financial forms such as salary, bonus, insurance, social assistance, pension, education and so on but also in non-financial forms such as satisfaction that someone gets from the job itself or from the psychology or physical environment of the workplace.

The objectives (Notoatmodjo, 1998) of the existence of this compensation system are given with the objectives, among others, to respect work performance, retain employees, improve work quality and increase time discipline. With the compensation provided by a good and satisfying institution or organization as remuneration for the employee's work performance, it will encourage employee

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behavior as expected by the institution. Ensuring justice, with compensation that is in accordance with their function, position and work performance will ensure justice that is obtained by employees in the institution.

D. Results and Discussion: Human Resource Management Daarul Qur'an Primary School Semarang

Daarul Qur'an Primary School has a location that is not conducive to learning. The building that is occupied by this school is still in a rented status. This school is located near Simpang lima, precisely on Jl. Hero No. 153 Gg. Mugassari Pelem Saws Mugassari Village, South Semarang District, in the area behind the Central Java Police Office and also the Central Java Governor's office. The location of this school is easily accessible because it is located in the south of the city center of Central Java, Simpang Lima Semarang.

The history of the establishment of the Daarul Qur'an Primary School Semarang is actually a branch of the basic education institution of the Daarul Qur'an Primary School institution which is centered in Tangerang with its initial founder being ustadz Yusuf Mansur. This school was founded in 2008 which then developed with a Junior High School (SMP) which is under the same management as the Central Java Tahfidz Islamic Boarding School in Ungaran Semarang above. The following are the names of the principal of the Darul Qur'an Primary School from its inception. Rahmat Arief. M.Pd (2010-2012), Nur Wachid, S.Pd.I (2012– 2015), M. Fathurrohman, S.Pd.I (2015 now). Thus there is a dynamic of changing the principal of the Darul Qur'an Primary School Semarang which is carried out consistently on regulations to maintain the progress of the school management process.

The objective of Darul Qur'an Primary School Education is to create a generation of Qur'ani who memorizes and understands the 30 juz Al-Qur'an who are independent, tough, have leadership, smart, sensitive, visionary and insightful and make the Daqu Method *Iqomatul Mandatory wa Ihyaussunnah*) as everyday activities. The special purpose of Daarul Qur'an Primary School is to give birth to generations of leaders of the nation and the world who are pious and have Qur'ani characters and have an entrepreneurial spirit in building a future Islamic civilization. To achieve this goal, an educational institution based on the Qur'an and Al-Hadith was created that was superior, competitive, global and *rahmatanlilalamin*

In particular, the Daarul Qur'an Primary School aims to produce educational outputs that have advantages in terms of faith and devotion to God Almighty as a school that is characterized by Islam. High nationalism and patriotism. Deep and broad science and technology insights. High motivation and commitment to achieve achievements and excellence and have a strong personality. Social sensitivity and leadership. High discipline and supported by excellent physical condition.

The vision and mission of Daarul Qur'an Primary School are determined by the foundation. Thus the vision and mission of SD Daarul Qur'an is the same as the vision and mission of other branch schools under the same Daarul Qur'an foundation. SD Islam is an Islamic educational institution that has begun to be recognized and sought after by the Muslim community, especially the middle and upper classes. Islamic elementary school is considered capable of responding to the challenges of an increasingly global era, especially in facing the moral degradation of the nation. Even

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though they have to reach deep pockets, Muslim parents are willing for the quality of education that is expected to be obtained by their children.

Daarul Qur'an Primary School certainly has a basic building as an Islamic educational institution so that it can continue to develop in accordance with the demands of the times and exist in the midst of people's lives and provide patterns and colors in their lives. One of the basic buildings that the Daarul Qur'an Primary School must have that will greatly determine where this Islamic education institution is going today and in the future is the determination of the vision and mission of the Daarul Qur'an Primary School.

