

The Analysis of Relationship Between Quality of Graduates and Education Financing Management in Private Islamic School

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Abstract

The purpose of this study was to determine the effect of education financing management on the quality of graduates in a private Islamic school in Banten. In this study, there are two variables involved, namely the Education Funding Management variable which is positioned as the independent variable or independent variable and is symbolized by the variable (X). This variable is a variable that is considered to influence or cause the dependent variable or dependent variable to arise. Meanwhile, what is positioned as the dependent variable or the dependent variable in this study is the Quality of Graduates. The dependent variable or dependent variable is considered the variable that is affected or becomes the result because of the existence of the independent variable and is symbolized by (Y). This research uses quantitative research methods. Based on the results of the research and discussion that has been described previously, it can be put forward a number of findings as follows: education financing management is in the moderate category. This means, the implementation of education financing management is not all good and in terms of education funding budget allocations are managed and implemented effectively. The quality of graduates is in the moderate category, this means that schools have not been able to produce good quality graduates. Only 18% of graduates each year are able to enter public schools.

Keywords: financing management, quality of graduates, education, school

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh manajemen pembiayaan pendidikan terhadap kualitas lulusan di sebuah sekolah Islam swasta di Banten. Dalam penelitian ini terdapat dua variabel yang terlibat yaitu variabel Pengelolaan Pembiayaan Pendidikan yang diposisikan sebagai variabel bebas atau variabel bebas dan dilambangkan dengan variabel (X). Variabel ini merupakan variabel yang dianggap mempengaruhi atau menyebabkan munculnya variabel dependen atau variabel dependen. Sedangkan yang diposisikan sebagai variabel dependen atau variabel dependen dalam penelitian ini adalah Kualitas Lulusan. Variabel terikat atau variabel terikat dianggap sebagai variabel yang dipengaruhi atau menjadi akibat karena adanya variabel bebas dan dilambangkan dengan (Y). Penelitian ini menggunakan metode penelitian kuantitatif. Berdasarkan hasil penelitian dan pembahasan yang telah diuraikan sebelumnya, maka dapat dikemukakan beberapa temuan sebagai berikut: pengelolaan pembiayaan pendidikan berada pada kategori sedang. Artinya, pelaksanaan manajemen pembiayaan pendidikan belum semuanya baik dan dalam hal alokasi anggaran dana pendidikan dikelola dan dilaksanakan secara efektif. Kualitas lulusan berada pada kategori sedang, hal ini berarti sekolah belum mampu menghasilkan lulusan yang berkualitas baik. Hanya 18% lulusan setiap tahunnya yang bisa masuk sekolah umum.

Kata Kunci: pengelolaan pembiayaan, kualitas lulusan, pendidikan, sekolah

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INTRODUCTION

Every educational institution certainly wants to improve the quality of its graduates and produce quality graduates. In the sense of having achievements in terms of academic and non-academic achievements that are proud of. Schools are expected to improve the quality of their graduates with good grades or achievements. With quality school graduates, they will feel able to take their children to a higher level of education, the community is satisfied with the educational process organized by the school, the public's trust will grow higher and make the school much in demand by the community. Of course, in choosing a school, people consider several aspects. One of them is how schools produce quality graduates (Akdon et al., 2015). The results in question, such as the average national exam score and entry into the next level of education, must continue to increase so that people can be confident in these institutions. There are a number of community views regarding quality schools that are quite varied, namely regarding the quality of learning, complete facilities, producing smart graduates and management managed by schools (Mulyasa, 2021). Therefore, a school is expected to have adequate and adequate resources in order to produce quality graduates. Because to achieve this all parties need to work together. Quality in the field of education includes input, process, output and outcome (Aminatul, 2018). Educational input is declared of quality when it is ready to process in accordance with national minimum standards in the field of education. The educational process can be declared quality if it is able to create an active, creative, innovative, and fun learning atmosphere so that educational goals can be achieved properly. The output is declared quality if the learning outcomes achieved by students both in the academic and non-academic fields are high (Daryanto & Farid, 2013).

