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Optimizing Financial Management to Enhance Curriculum Delivery and Student Development in Vocational High Schools

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Abstract: *Effective financial management is fundamental to the successful implementation of curricula and the promotion of student development in Vocational High Schools (SMK). This study explores the impact of budget planning, income and expenditure management, and financial oversight on the quality of teaching and learning outcomes. Using a qualitative research approach, the study examines how financial strategies can be aligned with educational objectives to address diverse student needs. The findings underscore the importance of transparent and accountable financial practices in facilitating inclusive education, optimizing resource allocation, and supporting innovative teaching methodologies. By strengthening financial systems, vocational schools can achieve their educational goals and prepare students for dynamic career environments.*

Keywords*: Financial Management, Curriculum Delivery, Vocational Education, Student Development, Inclusive Education*

INTRODUCTION

Education is one of the primary pillars in the development of a nation. Through education, the quality of human resources can be enhanced, creating individuals who are more adept at understanding change and ready to face challenges in the workplace (Asri et all., 2024). Education serves as the foundation for developing skills, knowledge, and attitudes relevant to societal needs and the ever-evolving labor market(Hidayah et all., 2024). Consequently, nations with a highly educated population often experience rapid economic growth, as highlighted by Nanang (2012). Education plays a dual role in fostering individual growth and driving a nation’s social and economic advancement (Nanang, 2012).

Hidayanto et al. (2020) emphasize that education encourages individuals to be responsive to change, shaping their behavior accordingly. It not only equips students with intellectual abilities

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but also instills values of adaptability, innovation, and collaboration—essential qualities for thriving in the global era(Minarti et all., 2024). In this context, education becomes a powerful tool for social transformation, building more inclusive, productive, and competitive societies. Discussing education inevitably involves its financial aspects. In delivering education, financial management is a critical element that determines the sustainability and quality of educational programs(Sutrisno et all., 2024). Educational finance encompasses planning, management, allocation, and monitoring of financial resources aimed at supporting all educational processes. It is an integral part of education management(Sabarudin et all., 2024).

Effective financial management in schools ensures efficiency and effectiveness in resource utilization. Schools, as educational institutions, are required not only to provide quality educational services but also to manage funds transparently and accountably(Efendi et all., 2023). Financial management directly impacts curriculum implementation, student competency development, and the provision of learning support facilities(Romlah et all., 2024). Proper financial planning enables schools to optimize resources to achieve their educational objectives.

In vocational schools (SMK), financial management holds even greater significance due to the hands-on learning characteristics of vocational education. SMKs require relatively high expenditures to provide laboratory facilities, practical tools, learning materials, and industry partnership programs(Abror et all., 2024). Thus, effective financial management is essential to ensure the sustainability of vocational education programs (Sholeh et all., 2023). In the vocational education context, finances also support implementing adaptive and innovative curricula(Syafi'I et all., 2024). Curricula designed to meet industry needs require significant investment in learning material development and teacher training(Prapai et all., 2024). Furthermore, financial resources help create inclusive learning environments where all students, including those from economically disadvantaged backgrounds, have equal access to quality education(Zhao et all., 2024).

Transparency and accountability in financial management are indispensable. School principals, financial managers, and other stakeholders must collaborate to ensure every expenditure aligns with planning and yields tangible improvements in education quality. Clear reporting systems and regular financial audits are critical to maintaining integrity and public trust in educational institutions. Fundraising strategies also play a crucial role in educational financial management. For SMKs, this can include partnerships with businesses, government bodies, and communities. Collaborating with industries, for instance, not only aids in funding but also enhances the relevance of education to labor market demands.

Education and finance are closely intertwined in achieving sustainable human development goals. Effective financial management supports the implementation of relevant curricula, improves the quality of learning, and provides equitable access for all students. In addressing global challenges, strategic planning and financial management are pivotal for the success of education across all levels, including SMKs. David Wijaya defines school financial management as a series of activities involving the planning, bookkeeping, monitoring, and accountability of school finances. Schools have budget absorption policies to run educational operations. Financial management must be handled systematically, responsibly, and diligently to avoid undesirable outcomes, as financing is crucial for the success of education delivery, with significant governmental involvement. Government Regulation No. 19 of 2005 underscores the importance of institutions setting financing standards, including operational, investment, and personal costs. Educational financing primarily helps educational managers understand the financial system and allocation based on regulations, avoiding mismanagement.