This vision and mission is formulated by holding a work shop which is attended by the Foundation and a team of experts by inviting experts from wellknown companies. They all gathered to formulate the vision and mission of the Daarul Qur'an Primary School, as the initial goal of this school was to give birth to a generation of national and world leaders who have Qur'ani character and have entrepreneurial spirit in building a future Islamic civilization. Daarul Qur'an Primary School (Based on an interview, 17, 03, 2018.)

The Daarul Qur'an Primary School's vision in general is to generate a generation of leaders of the nation and the world who are devout and have Qur'anic characteristics and have entrepreneurial spirit in building future Islamic civilization. Following are the efforts made by Daarul Qur'an Primary School so that the vision of this school can be achieved.

Organizing internal workshops with the aim of conducting a SWOT analysis, compiling the vision, mission and indicators, strengthening the commitment of the Daarul Qur'an Primary School residents to achieve their vision and mission, mentally preparing to become a superior school and preparing for making action plans.

Preparing teacher mental and professionalism, through organizing teacher training forums, teacher involvement in school management, comparative studies, disciplinary assessment, performance and intensive coaching of teachers etc. Prepare an innovative curriculum. Preparing patterns of coaching and mentoring students with the aim of encouraging creativity, independence and training them to build selfconfidence by participating in various events or competitions. Prepare facilities and infrastructure that support gradually and create a conducive classroom and school atmosphere through clean school movements, greening, environmental and classroom arrangements.

Increase sources of school funding by increasing the role of parents of students. Creating a superior culture and building student self-confidence by spreading star awards, actively participating in competitions between schools and those held by various institutions or institutions, both private and government. Like the tahfidz competition held by the Daarul Qur'an Central Foundation in Jakarta.

Apart from the above advantages, Daarul Qur'an Primary School Semarang really hopes that its graduates are skilled in reading and memorizing the Qur'an and have a good understanding of science so that students are expected to have a solid foundation / foundation in the future to become scientists. and Muslim intellectuals who are experts in their fields and have memorized the Koran. For example, being a doctor, engineer, lecturer, teacher, judge, lawyer, businessman who memorizes the Al-Qur'an. To support this, every 7 in the morning, students are accustomed to doing dhuha prayers together, followed by prayer and muroja'ah memorizing verses of the

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Koran, one day one father and Qiro'ati until 8.30. morning at Musala, then continued to attend the teaching and learning process as usual.

Another noble hope of this educational institution is to become excellent children. Globalization is a process that will inevitably occur in the history of human life with all its impacts, both positive and negative. By having quality education, the Indonesian nation will be able to enter the era of globalization successfully. Highquality education is education that can produce superior, skilled and most importantly mature student output.

Daarul Qur'an Primary School always strives to create superior and globalminded students with indicators such as having a strong aqidah, being aware and obedient to worship, having high tolerance or tolerance according to Islamic teachings, fluent in reading and writing the Qur'an (BTAQ), confident, able to work together, think objectively and rationally, be optimistic and forward-looking, disciplined, honest and willing to work hard, be responsible, innovative and creative, and patient, polite in social relationships, have Islamic personality or make imtaq the basis of the pattern thoughts, attitudes and behavior patterns, accustomed to carrying out the obligatory and loving the sunnah.

Daarul Qur'an Primary School Semarang seeks to realize this vision by reviving education based on Islamic teachings. Daarul Qur'an Primary School has a number and hours of lessons that are much more and longer when compared to general elementary schools because of the content of religious subjects, especially the Al-Qur'an. Therefore students will increasingly know and even understand the noble values of the teachings of Islam and become proficient in reading and memorizing the Qur'an.

Thus it is hoped that students will have Islamic personalities and have good morals. For students who come from general families and do not have a good understanding of religion and are still weak in applying Islamic values, it is certainly not an easy thing to be able to apply them at home. When children are accustomed to obligatory prayers or sunnah at school, it turns out that they meet both parents or one of the parents and even their siblings do not do it, then this will be quite a challenge to be able to sustainably carry out Islamic values.

