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Educational Financing Management at Muslimat NU 134 Kindergarten in Kedungrejo, Waru, Sidoarjo

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ABSTRACT

Educational financing management is an important element supporting the implementation of educational activities in schools. It encompasses the process of planning, organizing, directing, coordinating, supervising, and controlling funds. School financial management must observe several key principles; Law No. 20 of 2003 Article 48 states that the management of education funds is based on the principles of justice, efficiency, transparency, and public accountability. This study aims to describe the management of education financing at Muslimat NU 134 Kedungrejo Waru Sidoarjo Kindergarten, while also examining three theoretical propositions (working hypotheses) derived from the literature review concerning planning, funding sources, and the bookkeeping-supervision system. This study employs a descriptive qualitative method using observation and interview techniques. The results show that financing management at Muslimat NU 134 Kedungrejo Waru Sidoarjo Kindergarten has run reasonably well through the stages of planning (RKT and RKL), determination of funding sources (registration fees, monthly tuition/SPP, and student savings), manual bookkeeping by administrative staff, and monthly audits by the principal, although improvement is still needed, particularly in digitalizing financial records to better align with theory and the ideal principle of accountability.

Keywords: Education Financing Management, Kindergarten, School Budget Planning.

I. Introduction

Education is a planned and systematic effort to create a learning environment and learning process that enables students to actively develop their potential, including spiritual values, self-control, personality, intelligence, noble character, and skills required for individual and social life.(Djafar et al., 2026) The achievement of these educational objectives requires adequate financial support because educational activities involve various operational components, including infrastructure development, teacher welfare, learning facilities, and institutional services(Mafazi & Ahmad, 2024). Therefore, educational financing becomes one of the important elements determining the sustainability and quality of educational institutions(Sahabu et al., 2026). Educational financing is not merely related to the availability of funds but also concerns how financial resources are planned, obtained, allocated, recorded, supervised, and evaluated to achieve educational objectives effectively and efficiently(Lestari, 2025) (Lestari, 2025)Research on educational financing management indicates that effective financial governance contributes significantly to improving

educational quality because proper budget planning allows institutions to prioritize programs according to their needs and strategic objectives (Barus et al., 2025). Furthermore, transparent and accountable financial management strengthens institutional credibility and increases stakeholder trust, particularly in private educational institutions that rely on various sources of funding (Adinda & Patimah, 2023).

Early childhood education institutions have particular financing needs because the quality of services provided at this level is closely related to the availability of adequate learning facilities, educational materials, qualified teachers, and a supportive learning environment. Unlike educational institutions at higher levels, kindergartens generally operate on a relatively smaller organizational scale but still face diverse operational requirements. Financial management is therefore essential to ensure that limited resources can be directed toward programs that have the greatest relevance to children's learning and developmental needs. Effective financing management also enables institutions to maintain continuity in their educational programs while responding to changing institutional and community needs. Another important dimension of educational financing concerns the diversity and sustainability of funding sources. Early childhood education institutions may obtain financial resources from foundation or organizational support, parents or guardians, government assistance, community contributions, donations, and other legitimate institutional sources. The diversity of these sources requires clear mechanisms for identifying, managing, and allocating funds according to institutional priorities. Financial sustainability cannot therefore be measured only by the amount of funds received, but also by the institution's ability to manage different sources of funding responsibly and align their utilization with educational programs and operational needs.

Management of educational financing requires systematic planning and control mechanisms. Financial planning involves identifying institutional needs, preparing budgets, determining funding priorities, and ensuring that expenditures align with educational programs. Meanwhile, financial accountability requires proper bookkeeping, reporting systems, and supervision mechanisms to prevent inefficient use of resources (Mulyasa, 2002). Previous studies emphasize that weaknesses in financial management, such as inadequate planning, limited transparency, and weak monitoring systems, may hinder institutional development and reduce the effectiveness of educational services (Zain et al., 2026). Transparency and accountability are also fundamental principles in educational financing management because financial decisions involve resources entrusted by various stakeholders. Transparency requires institutions to provide clear information regarding the origin, allocation, and utilization of financial resources, while accountability requires financial activities to be supported by appropriate records, reports, and mechanisms of internal control. These principles are particularly important in community- and faith-based educational institutions, where stakeholder trust constitutes an important element of institutional sustainability. Consequently, financing management should not be understood merely as an administrative activity but as an institutional governance process that reflects responsibility, openness, and commitment to achieving educational objectives.

