



The Role of Financial Administration in the Quality of Education at SMK IT Architect Bengkulu City

Chandra Novianto¹, Hamdan Junaidi²

^{1,2} Integrated Islamic Vocational High School Architects Bengkulu

noviantochandra81@gmail.com, hamdanjunaidi27@gmail.com

Received : 04-12-2025 Revised : 05-12-2025 Accepted: 23-12-2025 Published on: 24-12-2025

Abstract: Financial administration plays an important and strategic role in determining the quality of education, especially in vocational secondary schools. This study aims to map, describe, and analyze the role of financial administration in educational quality at the Integrated Islamic Vocational High School of Architecture in Bengkulu City. Using a qualitative approach with data collection techniques consisting of observation, interviews, and documentation. The research findings indicate that financial administration plays an important role in determining the quality of education. Financial constraints and suboptimal budget planning have a direct impact on educational quality, including educational input, process, output, and outcomes. The role of financial administration is crucial in determining educational quality. Effective, transparent, and accountable financial management is a key factor in supporting the smooth implementation of the learning process, enhancing the professionalism of educators, and ensuring the availability of adequate educational facilities. Thus, it can be concluded that financial administration plays an important role in improving the quality of education in schools. Therefore, it is recommended that in order to enhance educational quality, the role of financial administration in schools should be strengthened.

Keywords: The Role of Financial Administration, Quality of Education, SMK IT Arsitek.

Abstrak: Administrasi keuangan memegang peran penting dan strategis dalam menentukan mutu pendidikan, terutama di sekolah menengah kejuruan. Penelitian ini bertujuan untuk memetakan, mendeskripsikan, dan menganalisis peran administrasi keuangan dalam mutu pendidikan di Sekolah Menengah Kejuruan Islam Terpadu Arsitek Kota Bengkulu. Menggunakan pendekatan kualitatif dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa administrasi keuangan berperan penting dalam menentukan mutu pendidikan. Keterbatasan keuangan dan kurang optimalnya perencanaan anggaran berdampak langsung pada mutu pendidikan seperti; input, proses, output, dan outcome pendidikan. Peran administrasi keuangan sangat menentukan mutu pendidikan. Pengelolaan keuangan yang efektif, transparan, dan akuntabel menjadi kunci utama dalam mendukung kelancaran proses pembelajaran, peningkatan profesionalisme pendidik, serta ketersediaan fasilitas pendidikan yang memadai. Dengan demikian dapat disimpulkan bahwa administrasi keuangan berperan penting dalam meningkatkan mutu pendidikan di sekolah. Oleh karena itu, dapat disarankan bawa untuk meningkatkan mutu pendidikan, maka tingkatkan peran administrasi keuangan di sekolah.

Kata kunci: Peran Administrasi Keuangan, Mutu Pendidikan, SMK IT Arsitek.

Introduction

Financial administration is a very important and strategic study to be discussed, because financial administration is one of the determinants of the quality of education. As

Nurhayati et al., explained that financial administration can improve the quality of education through improving the relationship between the school and the community as a form of supervision in the world of education.¹

¹ Nurhayati⁵ Sity Fatimah¹, Al-Hidayah²,
Tiangat Siregar³, Sumiati⁴, 'SCHOOL
ADMINISTRATION (SCHOOL FINANCIAL

ADMINISTRATION AND INFRASTRUCTURE)', *Pendas: Scientific Journal of Basic Education*, 09 (2024), 248–55.



