

Analysis of the Contribution of HRM to the Process of POAC in Improving the Quality of Teachers at SDIT AZ-Zahra Rantau, Tapin Regency

Maisya Rabban¹, Meldasari Said² & Muhammad Maladi³

^{1,3}Sekolah Tinggi Ilmu Ekonomi Indonesia, Indonesia

²Universitas Negeri Jakarta, Indonesia

Email: meldasaid75@gmail.com

Abstract

This study analysed the contribution of human resource management (HRM) to the processes of planning, organizing, actuating, and controlling (POAC) in improving teacher quality at SDIT Az Zahra Islamic elementary school in Tapin Regency, South Kalimantan Province of Indonesia. A qualitative case study approach was employed involving interviews with the school principal, foundation representatives, and teachers, as well as classroom observations and document analysis. The findings revealed SDIT Az Zahra implements the POAC framework effectively in its HRM practices. The planning stage involves needs assessment through surveys and performance data analysis. Organizing prioritizes task delegation and program coordination aligned with identified needs. Actuating centres on delegation, rewards, and a supportive work environment. Controlling includes regular program evaluations and feedback mechanisms. While teachers valued training opportunities, there was a need for more skills-focused and personalized development. Challenges in integrating faith, knowledge and technology into lessons were also identified. Recommendations include pursuing partnerships for shared resources, leveraging technology for teacher development, and benchmarking with other schools. Overall, SDIT Az Zahra's data driven HRM approach utilizing POAC shows promise for maintaining high teacher quality and achieving academic excellence. The study contributes insights into improving HRM alignment with organizational goals in Islamic educational institutions.

Keywords: Human Resource Management, POAC, Islamic Education, Quality of Teachers

1. Introduction

Education is a key element in nation building (Dzvimbo et al., 2018). Quality education is the key to producing quality and competitive human resources (HR) (Qutni et al., 2021). One of the determining factors of the quality of education is the quality of teachers (Widodo, 2016). Qualified teachers are teachers who have good pedagogic, professional, social, and personal competencies. Improving the quality of teachers requires continuous efforts from various parties, including the government, schools, and teachers themselves. One strategy that can be done to improve the quality of teachers is to implement effective Human Resource Management (HRM) (Qutni et al., 2021).

HRM is a process that organizes, manages, and develops human resources in an organization. Effective HRM can help organizations to achieve their goals more optimally. In the context of

education, HRM can help schools to improve the quality of teachers and improve student learning outcomes (Qutni et al., 2021).

An Islamic school educational institution requires effective management planning to assess its quality. The quality of an Islamic school educational institution depends largely on the implementation of the management functions implemented in the institution (Mualifah et al., 2022). Success in implementing management functions in Islamic educational institutions can be achieved through the adoption of a professional education management system.

Quality is the main focus in building the reputation of Islamic educational institutions, because good quality will attract students to enroll in the institution. Conversely, poor quality can result in a decrease in public interest and trust in the educational institution. This statement is related to what was said by (Chatib, 2014) that schools are schools that focus on the quality of learning, not on the quality of student input. The quality of the learning process depends on the quality of the teachers who teach at the school.

In other words, a school that is able to change the academic and moral quality of its students from negative to positive, that is a school (Jones, J. J. & Donald I. Walters, 2008) In the context of education, job descriptions include the duties of teachers, whether teachers work in class independently or in teams, where learning activities are carried out, duration of workload time, vacation rights, and others. Therefore, it is important for educational institutions in creating and maintaining the quality of schools so that Islamic educational institutions can continue to develop and make a positive contribution in the world of education (Sain, 2022).

Globalization and technological developments encourage competition for high-quality human resources in Islamic primary educational institutions (Nandani et al., 2023). Human Resource Management (HRM) is a formal system in organizations that aims to effectively maximize the potential possessed by humans through policies, training practices, and assessments that influence employee behavior, attitudes, norms, and performance (Aslam et al., 2014).