Although studies on educational financing management have developed significantly, most previous research has focused on elementary schools, secondary schools, and higher education institutions, particularly regarding government funding programs, school operational assistance, and financial accountability systems (Adzikry et al., 2025). Research specifically examining financing management in early childhood education institutions (PAUD/TK), especially those managed by religious-based community organizations, remains relatively limited. This gap is important because kindergarten institutions have unique financial characteristics: they generally depend on a combination of foundation support, parental contributions, community participation, and institutional initiatives to maintain operational sustainability (Ulfah et al., 2025). The effectiveness of financing management is ultimately determined by the extent to which financial planning and resource utilization are connected to the actual needs and development priorities of the institution. A well-designed financial plan may not produce optimal outcomes when funding sources are unstable, bookkeeping is inadequate, or auditing and monitoring are not conducted systematically. Conversely, an institution with limited financial resources may still maintain effective educational services when its financial resources are managed according to clear priorities and

supported by transparent administrative procedures. This perspective indicates the importance of examining educational financing as an integrated management process rather than focusing on a single financial component.

In the context of early childhood education, financial management requires not only administrative competence but also strategic decision-making because kindergarten institutions must provide quality educational services while facing limitations in financial resources. Studies on early childhood education management have mainly focused on learning management, teacher professionalism, and institutional quality, while the dimension of financing governance has received less attention (Naway, 2016).⁹ Therefore, investigating financing management practices in kindergarten institutions provides an important contribution to understanding how early childhood education organizations maintain sustainability through effective financial governance. Within this research context, Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo, represents a relevant setting for examining educational financing management at the early childhood education level. As a faith-based educational institution, its financial management involves the organization of resources to support educational programs, operational activities, learning facilities, and institutional development. The management of these resources requires alignment between available funding, institutional priorities, administrative procedures, and accountability mechanisms. Examining these practices at the institutional level is important because the effectiveness of financing management cannot be fully understood solely through general financial principles; it also needs to be examined in relation to the organizational context, funding characteristics, and actual educational needs of the institution.

The novelty of this research lies in its focus on the comprehensive analysis of educational financing management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo, through four interconnected dimensions: financing planning, funding sources, financial bookkeeping, and financial auditing. Unlike previous studies that mainly examine financial accountability or budget utilization separately, this study conceptualizes financing management as an integrated institutional cycle involving planning, implementation, recording, and evaluation. Furthermore, this research develops theoretical propositions to explain how financing management practices in faith-based early childhood education institutions correspond with educational management theories. Based on this background, this study aims to analyze and describe the implementation of educational financing management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo. Specifically, this research examines four aspects: (1) educational financing planning, (2) sources of educational funding, (3) financial bookkeeping mechanisms, and (4) financial auditing processes. Through this analysis, the study is expected to contribute theoretically to the development of educational financing management studies and practically provide recommendations for strengthening accountable, transparent, and sustainable financial governance in early childhood education institutions.

II. Literature Review and Hypothesis Development

2.1. Kindergarten Education (TK)

Based on the explanation of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 28 Paragraph (3), kindergarten (TK) is a form of education organized to develop children's personality and potential according to their developmental stages (Ministry of National Education, 2003). The Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0486/U/1992 Chapter I Article 2 Paragraph (1) states that kindergarten education serves as an institution that assists the physical and spiritual growth and development of children according to their natural characteristics. Meanwhile, Government Regulation Number 27 of 1990 Chapter I Article 1 Paragraph (2) emphasizes that kindergarten is a form of preschool education providing early educational programs for children aged four years until they enter primary education.

As an early childhood education institution, kindergarten has a strategic role in establishing the foundation for children's subsequent educational development. The provision of educational services at this

stage requires an environment that supports children's physical, cognitive, emotional, social, and moral development. Such an environment cannot be separated from the availability of appropriate learning facilities, educational materials, qualified educators, and institutional support services. Therefore, the implementation of kindergarten education requires not only appropriate pedagogical practices but also effective institutional management, including the planning and utilization of financial resources to ensure that educational programs are implemented sustainably and in accordance with children's developmental needs. Kindergarten education expands children's social and intellectual experiences while providing stimulation and guidance to support their physical needs and overall development (Griffin & Ebert, 2004). Hurlock, (1980) identified ten developmental aspects that can be enhanced through preschool education, namely physical health, skills, communication abilities, emotional development, social behavior, social attitudes, creativity, discipline, self-concept, and school adjustment. Due to these diverse developmental needs, the implementation of kindergarten education requires well-planned and properly managed financial support.

