

Role of the Head School in Management of Foundation Funds in Increase Quality learning at MtsN 5 Cirebon

Suharyanto H. Soro¹, Faiz Ramdhan Azmalia², Raihan Nur Hidayatullah³

¹ Universitas Islam Nusantara; suharyantosoro@gmail.com

² Universitas Islam Nusantara; faizramdhan17@gmail.com

³ Universitas Islam Nusantara; raihannurhidayatullah@gmail.com

ARTICLE INFO

Keywords:

Head School;
Fund Management;
Quality;
Learning

Article history:

Received 2025-05-14

Revised 2025-06-12

Accepted 2025-07-08

ABSTRACT

Study This aim For find and analyze role head school in management of Foundation funds in increase quality learning at MtsN 5 Cirebon. Using approach studies case with paradigm qualitative research This involving informant key consisting of from head school, deputy principal school, treasurer schools, senior teachers, and representatives committee school. Research results show that head school own a very comprehensive role in management of foundation funds, including function as planners, implementers, managers and evaluators in all over cycle management finance. Policy foundation that allocates 30% of the total budget For sector education supported by the system supervision involving foundation organs and mechanisms strict reporting For ensure accountability and transparency . Impact foundation fund management to Quality very significant learning, shown through style leadership head transparent, accountable, effective and efficient schools. The programs implemented succeed increase quality learning, reducing burden financing parents, and preventing student separated school. Response positive student towards the improvement program quality and increase facility comprehensive education show effectiveness foundation fund management in reach objective improvement Quality learning. Research conclusions This contribute theoretical and practical in development management financing education in madrasas, especially in optimization impactful management of foundation funds positive to improvement Quality learning in a way sustainable.

This is an open access article under the CC BY SA license.



Corresponding Author :

Suharyanto H. Soro

Universitas Islam Nusantara; suharyantosoro@gmail.com

1. INTRODUCTION

Education is foundation main in development source Power quality human beings and become needs that are not can separated from life man in enlightening life nation as well as form skilled people in their fields . Efforts increase quality education continuously done Good in a way conventional and in a way innovative For produce capable graduates compete in an increasingly global era complex and full challenges . In context This is a school managed by with Good from aspect learning , resources Power humans and their management will produce quality and capable student output compete in greater challenges bigger and bigger complex . On the other hand , schools whose management not enough Good No will give optimal quality and graduates , so that No capable compete in industry education moment This . Many schools do not managed from aspect system learning and management so that school the No forward and not capable compete in the increasingly world of education competitive . For realize school dreams and a school that fulfills need community in the field education , then school or institution education need source Power professional human and system effective management . Source Power human possession school can give profitable contribution for implementation effective education , especially in matter management various aspect education that includes academic , financial , facilities infrastructure and development capacity power education . Success education No only determined by factors single , but rather is results from synergy various interconnected components related and supportive One each other in reach objective education that has been determined (Arifudin , 2022).

Success school in reach Quality optimal learning is highly dependent on ability managerial head schools , in particular in manage various source power available in the environment school . Principal school as leader education own not quite enough answer very complex strategic in mobilize source Power school , start from school program planning and evaluation , development curriculum , learning , management manpower , facilities and infrastructure , resources finance , services students , up to connection school with public as well as creation climate conducive school . As manager , head school must capable utilize all over source Power school in frame realize vision and mission For reach goals that have been set with use approach systematic and structured management . In addition that , head school must capable face various problems at school with comprehensive approach , thinking in a way analytical and conceptual , as well as always try For become interpreter mediator in solve various problems faced by workers education that becomes his subordinates . Head schools must also try For take satisfactory decision for all parties involved in the educational process at school , with consider various possible aspects and impacts arise from every decision taken . In operate his role as manager , head school sued For own ability good communication skills motivating team , ability in taking decisions , and ability in manage possible conflicts occurs in the environment school . All ability this is very necessary For create environment conducive and productive work in reach objective quality education (Supriani , 2022) .