Based on empirical results in the field, the low quality of graduates is due to the ability to compete in many graduates due to the quality of graduates who have not met the target of graduates. National exam scores are still low, at least students are accepted in public schools and graduates are not accepted in public schools. There are more and more school graduates wishing to continue their education to a higher level each year, but their ability to compete in exams is generally still low so that only a small percentage of those who are accepted and able to continue their education (Anton, 2010).

Furthermore, the results of data from UNICEF for the 2015-2018 period, the school completion rate in Indonesia rose to 95 percent for primary education and 85 percent for junior secondary education, as many as 2.5 million Indonesian children could not enjoy further education, namely as many as 600 thousand children of primary school age (SD) and 1.9 million children of junior high school age (SMP). Likewise statistical data released by the BPS (Central Statistics Agency), that at the provincial and district levels shows that there are certain groups of children who are most vulnerable affected, most of whom come from poor families so they are unable to continue their education to the next level. And the results of the Political and Economic Risk Consultant

(PERIC) Returns survey, the quality of education in Indonesia is in the lowest rank, namely, 12th out of 12 countries in Asia. To be able to produce quality graduates, it must be supported by a good educational process and in accordance with the learning needs of students and quality factors, one of the supporting factors is financing.

Funding is a resource that directly supports the effectiveness and efficiency of education management. This is even more pronounced in the implementation of SBM, which demands the ability of schools to plan, implement, and evaluate and be accountable for transparent management of funds to the community and government (Arwildayanto, 2017). The importance of financing education has actually been realized by some leaders of educational institutions. Even some of the leaders of educational institutions think that the future of educational institutions depends heavily on the quality of education, then this situation depends on the budget that supports the improvement of the quality of education (Siswanto, 2017). Thus the implementation of education, especially the leadership of educational institutions is expected to allocate a budget for education in accordance with the needs that have been budgeted. This is because efforts to improve the quality of education in educational institutions need to be supported by managerial skills in educational leadership and require good financial management to realize good quality education as well (Cucu, 2014). The purpose of this study was to determine the effect of education financing management on the quality of graduates in a private Islamic school in Banten.

METHOD

In this study, there are two variables involved, namely the Education Funding Management variable which is positioned as the independent variable or independent variable and is symbolized by the variable (X). This variable is a variable that is considered to influence or cause the dependent variable or dependent variable to arise. Meanwhile, what is positioned as the dependent variable or the dependent variable in this study is the Quality of Graduates. The dependent variable or dependent variable is considered the variable that is affected or becomes the result because of the existence of the independent variable and is symbolized by (Y). This research uses quantitative research methods. A quantitative approach is used because it is aimed at obtaining results that explain phenomena or problems by collecting data in the form of numbers or numbers which are analyzed through statistical methods with the help of the IBM SPSS Statistics 22 program, besides that it is in accordance with the research objective, namely to find out whether there is an influence of education financing management on quality graduated from a private Islamic school in Banten. In accordance with the research objectives, it is felt that the quantitative form can explain the relationship between variable X (Management of Education Funding) and Variable Y (Quality of Graduates). The sample in this study used the Nonprobability Sampling method with saturated sample types, namely the sampling technique when all members of the population are used as samples. This is often done when the

population is relatively small, namely less than 100 people, or research that makes generalizations with very small errors. In this study it can be seen that the number of teachers is 35 people which includes 30 teachers and 5 school staff with a confidence level of 10%