Indonesia faces challenges due to inadequate resources to support quality education, impacting institutions across levels (Widodo, 2021). Educational institutions must address consumer needs and desires to be considered high-quality (Hasbi, 2018, p. 8). High loyalty arises when students and educators feel satisfied with an institution, increasing societal interest in sustaining its operations (Tjipjono, 2002). The educational process requires financial support; therefore, appropriate planning, implementation, and evaluation of educational financial management are necessary to ensure activities proceed as intended, enhancing educational service quality. Responding to societal demand for education, SMK Karmel Tangerang strives to establish itself as an institution offering diverse, superior programs, such as partnerships with companies in Tangerang, routine faith-building activities, and well-equipped labs. These programs require adequate funding, supported by government assistance (e.g., BOS funds) and parental contributions.

The financial management at SMK Karmel is overseen by the Finance Administration Department, which prepares the School Budget Plan (RABS). The efficiency and effectiveness of financial management at SMK Karmel are measured by the success in funding its programs and improving service quality. Therefore, financial management plays a vital role in enhancing educational services and addressing financial challenges in education delivery, ensuring timely solutions for continued quality improvement.

METHOD

The approach used in this research is qualitative with a descriptive research type. Qualitative research is a method aimed at understanding phenomena in depth, where the researcher acts as the primary instrument in the data collection process. As stated by Sugiyono (2013), qualitative research is used to study scientific objects that require contextual understanding, with the researcher as the main data collector (Sugiyono, 2013). Descriptive research aims to provide a detailed description of the variables or conditions in the field. Arif Furchan (2005) explains that this research is designed to provide a comprehensive picture of a specific phenomenon, without influencing or changing the observed conditions (Furchan, 2005). In this case, descriptive research helps the researcher to systematically understand the issues being investigated.

The researcher uses two main methods in data collection, namely interviews and observations. Interviews are conducted to obtain direct information from the research subjects, allowing the researcher to explore in-depth data related to the experiences, views, and perceptions of the subjects. Meanwhile, observations are used to directly see the field conditions and record facts or phenomena relevant to the research focus. These observations provide empirical data that is objective and contextual. Ibnu Hajar, as quoted by Elfrianto and Lesmana (2022), states that data collection instruments in qualitative research are tools designed to obtain objective data (Elfrianto & Lesmana, 2022). In this study, the researcher acts as the main instrument, meaning

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that all data obtained depends on the skills, sensitivity, and understanding of the researcher regarding the research situation.

The data analysis technique is carried out systematically by organizing and arranging the data obtained from interviews and observations. This analysis process begins from the start of the study, when the research focus is determined, until the research report is completed. The collected data is analyzed by organizing it in a structured manner to facilitate the interpretation process. This step aims to ensure that the data is clearly understood and relevant to the research focus. Data analysis in qualitative research also serves to provide a clear picture of the phenomenon being studied. By analyzing the data in depth, the researcher can present a detailed sketch or description that offers new insights into the research subject. This process involves drawing conclusions based on relevant findings, resulting in a comprehensive understanding.

With this approach, the research is expected to provide a significant contribution in explaining the studied phenomenon, both theoretically and practically. Emphasis on data validity, structured analysis, and clear presentation of results allows this research to offer valuable understanding to the readers. Furthermore, the descriptive approach used in this research is relevant for depicting the complexity of phenomena without altering the original context of the observed conditions. The qualitative approach with the descriptive method applied in this study provides flexibility while ensuring accuracy in understanding the phenomenon. The research process, which involves careful interviews, observations, and structured data analysis, is expected to yield findings that are valid, reliable, and contribute to the development of knowledge.

RESULTS AND DISCUSSION

Budget Planning in SMK Karmel

The budget planning process at SMK Karmel is carried out through a process that involves the entire team, including the vice principals, administrative staff, and the school principal. The initial step begins with an analysis of needs based on available education funding sources. The primary funding sources utilized by SMK Karmel include the School Operational Assistance

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(BOS) fund, the Education Operational Support Fund (BPOPP), and community funds. Interview results show that the budgeting process at SMK Karmel involves the preparation of the School Activity Budget Plan (RKAS). This plan includes various needs to support the educational services provided to students. The RKAS is designed for a one-year academic period, and at the beginning of each year, a meeting is held to discuss the allocation of funds. This allocation includes funds from the community or students, the BOS fund, and the BPOPP fund.