Financial administration is a very important part because every activity requires money. So that every activity needs to be regulated as well as possible, for that good financial administration is needed.² Financial administration can be seen in two senses; First, in a narrow sense, namely all records of the entry and exit of finance in financing a work organization activity in the form of administration or financial bookkeeping, second, in a broad sense, namely policies in the procurement and use of finance in realizing work organization activities in the form of planning, regulation, accountability, and financial supervision activities. Financial administration is the preparation of reports and management of finances and taxes in increasing students' independence and encouraging them to contribute actively in society and providing opportunities for students to apply the theories they have learned directly.³ Financial administration is carried out through the process of planning, organizing, directing, coordinating, supervising or controlling. Financial administration can also be interpreted as a series of activities to manage school finances starting from planning, bookkeeping,

defending, supervision, and accountability of school finances so that school goals can be achieved effectively and efficiently.⁴ Financial administration includes the management, record-keeping, planning, use and accountability of finances, essential for the efficiency and effectiveness of achieving organizational goals.⁵ Effective, transparent, and accountable management of financial administration contributes significantly to improving the quality and equitable distribution of educational infrastructure.⁶ So that good financial administration is to have at least five requirements information, namely complete, up-to-date, accurate, trustworthy and stored in such a way that it is easy to trace and can be used as a tool to support decision-making if needed.⁷ Thus, effective and efficient financial administration can improve the quality of education.

Education quality is a measure of educational quality that refers to the quality of the process and product quality. In terms of process quality, it can be seen from an effective and meaningful teaching and learning process. Meanwhile, the measure of the quality of educational products such as being able to meet the expectations and

² Shayshay Salma Salsabila and others, 'ANALYSIS OF CIGINTUNG MANAGEMENT OF BANDUNG REGENCY', *Masharif Al-Shariah Journal: Journal of Sharia Economics and Banking*, 9.204 (2024), 1049–58.

³ Keisya Meisia Decrisent and Mandra Adrika Putra, 'Financial Administration at the Sungai Pagu Sub-district Office, South Solok Regency', *WIDYASWARA INDONESIA COMMUNITY SERVICE JOURNAL (JPMWI)*, 1 (2025), 25–32.

⁴ Yuliana Harry Rahmawati, Erny Roesminingsih, and Nunuk Hariyati, 'Scientific Journal of Education Citra Bakti ANALYSIS OF SCHOOL FINANCIAL ADMINISTRATION MANAGEMENT (CASE STUDY ON SMP LAB UNESA)',

Scientific Journal of Education Citra Bakti, 9 (2022), 38–49.

⁵ Aqiylah Rayhan, 'Student Administration Services', *Journal of Educational Management*, 5, no 1 (2021), 41–49 <<https://journal.uin-lauddin.ac.id/index.php/idaarah/article/>>.

⁶ Wiwin Rahma Yanti and others, 'The Process of School Financial Administration in the Era of Society 5.0', *CENDEKIA: Journal of Social Sciences, Language and Education*, 4.4 (2024).

⁷ Parida Parida and others, 'School Administration (Financial Administration, Supplies, School-Community Relations)', *Bedelau: Journal of Education and Learning*, 2.1 (2021), 19–33 <<https://doi.org/10.55748/bjel.v2i1.60>>.



desires and needs of the community.⁸ The quality of education refers to its inputs, processes, outputs and impacts.⁹ Educational input is declared to be of high quality, if it is able to process according to the minimum national standards in the field of education. The educational process is declared to be of high quality, if it is able to create an active, creative, innovative and fun learning atmosphere. Output is declared to be of good quality, if the learning outcomes achieved by students are good, both in the academic and non-academic fields. The outcome is declared to be of good quality, if graduates are quickly absorbed into the world of work and institutions that need these graduates, including stakeholders who are satisfied with graduates from these educational institutions.¹⁰ Thus, it can be concluded that the quality of education is the quality of educational inputs, processes, outputs, and outcomes.

However, the phenomenon in the field shows that the quality of education is still very concerning. As the results of the research of Dian Grace Puspita and Dwi Esti Andriani show that education quality problems such as the inadequate number of teachers due to uneven distribution of teachers, the supply of teachers in urban areas is more than the supply of teachers in schools in remote areas, schools lack teachers in remote areas, an increase in