2.2. Educational Financing Management

The term management originates from the word *to manage*, which means organizing and regulating various management elements, namely men, money, methods, materials, machines, and markets, through processes based on management functions (Hasibuan, 2007). Management is defined as the art of achieving maximum results through minimum effort while simultaneously creating welfare for leaders and employees and providing the best services to society (Nugraha et al., 2023). Management is also understood as a social process related to collective human efforts and other resources, utilizing efficient and effective methods to achieve predetermined objectives (Hamalik, 2007). Meanwhile, financing refers to funding provided by one party to support planned investments, either undertaken individually or by an institution (Erlindawati, 2017).

Educational financing management refers to all activities related to the arrangement of financial sources, utilization, and accountability of educational funds within schools or educational institutions. It includes three main components: budgeting, accounting, and auditing. Jones (1985) explains that educational financial management consists of: (1) financial planning, which involves coordinating all available resources systematically to achieve objectives without creating harmful consequences; (2) implementation involving accounting, which refers to carrying out previously established plans; and (3) evaluation, which is the process of assessing the achievement of predetermined objectives. In the context of educational institutions, financing management is therefore not limited to the technical process of managing financial transactions but also functions as a strategic mechanism for supporting the achievement of educational goals. Effective financing management requires institutions to align financial planning with educational programs, prioritize expenditures based on institutional needs, and ensure that the use of funds can be accounted for to relevant stakeholders. This process involves continuous coordination between financial planning, funding allocation, implementation, record keeping, monitoring, and evaluation. In kindergarten institutions, such management is particularly important because financial resources must be directed toward programs and facilities that support children's development while maintaining operational sustainability and institutional accountability.

2.3. Basic Concepts of Educational Financing: Budgeting, Accounting, and Auditing

Educational financing fundamentally focuses on the distribution of educational benefits and the financial burdens that must be borne by society. The essential aspects of educational financing involve determining how much money should be spent, where the funds come from, and how the funds should be utilized (Thomas, 1971). Generally, educational financing management consists of three main activities: budgeting, accounting, and auditing. Budgeting is an operational plan expressed quantitatively in monetary units and used as a guideline for institutional activities within a specific period. The budgeting process can generally be conducted through two approaches: top-down and bottom-up. The top-down approach

involves the allocation of a predetermined amount of funds from higher authorities to lower-level units to implement programs, often without prior determination of specific objectives. Meanwhile, the bottom-up approach involves preparing budgets based on previously established objectives, making the budget a strategic communication tool between institutional goals and available resources

Accounting involves two main elements: authority in determining policies regarding the acceptance or expenditure of funds, and the administrative management of financial transactions, including receiving, storing, and disbursing money, which is commonly referred to as treasury management. A treasurer is an individual assigned responsibility for receiving, storing, paying, or transferring money and securities as regulated under Article 55 of the Indische Comptabiliteits Wet (ICW). Therefore, the treasurer has an obligation to provide accountability reports to the Supreme Audit Agency (Badan Pemeriksa Keuangan / BPK). Auditing includes all activities related to accountability for the receipt, storage, payment, and transfer of funds conducted by the treasurer to authorized parties. A good financial budget should be developed based on several principles: (a) clear distribution of authority and responsibility within the management and organizational system; (b) an adequate accounting system for budget implementation; (c) research and analysis to evaluate organizational performance; and (d) support from implementers at all organizational levels, from the highest leadership to the operational level (Sukiswa, 1986).

Budgeting, accounting, and auditing are interrelated components that form an integrated cycle of educational financial management. Budgeting provides the financial framework for determining institutional priorities and allocating available resources, while accounting records and documents the implementation of financial activities according to the approved budget. Auditing then examines whether the receipt and use of funds have been conducted in accordance with established plans, regulations, and accountability standards. The integration of these three components enables educational institutions to maintain financial control while ensuring that financial resources are directed toward the achievement of institutional objectives. The effectiveness of these three components depends on the existence of clear procedures, defined responsibilities, accurate financial records, and continuous monitoring. In practice, educational institutions need to establish financial priorities based on their educational programs and available resources before preparing the budget. Financial transactions should subsequently be recorded systematically to provide reliable information for decision-making and reporting. Auditing and evaluation are necessary to identify discrepancies, assess the effectiveness of financial utilization, and provide a basis for improving subsequent financial planning. Thus, educational financing management requires coordination between planning, implementation, documentation, control, and evaluation rather than treating each financial activity as an independent process.

In kindergarten education, the application of budgeting, accounting, and auditing is particularly relevant because financial resources must support diverse educational and operational needs. Budget allocation needs to consider expenditures for learning materials, educational media, teacher and staff support, facility maintenance, administrative activities, and other programs related to children's development. Accounting provides information about how these resources are actually utilized, while auditing ensures that their utilization can be verified and accounted for. Therefore, the quality of financial management in kindergarten institutions depends not only on the availability of funds but also on the institution's capacity to plan, document, control, and evaluate financial resources in accordance with educational priorities and accountability principles.

