



Education Fund Management Strategies in Ensuring Primary School Quality

Rahmattullah¹, Sariakin², Lili Kasmini³

^{1,2,3}Bina Bangsa Getsempena University, Indonesia

*Email: rahmattullah@bbg.ac.id

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ABSTRACT

Purpose -This study evaluates the educational funding management plan put in place at SDN 61 Banda Aceh to support the guarantee of high-quality instruction. It assesses the school's financial management possibilities, threats, weaknesses, and strengths using a SWOT analysis method.

Methodology -The study uses a qualitative methodology and gathers data through observation, interviews, and financial document analysis at the institution.

Findings -According to the study, SDN 61 Banda Aceh has specific financial management attributes, such as the participation of the school committee and openness regarding the use of the budget. However, there are drawbacks, such as administrative staff's incapacity to apply performance-based financial management and delays in government money release. Possibilities include training school finance managers to boost their capabilities and utilizing financial reporting and recordkeeping technology. The main dangers in the interim are the uncertainty of budgetary laws and the potential for financial misuse due to insufficient external oversight systems.

Significance -More formal tactics, such as bolstering school-based management and enhancing transparency through more stringent financial audits, are advised. This strategy is anticipated to help SDN 61 Banda Aceh maintain ongoing gains in the quality of education.

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INTRODUCTION

Ensuring education quality is crucial in managing educational funds (Hamid & Harahap, 2024). Quality assurance in education aims to ensure that all aspects of the curriculum, instruction, administration, and evaluation processes run smoothly and according to set standards. (Putra et al., 2023). As a result, educational money needs to be used to raise quality, including facilities, instruction, and student results (Istaryatiningtias & Rismita, 2021).

In East Nusa Tenggara (NTT), limited education funding remains a significant challenge in improving the quality of primary schools. Many schools face insufficient budgets, where the allocated School Operational Assistance (BOS) funds are often inadequate for daily operations, such as purchasing books and repairing school facilities. Additionally, delays in fund disbursement create difficulties in paying honorary teachers' salaries and implementing learning programs on time. In East Nusa Tenggara (NTT), enhancing the standard of primary schools is still hampered by a lack of funds for education. Furthermore, paying honorary teachers' salaries and carrying out educational programs on schedule when cash delivery delays occur becomes challenging.

Several obstacles remain to overcome before quality assurance-based educational fund management techniques can be used at the elementary school level, like at SDN 61 Banda Aceh. Significant barriers include a lack of knowledge about how to use the funds to improve the quality of education and a lack of human resources to manage the funding.

One of the most important elements in guaranteeing high-quality school instruction is efficient financial management. (Airlangga, 2025). In addition to being an administrative procedure, educational financial management is a tactic for efficiently allocating resources to improve education quality. (Nwosu, Patience Okwudiri, Mustapha Baba Ibi, Danjuma John Salihu, 2024). The administration of educational finances is essential to the sustainability of learning programs, the supply of facilities, and the enhancement of teacher competencies in SDN 61 Banda Aceh. To guarantee that the available money is spent effectively, openly, and responsibly, it is crucial to comprehend the theories and principles of educational financial management.

In reality, though, there are several obstacles to financial management in elementary schools like SDN 61 Banda Aceh. According to Chimwemwe (2024), one of the primary challenges is the administrative staff's and school principals' poor awareness of professional financial management. Furthermore, the efficient execution of planned educational programs is frequently hampered by the government's delayed funding transfer, such as through the School Operational Assistance (BOS) program. The community's and the school committee's limited participation in the budget review process raises the possibility of inefficiencies and financial mismanagement.

Every school manages educational funds differently, with unique possibilities, difficulties, and features. Educational funding at a school is also influenced by social, cultural, economic, and geographic factors. Because it is situated in an area with a history of post-disaster recovery and a growing educational system, SDN 61 Banda Aceh, for example, has exceptional circumstances when it comes to budget management. Regretfully, not much research has explicitly examined how Banda Aceh schools—especially SDN 61 Banda Aceh—manage educational funds to promote quality assurance.