the number of students, the existence of teachers pension and mutation and deaths, and the allocation of the national education budget is largely absorbed for teacher salaries, so that the allocation for operational costs of education units is quite small, only 5-10% of the total budget. As a result, financing for the learning process, and human resource development is inadequate.¹¹ Including the Bengkulu City Architect Integrated Islamic Vocational High School, which is still in the pioneering stage, and still has difficulty getting financial resources, so with minimal fund management, careful and adequate administrative management is needed to be able to improve the quality of education. The quality of education in vocational schools emphasizes more on the practical aspects and skills to enter the world of work. As the result of the researcher's observation is that SMK IT Architect has several sources of funds for school management. The sources of financing for SMK IT Architects are; (1) The Government, in the form of School Operational Assistance Fund (BOS). (2) Parents in the form of tuition fees, education contributions, and school supplies costs. (3) The community, in the form of voluntary donations from the community and non-permanent donors. SMK IT Architect is still constrained by limited financing so that with still lack of management, it can have an impact on children's learning. Based on the

⁸ Khairiah Khairiah and Sirajuddin Sirajuddin, 'The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu', *Journal of Islamic Education*, 7.2 (2019), 239–66 <<https://doi.org/10.14421/jpi.2018.72.239-266>>.

⁹ Wahida Raihan Nasution, Islamic University, and State University, Sumatra, 'Conception of Management, Quality Management

and Quality Management of Education', *ALACRITY : Journal Of Education*, 2.1 (2022), 26–34.

¹⁰ Ahmad Saifudin and Moch Yaziidul Khoiri, 'Reorientation of Curriculum Development in Improving the Quality of Education', *JIEEM: Journal Of Islamic Education and Management*, 24–34.

¹¹ ABU RIZAL AKBAR2 DANIAL RAHMAN1, 'PROBLEMS FACED BY ISLAMIC EDUCATIONAL INSTITUTIONS', *NAZZAMA JOURNAL OF MANAGEMENT EDUCATION*, 1.September (2021), 76–89.



problems mentioned above, the author is interested in studying more deeply about financial administration in the quality of education by raising the title "The Role of Financial Administration in the Quality of Education of Architect Integrated Islamic Vocational High Schools in Bengkulu City".

The purpose of this study is to map, describe and analyze the role of financial administration in the quality of education at the Bengkulu City Architect Integrated Islamic Vocational Menengah School. To facilitate the achievement of the purpose of this paper, the author formulates in 3 problem formulations. (1) What is the form of financial administration at the Integrated Islamic Vocational High School of Architects of Bengkulu City; (2) How is the quality of education at the Bengkulu City Architect Integrated Islamic Vocational High School; and (3) What is the role of financial administration in the quality of education at the Bengkulu City Architect Integrated Islamic Vocational High School. The three formulations of the problem are discussed in the next section.

Methodology

This type and type of research was obtained through the process of approaching a descriptive qualitative method that was sourced from primary and secondary data, then concluded descriptively. Primary data from the Bengkulu City Architect Integrated Islamic Vocational High School includes; the chairman of the Foundation, school principal, waka sapras, administration, treasurer, and teachers. Secondary data comes from collections of student evidence in the form of documentation in the form of master books,

student attendance lists, school discipline records, student achievement notebooks, budget records, and mutation records. Primary and secondary data are used as a basis for analysis in determining the role of financial administration in the quality of education. Data collection techniques include observation, interviews and documentation. Data analysis techniques are carried out through data reduction, data presentation, and conclusion drawing with the Miles and Huberman approach.¹²

Discussion

Forms of financial administration

Forms of financial administration such as the process of planning, organizing, implementing, supervising or controlling, as a series of activities to manage school finances starting from planning, bookkeeping, defending, supervision, and accountability of school finances so that school goals can be achieved effectively and efficiently.