As an Islamic school, Daarul Qur'an Primary School strives to provide education in an integral way and eliminate the dichotomy between general science and religion. Thus, it is hoped that all teachers who teach general subjects are able to relate them to the verses of the Al-Qur'an or the values contained in the teachings of Islam. Thus the formation of students' personalities and morals is not the sole responsibility of religious teachers, but is the responsibility of all teachers at SD Daarul Qur'an if they are in school and of course it is the responsibility of parents if they are already at home.

Apart from the things that have been mentioned above, in order to realize the vision of Daarul Qur'an, various religious activities are continuously being carried out. From the various steps and efforts to realize the above vision, it can be seen that the mission of Daarul Qur'an Primary School is to create educational institutions based on the Al-Qur'an and Al-Hadith that are superior, competent, global and *rahmat lil alamin*. Creating a generation of Qur'ani who memorizes and understands Al-Qur'an 30 Juz who is independent, tough, has a leadership spirit, is intelligent, sensitive,

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visionary and has broad insight and makes the Daqu Method or *Iqomatul Wajib wa Ihyaus Sunnah* as everyday clothes.

Creating a generation of entrepreneurs who love giving. Furthermore, this vision and mission is socialized and implemented, even in an effort to realize this vision and mission Daarul Qur'an Primary School dares to make various innovations and strives to be at the forefront of following the direction of education in the future. The innovations carried out are based on in-depth studies and the courage to make changes that are believed to be correct so that despite facing various challenges from outside the Daarul Qur'an Primary School does not stop, let alone retreat to make various changes. We can see the various innovations that have been made by Daarul Qur'an Primary School in realizing this vision and mission, starting from the determination of the curriculum independently, namely a combination of the DIKNAS curriculum plus the typical Daarul Qur'an Primary School curriculum and so on.

The organizational structure as an Islamic school which has special characteristics compared to other Islamic schools, Daarul Qur'an Primary School has an organizational structure that is relatively the same as Islamic primary schools both public and private in general. Each head of affairs has full authority and responsibility for their respective fields. Thus the leadership style that is in accordance with the managerial structure of the Daarul Qur'an Primary School is delegation.

Whoever is the principal of the school in the Daarul Qur'an Primary School is not an urgent problem because whoever the principal in office must follow a centralized system from the center or a foundation under the coordination of the Qur'an Nusantara education sector. This institution is coordinated under the structure of the Daarul Quran Indonesia foundation, while the PPPA which is in the socioeconomic realm of the public is under the auspices of the Daarul Quran Nusantara foundation.

The organizational structure is a structure that has the duties and responsibilities or job description of the HR in Darul Qur'an Primary School. The principal is in charge of implementing education and teaching at the school. In carrying out these main tasks the principal functions as an administrator, namely planning, organizing, directing, coordinating and supervising all educational activities. As an educational leader, namely creating a harmonious human relationship in the framework of fostering and developing interpersonal cooperation so that all simultaneously move towards achieving goals through the willingness to carry out their respective duties effectively and efficiently.

As an education manager, namely realizing the proper utilization of each person, in order to be able to carry out their duties optimally. To obtain optimal results both in terms of quantity and quality in the learning process. Performing the division and division of labor by forming work units. Selecting teachers and employees to be placed in each work unit concerning the ability to utilize personal effectively. Performing the obligation to move each person to be willing and earnest in carrying out their respective duties.

Teachers (Functional Employees) are in charge of planning, organizing, directing and controlling the activities of the teaching and learning process in class during class hours. Creating a harmonious personal relationship in order to move towards achieving both general and specific instructional goals. Realizing proper utilization of every person and material.

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The Head of Curriculum and Teaching Affairs is in charge of coordinating the planning and preparation of teaching and learning activities programs in schools along with the budget plan for 1 school year. Develop a teaching program. Arranging the distribution and description of teacher assignments, compiling lesson schedules, compiling an educational calendar, compiling and managing learning evaluations, laboratories. Arranging the distribution of education reports (report cards). Always improve the stability and quality of education in schools. Coordinating and fostering activities related to MGMP and the media. Plan, coordinate and supervise additional PBMs. Document evaluation activity reports (general tests and final exams).