2.4. Hypothesis Development

This research is fundamentally a descriptive qualitative study and is not intended to statistically examine causal relationships. However, the theoretical discussion above allows the formulation of several theoretical propositions (working hypotheses) as an analytical framework that will be descriptively examined through field findings regarding financial planning, funding sources, bookkeeping, and financial supervision

in educational financing management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo. Based on this explanation, three theoretical propositions are formulated as follows:

H1: Effective educational financing planning, implemented through Annual Work Plans (RKT) and Five-Year Work Plans (RKLT), positively contributes to the effectiveness of educational financing management in kindergarten institutions.

This proposition is based on the assumption that systematic financial planning enables kindergarten institutions to identify educational priorities, estimate financial needs, allocate available resources appropriately, and align expenditures with institutional programs. The existence of RKT and RKLT is expected to provide a structured basis for determining financial priorities and maintaining continuity between short-term activities and long-term institutional development. In this study, H1 will be descriptively examined by comparing the planned financing priorities with their implementation and identifying how financial planning supports the achievement of institutional programs.

H2: Diversification of funding sources, including admission fees, tuition fees (Sumbangan Pembinaan Pendidikan/SPP), and student savings, positively contributes to the sustainability of educational financing in kindergarten institutions.

This proposition is based on the view that reliance on a single source of funding may create financial vulnerability, particularly when the availability or amount of funding changes. A combination of funding sources may provide greater flexibility for institutions to meet routine operational needs and support educational programs. Therefore, this study examines how different funding sources are obtained, managed, and allocated, as well as how their availability contributes to the continuity of educational activities at Muslimat NU 134 Kindergarten.

H3: A systematic and periodic bookkeeping and supervision system positively contributes to the accountability and transparency of financial management in kindergarten institutions.

This proposition assumes that accurate bookkeeping and regular financial supervision provide reliable information concerning the receipt, allocation, and utilization of educational funds. Systematic financial records can facilitate institutional reporting, while periodic supervision can help identify discrepancies and ensure that financial activities comply with established plans and procedures. In this study, H3 will be descriptively examined through the availability and implementation of bookkeeping procedures, financial reports, supervision mechanisms, and forms of financial accountability practiced at Muslimat NU 134 Kindergarten.

III. Research Method

This research was conducted at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo, with the research subjects consisting of the principal and teachers who are directly involved in managing the educational institution. The research site was selected because Muslimat NU 134 Kindergarten represents a faith-based early childhood education institution with distinctive financial management characteristics, involving multiple funding sources and requiring sustainable financial management strategies. The research focused on four main aspects of educational financing management, namely financial planning, funding sources, financial bookkeeping, and financial auditing or supervision. These aspects were examined to understand how financial resources are planned, obtained, recorded, utilized, and supervised in supporting the implementation of educational programs at the kindergarten. The principal and teachers were selected as research subjects because they have direct knowledge and involvement in institutional planning, financial

administration, implementation of educational programs, and financial accountability. Their experiences and perspectives were therefore considered important for obtaining comprehensive information about the actual practices of educational financing management at Muslimat NU 134 Kindergarten.

This study employed a descriptive qualitative approach. This approach was selected because the research aims to obtain an in-depth understanding of educational financing management practices as they naturally occur within the educational institution. Qualitative research seeks to understand social phenomena based on participants' perspectives by exploring meanings, experiences, and practices carried out by research subjects (Creswell, 2003). According to Sanjaya, (2013), descriptive qualitative research is a method used to comprehensively describe social realities and phenomena so that the characteristics, patterns, and models of the investigated phenomenon can be explained in detail. Data were collected through observation and in-depth interviews. Observation was conducted to obtain direct information regarding educational financing management practices, including budget planning processes, fund utilization mechanisms, and financial administration systems implemented by the institution. Meanwhile, interviews were conducted with the principal and teachers to explore information related to funding sources, budget preparation processes, bookkeeping systems, and financial auditing and accountability mechanisms. In addition to primary data, this study also utilized documentation, including financial administration records, institutional work plans, and other supporting documents as secondary data sources.

