



## EDUCATION FINANCING MANAGEMENT IN THE ERA OF MERDEKA BELAJAR

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### ABSTRACTS

The purpose of this paper is to explain the description related to how education financing management is carried out in the era of independent learning. The research method used in making this paper is descriptive qualitative which uses document studies as data collection. Education financing is very necessary for school programs, namely financing the eight National Education Standards, to support the achievement of the school's vision and mission and create quality human resources. With the inauguration of the launch of the independent curriculum by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as an effort to overcome the learning crisis (Learning Loss), education financing also affects the success of education programs. While one of the education programs is the Independent Learning Program. So that it affects the funds distributed by the central government to schools, namely BOS (School Operational Assistance) funds, both from the distribution system, utilization, and accountability. With the current education financing system in the Independent Learning Era, it is hoped that it will be able to support, guarantee the development of the quality and quality of education and the implementation of the Independent Learning program.

**Keyword:** Education Financing, Independent Learning, BOS (School Operational Assistance).

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## 1. INTRODUCTION

The goal of National Education is to educate the nation's life and develop the whole Indonesian people who are faithful, have noble character, have knowledge and skills, and are physically and mentally healthy (Lesmana, 2018). In achieving quality education, education has reference standards so that the expected education can be achieved. This reference is used as a standard in an educational institution so that the goal of quality education can be achieved (Asopwan, 2019). Among the standards that are used as references are (1) Content Standards; (2) Process Standards; (3) Graduate Competency Standards; (4) Educator and Education Personnel Standards; (5) Facilities and Infrastructure Standards; (6) Management Standards; (7) Financing Standards; (8) Education Assessment Standards.

The standard for educational financing is the minimum cost required by an educational unit to be able to carry out educational activities for one year. The costs here include investment costs, operating costs, and personnel costs (Aflaha et al., 2021). The investment costs of educational units as referred to above include the costs of providing facilities and infrastructure, human resource development, and fixed working capital. Educational operational costs include the basic salaries of educators and education personnel and allowances attached to salaries, consumable educational materials or equipment, and indirect educational operational costs in the form of electricity, telephone, maintenance of facilities and infrastructure (Imron, 2016).

Personal costs include educational costs that must be paid by students to be able to follow the learning process regularly and continuously. Educational financing is a very important issue in the overall development of the education system (Tamam, 2018). Money is not everything in determining the quality of education, but all educational activities require financing or money. The purpose of implementing School Financial Management is to increase the effectiveness and efficiency of the use of school funds (Syaifullah, 2021). Increase accountability and transparency related to school finances (Karyatun, 2016). Minimize misuse of the budget for unnecessary things.

The following methods can be tried to overcome financial problems in educational institutions such as schools, namely:

- Improving Financial Management.
- Creativity in Finding Income.
- Mental Reform.
- Finding Internal School Income Sources.
- Utilizing Educational Loan Institutions.

Some sources of education funding are the Government, School Operational Assistance Fund (BOS), Community funds, and from the school committee/parents. Self-help funds, independent school businesses that can generate school income include: school canteens, school cooperatives, school production units, etc. (Ratyaningsih and Setiyani, 2017). Management of education funding is one of the main factors in the education aspect because it greatly determines the success of an education. Funds are one of the resources that directly support the effectiveness and efficiency of education management.

Education funding is needed for operational needs, and the implementation of schools based on real needs consisting of salaries, employee welfare, increasing teaching and learning activities, maintenance and procurement of facilities and infrastructure, increasing student development (Budaya, 2017). Education Funding Management is all activities related to

planning, use (implementation) and accountability of education funds in educational institutions or schools ([Henukh, 2019](#)). Factors to Consider in Preparing Education Costs:

- Careful Planning.
- Calculate Carefully.
- Estimate Time Wisely.
- Set Aside Income.

Education financing is a very important issue in the overall development of the education system. Money is not everything in determining the quality of education, but all educational activities require financing or money.

## 2. RESEARCH METHODS

This paper uses a qualitative research method. The qualitative research used is descriptive qualitative. Meanwhile, for data collection and analysis, document studies are used. With this research method, it is expected to explain how education financing management is carried out in the era of Merdeka Belajar.