Managing educational funding presents several intricate issues for SDN 61 Banda Aceh, which are impacted by social, cultural, economic, and geographic considerations. One of the most significant problems is the government's slow payment of funding, especially the School Operational Assistance (BOS) subsidies, which frequently make it challenging to carry out planned educational initiatives. The continuation of the educational process will be impacted by the school having to look for alternate financing sources or delay program implementation.

Another major obstacle is the administrative staff's and the school principal's insufficient ability to handle finances professionally. Insufficient training in financial reporting, budget planning, and fund supervision raises the possibility of inefficiency and results in less-than-ideal fund utilization. Additionally, most of the budget is allotted for standard operating requirements without any innovation in raising the quality of education due to a lack of awareness of strategic fund allocation.

The study intends to fill this research vacuum by using a more methodical evaluation methodology to address shortcomings in earlier research. Using SWOT analysis, this study thoroughly assesses the current status of educational fund management at SDN 61 Banda Aceh. It suggests tactics that may be used to raise fund management's efficacy and efficiency in support of educational quality assurance. It is anticipated that the research's conclusions will not only be pertinent to SDN 61 Banda Aceh but also act as a guide for other educational institutions in comparable areas looking to improve the efficacy, accountability, and transparency of their management of educational funds.

The absence of strategic planning in using available budgets is one of the frequent occurrences seen in the administration of educational funding in elementary schools. Without a well-defined long-term plan, many schools continue to handle finances traditionally. As a result, the money is frequently just utilized for standard operating requirements rather than any program creation or innovation that could significantly improve the quality of education.

The way that money is used to improve teaching effectiveness and educator well-being is just as important to education quality assurance as the amount of money that is available (Slawinski et al., 2024). Effective financial management allows schools to make investments in curriculum updates, teacher training, and learning facility upgrades, all of which can directly affect students' academic performance.

This phenomenon is also evident in several financial management-related areas at SDN 61 Banda Aceh. Even though the school has received government aid monies, further research is still needed to determine how well they are being used. One of the primary issues is the school's ability to deploy finances as efficiently as possible to enhance the quality of education, whether through innovative educational programs, teacher development, or learning facilities. An evaluative technique is therefore required to give a thorough picture of the school's educational fund management condition.

In summary, the goal of this study is to better understand the phenomenon of educational money management at SDN 61 Banda Aceh and pinpoint tactics that may be used to increase the efficacy and efficiency of fund use. It is anticipated that, with the appropriate approaches, educational finances will significantly improve learning, teacher welfare, and the construction of improved school facilities.

Local knowledge is essential to education budget management plans in SDN 61 Banda Aceh to guarantee primary school caliber. The inhabitants of Banda Aceh, an area with a history of recovering from disasters, adhere to transparency in many facets of life, including school finance management, debate (*musyawarah*), and mutual collaboration.

The needs of a school in a post-disaster setting are more complicated compared to those of schools in other areas. SDN 61 Banda Aceh must allocate funding for psychosocial recovery programs for traumatized children and teachers in addition to concentrating on enhancing the physical infrastructure. Programs like psychological support and teacher stress management training are essential to maintaining high-quality learning.

Reliance on outside assistance may affect the funding's long-term viability. Even though the school initially received a lot of help, it needs to come up with ways to ensure that the money available is used effectively and isn't just dependent on donations. Strengthening competence in budget planning, financial monitoring, and community involvement is imperative to guarantee that every rupiah acquired is used efficiently to improve the quality of education at SDN 61 Banda Aceh.

Active community and school committee participation in budget allocation decision-making is one method local wisdom is applied in education fund management. Parents, community leaders, and educators are among the stakeholders who use deliberation methods to jointly decide on financing objectives, such as bolstering culturally-based educational programs, boosting teacher welfare, or upgrading learning facilities.