Leadership head school is factor key in determine success or failure something organization education , because effective leadership will capable move all over existing potential in organization School (Santika , 2017). Strong and resilient leadership as well as own strong commitment in organizing organizational programs is very necessary in something organization school For reach goals that have been set . Head school as leader must capable create clear and inspiring vision , influencing attitudes , behavior , opinions , values , and norms from his followers For realize vision the with full dedication and responsibility answer . In context education , leadership head school is method or business head school in influence , encourage , guide , direct , and motivate teachers, staff , students , parents students and other related parties For Work or play a role as well as use reach goals that have been set with use various appropriate approaches and strategies with existing situations and conditions . Leadership This will happen if in situation certain somebody influence other people's good behavior in a way individual and group For reach objective together in organization education . A effective leader must own ability For understand needs and aspirations from various education stakeholders , are able to build effective communication with various parties , as well as capable create atmosphere harmonious and productive work . Leadership head schools must also capable adapt with changes that occur in the world of education

, incl development technology , change curriculum and demands an increasingly diverse society tall to quality education .

One of aspect crucial in management school is effective and efficient management of education funds , because without management good finances , school will difficulty in reach objective education that has been determined . Success Quality learning in a schools are highly dependent on management strategies allocation of education funds which includes various stages start from planning use fund allocation , archived bookkeeping with orderly , appropriate spending with planning , recording realized fund allocation , accountability from manager finance school , supervision carried out by the party related , evaluation from results supervision , as well as action further steps taken by the manager finance school (Rijal , 2024). Functions management financing education the must fulfilled in order to achieve objective education in a way directed and measurable , because without function proper management will influential big to Quality resulting learning . Learning can define as activities carried out in a way aware For get change behavior from Not yet knowledgeable become knowledgeable , from negative attitudes become attitude positive , and from Not yet creative become creative (Suharyanto , 2024) . Standard financing is one of the standard national education that must be fulfilled and become beginning start arrangement various aspects that support the implementation process education so that lead to success school in effort reach Quality more learning good . Management finance good school will allows school For allocate source Power optimally for various needs , such as development facilities and infrastructure , improvement competence power education , procurement teaching materials and learning media , as well implementation various development programs school . Transparency and accountability in management finance schools also become factor important in build trust from various stakeholders , including parents students , society , and government as education funders .

Foundation fund management become very important aspect and has characteristics unique and different with school general , because the madrasa has system better organization and management complex (Yahya, 2024). Most madrasas are managed by foundations or organization religious that has system management different finances with public schools in general , where there is various source funding that must be managed in a way professional and transparent . The head of the madrasah is required For own competence strong managerial in manage foundation funds originating from from various source , good from government through Help Operational School and from source of funds no directly originating from parents participant educate , society around schools , donors , and various aid programs others . Key main in education fund management depends from the designed strategy moment set Plan Budget Income and Expenditure School in accordance provision in term time certain as well as allocation available funding sources customized with activity school that became objective in frame achieving school targets . Effective management of foundation funds will support continuity of the educational process so that can walk in a way effective and efficient in reach objective education that has been set . Complexity management of foundation funds in madrasas also includes sharia aspects in management finance , where must notice Islamic principles in every transaction financial matters that are carried out . This demand head of madrasah for understand No only aspect managerial and technical management finance , but also the sharia aspects which are runway madrasah operations as institution Islamic education .

Role of the head school as manager in management of education funds is very strategic and decisive Because related with authority main For prepare appropriate strategies with the stages and ensure effective implementation from every program that has been planned . A head school must own skill and acumen in put source Power suitable human with competencies and tasks assigned , as well as ability move source Power man the in frame realize achievements or school targets that have been set . In essence , one leader is the person who is given mandate or trust For manage something institutions , set strategies and give instruction to members involved in it with full high patience and dedication moment is at in One organization certain so that wheel organization can walk with good and harmonious . This is impact on the realization achievements or target in a way precise and fast in accordance with the timeline that has been set . From here can understood importance role a leader Because influential big in success a target

that becomes runway in something organization like case in point a head schools that play a role active in the environment school so that walk conducive through various effort in discover and develop potential possessed by educators. Head effective schools will capable create culture positive organization, where every member organization feel motivated and responsible answer For give contribution best for progress school. In matter fund management, head school must capable compile planning realistic finances, monitoring and evaluation in a way sustainable, as well as do necessary adjustments For ensure that use of funds according to with goals that have been determined (Hasbi, 2021).