## 3. DISCUSSION

Management is not an easy thing to do, especially those related to finance or costs. In financial management, accuracy is needed in managing finances. Financial management in educational institutions or schools is managed by financial managers. Financial managers are tasked with managing the finances in educational institutions or schools. In carrying out their duties, a financial manager must have the right steps so that what they do can provide smoothness to the educational institution or school. These steps include planning, having honest, loyal, and quality human resources, and having a financial manager who is open, firm, and transparent in every task ([Mujayaroh and Rohmat, 2020](#)).

There are several important aspects that must be understood in the implementation of education financing, namely the concept of education budgeting, activity classification, determination of standardization, and determination of unit costs in education budgeting ([Masditou, 2017](#)). Management has three important stages, namely planning, implementation stage and assessment stage (evaluation). The three stages above, when applied in financial management, are the financial planning stage (budgeting), and the implementation stage (accounting), and the assessment or auditing stage ([Masditou, 2017](#)).

### 3.1. Educational Financing Planning (Budgeting)

Budgeting is a very important step in preparing a budget in the field of education, because it is basically a rare service so that sacrifice is needed to obtain it. Jamaluddin stated that 'a budget is a type of plan that describes a series of actions or activities in the form of numbers from money in the form of numbers from money for a certain period of time' ([Wakhid, 2020](#)). Basically, budgeting is a negotiation or negotiation/agreement between the top leadership and the leaders below in determining the amount of cost allocation for a budget. The function of the budget, besides being a tool for planning and control, is also a tool for management in directing an institution to place the organization in a strong or weak position ([Batubara, 2022](#)).

Budgeting is a visualization or description of the activities to be carried out by educational institutions which can also determine the unit cost for each activity. The budget functions as a tool for planning and control and is also a tool for management to direct institutions in implementing their activities (Suryani, 2022). In addition, the budget also has benefits or functions that can be classified into three types, namely (Suryani, 2022):

- As an interpretative tool, namely to estimate the amount of income and expenditure, so that the funding needs needed to realize educational activities in the institution can be seen.
- As an authority tool, namely to provide authority for spending funds, so that through the budget it can be known how much money or funds may be spent to finance activities based on previous budget planning.
- As an efficiency tool, namely to know the realization of an activity which can then be compared with the planning, so that it can be analyzed whether there is waste or even budget savings.

The budget preparation procedure is as follows (Imron, 2016):

- a. Identify the activities to be carried out during the budget period.
  - Identifying sources expressed in money, services and goods.
  - All sources are expressed in money because the budget is basically financial.
  - Formulating the budget in a format that has been approved and used by certain agencies.
  - Preparing a budget proposal to obtain approval from the authorized party.
  - Revising the budget proposal.
  - Approval of the revised budget proposal.
  - Approval of the budget approval.

- b. Development of School Activity Budget Plan (RAKS–Rencana Anggaran Kegiatan Sekolah)

The RAKS development process generally involves a step-by-step approach with the following procedures:

1) At the work group level

The working group formed by the school, which consists of assistant principals, has the task of, among other things, identifying the cost needs that must be incurred, then classifying them and calculating them according to the needs.

2) At the level of cooperation with the school committee.

Cooperation between the school committee and the working group that has been formed needs to be carried out to hold management meetings and member meetings in developing activities that must be carried out in connection with the development of the RKAS..

3) Socialization and legality

After the RKAS is discussed with the school committee, it is then socialized to various parties. At this socialization and legality stage, the working group conducts consultations and reports to the supervisor, and submits the RKAS proposal to the Local Education Office for consideration and approval.

### 3.2. Accounting

The definition of accounting can be formulated from two perspectives, namely the definition from the perspective of the user of accounting services and the process of its activities. Viewed from the perspective of its users, accounting can be defined as 'a discipline that provides the information needed to carry out activities efficiently and evaluate the activities of an organization' (Cahyanti, 2021). The information produced by accounting is needed for:

- a. Making effective planning, monitoring, and decision making by management.
- b. Organizational accountability to investors, creditors, government agencies and so on.