Therefore, in this study, researchers want to make observations at Az Zahra Integrated Islamic Elementary School established in 2017 and located in Tapin Regency, Rantau City. The hallmark of SDIT Az Zahra is its unique approach to the daily learning process of students. They not only have an academic education program but also apply the Qur'an in their program called tilawati. The main purpose of education at SDIT Az Zahra is to prepare students to have an academic and Islamic foundation that is able to compete in continuing to secondary school by bringing a good influence to those around them. In addition, the school wants their students to become excellent students and develop as a whole, with what they have gained through learning at SDIT Az Zahra.

In line with this goal, the school understands the importance of alignment between the human resource system and management functions in improving the quality of the school and its educators. Designing a Human Resource Management system is key to developing educators who are professional and play an active role in the overall success of the organization. Through effective human resource management, foundations and schools can find out the shortcomings

of institutions that can later be improved in order to achieve excellence and maximize the quality of education.

Therefore, this study aims to analyze and explain how Human Resource Management (HRM) can improve the quality of teachers in Islamic basic education institutions. Because a good Master can be found by implementing human resource management. Alignment between teacher resources and management functions is key to developing professional educators who will actively play a role in achieving overall organizational success. It is also the foundation for efforts to achieve excellence and improve the quality of education.

In the context of Human Resource Management (HRM) in the field of education, it can refer to the views, understanding, and interpretation of teachers on management function policies such as (POAC), namely, the process of planning, organization, *actuating*, and controlling which is implemented in improving the quality of educators (Wijayanti et al., 2023). This includes an analysis of the HR process in striving to improve the quality of teachers and the school management system carried out at SDIT Az Zahra, Tapin Regency.

As for the preliminary observation stage, at Az Zahra Integrated Islamic Elementary School, Tapin Rantau Regency, several aspects were identified that require attention from the Human Resource Management (HRM) system, in order to improve the quality of educators and school management systems. However, there are several management systems that have been carried out by educators such as making work plans or teaching modules for students, attending training held by the education office for principals and educators to improve the quality of teaching, and creating a good organizational team in every event carried out. Based on the explanation, SDIT Az Zahra has run a management system, but not fully and there are still other things that can be analyzed to improve the management at SDIT Az Zahra.

2. Literature Review

POAC stands for Planning, Organizing, Actuating (or Executing), and Controlling. It's a foundational framework used in management for setting goals, structuring activities, carrying them out, and monitoring progress (Asni et al., 2023). The breakdown of each stage are: First, planning. This is the initial stage where goals and objectives are defined. The identifying process to the resources needed (such as human resources, materials, equipment, budget) to achieve those goals. In this stage also establishing timelines, deadlines, and milestones to track progress. Then strategies and action plans are formulated to achieve the set objectives.

Secondly is organizing. This is the stage where structuring resources and assigning tasks are involved. The organizational structure that outlines roles, responsibilities, and reporting lines are created. And the tasks and ensuring clear communication channels are delegated. Third, actuating (or Executing). This is the action stage where the plan is put into effect. Employees carry out their assigned tasks and responsibilities. While managers provide guidance, motivation, and coaching to ensure tasks are completed effectively.

The final stage is controlling. This stage involves monitoring progress and making adjustments as needed. This stage is tracking performance against the set goals and objectives. Any

deviations or problems that may hinder progress are defined. So that, corrective actions to ensure the plan stays on track can be taken.

The POAC framework is a cyclical process. After the controlling stage, it often revisits the planning stage to adjust future goals or strategies based on the learnings and outcomes from the completed cycle. There are some benefits of using the POAC framework: (1) Improved efficiency and effectiveness: by planning and organizing resources effectively, goals with less waste and effort can be achieved. (2) Enhanced communication and collaboration: a clear structure and defined roles promote better communication and teamwork. (3) Increased accountability: assigning tasks and monitoring progress fosters a sense of ownership and accountability among employees. (4) Flexibility and adaptability: the cyclical nature of POAC allows for adjustments based on changing circumstances or new information (Asni et al., 2023).