First, planning. The school budget planning process is carried out through internal meetings between the principal, the treasurer, the deputy principal for infrastructure, and the foundation. Schools, although they already have a routine mechanism, in the budgeting process they have not fully referred to the principle of school-based budgeting which is measured based on the analysis of educational needs. Planning is still greatly influenced by the amount of available finance, not by the strategic need to improve the quality of education. These findings confirm that financial planning that is not based on needs analysis has the potential to reduce the

¹² Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (Jakarta: PT UI-Press, 1992).



effectiveness of financial management. This is in line with the opinion of Bramastia et al., that a systematic budgeting process is a prerequisite for equitable distribution and improvement of the quality of educational infrastructure. Without careful planning, financial allocation tends to be reactive and unable to respond to the needs of school quality development.¹³

Second, organization. The process of organizing finances is carried out through the division of job descriptions of financial resource managers. Financial resources at SMK IT Architect use three main sources (1) Government BOS Fund, (2) Parent participation funds through tuition fees and education donations, and (3) Community and donor donations. The funds are used for school needs ranging from school operational financing, educator incentives, and the procurement of basic infrastructure. However, there are still limited financial resources that cause some quality improvement programs to be hampered, such as teacher training, revitalization of practical facilities, and the development of learning media, which cannot be realized optimally. This condition strengthens Abdul Hamid's argument that budget limitations are one of the main causes of low quality education, especially in the context of schools that are still in the development stage. Insufficient financing has a direct impact on the availability

of learning facilities and the effectiveness of the learning process.¹⁴

Third, implementation. The process of financial implementation such as financial recording at SMK IT Architect. The recording process is carried out by the treasurer through a manual system combined with the use of digital worksheets (*spreadsheets*). Financial statements are prepared periodically to be submitted to the foundation as well as for the financial accountability needs of BOS. However, school records based on document findings can be categorized neatly and systematically, even though comprehensive financial statements cannot be prepared optimally due to variations in financial sources and frequency of budget changes.

The financial recording and reporting system that is implemented shows the school's commitment to transparency, but has not reached the ideal accountability standard. This is in accordance with the view of Ferry Andika Eminarni that financial administration requires integration between planning, implementation, and reporting so that the goals of educational organizations can be achieved effectively.¹⁵

Fourth, supervision or control. The supervision process is carried out for the realization of effective and efficient financial administration, so as to improve the quality of education in schools. Educational supervision administration is considered a total process that includes all the responsibilities and

¹³ Bramastia; and Nurhadi Yasin, 'PROBLEMS OF QUALITY MANAGEMENT OF MADRASAH EDUCATION IN THE PERSPECTIVE OF INPUT-PROCESS-', *Risâlah, Journal of Islamic Education and Studies*, 8.3 (2022), 1070–83 <<https://doi.org/10.31943/jurnalrisalah.v8i3.325>>.

¹⁴ Abdul Hamid, Kiswatuna Ulya, and Iis Wahyuni, 'Training to Improve the Quality of Education as a Solution to Cultural Problems', *AL-*

KHIDMAH: Journal of Community Service, 2.2 (2022), 51–58.

¹⁵Ferry Andika Eminarni, Windah Lestari, and Eni Prasetyaningrum, "The Implementation of School Financial Management Functions in Improving the Quality of Education," *Jurnal of Primary and Secondary Education* 8, no. 024 (2025): 1–11.



functions necessary to carry out educational administration. Good interpersonal relationships between administrators and supervisors, supervisors and teachers, teachers and students, and also the relationship between school and state, school and society, group dynamics get greater emphasis. All of these factors have resulted in a new philosophy, which has to do with managing resources, allocating tasks, making decisions and solving problems and supervision with regard to their improvement as well as the overall teaching and learning situation. The results of the study, in accordance with the results of Rifma et al.'s research, show that supervision is the main instrument to ensure quality and develop educational quality standards. Currently, the scope of education supervisors is expanded to understand the function of educational institutions in the role of supervisors, and improve the institution to become facilitators in the learning process.¹⁶

Quality of Education

The quality of education is a measure of the excellence of an education system in meeting or exceeding the expectations of stakeholders (students, parents, the community, and the government) through an effective learning process, producing high-quality graduates who are competent, moral, and ready to face future challenges, including aspects of input (teachers and facilities), process (learning methods), outputs (learning outcomes), and outcomes (job absorption).