In frame do its role and function as manager, head school must have the right and comprehensive strategy For can empowering power education through cooperation or mutually cooperative profitable, giving chance to power education For increase his profession through various development programs capacity, and encourage involvement all over power education in various activities that support school programs. The role of head school as manager covering ability develop a systematic and measurable program, ability compile organization or effective and efficient personnel, ability move teaching staff and employees For reach objective together, and ability optimize source Power available schools with consider scale priorities and urgent needs. Head school must can describe the function and objectives of National Education in greater purpose detailed and specific Again so that become more simple and can run by all component school. As manager, head school sued For can and able give service education with Good in accordance as expected society, as well as No need to hesitate in create strategies and policies Alone For progress school with still notice applicable regulations and rules. Head school as manager Already it's time optimize quality activity learning For fulfil hope customer education with find and implement management strategies new that can push repair quality school in a way sustainable. In context fund management, head school must capable create system management transparent, accountable and reliable finances accountable to various interested party. Head schools must also capable do innovations in management school For increase effectiveness and efficiency use source available power, including in matter fundraising and collaboration with various party For support school programs (Juhji, 2020).

MtsN 5 Cirebon as one of the state madrasas in Cirebon Regency is facing... challenge complex and multidimensional in foundation fund management For increase Quality appropriate learning with standard national education. As institution Islamic education is below Under the auspices of the Ministry of Religion, MtsN 5 Cirebon has characteristics unique in management finances involving funds from various source with system strict accountability and must fulfil various applicable regulations. The head of the madrasah as leader highest in the institution the own role very important strategic in manage and optimize use of foundation funds For support quality learning processes and development means adequate infrastructure in accordance with need modern education. Challenges faced No only limited to aspects technical management finance, but also includes ability For synergize various programs and activities school with available fund allocation so that can reach standard Quality learning expected by society and education stakeholders. In addition that, the head of the madrasah must also capable manage high expectations from various parties, including parents students, society, and government, while still maintain madrasah identity as institution Islamic education that has uniqueness alone. In context competition with schools other than that, MtsN 5 Cirebon must capable positioning self as institution superior and competitive education, which requires an effective fund management strategy For support various flagship programs and innovations education. Complexity Management of foundation funds at MtsN 5 Cirebon also includes aspect coordination with foundation parent company, fund management from various sources, and ensure that every use of funds according to with objective education and provide impact positive for improvement Quality learning. Therefore that, research This become important For done use analyze in a way in-depth and comprehensive role head school in foundation fund management For increase Quality learning at MtsN 5 Cirebon, which is expected can give contribution theoretical and practical in development management financing education in madrasas, especially in optimization management of foundation funds that can impact positive to improvement Quality learning in a way comprehensive and sustainable.

2. METHODS

Researchers use paradigm qualitative with approach studies case . Approach This aim For analyze in a way deep role head school in foundation fund management For increase Quality learning at MtsN 5 Cirebon. Approach qualitative chosen Because allows researchers For understand phenomenon in a way holistic and contextual , as well as can dig deeper meaning in from experiences and perspectives of informants related with management of foundation funds in the madrasa environment (Creswell, 2014). Study case used For explore and understand in a way comprehensive practice management of foundation funds carried out by the head school at MtsN 5 Cirebon, where researchers try For get deep understanding about strategies, challenges , and impacts from management of the funds to improvement Quality learning . Research This nature descriptive-analytical which attempts describe the reality that occurs in the field and then analyze it based on relevant theories with management financing education and leadership head school . Research location determined at the selected MtsN 5 Cirebon in a way purposive with consideration that this madrasah own characteristics unique in management of foundation funds and has show significant developments in effort improvement Quality learning (Sugiyono , 2018).

Subject study consists of from informant selected key in a way purposive based on criteria certain relevant with focus research , namely head school as informant principal , deputy principal school field means infrastructure , treasurer schools , senior teachers, and representatives committee schools that have understanding deep about management of foundation funds at MtsN 5 Cirebon. Election informant done with consider position strategic they in structure organization school and involvement direct in the process of managing foundation funds so that can give accurate and comprehensive information about practice management of funds carried out . Criteria election The informant also considered a minimum work period of 3 years at MtsN 5 Cirebon so that own enough experience in observe and engage in management of foundation funds , as well as own ability good communication For can give clear and detailed information about topic research . Number informant set based on principle data sufficiency and saturation information , where data collection stopped when information obtained has reach point saturated and not There is information significant new ones that can obtained from addition informants (Miles & Huberman, 2014).