Because it is based on learning and outcomes, the implementation of POAC in the organization will not be separated from human resource management. In Human Resource Management (HRM) (Adila & Wibowo, 2022), planning is a crucial function that ensures the right people are in the right place at the right time with the necessary skills to achieve organizational goals (George, 2017). There are some key activities involved in HR planning (Ivancevich & Konopaske, 2013):

1. **Workforce Analysis:** consists of demand forecasting and supply forecasting. Demand forecasting that involves analyzing future needs by considering factors like business strategy, expansion plans, and anticipated changes in technology or market demands. Also the number estimating and type of employees that the organization need in the future. Meanwhile the supply forecasting is the assesment to the current human resources by analyzing skills, experience, demographics (age, retirement), and potential for internal mobility within the organization.
2. **Developing Action Plans:** based on the identified gaps, plans are developed to address them. These plans might include: (1) Recruitment Strategies: Identifying the best methods to attract qualified candidates, (2) Training and Development Programs: Upskilling or reskilling existing employees to bridge skill gaps, (3) Succession Planning: Identifying and developing future leaders for key positions, (4) Workforce Retention Strategies: Implementing initiatives to keep high-performing employees engaged and motivated.
3. **Monitoring and Evaluation:** regularly assess the effectiveness of HR plans and make adjustments as needed. Track progress towards goals, analyze workforce data, and adapt the plans based on changing circumstances.
4. **Talent Management:** implement processes to identify and nurture high-potential employees.
5. **Compensation and Benefits Planning:** develop competitive compensation packages and benefits programs to attract and retain talent.

By regularly analyzing the workforce needs and developing proactive strategies, organization can ensure the human capital need to achieve success.

In Human Resource Management (HRM), organizing involves structuring the workforce and

establishing clear roles, responsibilities, and reporting lines to achieve organizational goals (Armstrong & Taylor, 2014). Here's a breakdown of key activities within the organizing function of HR:

1. **Job Design:** consists of task analysis, job descriptions, and job specifications. Task Analysis is breaking down jobs into specific tasks, duties, and responsibilities. This helps determine the skills and qualifications needed for each position. Job Descriptions is creating detailed descriptions of each job, outlining the tasks, required skills and experience, and performance expectations. Job Specifications is Defining the knowledge, skills, abilities (KSAs) and other qualifications necessary to perform a job effectively.

2. **Departmental Structure** is designing the organizational structure of the HR department. This may involve defining roles like HR generalists, talent acquisition specialists, training and development specialists, and compensation and benefits specialists. It is also determining reporting lines within the HR department and to other departments in the organization.

3. **Workforce Management** is developing staffing plans to ensure the right number of employees are assigned to the right tasks at the right time. This might include scheduling, workload management, and workforce allocation. This also include establishing clear lines of authority and communication within teams, and defining work processes and procedures for various HR activities like recruitment, onboarding, performance management, etc.

4. **Performance Management System** is a designing process for a system for setting performance goals, providing feedback, and evaluating employee performance. This system helps ensure employees are aligned with organizational goals and development plans.

Effective organizing in HRM creates a clear and efficient structure that empowers employees to perform their jobs effectively. It fosters teamwork, collaboration, and accountability within the organization.

In Human Resource Management (HRM), actuating, also referred to as directing, focuses on motivating and guiding employees to achieve organizational goals (Rahsel & Gumanti, 2022). It's about putting the plans and structures (from planning and organizing) into action. There are some key activities involved in actuating/directing within HRM:

1. **Leadership** is providing clear vision, direction, and motivation to employees. It is setting performance expectations and goals, also do coaching and mentoring employees to develop their skills and reach their full potential, then fostering a positive and productive work environment (Armstrong, 2021).