The library sector is in charge of coordinating the planning and planning of library activities for 1 academic year along with the library income and expenditure budget. Arrange school library development plans. Order and complete library administration facilities and administration. Together with the supervising teacher, they helped teaching and learning activities (KBM) held in the library. Make regular reports about visitors and students' reading interest. Improve service quality in a sustainable manner. Together with subject teachers to coordinate the provision of compulsory student books.

The head of student affairs is in charge of coordinating the planning and preparation of a budget plan for student and extracurricular activities for 1 school year. Planning and compiling student development programs. Fostering, directing and controlling student activities in order to enforce student discipline and discipline. Fostering flag ceremony activities. Coordinating community service activities. Determine extracurricular activities. Schedule and seek extra-curricular training. Develop schedules and student coaching programs. Organizing PSB based on deliberations of leaders and staff. Carry out the selection of exemplary students. Planning, fostering and supervising school orientation / observations for new students. Prepare monthly, quarterly and accountability reports for 1 school year.

The fields of public relations, media and publications are in charge of coordinating the planning and preparation of public relations and social activities during the 1 school year along with the budget for revenue and activity expenditures. Fostering good relations between the school and parents, community and local government. Organizing regular meetings with parents of students in the form of parenting every 1 month. Welcoming and receiving school guests. Arrange and organize social service activities on a regular basis.

The head of financial affairs and infrastructure is in charge of controlling finances from internal school funding sources. The salary system for teachers and school staff according to volume, performance and work responsibilities is centralized and is not a responsibility in the financial sector. Maintain the stability of the welfare of teachers and employees. Prepare a RAPBN based on applicable references and operational budget plans for education in schools, subject groups and special institutions. Arrange a program for procurement, maintenance and security of school inventory items. Optimizing school infrastructure. Planning and implementing school infrastructure maintenance programs. Prepare monthly and annual reports.

The head of skills and entrepreneurship affairs is in charge of coordinating the planning and preparation of skills teaching programs and planning activity budgets for 1 school year. Organizing skills programs for the furniture industry, water and carving crafts, computer technicians, fashion and *Batik*. Develop effective and productive

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learning skills. Organizing a production unit. Establish cooperation with government or private agencies, business entities or companies for the benefit of education, product marketing, student work orientation after graduating from school or other forms of mutually beneficial cooperation. Prepare reports on the implementation of skills education in an orderly and orderly manner. Subject Cluster Administrators Prepare work programs Optimizing the teaching team. Increase cooperation between subject teachers towards quality teaching and learning process. Helping the preparation of teaching programs or subject teacher administration Coordinating subject teacher discussion forums in order to increase their scientific insights.

The school honor council is tasked with providing exemplary attitudes, fostering creativity, motivating and developing a sense of responsibility towards the school. Provides a sense of familiarity and kinship. Enforce teacher and employee discipline. Monitor the performance of teachers and employees Managing the presence of teachers and employees. Manage and foster teachers and employees who neglect their duties. Provide regular teacher and employee performance assessments. Prepare monthly reports in writing.

The school business management body is in charge of managing businesses that generate “funds” in such a way as to support the welfare of teachers and staff and the operational costs of providing education in schools. Playing the Daarul Qur'an Primary School cafe and other economic enterprises as an economics laboratory for the Social Studies program. Planning and compiling business development programs. Prepare reports in an orderly manner. Look for business opportunities that engage students in both the short and long term.

The Daarul Qur'an Primary School curriculum uses the Diknas curriculum and the KTSP (Education Unit Level Curriculum plus Daarul Qur'an Primary School curriculum innovations such as determining or rearranging time allocations in the curriculum structure. Tracing talent and academic potential. The innovation curriculum is structured in such a way as to reflect ideas comprehensive school (academic + vocational program or skills), giving students the option to choose an educational program path that suits their potential and needs.