Data collection techniques in study This use triangulation methods that include interview in-depth , observation participants , and studies documentation For obtain valid and reliable data. Interviews deep done with use guidelines semi- structured interviews that allow researchers For explore topic in a way deep while still give flexibility For develop question in accordance with response informant . Interview done individually with every informant in a comfortable and conducive setting , with average duration 60-90 minutes For every session interviews , and conducted in a number of stage For ensure depth and completeness information obtained . Observation participants done For observe in a way direct practice foundation fund management in context real , including the planning process budget , meeting coordination fund management and activities related with implementation of programs funded by the foundation . Study documentation done with analyze documents relevant official with management of foundation funds , such as Plan Budget Income and Expenditure School , report finance , documents planning strategic school , minutes meetings , and other documents that can be give information about practice management of foundation funds at MtsN 5 Cirebon.

Data analysis was performed with using analysis models interactive developed by Miles and Huberman, which includes stage data reduction , data display, and retrieval conclusions drawn in a way simultaneous and repeated throughout the research process . Stage data reduction is carried out with selecting , focusing , and simplifying the raw data obtained from field become more information meaningful and appropriate with focus research . Data display is done with presenting data in systematic and easy form understood , such as matrix , diagram, or narrative that allows researchers For see patterns and relationships between data. Withdrawal conclusion done based on analysis of data that has been reduced and displayed , with consider consistency and suitability with relevant theories . For ensure data validity , research This use technique triangulation sources and triangulation method , where the data obtained from various sources and methods compared to For ensure consistency and validity

information . In addition that , member checking was also carried out with method confirm results interpretation of data to informant For ensure that interpretations made in accordance with intent and experience the real informant .

3. FINDINGS AND DISCUSSION

MTsN 5 Cirebon is institution education medium the first country located strategic in the complex Islamic Boarding School Kh . Romli Cholil , Village Balerante , District Palimanan , Cirebon Regency , West Java . School This was established in 1995 based on the Decree of the Minister of Religion Number 515 A of 1995 dated 25 November 1995, and has operate in a way official with the Operational Decree of the Minister of Religion Number 212 of 2015 dated July 27, 2015. With NPSN 20278845, MTsN 5 Cirebon has reach A accreditation based on the Decree of the National School /Madrasah Accreditation Agency Number 02.00/111/BAP-SM/SK/X/2015 dated 13 October 2015, which shows quality education that has been tested and meets standard national .

As schools in the neighborhood Islamic boarding school , MTsN 5 Cirebon has superiority in formation character religious and moral glorious students . The school is located in the complex cottage Islamic boarding school create atmosphere conducive and supportive education development values Islam in the learning process . Facilities adequate schools supported by a wide area land area of 4,592 square meters , providing room comfortable learning as well as internet access that facilitates the learning process teach based technology information . This is allows student For access information latest and developing required digital competencies in the modern era.

With combination between system quality formal education and environment religious Islamic boarding school , MTsN 5 Cirebon strives print generation young people who don't only intelligent in a way academic , but also moral noble and ready face challenges of the times. Achievements A accreditation achieved show commitment school in give education quality appropriate height with standard national , making MTsN 5 Cirebon as one of the choice featured For education medium the first in the Cirebon Regency area .

Roles and Involvement Head School in Foundation Fund Management

Based on results interview with head school , found that role head school in Foundation fund management is very comprehensive and includes all over cycle management finance start from planning until evaluation . Head school play a role as planners , implementers , managers and evaluators in management of foundation funds , showing that not quite enough answer head school No only limited to aspects operational learning but also includes aspect more managerial wide . Involvement This started from stage planning through compilation Plan Activities and Budget Schools (RKAKS) that must get agreement from foundation . In this process , the head school coordinate in a way intensive with administrator foundation For ensure magnitude required budget in the madrasah program according to with needs and priorities development school .