2. **Communication** is ensuring clear and two-way communication between managers and employees. This involves providing regular updates, feedback, and opportunities for employees to voice concerns and ideas (Wijayanti et al., 2023). The right communication can reach organizational goals, strategies, and changes effectively.

3. **Delegation and Empowerment** is assigning tasks and responsibilities to employees based on their skills and experience. Providing employees with the autonomy and authority they need

to complete their tasks effectively, and fostering a sense of ownership and accountability among employees (Ivancevich & Konopaske, 2013).

4. **Performance Management** is establishing clear performance expectations and goals for each employee (Adila & Wibowo, 2022). It is providing ongoing feedback and coaching to help employees improve performance, and conducting regular performance reviews to assess progress and identify areas for development.

5. **Motivation and Engagement** is implementing strategies to motivate and engage employees. This might involve providing autonomy, cohesion, trust, task completion and performance standard, support, recognition and rewards, fairness, and creating a culture of appreciation for innovation (Koys and De Cotiis, 1991 in Armstrong, 2021).

6. **Employee Relations** is maintaining positive relationships with employees and addressing their concerns fairly. It is also included in conflict resolution between employees or teams in a fair and constructive manner. Facilitating open communication and finding solutions that are beneficial to all parties involved, and also develop a workplace culture to promote a positive and ethical workplace culture that fosters trust, respect, and collaboration (Armstrong & Taylor, 2014).

Effective actuating/directing in HRM ensures employees are not only aware of their tasks but also motivated and empowered to complete them effectively. It fosters teamwork, collaboration, and a culture of high performance (He, 2017).

In Human Resource Management (HRM), controlling involves monitoring and evaluating the effectiveness of HR practices and ensuring they align with organizational goals (Rahsel & Gumanti, 2022). There are some key activities involved in the controlling function:

1. **Monitoring and Evaluation** consist of HR Metrics, Performance Management Review, and Employee Satisfaction Surveys. HR Metrics is a regularly tracking key HR metrics such as employee turnover rate, absenteeism, time to fill vacancies, and cost per hire (Dessler, 2020). Performance Management Reviews is an analyzing data from performance reviews to identify areas for improvement in employee development and training. And Employee Satisfaction Surveys conduct surveys to gauge employee satisfaction with various aspects of the work environment, including compensation, benefits, work-life balance, and leadership practices (Robbins & Judge, 2013).

2. **Reporting and Analytics** consist of creating reports that summarize HR data and identify trends, presenting HR data and analytics to organizational leadership to inform strategic decision-making, and analyzing the cost-effectiveness of HR programs and initiatives (Armstrong, 2021).

3. **Compliance** is the activity to ensuring compliance with all relevant labor laws and regulations. It's also monitoring for potential legal issues related to discrimination, harassment, or unfair labor practices. At the same time implementing safeguards to protect employee privacy and data security (Dessler, 2020).

4. **Corrective Action** is identifying any deviations from established HR policies or performance goals. Taking corrective action to address identified problems. This might involve revising HR practices, providing additional training, or implementing new programs. This activity also include continuously improving HR processes based on data and feedback (Armstrong, 2021).

5. **Benchmarking** is comparing the HR practices and performance metrics against industry benchmarks (Kresnanda et al., 2022). This also identifying best practices used by other organizations and adapting them to the organization context.

Additional considerations in controlling consist of technology that utilize HR technology tools to automate tasks, improve data collection, and facilitate data analysis; continuous improvement to control the function that should be a continuous process, constantly seeking ways to improve the effectiveness and efficiency of HR practices; and HR practices should be aligned with the overall organizational strategy and goals (Ganeshan & Vethirajan, 2022). Effective controlling in HRM ensures the HR practices are not only operating smoothly but also achieving the desired outcomes. It helps identify potential problems early on, allows for data-driven decision-making, and promotes continuous improvement within the HR function (Sumadi & Ma'ruf, 2020).

A brief explanation of the above concepts can be seen in table 1.