Additionally, this study provides fresh perspectives on schools' unique difficulties in the aftermath of a disaster and how social, economic, and cultural elements impact educational fund management tactics. The results are anticipated to help SDN 61 Banda Aceh and other schools in comparable areas by enhancing accountability, transparency, and the efficient use of educational funding to promote high-quality, sustainable education.

METHODOLOGY

Research Design

This research employs a case study methodology and a qualitative descriptive technique. The goal is to obtain a comprehensive understanding of the techniques used in managing educational money and how these strategies contribute to improving the quality of education at SDN 61 Banda Aceh. Qualitative research makes a deeper investigation of intricate phenomena, such as financial management techniques in the

context of education, possible.

The case study approach was chosen because this research's primary focus is a particular school, SDN 61 Banda Aceh. A case study is the best way to examine financial management procedures and policies in educational institutions because it offers a comprehensive picture of the internal and external elements influencing how well the strategies work.

Additionally, SWOT analysis is the main instrument used in this study's evaluation technique to determine how well educational fund management strategies work (Sari, 2024). When managing educational funding, SDN 61 Banda Aceh uses a SWOT analysis to determine its Strengths, Weaknesses, Opportunities, and Threats (Keban, 2019). This method allows the study to offer tactical suggestions that can improve how well the school's finance management supports educational quality assurance (Chusniyah et al., 2023).

Therefore, this study assesses the efficacy of the measures that have been implemented and describes the current status of educational fund management at SDN 61 Banda Aceh (Shaturaev, 2021). The research is anticipated to use SWOT analysis to help create more effective methods for allocating educational funding to enhance primary school instruction (Rosiah et al., 2019).

Several compelling arguments support the choice of a case study method in conjunction with a qualitative descriptive approach. First, qualitative research is perfect for investigating intricate and situation-specific topics, like educational fund administration tactics, where it is essential to comprehend the viewpoints of stakeholders, institutional dynamics, and socioeconomic influences. Qualitative research enables a more nuanced analysis of financial management techniques and their direct effects on school operations, in contrast to quantitative approaches that depend on numerical data and statistical assumptions.

Second, a case study approach is especially beneficial for this research since it offers a comprehensive, contextually rich examination of a particular institution, SDN 61 Banda Aceh. By taking into account both internal and external elements that affect fund management, this approach enables a comprehensive examination of the financial methods used within the school. Other approaches, like surveys or experimental studies, would not fully reflect the complex decision-making procedures and situational difficulties that the school administration faces.

Additionally, case studies allow the use of a variety of data sources, including observations, interviews, and document analysis, all of which improve the validity and triangulation of data. This method guarantees that the study uses archival records, direct observations, and self-reported data to provide a more thorough grasp of the topic. The case study methodology provides a richer and more comprehensive view than strictly statistical approaches, which could ignore qualitative elements like community involvement and leadership effectiveness.

Finally, the case study approach effectively serves the research goal of assessing the efficacy of educational fund management techniques. By concentrating on a real-world scenario, the study can offer specific insights and practical suggestions suited to the unique requirements of SDN 61 Banda Aceh. In addition to enhancing the findings' applicability, this approach makes it easier to develop best practices that other educational institutions dealing with related issues can adopt.

Participants

Various stakeholders involved in the administration of educational finances at SDN 61 Banda Aceh make up the research subjects. Purposive sampling, a method of selecting informants based on their interest in and comprehension of the research object, was used to choose the subjects. The research subjects include on Table 1.

Thanks to the participation of these diverse research subjects, this study is anticipated to give a thorough image of efficient educational fund management techniques at SDN 61 Banda Aceh and how these techniques promote educational quality assurance.

