

Implementation of the Financing Model in Improving the Performance of the Principal of the Case Study at SDN Loa 1, Paseh District

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ABSTRACT

Education has a strategic role in the development of a nation, especially in the era of globalization and digital transformation that demands innovation in education management. This context refers to education financing which is considered a vital instrument to support the improvement of the quality of school leadership. The theoretical framework adopted includes the principles of education management and financial governance theory, thus providing a comprehensive understanding of the financing mechanism and its impact on leadership effectiveness. This study aims to find a financing model based on transparency, integration, and sustainability in improving the performance of school principals. This study highlights the strategic role of fund allocation in managerial decision making and program innovation at SDN Loa 1, Paseh District. A case study approach with qualitative methods was used in this study. Data were collected through observation methods, in-depth interviews, and relevant financial documents and financing policies. The results of the study indicate that the implementation of a structured financing model significantly improves the principal's ability to manage the budget, design education programs, and make strategic decisions; Several obstacles, such as limited resources, uneven distribution of funds, and weaknesses in internal supervision that hinder the optimization of fund use. The conclusion of this study is that an effective financing model can be the main catalyst for improving school leadership performance.

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1. INTRODUCTION

Education is the light of human civilization based on four values, namely theological, metaphysical, scientific and mechanical values (Suharyanto, 2024: 5). Along with the increasingly complex challenges faced by educational institutions, the need to manage resources—especially financial resources—effectively is increasingly urgent. This is where the role of the financing model in education becomes very significant. Referring to this context, the *financing model* is defined as an integrated framework that includes the process of allocation, monitoring, and management of education funds in a transparent, accountable, and systematic manner to support improving the quality of education services. The importance of optimal fund management cannot be separated from the role of school leadership, especially the performance of the principal who plays a strategic role in decision-making and managing school operations. This performance is related to managerial ability, innovation in learning programs, and the effectiveness of the allocation and use of education funds.

An effective financing system is not only related to increasing administrative capacity at the school level through structured financial management, but also has the potential to pave the way for broader education reform. Increasing administrative capacity includes improvements in financial reporting, implementing real-time monitoring systems, and using information technology to support transparency and accountability. This allows school principals to more efficiently manage resources, so that they can allocate funds appropriately for infrastructure development, procurement of facilities and infrastructure, and training programs for educators.

Various studies have examined the relationship between education financing and principal performance. Some researchers argue that increasing funding allocation will automatically have a positive impact on school leadership performance (Cichocka, 2016; Hidayat & Khalika, 2019), while others emphasize that without effective governance, increased funding does not necessarily result in improvements in the quality of education (Ikhwan, 2019; Madjid, 2002). The differences in these hypotheses imply a controversy in the research realm regarding the extent of the role and quality of the financing model in optimizing principal performance. This research is motivated by the lack of literature that integrates these two important aspects, namely education financing and school leadership performance. Although there have been many studies that explore aspects of school financing or management separately, not many have comprehensively discussed the interaction between the two, especially in the elementary education environment.

The reality in the field shows that there are still many educational units that face obstacles in planning, implementing and reporting and budgeting educational units, especially to improve performance. Problems that often arise are the weak capacity of school principals and treasurers in managing finances, minimal understanding of the latest regulations, and less than optimal community participation in supervising the use of school budgets (Prananda & Lestari, 2020). On the other hand, the government has taken a number of policy reform steps, one of which is through Permendikdasmen No. 8 of 2025 which provides technical guidance on the management of BOS Funds with the principles of transparency, accountability and performance-based flexibility.

question that will be developed in this study is how the implementation of the financing model improves the performance of the head of educational units in Paseh District. To answer this question, this study examines four important aspects in the financing model process, namely: (1) Financing Planning; (2) Accountable Management; (3) Optimization of Resources; and (4) Evaluation and follow-up.

Based on the above explanation, this study aims to test and analyze how the implementation of a transparent and structured financing model contributes to improving the performance of the principal of SDN Loa 1 in Paseh District as a case study. The performance of the principal in this study is operationalized through indicators of administrative efficiency, effectiveness of strategic decision making, and innovation in developing learning programs.

To achieve these objectives, this study uses a qualitative approach with a case study method. Data were collected through a series of in-depth interviews with school principals and a number of education staff, field observations, and analysis of policy documents and school financial reports. The theoretical framework used includes the principles of educational management and financial governance theory, which together help explain how good financing practices can drive managerial improvements and foster institutional success.

