

Education Financing Management in Islamic Elementary Schools

Heru Cahyono^{1*}, Umi Arifah², Shohibul Adib³, Maesaroh⁴, Maryanto⁵, Siti Fatimah⁶

IAINU Kebumen

Corresponding Author: Heru Cahyono cahyonoheru628@gmail.com

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ABSTRACT

This research aims to analyze financing management at MI Cokroaminoto Karangkemiri Banjarnegara. This is a qualitative study using a phenomenology approach. Data collection techniques include observation, interviews, and documentation. Data analysis utilizes the Miles & Huberman & Saldana model, consisting of three stages: data condensation, data presentation, and data verification. The findings of this study can be summarized as follows: First, planning for education financing at MI Cokroaminoto Karangkemiri is conducted at the beginning of every academic year by forming a team that involves stakeholders through meetings. Second, the implementation of education financing at MI Cokroaminoto Karangkemiri begins with coordination and socialization to various parties involved in planning the use of madrasah finances. Third, supervision of education financing at MI Cokroaminoto Karangkemiri involves stages of determining standards, measuring results, making comparisons, and correcting deviations.

INTRODUCTION

Effective educational provision is inextricably linked to sound educational financing. Education financing is crucial for improving the quality of educational institutions (Simamora, 2022; Sripeni et al., 2024). Within an educational institution, financing is closely related to policymaking in education. The availability of adequate funds, coupled with good financing management, can significantly enhance the successful achievement of educational goals. Accurate calculations are essential in educational financing management to ensure that predetermined objectives are met effectively and efficiently (Barus & Guchi, 2023).

Good financing management ensures the long-term operational continuity of educational institutions (Riinawati, 2022). Without meticulous financial planning, schools or universities can face financial difficulties, leading to the discontinuation of educational programs, a reduction in service quality, or even institutional closure. Proper management allows institutions to maintain financial stability and develop educational programs sustainably (Nuari, 2024).

Efficient and targeted fund allocation directly contributes to improving educational quality (Kazak, 2024; Novianti et al., 2024). Sound financing management enables institutions to proportionally allocate resources to various critical aspects, such as curriculum development, enhancement of educator competence, procurement of modern learning facilities, and the implementation of educational technology. This ultimately improves learning outcomes and the competitiveness of graduates.

Professional financial management fosters transparency in the use of funds, whether from the government, the community, or other sources. The principle of accountability in financing management builds stakeholder trust, including that of students' parents, donors, the government, and the general public. This transparency also minimizes the risk of fund misuse and increases public support for educational institutions (Gruskin et al., 2025; Labanauskis & Ginevičius, 2017).

Professional financial management is vital for both the acquisition and disbursement of funds if we aim to raise educational quality standards and efficiency (Kazak, 2024). At MI Cokroaminoto Karangkemiri Banjarnegara, financial management has been well-executed and organized. The madrasah treasurer is responsible for the institution's finances, with assistance from the Head of the Madrasah (who monitors expenditures) and under the supervision of the Madrasah Committee. Given the breadth of the madrasah's programs and requirements, the treasurer and madrasah leadership must be very careful when developing the annual budget to ensure it meets all the institution's financial objectives.

MI Cokroaminoto Karangkemiri has also successfully implemented various extracurricular activities, some of which require funding. All activities have run smoothly, and for the past three years, there has been no evidence of misuse of government funds. This is confirmed by excellent monitoring reports on the use of madrasah finances, which align with the technical guidelines for fund usage and the Madrasah Activity and Budget Plan developed at the beginning of the year. Parental contributions to their children's education, covering various costs such as student administration and uniforms, have also functioned well.

THEORETICAL REVIEW

Good collaboration among various stakeholders impacts financial management in schools (Novianti et al., 2024; Vettriselvan et al., 2024). The active involvement of the school principal, teachers, school committee, students' parents, local government, and the surrounding community creates synergy that strengthens transparency and accountability in the use of educational funds (Novianti et al., 2024; Núñez Chicharro et al., 2024; Tri Utomo et al., 2025; Vettriselvan et al., 2024). An optimally functioning school committee can serve as an independent supervisor, ensuring that budget allocation aligns with the school's priority needs, while parental participation in budget decision-making enhances a sense of ownership and support for school programs (Núñez Chicharro et al., 2024; Tri Utomo et al., 2025).