First, input. Based on the results of the interview process at the Architect IT Vocational School, both educators, students, education personnel, infrastructure, and curriculum. Field findings show that most teachers are still honorary with varying educational qualifications ranging from. Facilities and infrastructure, especially practice facilities according to expertise competencies, are not adequate to support learning needs. This condition supports Arie Sulistyowati's view that quality input is a prerequisite for producing an effective educational process. Limited input has an impact on the low readiness of schools in providing quality educational services.¹⁷

Second, Process. From the results of the interview, it is known that the learning implementation process refers to the school curriculum and takes place regularly. However, the learning process does not fully reflect the active and practice-based learning model due to the limitations of tools, media, and supporting facilities. However, the school still tries to improve the quality of education by providing workshop training, training to teachers to become professional teachers. This finding is in line with research conducted by Muhd Zulhilmi Haron and colleagues, who stated that the quality of the learning process is greatly influenced by the availability of facilities and pedagogic capacity of teachers. The study also confirms that although the curriculum is well designed, its implementation often faces obstacles at the practical level, especially in schools with

¹⁶ Rifma⁴ Yusran¹, Emrinawati Hasibuan², Sufyarma Marsidin³, 'Theory of Education Supervision', *INVENTION Journal Research and Education Studies*, 3.2 (2022), 71–79.

¹⁷ Khairiah Khairiah; Eem Merani Destiana; Reindo Febrianto, 'Evaluation of the Use of

Information Technology in the Quality of Physical Education Learning The Use: Of The Storytelling Learning Method Is Still Difficult Among Students, Introduction To Information Technology Is A Very Important And Interesting Component For D', *Al Khair*, 2025, 136–49.



limited resources.¹⁸ Furthermore, other research shows that continuous training for teachers plays a significant role in improving their ability to adopt active learning approaches, including the use of collaborative methods, project-based practices, and other innovative learning strategies.¹⁹

Third, Output and Outcome. In terms of output, based on the results of the interviews, academic achievements can be categorized sufficiently, by looking at graduates who can get jobs, and continue their studies to a higher level. But it has not shown consistent improvement. From the non-academic side, skills and character development programs are still limited. Educational outcomes cannot be assessed comprehensively because the school is still in the early stages and does not yet have graduate tracking data. This is in line with the findings revealed by Jonathan Saputra and Dyah Nurwidyaningrum who stated that the quality of educational output and outcomes is greatly influenced by the availability of continuous learning programs and adequate graduate tracking data. They emphasized that schools that are still in the pioneering stage tend to have fluctuating output quality and limitations in evaluating outcomes due to the absence of a graduate monitoring system.²⁰

The Role of Financial Administration in the Quality of Education

Based on the results of the analysis on the role of financial administration in the quality of education. There are periodic reports from the principal about the school's financial administration. Finance in this school is a budget preparation activity that is carried out for one school year so that the school's goals and objectives can be achieved. In order for the education process at SMK IT Architect to run smoothly, ARKAS (School Activity Plan and Budget Application) is prepared as well as possible. Because finance is one of the main factors that greatly affect the success or not of the quality of education at SMK IT Architect Bengkulu City, the expenditure plan is calculated using ARKAS. The first financial source at the Bengkulu City Architect IT Vocational School came from BOS and SPP funds used to launch learning activities. Financial resources collected for scholarships through the PIP (Smart Indonesia Program) scholarship and have their own source of funds, they have done financial planning every year at the beginning of each new school year. At the end of each year, there is a budget preparation meeting for each activity in the school. The principal is responsible for financial planning. Each budget draft meeting is carried out in a family manner so that all teachers and staff have the freedom to voice their ideas. So that consistent results are created supported by each component of the school. The level of financial management is carried out such as regulating traffic, for

¹⁸ Muhd Zulhilmi Haron and others, 'School 's Facilities And Achievement Of Students In Ulul Albab Model Tahfiz Schools In Malaysia : A Mediating Roles Of Satisfaction', *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 9.02 (2020).

¹⁹ Khairiah and others, 'Challenges to Professional Teacher Development through Workplace Culture Management', *International Journal of Evaluation and Research in Education* ,

13.2 (2024), 714–22
<<https://doi.org/10.11591/ijere.v13i2.25666>>.