In addition, with a systematic financing system, schools can innovate in learning methods and curriculum development that are adaptive to changing times. This innovation is very important in creating a dynamic

learning environment that is responsive to technological developments and community needs. An integrated financing model also encourages collaboration between the central government, local governments, and schools, thus creating synergy that supports comprehensive education reform. This multi-party involvement is considered as one of the main supporting factors that can increase the effectiveness of fund use and have a positive impact on the performance of the principal's leadership.

This study also identifies and explores various obstacles in fund management, such as rigid bureaucracy, limited human resource capacity in financial management, and lack of coordination between institutions. Thus, this study is expected to provide strategic recommendations that are not only useful for policy makers to improve regulations and fund distribution mechanisms, but also useful for education practitioners in designing more efficient and adaptive management strategies.

2. METHOD

This study uses a case study approach with a qualitative research type. This approach is used to gain an in-depth understanding of the Performance of the Head of Education Units in implementing BOS Fund governance in Paseh District. The qualitative approach allows researchers to examine the meaning behind the implementation of the use of BOS funds in the Performance of the Head of Education Units, as well as to explore the experiences of the Head of Education Units contextually (Suharyanto, 2024). The subjects in this study were the Heads of Education Units who served at SD Negeri Loa 1, Paseh District, Bandung Regency. The sample selection was carried out purposively by considering the active involvement of the Head of Education Units in the planning, implementation and reporting process of BOS Funds in education units, especially in Paseh District.

The research procedure begins with the identification of locations and subjects followed by data collection in the field through structured interviews and direct observation of mentoring activities at SDN Loa 1. The main instruments used are interview guidelines, observation sheets and documentation of mentoring activities. Data collection was carried out using triangulation techniques, namely combining the results of in-depth interviews, non-participatory observations and documentation studies. The data obtained were then analyzed through three stages, namely data reduction to filter important information, data presentation in narrative form and drawing conclusions based on findings and their relationship to theory.

The case study approach is a qualitative research approach designed to gain an in-depth understanding of complex phenomena in their original context. This approach focuses on one or several cases that are strategically selected so that the data obtained is very rich and nuanced, allowing researchers to describe the internal dynamics and external factors that influence the problem being studied. The case study at SDN Loa 1, Paseh District, investigates in detail how the applied financing model can affect the performance of school leadership.

The procedure in the case study approach begins with the selection of a representative case, accompanied by a literature review and document analysis to obtain a strong theoretical basis. Furthermore, data is collected through triangulation techniques, namely in-depth interviews with school principals and stakeholders, field observations, and studies of related documents such as financial reports and financing policies. This data triangulation was chosen to increase the validity and reliability of the findings, so that the information obtained does not only consist of one source, but is verified from various perspectives (Cichocka, 2016; Miller & Josephs, 2009, p. 12). Overall, the use of the case study method in this study is very relevant, because it is able to show in detail and contextually how an effective financing model can affect the performance of school leadership, as well as open up opportunities for broader educational reform in the basic education environment.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study aims to answer the main question regarding how the implementation of the financing model improves the performance of the head of educational units in Paseh District. In practice, we need to understand the latest BOS Fund governance rules, namely Permendikdasmen No. 8 of 2025. In this latest regulation, there are several important changes in the BOS Technical Instructions, some of these changes are Library development, at least 10% of BOS funds must be allocated for purchasing books and developing

library facilities, maintenance of facilities and infrastructure which is limited to 20% of the BOS fund allocation and regulation of honorarium funds which are limited to a maximum of 20% of BOS funds. These Technical Instructions apply to all levels of education including BOP PAUD, Regular BOS (SD/SMP/SMA) and BOP for Equivalency Education. Of course, these regulations emphasize the principles of transparency, accountability, efficiency, effectiveness, fairness and are data-based. The reference emphasizes that the Head of the Education Unit is tasked with ensuring that schools can manage BOS Funds according to the applicable Technical Instructions (Juknis), starting from planning the needs of the education unit to transparent reporting and accountability.

The findings show that SDN Loa 1 has implemented a relatively structured financing model. Document data and interviews reveal that the allocation of funds mainly comes from School Operational Assistance (BOS) and grant funds. The principal together with the financial management team periodically plan and distribute the budget to support operational needs and innovation programs. However, there are variations in the application of standard procedures between school work units, so that sometimes there is a misalignment between the plan and the realization of the use of funds. Interviews with the principal and teachers confirmed that the implementation of a systematic financing model has contributed to increased work efficiency and leadership capacity. Interviews with the principal and teachers confirmed that the implementation of a systematic financing model has contributed to increased work efficiency and leadership capacity. The principal finds it easier to make strategic decisions because financial data is available in an integrated manner. The use of a financial management information system, although still in the development stage, helps in real-time monitoring of the budget and minimizes administrative errors. These findings are in line with the theory that emphasizes the importance of integrating financial data in the managerial decision-making process.