Table 1. HRM Application Model in POAC Management

Planning	Organizing	Actuating	Controlling
Workforce Analysis Developing Action Plans (incl. Recruitment, training & development programs, succession planning, workforce retention strategy) Monitoring & Evaluation Talent Management Compensation & Benefit Planning	Job Design Departmental Structure Workforce Management Performance Management System	Leadership Communication Delegation Empowerment Performance Management Motivation Engagement Employee Relations	Monitoring & Evaluation & Reporting & Analytics Compliance Corrective Action Benchmarking

3. Research Method

According to Bogdan and Taylor (Lexy J. Moleong, 2007) define qualitative research methods as research procedures that produce descriptive data in the form of written or spoken words of people and observed behavior. This research is based on an approach using qualitative research methods, as well as to seek an in-depth understanding of the phenomenon being carried out with a descriptive data collection approach produced through interview and observation techniques. Interview techniques were conducted on school principals, teachers in the field of curriculum,

and the Foundation Team who also became the HR Team. Observation techniques are carried out in the school environment, classroom and in the document of teachers' studies.

4. Finding And Discussion

Based on interviews with several key informants, the following findings were obtained:

1. Planning at SDIT Az Zahra in improving the quality of teaching teachers.

This report explores the planning strategy within the Human Resource Management (HRM) system at SDIT Az Zahra, an integrated Islamic elementary school located in Tapin Regency, South Kalimantan, Indonesia. The information presented is based on an interview conducted with the school principal.

The school reportedly utilizes a management system referred to as POAC, which stands for Planning, Organizing, Actuating (Implementing), and Controlling (Wijayanti et al., 2023). This cyclical approach emphasizes the importance of planning as the foundation for effective HR practices.

Evidence of planning in action includes monthly teaching module development. Educators at SDIT Az Zahra actively participate in creating teaching modules each month. This ensures a consistent and well-defined curriculum. Meetings are also conducted regularly by the principal and head of Tilawati coordination (Islamic studies) weekly or monthly at the beginning of the academic year. These meetings likely serve as a platform for strategic planning and aligning efforts towards shared goals. The overall planning strategy at SDIT Az Zahra reportedly aims to facilitate future endeavours, particularly those focused on enhancing the quality of educators and academic performance within the school.

Based on the interview, the school implements a needs-based approach to teacher recruitment. This involves needs assessment that Conducting surveys or focus groups with parents and students to identify desired teacher qualities and skillsets. Additionally, analysing student performance data to pinpoint areas where teachers might require further support. Utilizing the insights from the needs assessment, the school defines the ideal teacher profile, outlining the necessary qualifications and desired characteristics.

The school employs a recruitment strategy designed to attract qualified candidates. This might involve attending education fairs or establishing partnerships with universities to identify promising graduates with strong subject knowledge, Islamic values, and effective teaching methods.

2. Organizing at SDIT Az Zahra in improving the quality of educator teachers

The organizing process at SDIT Az Zahra aligns with established principles, emphasizing program coordination and division of labour while prioritizing program needs identified during the planning stage. The principal's interview data was supplemented by observations, revealing the following key elements of the organizing strategy:

Job Breakdown: The process begins with a detailed breakdown of the tasks required to achieve the goal of improving educator quality. This involves defining specific activities necessary to reach the desired outcomes.

Division of Labor: The total workload is then divided into manageable tasks suitable for individuals or teams. Here, the school acknowledges the potential for differing opinions or communication gaps. Task assignments are based on qualifications and workload capacity to ensure balanced distribution and efficient execution.

Unification of Work and Coordination: The assigned tasks are then strategically grouped to optimize communication and workflow. This stage aims to create a unified program for improving educator quality.

Work Mechanism and Coordination: A clear working mechanism is established to ensure harmonious collaboration towards achieving school goals. This includes regular coordination meetings between responsible parties, where each team reports program details and budgetary requirements.