SMK Karmel is committed to continuously improving educational services by providing adequate facilities and quality learning. This service improvement strategy involves all stakeholders, who are invited to discuss potential issues that might hinder the process of enhancing service quality. To support quality service improvement, SMK Karmel adopts a competency-based approach. According to an interview with the principal, this approach is designed to ensure that the educational services meet the needs of the industry and the workforce. The principal explained:

"Our competency-based approach is carried out by designing a curriculum that meets the needs of the industry and the workforce. We collaborate with various companies and industries to ensure that our learning programs are relevant and aligned with the standards required by the labor market. Additionally, we involve practitioners and experts in the field to provide training and guidance to students, as well as to update the teaching materials used in the school." Based on interview results, it is evident that SMK Karmel consistently engages stakeholders in planning the improvement of education quality. This approach is taken to ensure that the services provided meet community demands and can fulfill customer needs.

The Importance of Supporting Components in Educational Services

The educational activities at SMK Karmel can only run effectively if supported by various interconnected components. Educational services will be effective and efficient when the needs of the consumers, such as students and parents, are met. The main supporting components include competent human resources, quality learning services, and adequate infrastructure. To achieve this goal, SMK Karmel places special emphasis on human resource development, especially teachers and supporting staff. Additionally, the school ensures that the learning facilities provided meet the quality standards required to support optimal teaching and learning processes.

At the end of each year, the principal, along with the school treasurer, analyzes the financial report. All expenditures for the academic year are recorded in the financial report and supported by evidence in the form of purchase receipts. This process is carried out to ensure that the funds spent are used transparently and according to the initial plan. The analysis of financial reports is an important step in evaluating the effectiveness of fund usage, while also providing an overview of priorities that need to be considered in the budget planning for the following academic year.

SMK Karmel has shown a strong commitment to managing the education budget effectively. By involving all relevant parties in the planning and evaluation process, the school has successfully improved the quality of education services. Support from various interconnected components, such as human resources, facilities, and a competency-based approach, plays a crucial role in this success. Through a transparent and efficient process, SMK Karmel can meet the needs of its customers and improve the quality of education according to the standards required by the community and the workforce. This serves as an example of best practices in managing education budgets at the vocational school level.

Educational Development Contribution (SPP) at SMK Karmel

The Educational Development Contribution (SPP) is an education fee charged to students or their parents to support the routine operational activities of the school. SPP is one of the main sources of funding for the school, in addition to government funding and other sources. At SMK Karmel, SPP serves as the main support for running various educational activities, including classroom learning, facility management, and the provision of other supporting services. As a private institution, SMK Karmel relies heavily on stable financial sources to ensure the continuity of the teaching and learning process. The education fee at this school is set at IDR 475,000 per month per student. The determination of the SPP amount is based on various considerations, such as the school's operational needs, the financing of educational and non-educational activities, and

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the financial capabilities of the students' parents. This policy is taken to ensure that the fees charged cover the school's needs without burdening the parents.

Parents or guardians play a primary role in ensuring that the SPP is paid regularly. The determination of the SPP amount is made by the school council, considering input from various relevant parties. As responsible parties, parents are expected to support the continuity of the school's operations by paying the SPP on time. This ensures that all school needs, both direct and indirect, can be met. The management of SPP at SMK Karmel involves the important role of the administrative staff. Their tasks include recording student data along with the amount of payment made each month, collecting funds from students or parents, and reporting the amounts received to the school administrator. A neat and transparent recording system is key to ensuring that all payments are properly recorded and accountable.

The funds received from the SPP payments are then managed carefully by the school. The allocation of these funds includes various essential needs. First, funds are used to pay teachers' and staff salaries, which are vital in supporting the continuity of the educational process. Second, funds are allocated for the maintenance of school facilities, including buildings, classrooms, laboratories, and practical tools that support learning. In addition, SPP funds are also allocated to support extracurricular activities aimed at developing students' competencies outside the classroom, such as skills training and participation in competitions. School administrative costs, such as printing reports, conducting exams, and other administrative needs, are also part of the SPP fund allocation. All of these components are carefully calculated to ensure that the established SPP can meet the basic needs of the school while maintaining the quality of educational services.