Other findings show that having a clear funding model encourages schools to innovate. The funds allocated are not only used to meet routine needs but are also allocated to develop educational infrastructure and innovation in learning methods. Principals reported an increase in professional training activities for teachers, procurement of technological equipment, and improvements to classrooms. These innovations have a positive impact on the learning environment, increase student motivation, and encourage active participation from parents and the surrounding community.

Despite positive achievements, the study also revealed several obstacles. The main obstacles identified include limited allocation of funds from local governments, uneven distribution of funds, and bureaucratic procedures that tend to be rigid. The lack of specific training in financial management for administrative staff also contributes to the less than optimal use of funds. In addition, internal monitoring mechanisms in schools are often inconsistent, creating opportunities for budget misuse. These findings support the theory that without an effective control system, the potential for improving the quality of education through financing will remain limited.

Financing Planning

Financing planning at SDN Loa 1 is a very crucial strategic foundation in improving the performance of the principal and the entire education ecosystem in the school environment. This planning process does not only involve the preparation of administrative documents, but also functions as a reflection of shared values, priorities, and visions embedded in every education quality improvement program. The principal, as the main leader, plays a central role in determining strategic direction through the preparation of the School Work Plan and Budget (RKAS) which is integrated with real conditions and needs in the field.

In practice, the adopted financing model refers to participatory principles. The principal collaborates with various parties—from teachers, school committees, to the local community—to identify existing problems and opportunities for development that can be followed up. This participatory approach ensures that every planned budget is based on real needs and is mutually agreed upon. Intensive discussions and regular meetings serve as mechanisms for filtering innovative ideas that are later incorporated into the RKAS. This process requires openness and synergy between stakeholders, so that planning becomes a dynamic document that is responsive to changing situations that often occur in the school environment.

The RKAS itself serves as an operational and strategic guide that reflects the overall vision and mission of the school. The document outlines in detail the funding priorities that are expected to drive professionalism improvement programs, such as leadership training and collaborative efforts between educators. With careful

planning, principals can more easily set measurable and realistic performance targets, while anticipating various administrative and operational challenges. Setting clear targets also helps in efficient budget management, where every rupiah allocated has a strategic purpose that supports improving the quality of the learning process.

The strategic planning process also builds the foundation for accountable financial management in the future. With a strong planning foundation, the principal has the ability to evaluate and allocate resources optimally. Each program or initiative listed in the RKAS is based on a needs analysis, projections of the desired results, and potential contributions of funds generated from various sources—be it BOS funds, APBN/APBD funds, or external resources. This approach not only improves the school's readiness to face various dynamics, but also implements a financing model that emphasizes a balance between long-term planning and responding to the dynamics of the educational environment.

Thus, financing planning at SDN Loa 1 becomes a strategic foundation that drives the entire financial management cycle. Through a participatory, integrated, and adaptive process, the principal is able to direct resources to programs that have a significant impact on improving the quality of education. This proves that financing planning is not just an administrative formality, but a fundamental strategy that supports the development of leadership, innovation, and collaboration in achieving a better vision of education.

Accountable Management

Accountability is the main foundation in the implementation of the financing model at SDN Loa 1, which is also a benchmark for the effectiveness of fund management and the principal's leadership performance. In this context, accountability does not only mean the obligation to report the use of funds routinely, but also a strategic effort in building public trust and institutional credibility. The principal is committed to implementing the principle of transparency which is realized through open budget reporting to the school committee and other stakeholders. Each budget usage plan is prepared in detail and socialized so that all stakeholders have a clear understanding of the priorities and allocation of funds to be used.

The financial management process is also carried out systematically and periodically. The disbursement and use of funds are monitored through a strict monitoring mechanism, where all transactions are recorded in neat and well-documented documentation. This approach is further strengthened by the use of simple technology to track the flow of funds, thereby minimizing the possibility of any discrepancies or misuse of funds. With a structured monitoring system, every use of the budget can be accounted for in detail and transparently, providing a complete picture of the effectiveness of the financing program being run. This allows for periodic evaluations that provide a basis for improving the management process in the future.