²⁰ Jonathan Saputra and Dyah Nurwidyaningrum, 'Analysis of Impacting f Actors of Alumni's Competency from Tracer Study of D4 Building Construction Engineering PNJ Study Program', *Journal of Vocational Park*, 10.1 (2022), 1–9.



example, money received and spent, starting from planning, organizing, implementing, supervising to submitting feedback. Thus, the role of structured financial administration can make the school system run effectively, so that the quality of education can be improved properly.

Financial administration has a very strategic role in improving the quality of education. As Arismunandar et al., explained that the role of financial administration that is applied consistently, professionally and quality-oriented is able to improve the quality of school management and has a positive impact on the quality of education as a whole.²¹ The role of financial administration as one of the vital components in the education system aims to ensure that every aspect of school operations runs effectively and efficiently in improving the quality of education.²² The role of planned and organized financial administration in an effort to improve the quality of education.²³ The role of school financial administration includes all actions related to the school's financial management, including planning, learning, supervision and accountability. School financial administration plays a role as the process of regulating financial operations by financial administration, including planning,

implementation, supervision and accountability. Financial administration also serves as a collection of actions taken by the administration to manage school finances through planning, organizing, implementing, supervising, and accounting for finances.²⁴ Thus, the role of financial administration is very important in improving the quality of education.

However, the actual issue in the world of education, Indonesia still faces challenges in realizing the ideal quality of education. Such as the lack of quality of education in various regions, schools in remote and marginalized areas have difficulty getting technology facilities and educators, thus causing gaps in the achievement of learning outcomes, limited equal access to education, especially underprivileged children, uneven quality of educators, curriculum that is too dense with theoretical materials, often not relevant to the practical skills needed in the world of work, Graduates of formal education are unable to compete in the global job market, the government has allocated a budget for education, but it has not been fully effective and efficient. So that it results in schools that still lack facilities, such as proper classrooms, libraries, laboratories and other learning tools, thus affecting the quality of education.²⁵

²¹ Arismunandar2 Syumardi1*, 'The Role of Education Administration and Its Application in Efforts to Improve the Quality of Education', *Tahsinia*, 6.12 (2025), 1852–65.

²² Esra Nurliana Siregar2 Hilda Ladan Bijani1*, Zahra Mutia3, and Miftahir Rizqa4, 'The Urgency of Education Administration for Improving the Quality of Education', *GUIDE: Journal of Child Education and General Education*, 2.2 (2024), 29–43 <<https://doi.org/10.59966/pandu.v2i2.925>>.

²³ Ade Vilya Ramadhani3 Naswa Amirah1, Dhea Nanda Lazuardi2 and Rahmilawati Ritonga7 Mai Saroh Nasution4, Dessy Kartika Sari5, Yurika

Wihelmina6, 'The Role of School Administration and Management in Improving the Quality of Education in Elementary Schools', *Definition: Indonesian Education Journal (PJPI)*, 2025.

²⁴ Betty Lusiana Debatara* and 1, 'SCHOOL FINANCIAL MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION', *JURILMA: Indonesian Journal of Management Science*, 1.1 (2024), 57–62.

²⁵ Heriman1 and others, 'THE ROLE OF SCHOOL ADMINISTRATION IN IMPROVING THE QUALITY OF EDUCATION AT STATE ELEMENTARY SCHOOL 007 LOA JANAN ILIR SAMARINDA SAMARINDA', *FIKRUNA: Scientific Journal of*



Financial administration officers are still less competent, lack of innovation in education management. This condition has implications for the low quality of education produced.²⁶ The root cause of the problem is the lack of finances, resources and facilities that support the learning process. Therefore, financial administration is very important in improving the quality of education.²⁷

Conclusion

The role of financial administration is the most important factor in determining the quality of education. On the basis that if you want a quality school, it must be supported by the welfare of educators and education personnel, increased professionalism, sufficient operational costs and ease of student learning activities as well as complete infrastructure facilities, effective and efficient financial management. The quality of education is difficult to achieve because it involves various complex and difficult problems, including planning, finance, and the effectiveness and efficiency of the school system implemented. Financial administration is only sourced from BOS and tuition fees in an effort to facilitate learning process activities. The learning process at SMK IT Architect Bengkulu City is going quite well, through ARKAS (School Financial Plan and Budget Application).