Table 1. Key Informants in School Financial Management

No	Key Informant	Role & Relevance
1	School Principal	Oversees, plans, and administers educational funding and leads the school. Gives information about fund management tactics and difficulties.
2	School Treasurer	In charge of reporting the budget and maintaining financial records. Exchanges knowledge on technical difficulties and financial management.
3	School Committee	Ensures efficacy and transparency by representing parents and the community in the supervision and decision-making process on the management of educational funds.
4	Teachers and Educators	Describe how the availability of educational facilities and financial management impact teaching and learning activities.
5	Banda Aceh City Education Office	Oversees and assesses how public schools' educational budget is distributed. Provides financial management guidelines and policy data.

Data Collection and Research Instruments

This study uses methodical data collection procedures to gather reliable and comprehensive information about the management strategies of educational funds in support of quality assurance at SDN 61 Banda Aceh. Some techniques employed are in-depth interviews, participant observation, document analysis, and literature review. Combining these methods aims to give a thorough picture of the fund management strategies' efficacy and the variables affecting their use.

Data Validity

The first method used is conducting in-depth interviews with SDN 61 Banda Aceh stakeholders, including the principal, treasurer, teachers, members of the school committee, and representatives from the Banda Aceh City Education Office. Semi-structured interviews include pre-planned essential questions and opportunities for respondents to go into further detail on topics they feel are crucial. Information is obtained from these interviews regarding the design and implementation of fund management plans, the school's difficulties in budget management, and the roles played by different stakeholders in guaranteeing the efficacy and transparency of educational fund utilization.

This study uses participant observation and interviews to witness firsthand how educational dollars are allocated across the institution. Among the observations are the state of the school's infrastructure, the participation of interested parties in the financial decision-making process, and the efficiency of sponsored initiatives in raising the standard of education. This method offers more unbiased information about the observable effects of the school's financial management tactics.

Document analysis is another secondary data-gathering method used in this study to supplement the information gathered from observations and interviews. Internal school rules about financial management, the School Work Plan and Budget (RKAS) (Sasongko, Bambang Budi Wiyono, Imron Arifin, 2017), the school's financial reports, and the findings of financial assessments and audits carried out by the authorities are among the documents examined. This document study aims to assess the degree to which accountability and openness are applied in the administration of educational finances at SDN 61 Banda Aceh.

This study also reviews the literature to build a solid theoretical framework for comprehending the ideas of educational and financial management and the SWOT analysis approach in strategy evaluation. As part of the literature study, a variety of sources, including books, scholarly journals, government rules, and earlier pertinent research, are examined. To comprehend theories and best practices in educational fund management, one must consult specialists like Hartini et al. (2024) on the efficacy of educational fund management and Nwachukwu (2016) on school budget policies.

This study combines several data collection techniques to gather accurate and thorough information about the educational fund management strategies at SDN 61 Banda Aceh and how the SWOT approach can

be used to assess and improve their efficacy in promoting quality assurance in education.

Data Analysis

Several methodical procedures are used in this study's data analysis approach to guarantee a thorough comprehension of the educational fund management techniques used at SDN 61 Banda Aceh. The first step in the data reduction process is classifying and summarizing the gathered data to concentrate on pertinent themes. This procedure helps keep important ideas intact while getting rid of unnecessary data.

Data is then presented in various ways to aid in comparison and comprehension, such as tables, matrices, and narrative descriptions. After that, SWOT analysis is used to assess the school's finance management procedures' advantages, disadvantages, opportunities, and threats. The research offers an organized method for evaluating the efficacy of current tactics and investigating possible enhancements by identifying these variables. Conclusions are finally made based on the data analysis, emphasizing significant trends and developing tactical suggestions. These suggestions should help improve SDN 61 Banda Aceh's financial management procedures and successfully support resource allocation in enhancing educational quality.

FINDINGS

The SWOT Analysis technique is utilized as an evaluation tool to discover the factors that affect the effectiveness of this management. This study exposes several issues linked to the strategy of managing educational finances at SDN 61 Banda Aceh. The study's conclusions may be broken down into a number of key areas, including budget strategy and planning, accountability and transparency, the efficiency of fund use, and the effect of financial management on the caliber of education.