With transparent and accountable management, SPP at SMK Karmel has become a major support for various operational needs of the school. The policy that considers a balance between the school's needs and the financial capacity of parents is one of the main strengths in supporting the success of educational programs. Through cooperation between the school, administrative staff, and parents, SMK Karmel strives to provide quality education services that meet students' needs without burdening any party.

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The BOS Fund (School Operational Assistance Fund) is a form of government assistance to support the operational costs of primary and secondary education, in accordance with the Ministry of Education and Culture Regulation Number 6 of 2021 on Technical Guidelines for Managing the Short-Term BOS Fund. This fund aims to cover non-staff costs in schools that implement the compulsory education program and to support other educational services regulated by law (Fadli, 2018). According to this regulation, the BOS fund is used to finance the needs of primary and secondary education, including all operational costs for students(Sholeh et all., 2024).

The management of this fund follows technical guidelines issued to ensure its use aligns with educational needs and is accountable. Based on interviews conducted, the BOS fund at schools is allocated according to the planned needs. It is used to finance various school operational activities, including training, seminars, meetings, and workshops aimed at improving the quality of teachers' work. To ensure transparency and accountability in the use of the BOS fund, the school first prepares the School Activity and

Budget Plan (RKAS) as a basis for planning needs.

The BOS Fund also plays a crucial role in supporting the overall financing of education. According to Masditou (2017), education financing is a central component of the education system as it relates to operational costs, both small and large. Proper management of these funds can contribute to the advancement and development of the school. Puteri et al. (2021) emphasize that if the fund management is fully handled by the school, the operational education will be more efficient and effective, leading to further school development. School financial management includes various administrative activities such as planning, monitoring, recording, and reporting or accountability. This process is essential to evaluate the school's performance in managing financial resources (Etty, 2017). Successful financial management depends on applying principles that are responsible, transparent, efficient, and effective. Adillah (2017) states that financial management aims to optimize planning activities within a certain period. With good financial management, the school can avoid deviations in fund allocation. One way to ensure efficiency is by separating the financial management functions in each related institution.

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To maximize the benefits of the BOS Fund, the school must prepare a well-thought-out and transparent plan. This planning involves identifying the school's primary needs, including operational aspects, the enhancement of educators' competencies, and the management of supporting facilities. With good management, the BOS Fund becomes an essential instrument in supporting the progress of education at the primary and secondary levels. Furthermore, effective management improves the quality of education services provided to students, ensuring that educational programs are carried out according to expectations and societal needs. Transparency in financial management refers to openness and clarity in every step of fund management. In educational institutions, this means conveying the sources and amounts of funds, detailed usage, and the responsibility for management to the public. At SMK Karmel, financial management prioritizes the principle of openness. The commitment to maintaining transparency is implemented through clear reporting on the use of the BOS fund, local funds, and other funding sources. These reports are submitted to various stakeholders, including the school committee, parents, and other relevant parties.

According to the research by Salamun and Suyono (2013), financial transparency helps smooth the school's activities. With transparent management, the school is able to explain each budget allocation to the public, creating greater trust in the school's financial management (Efendi et all., 2023). Accountability reflects the institution's responsibility for actions taken during a specific period. In the context of school financial management, accountability means using funds according to the plans and rules set beforehand. At SMK Karmel, accountability is implemented by preparing detailed expenditure budgets to avoid imbalance between income and expenses. The school's financial reports are prepared transparently and made accessible to interested parties such as parents and local government. These reports include details of fund usage for learning activities, facility maintenance, and other programs(Sholeh et all., 2024). When those responsible for the school's finances carry out their duties well, they also maintain the trust of stakeholders, ensuring smoother financial management (Nur Hamiyah, 2015).

Effectiveness is often defined as the achievement of predetermined goals. According to Rahmah (2016), effectiveness focuses not only on achieving goals but also on the quality of the

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results obtained. At SMK Karmel, the effectiveness of financial management involves careful budget planning based on school priorities and needs, appropriate fund allocation to support educational programs, and regular monitoring and evaluation. Steps taken to improve the effectiveness of financial management at SMK Karmel include involving all stakeholders in the budgeting process, ensuring adequate financial resources to support extracurricular activities, increasing transparency in financial reporting to parents, and conducting periodic evaluations of fund usage. With this approach, the school is able to achieve its goals, especially in improving the quality of education and good financial management.