Experience head schools that have take office for 9 months with background behind Bachelor's degree and 24 years of experience in the field education show that although relatively new in position leadership , but experience length in the field education give strong foundation in understand needs and challenges management of foundation funds . The authority held head school related use of foundation funds covering authority monitoring and evaluation foundation fund management in accordance with applicable regulations . This is show that head school own position strategic in ensure foundation funds used in a way appropriate target and appropriate with goals that have been set . Position This give head school not quite enough answer double that is as implementer policy foundation at a time as internal supervisor who ensures implementation of the ongoing program in accordance plan .

Coordination between head school with administrator foundation become key important in ensure effectiveness fund management . Effective communication between second split very crucial party For smoothness operational and achievement objective education , which involves personal

communication, face to face, as well as through media with principle each other mutual respect and understanding to objective education. Coordination process This No only formal in nature through meetings official, but also involves informal communication that allows further discussion deep about need schools and priorities development. Head school must capable become bridge effective communication between need operational school with policy strategic foundation.

Proposed programs head school For funded foundation divided become two category main namely physical and non-physical programs. Physical programs related with improvement quality buildings and structures schools, which include renovation, construction facility new and improved infrastructure supporters learning. Meanwhile that, non-physical program related with improvement quality of teachers and staff through training and forms education others, which include training competency, methodology workshop learning, certification profession and development capacity source Power human beings. This program distribution show holistic understanding from head school that improvement Quality learning No only depends on infrastructure physique but also on quality source Power humans who manage and implement the educational process.

Specific strategies implemented head school in managing foundation funds is coordination maximum between madrasah and foundation in compile budget, as well as ensure with carefully that use of foundation funds in accordance with planning that has been established. This strategy reflect systematic and structured approach in management finance, where every use of funds must be can accountable and appropriate with allocations that have been agreed. Head schools also implement system monitoring and evaluation in a way routine For ensure that every funded program foundation walk in accordance with the established timeline and targets. Innovations carried out with foundation funding support especially focused on form maximum physical condition of the madrasah For support a quality learning process, demonstrating commitment head school in create environment conducive and modern learning.

Monitoring system implemented head school involving monitoring and evaluation in a way routine with indicator measured success from existence more changes Good in various aspect school. Reporting process use of foundation funds done through systematic stages covering data collection, compilation reports and submissions report to foundation. Although head school confess that challenge in managing foundation funds For education is very complex, but impact foundation fund management to Quality learning assessed give impact very helpful positive in development education. Complexity challenge This covers various aspect start from coordination with various parties, fulfillment applicable regulations, until ensure transparency and accountability in every use of funds.

Policies and Systems Foundation Fund Oversight

Policy foundation in support education is very comprehensive and includes various aspect start from provision access, improvement quality, up to management means infrastructure and resources Power purposeful human being For increase Quality learning in a way comprehensive. Management foundation that has involved for 12 years with background behind Bachelor of Islamic Religious Education education shows commitment term long in support development education. Policy This No only focus on aspects financial but also includes aspect strategic development institutions sustainable education. Allocation of foundation funds For sector education reach 30% of the total budget foundation, which is a significant portion and shows priority tall foundation to development education. This fund allocated For various needs education like development infrastructure, teacher salaries, scholarship programs, and various initiative improvement quality education.

The criteria for educational programs funded by foundations vary widely. depending on the goals and focus of each foundation, however in a way general covers eligibility project, capacity applicant, alignment with objective foundation, and requirements administration as well as legality that must be fulfilled. Every program proposal submitted must through strict evaluation For ensure that the program give benefit maximum for development education and harmony with vision mission foundation. Criteria eligibility project covering aspect technical, financial, and impact expected social

from program implementation . Meanwhile that , assessment capacity applicant covers evaluation to ability school in implementing the proposed program , incl availability source Power people , infrastructure , and systems adequate management .

Approval process use of funds for education involving a number of stages and agreements together between parties related to school , which then documented in a way written and supervised in a way strict . This process started from submission of program proposals by the head a school that contains plan detailed activities , required budget , implementation timeline , and expected target achievements . After the proposal is received , it will be carried out evaluation by the team specifically in foundations consisting of from experts in the field education and finance . Evaluation This covers analysis program feasibility , suitability with vision mission foundations , and projections the impact that will produced . Stage furthermore is proposal presentation by the head school in front administrator foundation For give explanation more details and answers questions that arise . After through a comprehensive evaluation process , the management foundation will take decision about agreement or rejection of the proposal, along with reasons and recommendations repair If required .