Schools add specific subjects (local content). Conversation. PPHM (Development of Reasoning and Reading Interest). Formed 5 subject groups consisting of the Religion Family, the Language Family, the Mipa Family, the Tahfidz Family, the Korsek Family (skills, sports and arts), sports (intracurricular) directed to achievement sports. This sports achievement is held in the afternoon, each student is obliged to choose one sport. Each sport is specially fostered by professional trainers. Art education is oriented towards the art of achievement as gratitude, there are extra pictures and tambourines.

As an integrated Islamic school, of course Daarul Qur'an Primary School has its own characteristics that distinguish it from other Islamic primary schools. The main characteristic possessed by Daarul Qur'an Primary School as a school based on Al-Qur'an is by applying the Daqu method, namely obligatory prayers are a necessity in congregation and on time. Performing the Sunnah either midnight prayers or Duha prayers. Applying the value of monotheism and the tradition of sharing in the learning process of studying and interacting with others. Institutionally, Daqu school is in a synergy with the PPPA Daarul Qur'an Nusantara Foundation which is engaged in the economic development of the people and social services for the community.

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Apart from the main characteristics mentioned above, the Daarul Qur'an also has a distinctive characteristic of having a curriculum and teaching system that is flexible and adaptive and is always relevant to the demands of the community. Using modern education management. Has modern academic facilities. Having an Islamic school culture, by encouraging a conducive condition for school members through the principle of learning and working has a religious dimension. Tireless work hard is a habit. Cooperation is sunnah. Mutual respect is a necessity. Openness and equality are the basis for mutual interaction.

The condition of human resources to the level of quality and independence of the Daarul Qur'an Primary School basically really depends on the quality of the managers, teachers and employees as human resources in the school. One of the factors that strongly supports the competence and professionalism of human resources is the educational background and the desire to improve one's quality through the advanced education levels taken. The academic climate and scientific and religious traditions among Daarul Qur'an Primary School residents can only be realized if the human resources are continuously developed and proactive in participating in various scientific studies and seminars, training and workshops and all of its human resources have at least an S1 degree. The following are the objective conditions of teachers based on the level of education taken in 2015 or 2016.

E. Closing

After carefully examining the results of the above research, the authors found an offer of solutions for the advancement of Islamic education institutions in the future. The progress and success of an educational institution, both Islamic education institutions and general education institutions, are greatly influenced by the internal strength of these institutions. The internal strength referred to in this case is the quality of the human resources in it as well as the good management of the organization of the educational institution. The ability of the people involved in exploring the potential and maximizing the operational function of management and the participation of the surrounding community also greatly determines the progress of the educational institution.

In addition, the willingness of these educational institutions to continue make improvements by making various innovations for the advancement of schools. These educational institutions can be accounted for as educational institutions for the community. After the foundation and school conduct an analysis using a proper SWOT analysis, which are the strengths, weaknesses and opportunities and threats, the SWOT is used as a basis for long-term strategic planning. so that this school will be able to occupy a strategic position.

With this research, it is hoped that it will be able to provide implications, namely, providing new discourses and examples of effective HR management. Reconstructing a new theory of human resource management in the context of educational institutions that absorb local ideas or at least can provide new patterns in terms of human resource management that can serve as a basis for private Islamic elementary schools, especially those in the Semarang and Java areas Middle to manage educational institutions.

The operational functions of human resource management that have been implemented effectively in Daarul Qur'an Primary School Semarang should serve as an example for the management of other Islamic educational institutions. Meanwhile,

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the operational function of human resource management which is still not optimally implemented in Daarul Qur'an Primary School can be used as a learning area and self-evaluation for other educational institutions to become more advanced institutions.

The process of developing human resources held in Daarul Qur'an Primary School can be used as a reference or at least as an illustration for other educational institutions that want to advance by strengthening their internal potential in the form of their human resources. Human resource management in Daarul Qur'an Primary School with its concept and vision can be used as a supporting factor for the advancement of Islamic education institutions in Indonesia.

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