Furthermore, accountable management also has a significant impact on increasing the credibility of the principal as a responsible leader. By enforcing accountability standards, the principal not only demonstrates compliance with applicable regulations and administrative procedures, but also embodies a work ethic that is oriented towards integrity and fairness in financial management. Public trust that grows on the basis of transparency and accountability encourages active participation from various parties, such as teachers, school committees, and local communities, thereby creating synergy that supports the sustainability of education quality improvement programs.

In addition, a structured and accountable financing model fosters a culture of responsibility both personally and institutionally. The implementation of an accurate reporting system not only simplifies the budget evaluation process but also strengthens the internal controls needed for strategic decision-making. This creates an environment where each stakeholder feels they have an important role in the management process, making the entire financing system a driving force in realizing a more open and inclusive vision of education.

Thus, accountable management at SDN Loa 1 shows that the application of transparency principles and consistent monitoring systems are the main keys to improving the performance of school principals and encouraging the sustainability of education quality development programs. The financing model applied not only regulates financial flows, but also builds a culture of integrity, collaboration, and innovation in managing education funds.

Resource Optimization

Budget constraints at SDN Loa 1 are not seen as obstacles, but rather as challenges that encourage innovation and strategic collaboration. The principal proactively turns funding constraints into opportunities to optimize existing resources, by utilizing creativity and partnership networks as the main driving force in

developing educational programs. This approach involves cross-sector synergy, where community leaders, parents, and the private sector participate in supporting school activities both financially and non-financially. This collaborative effort results in a more equitable and effective division of roles, so that every incoming support can be integrated with the plan to improve the quality of learning.

fundraising efforts , but also includes maximizing all internal school assets. The use of classrooms, laboratories, libraries, and sports and arts facilities are carefully planned so that they can be utilized comprehensively to support various school programs. For example, classrooms are not only used for conventional learning, but are also adapted as discussion and creativity spaces, while laboratories are used as experimental facilities that bring students closer to direct practice of science. Optimization of these physical assets shows that each asset has potential that can be developed through the right management strategy.

Human resources, especially educators, are also strategically placed based on the needs of priority programs. The principal conducts an in-depth evaluation of the competencies of teachers by looking at their potential contributions to learning and curriculum development. Teacher placement is adjusted to their respective strengths, so that the educators' areas of expertise can be optimized to support programs such as leadership training, learning innovation, and improving the quality of assessments. Thus, the placement of human resources is not only administrative, but is a strategy to improve the quality of education as a whole.

The implementation of the financing model at SDN Loa 1 confirms that the success of a program is not solely determined by the amount of funds available, but by the principal's ability to allocate and utilize resources intelligently and efficiently. This strategic approach combines systematic planning, collaboration between internal and external parties, and the application of adaptive innovation. Through resource optimization, the principal is able to create a dynamic and responsive learning environment to change, while spurring the motivation and productivity of all elements in the school. Thus, budget limitations actually become a trigger for creativity and more effective management in achieving the vision of inclusive and high-quality education.

Optimization of resources at SDN Loa 1 creates a new paradigm that innovation in financial management can turn challenges into opportunities, and limitations into strengths. Through synergy between internal management strategies and external support, this school shows how maximum utilization of resources and the placement of appropriate educators can have a significant impact on improving the quality of learning and the work performance of the principal. This approach implies that the integration between accountability in fund management and resource optimization will be an applicable model for other educational institutions in facing the dynamics of the modern educational environment.

Evaluation and Follow-up

Evaluation and follow-up are crucial elements in ensuring that the financing model is not only implemented appropriately, but also able to produce continuous improvements in the performance of the principal and the overall quality of education. At SDN Loa 1, the evaluation was carried out in a structured manner involving various parties, ranging from teacher representatives, school committees, to parent representatives. This process was carried out through regular meetings, such as quarterly meetings and discussion forums, which aimed to collect performance data and identify strengths and weaknesses in fund management. Evaluation indicators, such as budget efficiency, achievement of learning program targets, and transparency of financial reporting, became the benchmarks used to assess the success of financing implementation.

The evaluation results inform the principal and management team about critical points that require improvement. This information is then used as a basis for formulating various strategic recommendations. Follow-up to the evaluation is not only limited to revising administrative documents, but also in the form of real actions such as improving the financial monitoring system, adjusting resource allocation, and developing training programs to improve teacher capacity in responding to the dynamics of learning and financial operations. For example, in order to overcome data shortages or inaccuracies in reporting, the principal implemented the use of a simple application for managing and tracking funds , so that transparency and accountability can be maintained more optimally.