The role of financial administration greatly determines the quality of education. Effective, transparent, and accountable financial management is the main key in supporting the smooth learning process, increasing the professionalism of educators, and the availability of adequate educational

facilities. The results of the study show that financial limitations and lack of optimal budget planning have a direct impact on the quality of educational inputs, processes, outputs, and outcomes. Therefore, improving the financial administration system through needs-based planning, more efficient management of financial resources, and comprehensive reporting is needed to improve the quality of education in a sustainable manner.

References

- Bramastia;, and Nurhadi Yasin, 'PROBLEMS OF QUALITY MANAGEMENT OF MADRASAH EDUCATION IN THE PERSPECTIVE OF INPUT-PROCESS-', *Risâlah, Journal of Islamic Education and Studies*, 8.3 (2022), 1070–83
<<https://doi.org/10.31943/jurnalrisalah.v8i3.325>>
- DANIAL RAHMAN¹, ABU RIZAL AKBAR², 'PROBLEMS FACED BY ISLAMIC EDUCATIONAL INSTITUTIONS', *NAZZAMA JOURNAL OF MANAGEMENT EDUCATION*, 1.September (2021), 76–89
- Debataraja*, Betty Lusiana, and 1, 'SCHOOL FINANCIAL MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION', *JURILMA: Indonesian Journal of Management Science*, 1.1 (2024), 57–62
- Decrisent, Keisya Meisia, and Mandra Adrika Putra, 'Financial Administration at the Sungai Pagu Sub-district Office, South Solok Regency', *JOURNAL OF COMMUNITY SERVICE WIDYASWARA INDONESIA (JPMWI)*, 1 (2025), 25–32
- Febrianto, Khairiah Khairiah; Eem Merani Destiana; Reindo, 'Evaluation of the Use

Education and Society, 7.4 (2025), 1377–96
<<https://doi.org/10.56489/fik.v4i2>>.

²⁶ Syumardi¹.*

²⁷ Hilda Ladan Bijani¹*, Mutia³, and Miftahir Rizqa⁴.



- of Information Technology in the Quality of Physical Education Learning The Use : Of The Storytelling Learning Method Is Still Difficult Among Students , Introduction Information Technology Is A Very Important and Interesting Component for D', *Al Khair*, 2025, 136–49
- Hamid, Abdul, Kiswatuna Ulya, and Iis Wahyuni, 'Training on Improving the Quality of Education as a Solution to Cultural Problems', *AL-KHIDMAH: Journal of Community Service*, 2.2 (2022), 51–58
- Haron, Muhd Zulhlimi, Mohd Muslim Zalli, Mohamad Khairi Othman, and Mohd Isha Awang, 'School " s Facilities And Achievement Of Students In Ulul Albab Model Tahfiz Schools In Malaysia: A Mediating Roles Of Satisfaction', *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 9.02 (2020)
- Heriman¹, Azainil², Haeruddin³, and Muhammad Ramli Buhari⁴, 'THE ROLE OF SCHOOL ADMINISTRATION IN IMPROVING THE QUALITY OF EDUCATION IN PUBLIC ELEMENTARY SCHOOLS 007 LOA JANAN ILIR SAMARINDA SAMARINDA', *FIKRUNA: Scientific Journal of Education and Society*, 7.4 (2025), 1377–96 <<https://doi.org/10.56489/fik.v4i2>>
- Hilda Ladan Bijani^{1*}, Esra Nurliana Siregar², Zahra Mutia³, and Miftahir Rizqa⁴, 'The Urgency of Education Administration for Improving the Quality of Education', *PANDU: Journal of Children's Education and General Education*, 2.2 (2024), 29–43 <<https://doi.org/10.59966/pandu.v2i2.925>>
- Khairiah, Alfauzan Amin, Muassomah, Mira Mareta, Sulistyorini, and Mirna Yusuf, 'Challenges to Professional Teacher Development through Workplace Culture Management', *International Journal of Evaluation and Research in Education* , 13.2 (2024), 714–22 <<https://doi.org/10.11591/ijere.v13i2.25666>>
- Khairiah, Khairiah, and Sirajuddin Sirajuddin, 'The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu', *Jurnal Pendidikan Islam*, 7.2 (2019), 239–66 <<https://doi.org/10.14421/jpi.2018.72.239-266>>
- Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Jakarta: PT UI-Press, 1992)
- Nasution, Wahida Raihan, Islamic University, and State University of Sumatra, 'Conception of Management, Quality Management and Quality Management of Education', *ALACRITY : Journal Of Education*, 2.1 (2022), 26–34
- Naswa Amirah¹, Dhea Nanda Lazuardi², Ade Vilya Ramadhani³, and Rahmilawati Ritonga⁷ Mai Saroh Nasution⁴, Dessy Kartika Sari⁵, Yurika Wihelmina⁶, 'The Role of School Administration and Management in Improving the Quality of Education in Elementary Schools', *Definition: Indonesian Education Journal (PJPI)*, 2025
- Parida, Parida, Lias Hasibuan, Kasful Anwar, and Ahmad Fadhil Rizki, 'School Administration (Financial Administration, Supplies, School-Community Relations)', *Bedelau: Journal of Education and Learning*, 2.1 (2021), 19–33 <<https://doi.org/10.55748/bjel.v2i1.60>>
- Rahmawati, Yuliana Harry, Erny Roesminingsih, and Nunuk Hariyati, 'Scientific Journal of Citra Bakti Education ANALYSIS OF SCHOOL FINANCIAL ADMINISTRATION