The school leadership emphasizes collaboration in organizing for quality improvement. The foundation contributes by assisting with task allocation and adjustments based on teacher abilities. Furthermore, SDIT Az Zahra prioritizes ongoing professional development opportunities for teachers. This includes workshops, conferences, online courses, and mentoring programs. The school encourages teacher participation in these activities, aligning them with identified needs.

The development of a performance management system commenced in 2023. This system aims to establish clear expectations, provide regular feedback, and identify areas for improvement, ultimately guiding professional development plans. The school acknowledges that this system is still under refinement.

3. Implementation (Actuating) at SDIT Az Zahra in improving the quality of educator teachers.

Through an interview with the school principal, the actuating strategy at SDIT Az Zahra involves mobilizing the team structured during the organizing phase. The principal plays a crucial role in driving implementation through various practices:

Delegation: The principal delegates programs to teachers based on their skills and expertise. This is exemplified by the Adiwiyata program (environmental management program), a key indicator of school and teacher quality. A dedicated team is formed, entrusted with the responsibility of data collection related to the school, teachers, students, and the broader community.

Focus on Academic Improvement: Similar delegation practices extend to programs related to academic excellence, such as student competitions. This ensures teachers are actively involved in initiatives that elevate academic outcomes.

Supportive Work Environment: The school fosters a collaborative work environment where teachers feel comfortable seeking assistance and sharing best practices. Open communication between teachers and administrators is encouraged. Intense communication is a cornerstone of the actuating strategy at SDIT Az Zahra. This includes:

Regular Coordination Meetings: The foundation frequently holds coordination meetings with educators, ensuring smooth program implementation. These meetings address program delivery status, evaluation needs, and reminders for pending initiatives.

Principal-Foundation Communication: The principal regularly communicates with the foundation regarding program reports, challenges faced, and requests for assistance. This aligns with (Wahab's, 2018) theory that effective communication is crucial for successful direction and guidance within the actuating function of management.

Despite the emphasis on communication, the interview revealed a gap in documentation practices. Minutes of coordination meetings with teachers and staff, along with principal-foundation meetings, were reportedly incomplete or unavailable. According to Saefullah (2013: 42) in the implementation of giving examples of work implementation procedures from the leadership, providing motivation for workers to immediately work in accordance with their respective duties and responsibilities. Based on this theory in research it was found that creating a culture that motivates and recognizes teachers' good work. This might involve implementing performance-based rewards, offering opportunities for leadership roles, or publicly acknowledging teacher achievements.

In other side, through the interview with the one of the foundation representations, they recognize the importance of motivation in actuating its HRM strategy. They actively strive to create a conducive work environment through various motivational practices, such as acknowledges and appreciates the efforts of teachers and staff in improving educator quality. This fosters a positive atmosphere and encourages continued dedication towards achieving school goals, including maintaining high teacher quality standards. This aligns with Siswanto's (2014) notion that fair reward and recognition systems are crucial for mobilizing teams.

SDIT Az Zahra implements a system of awarding teachers and students based on established policies, evaluation results, and performance criteria set by the foundation. These awards can include scholarships, books, valuables, salary increases, official allowances, and even Umrah pilgrimages for those serving for ten years at the school.

The study also revealed some areas for improvement within the implementation process:

Integration of Knowledge, Faith, and Civilization: While 80% of teachers were observed to develop learning tools customized for contemporary needs, integrating science, faith, and civilization (a core school objective) into their teaching practices reached only about 75%. This was evident through discrepancies between lesson plan documents (RPP) and classroom observations conducted by the HR team. Some teachers were still observed using traditional lecture methods, resulting in less active, student-centred learning environments.

However, the study also highlighted positive examples. Many teachers effectively employed modern micro-teaching methods, incorporating practicum sessions, flexible seating arrangements, and nature-based learning approaches. These practices foster a more engaging and student-centred learning experience.