The follow-up process also involves intensive collaboration between stakeholders. In-depth discussions on evaluation results serve as a forum for finding innovative solutions while adapting lessons learned from previous experiences. The principal, together with the team , ensures that every recommendation is

immediately followed up through flexible program adjustments and operational strategies. For example, if it is found that the use of funds has not been fully targeted, then the allocation for priority programs such as leadership training or improving learning facilities will be immediately adjusted. This shows that the evaluation and follow-up cycle not only functions as a control mechanism, but also as a driver of innovation and continuous improvement.

Thus, evaluation and follow-up at SDN Loa 1 creates a dynamic cycle where any deficiencies can be immediately corrected through measurable strategic steps. This approach proves that performance improvements do not occur instantly, but rather through an iterative process involving continuous monitoring, analysis, and revision. The implementation of the financing model followed by thorough evaluation and rapid follow-up has enabled the principal to create policies that are responsive and adaptive to existing challenges. The end result, increased efficiency in fund management and improved quality of education services, is a strong indicator of the success of the financing model implemented. Each step in the evaluation and follow-up process strengthens the culture of transparency, accountability, and participation, which in turn optimizes the performance of educational institutions and supports the achievement of the vision of a school that is more superior in a sustainable manner.

CONCLUSION

The implementation of an integrated financing model is an important catalyst in improving the performance of school principals and the quality of education at SDN Loa 1. The financing model implemented not only regulates the flow of funds, but also forms a strategic foundation for financial planning, transparency in management, optimal utilization of assets, and a continuous evaluation and revision process. The findings of this study indicate that the successful implementation of the financing model is the result of synergy between mature strategic planning, strong accountability mechanisms, innovation in resource utilization, and a responsive evaluation culture. This holistic approach not only has a positive impact on improving the performance of school principals, but also inspires the active participation of all stakeholders, including teachers, school committees, parents, and the community.

Financing planning at SDN Loa 1 is identified as a strategic foundation underlying the entire school financial management process. The principal carefully prepares the School Work and Budget Plan (RKAS) which not only contains detailed fund allocations, but also reflects the school's vision, mission, and long-term goals. The planning process involving intensive collaboration between school leaders and teaching staff, the school committee, and the local community produces a RKAS document that is participatory and responsive to existing needs and opportunities. The involvement of various parties in the planning process creates a sense of ownership and shared responsibility, so that each funded program has a strong and relevant foundation. This approach not only improves the principal's readiness to face operational challenges, but also ensures that each financing policy supports innovation and improving the quality of learning. With careful planning, schools are able to set priorities for productive and strategic use of funds, thereby creating synergy between educational goals and budget implementation.

Budget constraints are not always an obstacle, but can be used as a stimulus for innovation. The principal of SDN Loa 1 demonstrated extraordinary ability in optimizing existing resources through strategic partnerships with various parties, both from the public and private sectors. Partnerships with community leaders, parents, and the private sector enabled the school to obtain significant financial and non-financial support. In addition, the use of physical assets such as classrooms, laboratories, and other supporting facilities was optimized in such a way as to provide maximum impact on the learning process. Teacher placement was also carried out based on individual expertise and potential, so that each educator could contribute optimally to priority programs. This resource optimization not only increased the efficiency of fund use, but also gave rise to a collaborative and innovative spirit among all elements of the school. Thus, every budget constraint was used as an opportunity to create added value and increase operational efficiency.

Evaluation and follow-up are iterative processes that play a vital role in assessing success and identifying areas of improvement in the use of the financing model. At SDN Loa 1, evaluations are conducted periodically through evaluation forums, quarterly meetings, and monitoring mechanisms involving all stakeholders. The evaluation results are used as feedback to adjust strategies, establish new policies, and implement improvements in the use of funds. The speed and accuracy of follow-up are key in ensuring that evaluation

recommendations can be immediately integrated into subsequent financial planning. This process creates a cycle of continuous improvement, where each evaluation finding is used to improve the operational effectiveness and implementation of education programs. Not only does it function as a control tool, evaluation also encourages innovation by providing space for new ideas and adaptive strategies in dealing with the dynamics of the ever-changing education environment.

The implemented financing model has opened up new opportunities for improving leadership performance, which has a direct impact on improving the quality of education and community welfare. With a strong foundation in the form of strategic planning, high accountability, intelligent resource optimization, and comprehensive evaluation, SDN Loa 1 has set a new standard in education management that can be used as an example for many other institutions. The spirit of innovation and collaborative work that has been formed is the main capital in facing the challenges and dynamics of the education system in the future, so that the vision of creating superior and highly competitive education is getting closer to being realized.

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