- MANAGEMENT (CASE STUDY ON JUNIOR HIGH SCHOOL LAB UNESA)', *Scientific Journal of Citra Bakti Education*, 9 (2022), 38–49
- Rayhan, Aqiylah, 'Student Administration Services', *Journal of Educational Management*, 5, no 1 (2021), 41–49
<<https://journal.uinalauddin.ac.id/index.php/idaarah/article/>>
- Saifudin, Ahmad, and Moch Yaziidul Khoiri, 'Reorientation of Curriculum Development in Improving the Quality of Education', *JIEM: Journal Of Islamic Education and Management*, 24–34
- Salsabila, Shayshay Salma, Bambang Handoko, University of Technology, Digital Bandung, and Concurrent Positions, 'ANALYSIS OF THE MANAGEMENT OF CIGINTUNG BANDUNG REGENCY', *Journal of Masharif Al-Syariah: Journal of Sharia Economics and Banking*, 9.204 (2024), 1049–58
- Saputra, Jonathan, and Dyah Nurwidyaningrum, 'Analysis of Impacting Factors of Alumni's Competency from D4 Building Construction Engineering Study Program', *Journal of Vocational Park*, 10.1 (2022), 1–9
- Sity Fatimah¹, Al-Hidayah², Tiangat Siregar³, Sumiaty⁴, Nurhayati⁵, 'SCHOOL ADMINISTRATION (SCHOOL FINANCIAL ADMINISTRATION AND INFRASTRUCTURE)', *Pendas: Scientific Journal of Basic Education*, 09 (2024), 248–55
- Syumardi^{*}, Arismunandar², 'The Role of Educational Administration and Its Implementation in Efforts to Improve the Quality of Education', *Tahsinia*, 6.12 (2025), 1852–65
- Yanti, Wiwin Rahma, Siti Jamila, Ahmad Sabri, Rully Hidayatullah, Study Program, Tadris Mathematics, and others, 'The Process of School Financial Administration in the Era of Society 5 .0', *CENDEKIA: Journal of Social Sciences, Language and Education*, 4.4 (2024)
- Yusrani, Emrinawati Hasibuan², Sufyarma Marsidin³, Rifma⁴, 'Theory of Educational Supervision', *INVENTION Journal Research and Education Studies*, 3.2 (2022), 71–79