Achieving the desired level of educator quality and academic excellence requires ensuring all teachers consistently develop learning materials and conduct classroom activities that fully align with the school's goals. This aligns with Sormin's (2017) theory emphasizing the

importance of educators creating an educational atmosphere that encourages student engagement and optimizes their learning potential. Kresnanda et al., (2022) suggests having a balance curriculum between hard competency and soft competency and trained by instructors who are also complete starting from instructors who are dedicated due to their knowledge and also instructors from management or leaders who rely on practical experience.

Other HR management practices to improve the quality of teaching staff that are no less important are in terms of providing competitive compensation and benefits. It offers competitive salaries and benefits packages to attract and retain high-quality teachers.

In order to strengthen the motivation and well-being of educators at SDIT Az Zahra, the foundation has implemented various competitive compensation and benefits strategies. In addition to annual increases in basic salary, administrative load, and position allowances, incentives are provided according to the foundation's policy for educators who undertake extra duties. Furthermore, the provision of bereavement funds to the families of educators who experience loss, as well as granting three months of maternity leave with full pay, demonstrates the foundation's commitment to supporting the welfare and work-life balance of its teaching staff.

Within the work-life balance framework at SDIT Az Zahra, in the event of an educator's absence or leave, another teacher assumes their role as a class guardian, provided they have submitted the necessary leave forms and communicated the class schedule to the administrative department. Maternity leave is also granted to educators. Additionally, the foundation facilitates opportunities for educators to seek consultation for both internal academic issues and external concerns. SDIT Az Zahra fosters a culture of mutual assistance among educators and emphasizes effective communication between academic and Quranic educators for cohesive collaboration and support.

The school also develops strategies to retain high-performing teachers by creating a positive work environment and offering opportunities for career advancement. Recognizing the significance of retaining high-performing educators, SDIT Az Zahra understands the necessity of developing strategies and fostering a positive work environment. Therefore, the institution offers career advancement opportunities, whereby educators demonstrating exemplary performance over a 5-year tenure are entitled to health insurance coverage. Moreover, educators exhibiting exceptional performance over a decade are eligible for permanent employment status within the foundation and are rewarded with the opportunity to perform the pilgrimage to Umrah. The institution's aspiration with these retention strategies is to engender wholehearted commitment from educators and cultivate a collective drive towards advancing SDIT Az Zahra in alignment with its initial vision and mission.

4. Supervision (Controlling) at SDIT Az Zahra in improving the quality of educator teachers.

The findings of the research revealed that SDIT Az Zahra implements a multi-pronged controlling strategy, aligning with Rusman's (2009) definition of control as ensuring implementation aligns with plans and organizational goals are achieved. The control activities

involve the principal and the HR team (under the foundation overseeing the school). In evaluation process the school employs a comprehensive evaluation process:

Program-Specific Evaluation Meetings: The principal leads evaluation meetings at the conclusion of each implemented program (e.g., school events). These meetings discuss program effectiveness, achievement of program objectives, and areas for improvement in future program iterations. Regular program evaluations provide valuable insights for continuous improvement and contribute to enhancing educator quality. This in line with Sumadi & Ma'ruf's research (2020) that states this concept contains the understanding that the management always carries out various changes and continuous improvement to ensure all components of education providers have reached the applied quality standards.

Semesterly and Annual Reviews: In addition to program-specific reviews, SDIT Az Zahra conducts semesterly learning evaluation meetings and annual comprehensive evaluations with the foundation team. These broader evaluations assess overall program success, identify gaps between implementation and planning, and ensure alignment with the school's mission and vision (as per Murdick in Fatah, 2013).

Feedback to Parents: Recognizing the value of parental input, SDIT Az Zahra strives to provide feedback to parents. This feedback can be utilized by parents, educators, and the school for a comprehensive evaluation of educator performance and overall school quality.