Vision foundation in field education is realization a moral generation noble , knowledgeable knowledge , skills , and character superior , while his mission is organize quality , relevant and capable education form graduates who are faithful , have integrity , and contribute positive for society and nation . Vision and mission This become runway in every taking decision related allocation of funds and programs to be supported . Implementation vision and mission This reflected in various funded programs foundation , starting from the development program academic , formation character , to skills programs life that prepares student For face future challenges . The Foundation also has commitment For support innovative programs that can increase relevance education with need society and developments over time.

Connection Work between foundation and head school nature coordinative and mutual support , where the foundation responsible answer on policy general and management source power , while head school responsible answer on operational and implementation education in schools . Relationship This built on base each other trust and transparency in communication . Head school own role central and responsible answer full in planning budget school , start from compilation Plan Activities and Budget School (RKAS) up to management and accountability finance in a way effective and efficient . Involvement head school in planning budget This covers identification needs , determination priority , allocation source power , and monitoring program implementation . The role of the head school in program submission to the foundation is very crucial , where head school act as planner , manager , supervisor , and motivator in effort increase Quality learning school .

System supervision use of foundation funds involving the role of the foundation's organs consisting of from the Supervisors, Management and Supervisors as well as mechanism strict reporting and auditing For ensure accountability and transparency in management financial system supervision This designed in a way layered For ensure that every use of funds can accountable in a way law and morals. Foundation advisor play a role in give directions strategic and supervisory level tall to policy fund management . Administrator foundation responsible answer in implementation policies and operations fund management , while supervisor on duty conduct monitoring and evaluation in a way independent to performance fund management . Mechanism accountability applied involves the drafting process report detailed and transparent finances , as well as inspection by the agency supervisor external For ensure compliance to standard accounting and applicable regulations .

Transparency foundation fund management guarded through various comprehensive mechanisms , including strengthening system information financial means that allow real-time access to financial data , engagement public in supervision through publication report finance in a way periodic , implementation Standard Operational Clear and measurable financial procedures (SOPs) , as well as utilization digital technology for reporting and monitoring finance in real-time. System information integrated finance allows tracking of the use of funds from stage planning until evaluation , so that every stakeholder can monitor the progress of program implementation transparent .

Involvement public in supervision done through publication report finance in mass media, official website foundations , and public forums that allow public For give input and supervision to management of foundation funds .

Evaluation performance head school in managing funds is done through Principal Performance Assessment School (PKKS) which includes evaluation to aspects planning and implementation of school programs , management source Power schools , and accountability finance , as well as ended with action carry on in the form of coaching or development capacity . Assessment This involving various indicator quantitative and qualitative that measure effectiveness leadership head school in manage foundation funds . If this happens deviation use of funds , steps taken covering reporting and complaints to authorities , investigation by the authorities enforcer law or institution supervisors , and implementation appropriate sanctions with level violations committed . Mechanism handling deviation This designed For give effect deterrent at a time give learning for all party about importance integrity in management of foundation funds .

Impact Management of Foundation Funds towards Quality learning

Leadership style head school in managing foundation funds considered very transparent , accountable , effective and efficient according to deputy head's perception schools that have Work for 21 years in the field curriculum . Assessment This based on observation direct to practice leadership head school in managing foundation funds in a way everyday . Transparency shown through openness information about allocation and use of funds to all school stakeholders , including teachers, students , parents , and the community . Accountability reflected in ability head school For accountable every use of funds with complete documentation and proper reporting time . Effectiveness seen from success of funded programs foundation in achieve the set targets , while efficiency shown through optimization use of funds for produce maximum output and outcome .

Head school apply approach participatory in taking decision with involving all teachers in good program planning academic both academic and non- academic . Teacher involvement in the planning process This No only nature consultative but also provide room for teachers to give input substantive based on experience and expertise them in their respective fields . Participatory process This covers discussion group focus group (FGD) with teachers to identify need priority school , brainstorming for look for solution innovative in overcome various challenge education , and formation team work involving teachers from various field studies For designing special programs . Approach This No only increase quality program planning but also creates a high sense of ownership among teachers towards the programs that will be implemented .