Definition from the perspective of the activity process when viewed from the perspective of its activities, accounting is defined as 'the process of recording, classifying, summarizing, reporting and analyzing an organization's financial data' (Pangarso et al., 2020). This definition shows that accounting activities are complex tasks and involve various activities. Basically, accounting must (Kaomaneng, 2011):

- a. Identifying which data is related or relevant to the decision to be taken.
- b. Processing or analyzing relevant data.
- c. Transforming data into information that can be used for decision making.

The role and function of accounting in the world of education is to provide quantitative information, especially financial information, to be useful in making economic decisions in educational entities.

a. Principal

The principal uses accounting to plan the school he leads, evaluate progress made in achieving goals, and take necessary corrective actions. Decisions made by the principal based on accounting information are determining what equipment should be purchased, how much stationery stock should be in the equipment section, and so on (Masditou, 2017).

b. Teachers and employees

Teachers and employees represent groups interested in information regarding stability and profitability in educational institutions (schools) (Suryadan Ihsan, 2016).

c. Kreditor (Pemberi Pinjaman)

Kreditor atau pemberi pinjaman tertarik dengan informasi keuangan yang memungkinkan untuk memutuskan apakah pinjaman serta bunganya dapat dibayar pada saat jatuh tempo (Masditou, 2017).. Hal ini berlaku apabila ada kasus sekolah yang memerlukan kreditor.

d. Parents / Guardians

Parents of students are interested in information regarding the survival of educational institutions (Masditou, 2017).

e. Stakeholders

Stakeholders are interested in information about the likelihood that amounts owed will be paid when due.

f. Government

The government and various institutions under its authority are interested in the allocation of resources and therefore, are interested in school activities. This basic information is needed to regulate school activities, determine budget policies, and form the basis for preparing budgets for subsequent years.

g. Society

Educational institutions affect members of society in many ways. Financial reports of educational institutions can help society by providing information about the latest trends and developments in the financial management of educational institutions and their range of activities.

### 3.3. School Financial Supervision

School financial supervision must be carried out through the inflow and outflow of money needed by the treasurer. This is done starting from the decision process for spending budget items, spending, calculating and storing goods by appointed officers. Administratively, the bookkeeping of every expenditure and income of every expenditure and income each month is handled as a report (Suradji, 2018). The principal as the direct superior is fully responsible for control, while supervision from the authorities, through inspections carried out by vertical agencies, such as officers from the Education Office, BAWASDA, Inspectorate and BPK.

Evaluation is the final stage after the planning, organizing, monitoring and evaluation stages. Evaluation is the process of making considerations according to a set of agreed and accountable criteria. The purpose of the evaluation is to (Mujayaroh and Rohmat, 2020):

- a. Obtaining a basis for final consideration of a work period, what has been achieved, and what needs special attention.
- b. Ensuring effective and efficient working methods that lead the organization to the use of educational resources (human or labor, facilities and infrastructure, costs) efficiently and economically.
- c. Obtaining facts about difficulties, obstacles, storage seen from certain aspects such as annual programs, learning progress..

The supervision is relatively seen from routine tasks based on the authority to supervise the financing that comes in and is absorbed in schools. The procedure for controlling the use of budget allocations is very normative administrative in nature, meaning that the fulfillment of control is still limited to documented quantitative figures (Suryani, 2022). Thus, the realistic aspects of use are difficult to measure objectively. This problem often occurs in every school. This is because the financial administration function has not yet been implemented where the flow of money and goods is identified according to the role and function.

The evaluation function at each stage is different from each other. Evaluation is often seen as a preventive measure. It aims to find out what is right and what is wrong, and to use the evaluation results to improve future performance (Suryani, 2022). Preventing mistakes from happening again is a valid evaluation function, but it has fundamental shortcomings. Evaluation and accountability of school finances can be identified into three things, namely the approach to controlling the use of fund allocations, the form of accountability of school finances, and the involvement of external school supervision (Mujayaroh and Rohmat, 2020).

#### 4. CONCLUSION

Education financing management in the Merdeka Belajar era must be more flexible, inclusive, and based on real needs that support improving the quality of education. Efficient and transparent fund management, support for digital infrastructure, and collaboration with various parties will help create a better education ecosystem that is more prepared to face future challenges. The main focus in financing management is to improve the quality of learning, teacher welfare, and equal access to education for all students, thus supporting the achievement of the Merdeka Belajar goal which is oriented towards developing student competence, creativity, and independence.

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