Extensive research has been conducted on financial management. A study by Sripeni highlights that financial management in secondary schools typically involves three main stages: planning, implementation, and evaluation (Sripeni et al., 2024). Similarly, Simamora supports this by outlining that school financial management encompasses planning, procurement, record-keeping of facilities and infrastructure, and the analysis of financial resources (Simamora, 2022). While these studies provide comprehensive insights into the processes of financial management. However, there hasn't been much research on financial management in primary schools. Financial management in primary schools needs to be studied in more depth. Primary education is the foundational stage in the formal education system, serving as the basis for subsequent levels. The quality of financial management at this level will directly impact the quality of educational outcomes for students moving on to secondary education. Appropriate investment in infrastructure, teaching staff, and learning programs at the primary level will yield exponential returns at subsequent educational stages (Amado et al., 2024; Bernedo-Moreira et al., 2024).

Based on the explanation above, The purpose of this research is to analyze financing management at MI Cokroaminoto Karangkemiri Banjarnegara.

METHODOLOGY

This research employs a qualitative approach, specifically a field research design. Field research is a form of qualitative inquiry conducted in natural settings, where the researcher directly interacts with participants in their daily lives (Creswell, 2014). The subjects in this study include the School Principal, School Treasurer, Teachers, Students' Parents, and the committee. Data collection techniques comprise observation, interviews, and documentation studies. Data analysis utilizes the Miles, Huberman, and Saldana model, which consists of three stages: data condensation, data display, and data verification.

The data condensation stage involves selecting, focusing, simplifying, abstracting, and transforming raw data from interviews, observations, and documents into more structured and meaningful units of information. At this stage, the researcher engages in a coding process to identify emerging patterns, themes, and categories from the data, while maintaining the meaning and context of the participants' experiences. Data display is carried out by organizing the condensed information into a systematic format, such as matrices, charts, networks, or narrative descriptions. This presentation facilitates the researcher's ability to evaluate relationships between data, compare them, and recognize existing patterns or tendencies. The data verification stage is conducted continuously to test the validity and reliability of the findings. Techniques used include member checking, peer debriefing, data source triangulation, and reflective analysis. This process aims to ensure that the conclusions drawn are genuinely based on strong evidence and accurately describe the phenomena under investigation (Miles et al., 2014).

RESULTS AND DISCUSSION

1. Financing Planning at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency

Based on the research conducted, it was found that the financing planning at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, is well-structured. This indicates that the madrasah principal's program planning for education financing management at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, is carried out at the beginning of each new academic year. This involves forming a madrasah financial management team, which includes various elements such as the madrasah principal, teachers, madrasah committee members, and students' parents. This team is formed through a consensus reached during a meeting, with the agreed-upon outcomes documented in the Madrasah Activity and Budget Plan. According to an interview with the madrasah treasurer:

"MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, carries out this planning annually at the beginning of each new academic year, with involved components including the

madrasah principal as the person in charge, the madrasah treasurer from the teaching staff, the madrasah committee as supervisors, and members from the students' parents."

This statement aligns with the madrasah principal's statement:
"The planning for madrasah financial management at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, is conducted at the beginning of each new academic year, involving the madrasah principal, madrasah treasurer, madrasah committee, and students' parents."

The planning process begins with the preparation of the Madrasah Activity and Budget Plan (RKAM) by the madrasah financial management team, teachers, and the madrasah committee. Subsequently, it involves various madrasah stakeholders those who have an interest in the madrasah and they fulfill their respective roles, namely the madrasah financial management team, the teaching staff, and the madrasah committee. The RKAM is formulated to plan the madrasah's annual work and to set the madrasah's income and expenditure budget for one year.

The steps for preparing the RKAM begin by gathering all teachers and staff to collect data on the madrasah's needs/activities for the year from each department. Changes to the RKAM are also made if initial planned activities cannot be realized in the current budget year. In such cases, the madrasah will substitute them with other activities, which are then compiled into a draft RKAM revision. Subsequently, the budget plan is finalized, and then the team socializes it to the madrasah principal, teaching staff, and madrasah committee. Finally, the RKAM is displayed on the madrasah's announcement board so that all members of the madrasah community can be aware of it. This is supported by the interview with the madrasah treasurer:

"The planning process begins with the preparation of the Madrasah Activity and Budget Plan by the madrasah financial management team, teachers, and the madrasah committee. It then involves madrasah stakeholders, meaning those who have an interest in the madrasah. The steps for preparing the Madrasah Activity and Budget Plan begin with identifying the madrasah's needs for one year, then an budget plan is made, followed by socialization to the madrasah principal, and then it is displayed on the announcement board so that the madrasah community can be aware of the budget."