Budget Policy and Planning

The study demonstrates that in compliance with the guidelines established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), SDN 61 Banda Aceh has adopted financial planning based on the School Work Plan and Budget (RKAS). Considering primary financial sources, including School Operational Assistance (BOS), grant funds from the local government, and community contributions through the school committee, the school creates a yearly budget based on operational needs and school development.

Despite the methodical execution of the planning process, several difficulties have arisen, including delays in distributing BOS money, which frequently result in delays in the execution of school programs. Additionally, creating a truly effective budget based on priority needs is made more difficult by the lack of human resources to comprehend professional financial management.

Transparency and Accountability in Fund Management

The primary focus of evaluating the efficiency of educational fund management at SDN 61 Banda Aceh is on accountability and transparency. According to conversations with the institution's principal and treasurer, the creation of routinely audited financial reports and the participation of the school committee in the supervision procedure have preserved transparency. However, in reality, there is very little community involvement, particularly when it comes to choosing how to spend school funding.

Even if financial reports are generated methodically, there is still room for improvement in the public's access to financial information, according to observations. A better system of communication between the community and the school is required to guarantee financial openness, as some parents acknowledged that they lack knowledge about how educational funds are handled.

Effectiveness of Educational Fund Utilization

The budget's distribution among the several initiatives that promote raising the standard of education is used to assess how well SDN 61 Banda Aceh uses its educational funds. As the primary source of funding for the school, BOS funds are primarily utilized for:

Table 2. Educational Development Programs and Activities Overview

No	Program/ Activity	Description
1	Procurement of Facilities and Infrastructure	Acquiring technology, teaching aids, and books to enhance education.
2	Teacher Capacity Enhancement	Training and workshops to improve teaching competencies.
3	Extracurricular Activities and Character Development	Programs aimed at enhancing students' learning experiences beyond the classroom.

The results show that the comfort and efficiency of the learning process have been enhanced by the money allotted for educational facilities. According to teachers and students, improvements to the school library and computer labs have improved students' willingness to learn. However, when it comes to improving the ability of educators, access to high-quality training remains restricted, particularly regarding the use of technology in the classroom. Although funding has been set aside for training, several educators pointed out that the programs offered are still scarce and do not adequately address the demands of the digital age.

Impact of Fund Management on Educational Quality

The efficient handling of educational finances directly impacts the quality of education at SDN 61 Banda Aceh. According to assessments and teacher and education staff interviews, effective finance management has the following beneficial effects:

Table 3. Key Outcomes of Educational Programs and Their Impact

No	Outcome	Description
1	Improved Student Learning Outcomes	Supported by better learning facilities and more innovative teaching methods.
2	Enhanced Teacher Welfare	Achieved through incentives and training that support professionalism in teaching.
3	Increased Parental and Community Participation	Participation has increased, though financial oversight still needs improvement.

One issue that still exists is the school's reliance on BOS funding, which restricts its ability to create creative programs. Therefore, a plan to diversify financing sources is required to enable the school to manage its budget more independently.

SWOT Analysis in Evaluating Educational Fund Management

SWOT analysis, which highlights the school's financial management system's strengths, weaknesses, opportunities, and threats, is used in this study to evaluate the efficacy of fund management techniques at SDN 61 Banda Aceh. SWOT analysis is applied to assess the school's financial situation and create a more effective plan.

Strengths in Educational Fund Management

The study demonstrates that SDN 61 Banda Aceh excels at managing educational funds in several ways, including:

Table 4. School Financial Management Overview

No	Financial Management Aspect	Description
1	Budget Planning	Based on priority needs, refer to the RKAS according to government regulations.
2	Government Financial Support	BOS funding covers the procurement of books, teaching aids, and teacher training.
3	Financial Transparency	Ensured through periodic audits and involvement of the school committee in oversight.
4	Leadership Commitment	The school principal and administrative staff are dedicated to improving financial management effectiveness.

Schools with transparent and performance-based funding systems typically have superior student learning results because the money is allocated to initiatives that directly impact the quality of education, claim (Ramadhani & Hudayati, 2024).