Efficiency in School Financial Management

Efficiency in school financial management refers to the extent of the results achieved from an activity by optimally utilizing available resources. This principle involves managing funds in a cost-effective manner without compromising the quality of education. Garner (2004) states that efficiency is characterized by the best ratio between inputs and outputs. At SMK Karmel, efficiency is realized through the optimization of existing resources, cost-effectiveness analysis before allocating funds, the implementation of cost management systems, and routine financial audits. The school also seeks cost-saving solutions without reducing educational quality, such as utilizing creativity and innovation. Efficient cost management ensures that every fund used provides maximum benefit for improving the quality of education and student skills (Etty, 2017).

Through the implementation of a good efficiency system, SMK Karmel is able to reduce waste and ensure that funds are used according to the objectives outlined in the School Activity and Budget Plan (RKAS). Therefore, efficient financial management not only helps the school achieve its goals but also has a positive impact on all students and the community. Transparency, accountability, effectiveness, and efficiency are the main principles of good school financial management. At SMK Karmel, the application of these principles has helped build trust among stakeholders, ensure responsible use of funds, and achieve better educational goals. By integrating these principles, the school can maximize the use of the BOS Fund to improve the quality of education for all students.

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Compliance with Regulations

Financial management at SMK Karmel is carried out in compliance with guidelines set by both the central and local governments, including provisions related to the use of the BOS Fund and other funding sources. The school budget management follows the regulations in place, as outlined in the Ministry of Education and Culture's BOS Fund Management guidelines. Compliance with these regulations ensures effective, efficient, and transparent fund management, which can positively impact various aspects of the school.

The success of financial management in accordance with the rules significantly contributes to the school's progress. With good governance, the school can ensure the smooth implementation of teaching and learning activities, program development, and various other activities that support the improvement of education quality. Moreover, structured and regulation-compliant financial management also helps maintain the school's reputation among the public and other stakeholders. At SMK Karmel, every budget usage is designed and implemented based on the applicable regulations, whether for operational needs, facility procurement, or improving educators' competencies. This management not only ensures accountability but also creates trust among stakeholders such as parents, school committees, and local governments.

Financial usage reports are made periodically and transparently, in line with accountable financial management principles(Shobirin et all., 2023). Each budget allocation is clearly reported to the relevant parties, including detailed expenditures for learning activities, facility maintenance, and other quality improvement programs. Thus, the school's financial management can be audited and responsibly accounted for. In addition to meeting regulations, SMK Karmel also strives to optimize the use of received funds through careful budget planning(Munif et all., 2023). This process involves identifying priority needs and conducting periodic evaluations to ensure that the funds used provide maximum benefits. This step helps the school minimize waste, increase efficiency, and achieve the educational goals set (Rohman et all., 2023). By adhering to regulations, SMK Karmel is able to create an integrated financial management system that not only ensures targeted fund utilization but also supports efforts to improve overall education quality.

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CONCLUSION

Based on the research, the success of the educational process in schools, including vocational schools (SMK), is highly dependent on the integration of various supporting components. The series of educational activities can only function effectively if the services provided meet the needs of the students. To achieve this, careful planning becomes a key element. The preparation of the School Activity and Budget Plan (RKAS), as the primary planning document, ensures that the operational needs of the school are carefully planned, enabling its implementation to be accountable and transparent. Effective financial management supports the continuity of the teaching and learning process, as a well-planned budget allows for the provision of adequate facilities and quality educational services. With effective financial management, schools can ensure that learning facilities, such as classrooms, laboratories, and technological tools, are available to support the curriculum's implementation. Furthermore, efficient fund allocation also enables schools to develop training programs for teachers, allowing them to apply innovative teaching strategies that increase student engagement and learning outcomes.

In relation to the curriculum, transparent and accountable financial management helps the school ensure that educational programs are running according to plan. The implementation of the curriculum requires financial support to provide relevant resources, including teaching materials, competency-based training, and extracurricular activities. An effective curriculum also requires the integration of theory and practice, especially in vocational schools that prepare students for the workforce. This can only be achieved if the school has financial planning that supports practical-based learning programs, such as industry training or job simulations. Good financial management not only ensures the operational efficiency of the school but also forms an essential foundation for improving the quality of teaching and learning, as well as the implementation of the curriculum. With an accountable and planned financial approach, schools can provide educational services that meet the needs of students, empower teachers, and create a learning environment that supports the optimal achievement of educational goals. The combination of effective financial management,

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relevant curriculum implementation, and quality teaching is the key to success in advancing education in vocational schools.

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