RESULTS AND DISCUSSION

Based on the results of this study it is intended to provide an overview and clarity as well as understanding obtained from the results of the research. Based on the results of the research and calculation of the data obtained, it is stated that there is an influence of education financing management on the quality of graduates. Based on the descriptive statistical analysis of the research data that has been carried out, it can be seen that education financing management has a moderate category, namely with a frequency of 27 frequencies or 77.1%. So it can be concluded that the majority of teachers feel that the management of education financing is moderate or does not feel too deficient nor does it feel sufficient. Likewise with the quality of graduates, the medium category was obtained with a frequency of 30 or 85.7%, it can be concluded that the quality of graduates is neither too high nor too low. To find out the direction of the relationship between variable X (education financing management) and variable Y (quality of graduates) whether it is positive or negative, a simple linear regression test is performed, namely $Y = a + bX$, $a =$ constant number of Unstandardized Coefficients. From the results of the study, the regression coefficient obtained a value of 0.939 which indicates the value of the regression coefficient is positive, so it can be said that the direction of the influence of variable X (education financing management) with variable Y (quality of graduates) is positive, so that the regression equation is $Y' = 38.519 + 0.939X$. Then it can be seen in the statistical test (T-test) that the Tcount is 7.162 and t-table is 2.034, with a significance of 0.000. With the test criteria $T\text{-count} > T\text{-table}$ and if the significance is $< \alpha$ (0.05) then H_0 is rejected. So the result is that there is a significant influence between the effect of education financing management on the quality of graduates.

Furthermore, based on the determination test, it was found that the coefficient of determination (R-Square) was 0.609 (60.9%). This figure means that variable X (education financing management) has an influence on variable Y (quality of graduates) of 60.9% and 39.1% is influenced by other factors outside the research. Nanang Fattah is of the opinion that education funding includes allowances for teachers and other personnel. Then teaching activity facilities, laboratory equipment, library (procurement of books). It also includes living budget costs, transportation costs to school, and other opportunity costs. While the study of graduate quality refers to Ridwan Abdullah Sani's book that the measurement of graduate quality is measured through three dimensions, namely the dimensions of attitude, knowledge, and skills. Where the three dimensions of tai refer to graduate competency standards (SKL). Of the three dimensions, each has a qualification ability. The attitude dimension includes behavior that reflects the attitude of people of faith, noble, knowledgeable,

confident, and responsible in interacting effectively with the social and natural environment, within reach of association and whereabouts.

Aspects of knowledge include factual knowledge, conceptual and procedural in science, technology, art and culture insight into humanity, nationality, nation and civilization in relation to visible phenomena and events. And the skill aspect includes the ability to think and act productively and creatively what I learned at school. Other similar sources. Graduates are regularly monitored and evaluated for sustainability based on the needs of graduates both locally, nationally and globally, although usually these values are normally in the form of numbers included in report cards but it takes a lot of money to achieve all of this.

The results of the principal's interview also stated that there was indeed an influence between education financing management on the quality of class IX graduates, the better the education funding, the greater the improvement in the quality of graduates. The other factors that influence the quality of graduates can be seen from the facilities and infrastructure as well as the quality of the teaching staff. Likewise what was said by the treasurer that all education funding at this school affects the quality of graduates. Starting from student parents' tuition fees, donor assistance and BOS funds, because these funding sources greatly influence the process of teaching and learning activities where this process also affects the quality of graduates. Therefore, education financing management and graduate quality management are variables that have a direct relationship or linkage in carrying out the educational process that meets the learning needs of junior high school students, so that education financing management has a positive impact through factors and in this case has an impact on graduate quality.

CONCLUSION

Based on the results of the research and discussion that has been described previously, it can be put forward a number of findings as follows: education financing management is in the moderate category. This means, the implementation of education financing management is not all good and in terms of education funding budget allocations are managed and implemented effectively. The quality of graduates is in the moderate category, this means that schools have not been able to produce good quality graduates. Only 18% of graduates each year are able to enter public schools. Based on these findings, it can be concluded that there is an influence of education financing management on the quality of graduates. This is based on the results of statistical test calculations (T-test) with a T-count of 7.162 and a T-table of 2.034, with a significance of 0.000. With the test criteria $T_{count} > T_{table}$ and if the significance is $< \alpha$ (0.05) then H_0 is rejected. So the result is that there is a significant influence between the effect of education financing management on the quality of graduates.

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