This statement is consistent with what one of the teachers conveyed:
"The madrasah financial management team starts planning by preparing the Madrasah Activity and Budget Plan, which can identify the madrasah's needs for one year. This planning also involves madrasah stakeholders, namely those who have an interest in the madrasah."

Education costs are a very important instrumental input component in the provision of education. Education costs play a crucial role in every effort to achieve educational goals, both qualitative and quantitative. Education costs are one of the most important instrumental inputs in the provision of education at the Madrasah. Financing planning is a process that starts from setting objectives and determining strategies for achieving those objectives comprehensively.

From the results of interviews and the review of existing documents at the madrasah related to education financing management at MI Cokroaminoto Karangkemiri, it is evident that it is well-managed. This is demonstrated by the preparation of madrasah financial management planning for education costs, which is carried out annually at the beginning of each fiscal year. This planning is deliberated jointly by the madrasah principal, teachers, committee, and students' parents, ensuring that the needs for education financing for the academic year are well-inventoried. This allows the educational process at MI Cokroaminoto Karangkemiri to run smoothly according to what has been planned.

Every program requires prior planning before its implementation. Planning is a prerequisite for any administrative activity. Without planning, the implementation of an activity will fail to achieve its desired goals because planning is an activity that must be carried out at the beginning and throughout the duration of that administrative activity.

The findings align with previous research indicating that planning plays a crucial role in financial management (Alfaiz et al., 2025; Sucuoğlu & Bahçelerli, 2024). The planning stage serves as a roadmap that provides clear direction and objectives for the use of financial resources. This enables educational institutions to anticipate future financial needs, identify spending priorities, and strategically allocate funds in accordance with the institution's vision and mission.

Good planning also facilitates coordination among units or departments within the educational institution, ensuring that each part understands its budget limitations and contributes to achieving the institution's overall financial goals. Thus, planning acts not only as a financial control tool but also as a vital communication and coordination instrument in education (Alfaiz et al., 2025; Armando et al., 2025).

2. Financing Implementation at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency

Based on the research findings, the implementation of budget utilization at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, begins with coordination and socialization efforts directed at various parties involved in planning the madrasah's financial usage. The execution of the madrasah's financial utilization program adheres to the technical guidelines issued by the Ministry of Religious Affairs of Banjarnegara Regency.

As explained by the madrasah treasurer:

"The implementation of the education financing management program at MI Cokroaminoto Karangkemiri, Wanadadi District, Banjarnegara Regency, already uses the 2023 technical guidelines, which are in accordance with the circulated Juknis. The

implementation begins with coordination and socialization with the involved parties."

This statement is consistent with what the madrasah principal conveyed: "Our madrasah has always managed education financing using the technical guidelines issued by the Ministry of Religious Affairs of Banjarnegara Regency, and we conduct socialization and coordination with the involved parties."

The implementation of education financing management must be based on a collective agreement and decision among the madrasah financial management team, the teaching staff, and the madrasah committee. This agreement must be registered as one of the income sources in the Madrasah Activity and Budget Plan (RKAM), in addition to funds obtained from the local government or other legitimate sources. The results of the agreement on the use of madrasah finances must be documented in writing in the form of meeting minutes, attached with the signatures of all attendees.

As explained by the madrasah treasurer:

"The implementation must be based on a collective agreement with the madrasah principal, the madrasah financial management team, and others as I mentioned before, and the results of the agreement must be put into writing in the form of meeting minutes."

This statement is corroborated by the madrasah principal as follows:

"We implement the education financing management program in accordance with the collective agreement with the madrasah principal, the madrasah financial management team, the teaching staff, and the students' parents, and then the results of the agreement must be made into meeting minutes."

The effect of the madrasah budget on student outcomes highlights that various characteristics of the madrasah influence both the madrasah's budget and student performance. Therefore, budget expenditures cannot be treated as an exogenous variable in education. Financing primary and secondary madrasahs is a complex process with several objectives. The madrasah financial system strives to provide sufficient resources so that children have the opportunity to learn, but at the same time, resources must be used as efficiently as possible. Policymakers do not always know the best way to improve their madrasah financial systems, even though financing is a critical part of the education system; without resources, a madrasah will not function.