Transparency head school in management of foundation funds is very open and accountable , with good communication to all relevant stakeholders use of foundation funds . Communication This done through various channel start from formal meetings , socialization to parents students , publications on the board announcement school , until utilization of digital media for spread information . Head school in a way routine do socialization regarding future programs implemented , implementation progress , and results that have been achieved achieved . Transparency this is also reflected in openness access information finance to interested parties , incl report finances that can accessed by the committee schools and parents students . The role of the deputy principal school in support funded programs foundation is as executors and assistants head school in the relationship with education , shows existence delegation effective authority in program implementation .

Programs that have been implemented with foundation funds that are very diverse and comprehensive , including improvement Quality learning (academic and non- academic) , development character students , and management school in a way overall . Improvement program Quality learning academic covers provision quality teaching materials , teacher training in methodology learning innovative , development appropriate curriculum with need students , and the provision of modern learning media . Meanwhile that , non- academic program covering activity extracurricular , development talents and interests students , skills programs life , and activities that

support its development of students' soft skills. Development program character designed for form personality students with good morals noble, have integrity tall, and responsible answer to self oneself and the environment around.

The impact of these programs to quality learning is very significant and provides contribution positive in repair Quality learning. Improvement quality learning seen from various indicator like improvement mark academic students, improvement interest learning, development creativity students, and increasing participation active student in the learning process. Teachers report existence change positive in motivation Study students, which is reflected from increasing presence students in class, activities ask more height, and results evaluation learning that shows trend positive. Improvement quality learning is also visible from diversification method increasing learning varied and innovative, use technology in increasing learning intensive, and the creation of environment learn more conducive and pleasant for student.

Changes felt after There is The foundation's financial support is multi-dimensional and includes various aspect life school. One of the the most felt impact is decrease burden parent - teacher financing, which allows more Lots child For access education quality without burdened by high costs. Increased quality learning become impact the second very significant one, which is reflected from availability facility adequate learning, more teachers competent through training programs, and a more comprehensive curriculum relevant with need students. Impact third is the success of the prevention program student separated school through various scholarship and assistance programs financial provided foundation, so that level participation education at school increase in a way significant.

Response student towards the improvement program very positive and enthusiastic quality, they respond with Good what has been programmed related improvement quality school. Enthusiasm student seen from participation active in various programs implemented, level increased attendance, and positive feedback given through various channel communication. Students show high appreciation to repair facility learning, diverse extracurricular programs, and opportunities For develop talents and interests they. Response positive this is also reflected from increasing performance academic and non-academic students, both at the level local and regional. Involvement student in the program evaluation process also shows level high level of concern to development school they.

Increased facilities with The foundation's financial support is very comprehensive and includes various aspect supporters learning. Facilities increased education covering renovation and construction building more modern and comfortable schools, provision books up-to-date lessons and references, scholarship programs For student high achievers and low achievers capable, development and improvement laboratory science and computers with modern equipment, as well as procurement various equipment learning other such as LCD projectors, sound systems, and other equipment props learning. Facilities social development covers room For storage goods possible donations school For manage help from various party in a way more organized kitchen special for catering programs school, office more representative For increase service administration, and space visitor For House stopover that gives comfort for visitor schools. Worship facilities also received attention special through renovation and expansion programs places of worship that allow all over inhabitant school For carry out activity religious with more Good.

Effectiveness head school in managing foundation funds considered very important For smoothness operational and improvement Quality learning at school, with key mainly lies in careful planning, consistent implementation, and transparent, accountable, efficient, and effective accountability. Effectiveness This measured through various indicator like level program target achievement, level stakeholder satisfaction, efficiency use of funds, and impact term long to improvement Quality learning. Head school has show good ability in managing foundation funds through system systematic planning, measurable implementation, and continuous evaluation. Advantages foundation fund management lies in the orientation to objective social and humanitarian which provides impact positive for community, support strong law and reputation from foundation, as well as potential profit taxes that can be utilized For optimize allocation of funds. However, the

management of foundation funds also has a number of lack related cost relatively easy establishment and operation height, limitations in use of funds that must be in accordance with rule foundations and obligations strict administrative procedures that require system robust management.