Weaknesses in Educational Fund Management

Despite having several advantages, SDN 61 Banda Aceh also faces some weaknesses that can hinder the effectiveness of educational fund management, including:

Table 5. Challenges in School Financial Management

No	Challenge	Description
1	High Dependency on BOS Funds	Limits the school's financial flexibility.
2	Delays in Fund Disbursement	Causes delays in the implementation of school programs.
3	Lack of Training for Administrative Staff	Leads to technical challenges in planning and financial reporting.
4	Limited Community Involvement in Budget Oversight	This results in a lack of transparency in certain aspects of fund usage.

Opportunities in Educational Fund Management

The following are some of the chances SDN 61 Banda Aceh can make use of to increase the efficiency of managing educational funds:

Table 6. Opportunities in School Financial Management

No	Opportunity	Description
1	Government Policy Support	Strengthening school-based financial management through digitalization programs for financial reporting.
2	Collaboration with the Private Sector	Utilizing CSR programs to obtain additional funding for school development.
3	Technology for Financial Transparency	Implementing digital-based financial systems to improve accountability.
4	Strengthening Community Partnerships	Enhancing the role of parents and the community in overseeing school budget usage.

Threats in Educational Fund Management

Several threats that may affect the effectiveness of educational fund management at SDN 61 Banda Aceh include:

Table 7. Threats in School Financial Management

No	Threat	Description
1	Fluctuating Government Budget Policies	It can affect the stability of school funding.
2	Potential Misuse of Funds	Weak oversight systems may lead to transparency issues and financial mismanagement.
3	Budget Allocation Imbalance	Misalignment between school needs and funding can hinder strategic program implementation.
4	Economic Threats and Inflation	Reduces the school's purchasing power for acquiring facilities and infrastructure.

The following table presents the strategies based on the SWOT Analysis in managing educational funds at SDN 61 Banda Aceh:

Table 8. SWOT Strategy Table for Educational Fund Management at SDN 61 Banda Aceh

Strategy	Description
SO Strategy (Strengths - Opportunities (Leveraging strengths to capitalize on opportunities))	1. Increase accountability by improving financial transparency through a digital financial information system. 2. Use government policy support to increase school financial management and enhance budgeting and financial reporting. 3. Maximize cooperation with the commercial sector through CSR initiatives to obtain more funds for teacher training and procurement. 4. parents and the community should be included in budget oversight to improve the current transparency mechanism.
ST Strategy (Strengths - Threats) (Using strengths to overcome threats)	1. To lessen reliance on BOS money, increase financial flexibility by looking for alternate financing sources. 2. To stop fund misuse, strengthen the financial monitoring mechanism with internal and external audits. 3. Create budget efficiency plans to guarantee that funding is distributed according to school requirements and unaffected by changes in governmental budgetary regulations. 4. Incorporate technology into procurement procedures to help the school better manage the effects of inflation and growing educational expenses.
WO Strategy (Weaknesses - Opportunities) (Addressing weaknesses by leveraging opportunities)	1. To improve the efficacy of reporting and budgeting, train administrative staff in performance-based financial management. 2. To solve technical issues with financial recording and reporting, use government initiatives to digitize school finances. 3. To further improve openness, encourage parents and the community to get more involved in supervising school funds. 4. Form alliances with donor organizations and the private sector to obtain more money and lessen reliance on BOS finances.
WT Strategy (Weaknesses - Threats) (Reducing weaknesses and confronting threats)	1. Create a more adaptable and long-lasting financial planning strategy to lessen the effects of BOS money disbursement delays. 2. Strengthen internal and external oversight mechanisms to stop financial mismanagement brought on by a lack of transparency. 3. To ensure that the school can continue to satisfy its demands despite budget allocation discrepancies, strengthen budget management policies and procedures. 4. Encourage the school to look for new financing sources to become more financially independent and less dependent on government budgetary regulations.