An interview with the treasurer stated:

"The madrasah financial system strives to provide sufficient resources so that students have the opportunity to learn, but their use must be as efficient as possible."

These findings are consistent with previous research that financial implementation is an agreement among all stakeholders (Adetunji Paul Adejumo & Chinonso Peter Ogburie, 2025; Urmila et al., 2025). The active involvement of

all interested parties in the financial decision-making process fosters a sense of shared ownership over the school's programs. This leads to more effective budget implementation and full support from various parties. Moreover, this collective agreement creates a stronger oversight mechanism, as each stakeholder feels responsible for ensuring that the agreed-upon funds are utilized optimally. This promotes a culture of transparency and accountability that is not merely formal but also substantive, with every party actively involved in monitoring and evaluating the use of education funds (Núñez Chicharro et al., 2024; Tri Utomo et al., 2025).

3. Financing Controlling at MI Cokroaminoto Karangemiri, Wanadadi District, Banjarnegara

Regency

Oversight of madrasah financial usage at MI Cokroaminoto Karangemiri, Wanadadi District, Banjarnegara Regency, is a collaborative effort. It's carried out jointly by teachers, the committee, the madrasah principal, the Madrasah BOS (School Operational Assistance) team, the City BOS team, the Provincial BOS team, and the inspectorate. This oversight takes place every three months, or four times a year. The results of this oversight are documented in a semiannual accountability report, submitted at the end of June and December each year. This report is filed online through the BOS application, and a printout is kept at the madrasah for monitoring completeness.

The implementation of this oversight has been very effective, with its process consisting of setting standards, measuring results, making comparisons, and correcting deviations being well-executed. This is evident given that the education financing management program has been running since 2006 and continues to this day. The standard-setting stage aligns with the technical guidelines determined by the Ministry of Education and Culture, specifically Minister of Education and Culture Regulation Number 8 of 2023.

An interview with the school treasurer confirmed this:

"The oversight has been running according to plan by the oversight parties and is carried out at the end of each semester in June and December annually. The oversight consists of stages: setting standards, measuring results, making comparisons, and correcting deviations."

This statement is consistent with the madrasah principal's remarks:

"We oversee the use of madrasah finances at the end of each semester in June and December annually, and the oversight runs according to plan by the oversight parties. The oversight consists of stages: setting standards, measuring results, making comparisons, and correcting deviations."

Oversight is the process of observing the execution of all organizational activities to ensure that everything done aligns with pre-established plans. Effective oversight can be achieved by consistently adhering to both functional oversight and community oversight.

These findings align with previous research indicating that oversight in school financial management is crucial (Akomaye & Osaat, 2025; Koerniawati & Al-Amin, 2025). The oversight function serves as a control mechanism that ensures the use of educational funds adheres to the approved budget plan. It prevents deviations or misuse of funds and guarantees that every expenditure provides optimal added value for improving educational quality. Effective oversight includes continuous monitoring of budget realization, evaluating the alignment between planning and implementation, and early identification of potential financial issues that could disrupt school operations. A robust oversight system also involves multiple layers of control, ranging from internal oversight by the school management team, external oversight by the school committee and parents, to formal oversight by relevant government agencies (Sucuoğlu & Bahçelerli, 2024).

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study can be summarized as follows: First, planning for education financing at MI Cokroaminoto Karangkemiri is conducted at the beginning of every academic year by forming a team that involves stakeholders through meetings. Second, the implementation of education financing at MI Cokroaminoto Karangkemiri begins with coordination and socialization to various parties involved in planning the use of madrasah finances. Third, supervision of education financing at MI Cokroaminoto Karangkemiri involves stages of determining standards, measuring results, making comparisons, and correcting deviations. Future research could delve deeper into financing management schemes at higher education levels and measure their impact on educational quality.

FURTHER STUDY

Although this study provides a comprehensive analysis of education financing management at MI Cokroaminoto Karangkemiri Banjarnegara, several areas remain open for further investigation. Future research is recommended to expand the scope of analysis both in terms of institutional level and research approach. Subsequent studies may conduct comparative research involving several Islamic elementary schools (madrasahs) in different regions to identify similarities and differences in financing management practices. Comparative analysis would provide broader generalization and allow the development of a more comprehensive model of financing management in Islamic primary education institutions.

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