The teacher has role central and multifaceted in program evaluation, not only as implementer evaluation results Study students, but also as active evaluators who contribute in assess and improve the learning process and educational programs in a way overall. Teacher involvement in program evaluation includes giving input to program effectiveness, identification problems that arise during implementation and proposals repair for the next programs. For increase management of foundation funds, some suggestions that can be implemented covering manufacturing more budget detailed with a clear breakdown For every program components, implementation financial HR training in a way periodically For increase competence in management finance, preparation report appropriate finances with standard applicable accounting, and utilization technology information For increase efficiency and transparency fund management. Hope to front related foundation funding support is improvement transparency and accountability in fund management, improvement effectiveness of funded programs For reach objective social that has determined, and strengthening regulations and systems supervision For prevent misuse of funds and safeguarding trust public to institution foundation as institutions that play a role important in development education and social social.

4. CONCLUSION

Research conclusion This that role head school in the management of foundation funds is very comprehensive and strategic in effort increase Quality learning. Head school play a role as planners, implementers, managers and evaluators in management of foundation funds which includes all over cycle management finance start from planning until evaluation. Through intensive coordination with administrator foundation, head school capable ensure that use of foundation funds in accordance with needs and priorities development school, which is divided in physical and non- physical programs For improvement Quality learning in a way holistic.

Policy foundation that allocates 30% of the total budget For sector education show strong commitment to development education quality. System supervision involving the foundation's organs consisting of from the Trustees, Management, and Supervisors, as well mechanism strict reporting and auditing, successful ensure accountability and transparency in management financial transparency foundation fund management guarded through various mechanism comprehensive, including strengthening system information finance, involvement public in supervision and implementation Standard Operational Clear and measurable procedures.

Impact foundation fund management to Quality learning is very significant and multi-dimensional. Leadership style head transparent, accountable, effective and efficient schools has produce improvement quality learning, reduced burden parent - teacher funding, and the success of the problem-solving program student separated school. Implemented programs with foundation funding support covers improvement Quality learning academic and non- academic, development character students, and management school in a way overall. Response positive student towards the improvement program quality and increase facility comprehensive education show effectiveness foundation fund management in reach objective improvement Quality learning.

REFERENCES

- Arifudin, O. (2022). *Perkembangan Peserta Didik (Tinjauan Teori-Teori Dan Praktis)*.
 Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.
 Hasbi, I., Fuadi, A., Nadeak, B., Arifudin, O., Juliastuti, J., Lestari, A. S., ... & Arafah, N. (2021). *Administrasi Pendidikan (Tinjauan teori dan praktik)*.
 Juhji, F., Marantika, N., Gumilar, R., Palindih, L., & Apud, H. M. (2020). *Manajemen Humas Sekolah* (Vol. 5). Penerbit Widina.

- Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publications.
- Putri, M. P. D. S., & Wibowo, K. T. *Hukum Yayasan: Teori, Praktik Pendirian, Operasional, dan Pembubaran Yayasan-Jejak Pustaka. Jejak Pustaka.*
- Rijal, F. (2024). Manajemen Pengembangan dan Pengelolaan Keuangan Lembaga Pendidikan Islam Dayah Jami'ah Al-Aziziyah Batee Iliiek. *Jurnal Al-Mizan*, 11(1), 155-166.
- Santika, I. G. N. (2017). Kepala sekolah dalam konsep kepemimpinan pendidikan: Suatu kajian teoritis. *Widya Accarya*, 7(1).
- Sugiyono. (2018). *Metode Penelitian Kualitatif* (3rd ed.). Alfabeta.
- Suharyanto, h. Soro (2024). Kata siapa pendidikan itu penting?, PT. Inovasi Karya Mahendra, (1)
- Supriani, Y., Tanjung, R., Mayasari, A., & Arifudin, O. (2022). Peran manajemen kepemimpinan dalam pengelolaan lembaga pendidikan islam. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 332-338.
- Yahya, H. N. (2024). *Pengelolaan Madrasah Diniyah Nonformal Dalam Meningkatkan Kualitas Pembelajaran Muatan Lokal Di Madrasah Aliyah Al-Hidayah Basmol, Jakarta Barat* (Doctoral dissertation, Institut PTIQ Jakarta).