Feedback from Educators: The school fosters open communication by encouraging educators to provide feedback to the foundation regarding management practices and the foundation's contribution to overall school improvement. This two-way feedback loop ensures that control efforts align with the school's initial mission and vision.

Table 2 summarizes the POAC and HRM strategies implemented at SDIT Az Zahra to improve the quality of teacher educators.

Table 2. The POAC and HRM Strategies at SDIT Az Zahra

Stage	HRM Strategy	Description
Planning	Needs Assessment	Conduct surveys, focus groups, and analyse student performance data.
	Goal Setting	Define clear goals for teacher development and academic excellence.
Organizing	Task Delegation	Assign tasks based on qualifications and workload capacity.
	Program Coordination	Prioritize program coordination and ensure alignment with needs identified during planning.

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Stage	HRM Strategy	Description
Actuating	Open Communication	Foster collaboration through open communication channels between teachers, administrators, and the foundation.
	Supportive Work Environment	Create a work environment where teachers feel comfortable seeking help and sharing best practices.
	Delegation	Delegate programs to teachers based on their skills and expertise.
	Performance-Based Rewards	Implement a system of awards for teachers and students based on established policies, evaluation results, and performance criteria.
Controlling	Program Evaluation Meetings	Conduct regular meetings to discuss program effectiveness, achievement of objectives, and areas for improvement.
	Semesterly & Annual Reviews	Conduct semesterly learning reviews and annual comprehensive evaluations with the foundation to assess overall program success and identify gaps.
	Feedback Mechanisms	Gather feedback from parents and educators to inform continuous improvement efforts.

Overall, SDIT Az Zahra's successful implementation of the POAC framework demonstrates the effectiveness of a cyclical and data-driven approach to HRM in Islamic elementary schools. The school's commitment to continuous improvement through ongoing evaluation and refinement positions them well for sustained success in maintaining high teacher quality and achieving academic excellence. This is evidenced by the achievements achieved by this school. The achievements that have been achieved by SDIT Az Zahra students are (1) 3rd place in the National Student Coloring Competition in 2018, (2) 1st place in the Adhan Competition in 2023, (3) 1st place in the district level Solo Singing Competition in 2024, (4) 1st place in the district-level Traditional Creation Dance Competition in 2024, (5) 1st place in the District-level

Independent Curriculum Festival in 2024. While the school achievements that have been achieved are; (1) Received the title of District Level Adiwiyata School in 2023, (2) 4th Place in the Indonesian Anniversary Carnival in 2023, and (3) Received the title of Child Friendly School in 2024.

5. Conclusion

SDIT Az Zahra's approach to Human Resource Management (HRM) exemplifies a well-structured implementation of the POAC (Planning, Organizing, Actuating, Controlling) framework. This cyclical approach ensures continuous improvement in teacher quality, ultimately leading to a more successful school. The planning stage emphasizes needs assessment through surveys, focus groups, and student performance data analysis. This data informs the creation of well-defined goals for teacher development and academic excellence. The organizing strategy prioritizes program coordination and division of labour aligned with identified needs. The school leadership fosters collaboration by involving the foundation in task allocation and relying on open communication channels between teachers, administrators, and the foundation. The actuating strategy revolves around motivating teachers and staff through a supportive work environment, delegation based on skills, and a well-defined performance-based reward system. This ensures effective program implementation. The controlling strategy involves a multi-pronged approach. Regular program evaluations, semesterly learning reviews, and annual comprehensive evaluations with the foundation ensure alignment with plans and goals. Additionally, feedback mechanisms for parents and educators provide valuable insights for ongoing improvement.

Based on the findings, the following recommendations are offered for SDIT Az Zahra to consider: (1) Partnerships: Collaboration with other educational institutions could lead to resource sharing and joint professional development programs for teachers. (2) Technology Integration: Utilizing online courses or learning management systems could enhance teacher development opportunities. (3) Benchmarking: Regularly benchmarking practices with other Islamic schools in the region could help identify and implement best practices for teacher quality improvement.

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