This table shows how SDN 61 Banda Aceh can increase the efficacy of managing educational funds by utilizing its possibilities and strengths, overcoming shortcomings, and addressing risks. Four strategies –SO, ST, WO, and WT –are evident from the table.

DISCUSSION

A key component of guaranteeing the caliber of school instruction is the efficient administration of educational funding (Nwachukwu, 2016). Available money must be distributed and used as efficiently as possible to support better learning outcomes, facility improvement, and teacher competency enhancement (Ngwenya & Sibanda, 2017). To promote sustainable school programs and guarantee the accomplishment of national education goals, SDN 61 Banda Aceh must apply efficient educational finance management procedures (Kalume & Ng'ang'a, 2024).

SWOT analysis is used in this study as part of the strategic evaluation to determine the school's educational fund management's possibilities, threats, weaknesses, and strengths (Rosiah et al., 2019). As an assessment technique, SWOT analysis can assist the school in comprehending its financial status and creating more effective management plans (Norman et al., 2022).

Educational Fund Management Strategies

Educational financial management is a methodical process of planning, organizing, implementing, and assessing financial resources in schools to ensure that money is used effectively and efficiently (Anwar & Mizana, 2023). Government-established rules, such as Ministry of Education Regulation No. 6 of 2021 on BOS Fund Management, which regulates the planning, execution, and reporting of educational fund usage (Yudaningsi, 2024), serve as the foundation for the management of educational funds in Indonesia (Firdaus & Nasir, 2024).

The principles of efficiency, effectiveness, accountability, and transparency must be considered while managing educational funding (Istaryatiningtias & Rismita, 2021). While effectiveness stresses that money must be used by needs and produce measurable benefits on educational quality, efficiency is the best possible use of funds without waste (Shaturaev, 2021). Transparency guarantees that financial information is available to all stakeholders, including the community, while accountability requires that the school be in charge of its financial management (Claudia, 2023).

In reality, several school financial management models are frequently used, such as Performance-Based Budgeting (PBB), which ties the budget to the school's performance outcomes (Airlangga, 2025), and Zero-Based Budgeting (ZBB), which mandates that the school create a budget from scratch every year to make sure that every expense is required (Kalume & Ng'ang'a, 2024). In order to give schools financial autonomy while still abiding by current rules, the School-Based Management (SBM) approach is also being used more and more (Yudaningsi, 2024).

SWOT Analysis in Educational Fund Management at SDN 61 Banda Aceh

Based on the SWOT Analysis of the educational fund management at SDN 61 Banda Aceh, strategies to improve the school's financial management efficiency can be categorized into four groups: SO (Strengths – Opportunities), ST (Strengths – Threats), WO (Weaknesses – Opportunities), and WT (Weaknesses – Threats) Strategies.

SO Strategy (Strengths - Opportunities)

This strategy aims to use the school's advantages to seize chances. Utilizing a digital-based financial information system backed by government laws will allow SDN 61 Banda Aceh to optimize its financial management, including a budgeting system based on priority needs and established openness in financial reporting. Furthermore, the school might collaborate with the private sector via Corporate Social Responsibility (CSR) initiatives to obtain more funds for facility acquisition and teacher preparation. Parents and the community's active involvement can also be increased to improve the supervision and accountability of the school budget.

ST Strategy (Strengths - Threats)

This strategy aims to defeat possible dangers by using the school's strengths. One of the most significant issues is the shifting government budgetary policies, which might impact the institution's financial stability. SDN 61 Banda Aceh might look for other financing sources to lessen their reliance on BOS cash. In order to guard against possible financial misuse, internal and external audits can also strengthen the current transparency system. In order to maintain efficient fund allocation in the face of risks like inflation and the growing cost of educational demands, the school can also create budget efficiency plans and use technology in procurement.

WO Strategy (Weaknesses - Opportunities)

This tactic seeks to take advantage of opportunities to remedy current deficiencies. The lack of performance-based financial management training for administrative staff is one of SDN 61 Banda Aceh's shortcomings. The school can increase the efficiency of financial recording and reporting by utilizing government programs to digitalize school finances. Furthermore, there is a need to engage parents and the community in managing school funds through more active socialization, as community involvement in budget oversight remains low. The school can also look for extra funding to lessen its reliance on BOS finances by collaborating with donor organizations and the business sector.

WT Strategy (Weaknesses - Threats)

While addressing external threats, this approach aims to reduce current vulnerabilities. The implementation of school programs frequently faces challenges due to the heavy reliance on BOS money and delays in government reimbursements. The school must thus create a more adaptable and long-lasting financial planning strategy to lessen the effects of postponed money releases. Implementing more stringent audit procedures and bolstering internal and external supervision systems are further ways to address the lack of transparency in some areas of financial management. Additionally, the school must employ financial efficiency measures and look for new funding streams to lessen its reliance on government budget policies as its demands grow, often outpacing budgetary allocations.

By applying the SO, ST, WO, and WT methods, SDN 61 Banda Aceh can enhance the efficient and responsible administration of educational expenditures. The school can guarantee the effective and proper use of educational finances to improve educational quality and establish a better learning environment for both students and teachers by utilizing the strengths and possibilities that are currently accessible while addressing the threats and weaknesses.

It is anticipated that this research's novelty—specifically, its methodical assessment technique utilizing SWOT analysis—will address the issues raised by the study, in keeping with the urgency mentioned in the introduction. In order to optimize its financial resources, improve transparency, and guarantee accountability, SDN 61 Banda Aceh can use the structured approach this study offers by classifying financial management strategies into SO (Strengths - Opportunities), ST (Strengths - Threats), WO (Weaknesses - Opportunities), and WT (Weaknesses - Threats). The main problems of ineffective money usage, delayed payouts, and insufficient financial management capacity are immediately addressed by the suggested measures, which include digitizing financial management, enhancing community involvement, and diversifying funding sources. By making these changes, the school can lessen its financial instability and more wisely direct funds toward projects that will increase quality, such as innovative instructional programs, building enhancements, and teacher development.

From a scientific standpoint, this study advances educational financial management by offering a model that other schools experiencing comparable difficulties can use. The results pave the way for more sustainable and efficient school finance methods by highlighting the need to combine quality assurance procedures with strategic financial planning. Over time, the implementation of these strategic financial management techniques can act as a guide for legislators and academic institutions, encouraging an innovative, efficient, and transparent educational culture. Ultimately, our research helps build a more robust

educational system that can endure economic fluctuations and consistently enhance learning results for coming generations.

CONCLUSION

According to the study's findings, SDN 61 Banda Aceh's management of educational funds has been done methodically and in compliance with the law. However, it still faces several difficulties, including slow fund disbursement, a lack of human resources for budget management, and a lack of community involvement in financial oversight.

In order to improve budget flexibility, the school should look for alternative funding sources outside of BOS, increase training for administrative staff in performance-based financial management, and fortify its financial transparency system by utilizing digital technology for budget reporting. Enhancing a community-based approach is also necessary to increase responsibility and manage educational funds efficiently. The SWOT Analysis's conclusions suggest several tactics that SDN 61 Banda Aceh can employ to improve the efficiency of managing educational funds, including enhancing the principal's and administrative staff's proficiency in performance-based financial management through more thorough training and workshops (Ngwenya & Sibanda, 2017); making the most of technology in documenting and reporting the school's financial information to increase accountability and transparency (Muhdi, 2019); expanding community involvement in the supervision of the school budget to guarantee that funds are spent more effectively and efficiently; and creating alternative funding sources through collaborations with the commercial sector and the utilization of CSR money (Chimwemwe, 2024) (Zainal & Hakim, 2023).

SDN 61 Banda Aceh can enhance the efficacy of its educational fund management to assist the attainment of better and sustainable educational quality standards by putting more creative solutions based on the SWOT analysis into practice.

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