The observation process was conducted by examining the actual implementation of financial management activities within the institution. Particular attention was given to how financial planning was prepared, how available funds were allocated to institutional programs, how financial transactions were recorded, and how financial accountability was implemented. The observation was intended not only to identify the existence of financial management procedures but also to understand how these procedures were applied in daily institutional activities. Meanwhile, the interviews were conducted in a semi-structured manner, allowing the researchers to use predetermined questions while providing opportunities for participants to explain their experiences, perceptions, and practices in greater depth. The interview questions were organized around the four main aspects of the research, namely financing planning, funding sources, bookkeeping, and financial auditing. Questions concerning financing planning focused on the preparation of institutional financial priorities, budgeting procedures, and the relationship between financial plans and educational programs. Questions regarding funding sources explored the types of financial resources available to the institution, their management, and their contribution to institutional sustainability. Meanwhile, questions related to bookkeeping examined the procedures for recording financial transactions, preparing financial reports, and maintaining financial documentation. The final aspect, financial auditing, focused on supervision, verification, accountability, and mechanisms used to ensure that financial resources were utilized appropriately.

Data analysis was conducted using the interactive analysis model developed by Miles et al., (2014), consisting of three main stages: data condensation, data display, and conclusion drawing/verification. Data obtained from observations and interviews were analyzed descriptively and analytically by identifying patterns of educational financing management based on four main aspects: financing planning, funding sources, bookkeeping, and financial auditing. During the data condensation stage, information obtained from interviews, observations, and documentation was selected, organized, and focused according to the research objectives. Relevant information was categorized into the four analytical aspects of educational financing management. The data display stage involved organizing the condensed information into systematic descriptions that enabled the researchers to identify relationships, patterns, similarities, and differences among the findings. Finally, conclusion drawing and verification were conducted by interpreting the identified patterns and continuously comparing the emerging findings with the available empirical evidence. This process was conducted iteratively throughout the research to ensure that the conclusions were supported by the collected data.

The analysis also involved comparing information obtained from different data sources to identify consistency and differences in the implementation of educational financing management. Information

obtained from interviews was compared with observations and available institutional documents. This process enabled the researchers to distinguish between formally planned financial management procedures and their actual implementation in institutional practice. Consequently, the analysis did not merely describe financial administration activities but also examined how the four aspects of financing management were implemented and interconnected in supporting the educational activities of the institution. To ensure data validity, this study applied source and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal and teachers, while technique triangulation was carried out by comparing interview results, observations, and documentation. This approach was applied to improve the credibility of research findings and ensure that the collected data accurately represented actual conditions in the field (Sugiyono, 2013).

Triangulation was particularly important because financial management practices may be understood differently by individuals who have different responsibilities within the institution. Information provided by the principal was therefore compared with information obtained from teachers and with evidence identified through observation and documentation. When differences or inconsistencies were found, the researchers conducted further clarification through additional examination of the relevant information. This process helped strengthen the credibility of the findings and reduced the possibility of relying on information from a single source or research technique. Furthermore, empirical data obtained from the field were used to descriptively analyze the three theoretical propositions (H1, H2, and H3) formulated in the literature review. Since this study employs a qualitative approach, the hypotheses were not statistically tested but were used as working propositions and analytical frameworks to examine the alignment between educational financing management theory and financial management practices at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo.

The analysis of the theoretical propositions was conducted by examining whether the empirical findings provided evidence that supported, partially supported, or did not support the assumptions contained in each proposition. H1 was examined through evidence concerning the relationship between financial planning and the implementation of institutional educational programs. H2 was examined by analyzing the availability, management, and utilization of different funding sources and their contribution to the continuity of institutional activities. H3 was examined through evidence concerning bookkeeping procedures, financial documentation, supervision, and accountability practices. In this way, the theoretical propositions functioned as analytical guides rather than statistical hypotheses, allowing the researchers to interpret the empirical findings systematically while remaining consistent with the descriptive qualitative nature of the study.

IV. Result and Discussion

4.1. Educational Financing Management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo

Educational financing management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo demonstrates a systematic financial management process consisting of four main stages: financing planning, determination of funding sources, bookkeeping, and financial auditing or evaluation. The research findings indicate that financing management is not merely understood as an administrative activity involving the receipt and expenditure of funds, but also as an institutional strategy to ensure the sustainability of educational services. From the perspective of educational management, financing has a strategic position because all educational programs require adequate financial resources. Effective educational financial management should include processes of planning, organizing, implementation, supervision, and evaluation to ensure that available resources are utilized according to institutional objectives (Fattah, 2000). The practices found at Muslimat NU 134 Kindergarten indicate that the institution has implemented a financing management cycle, although in a relatively simple form that corresponds to the characteristics of community-based early childhood education institutions.

The findings further indicate that the four components of financing management are interconnected and cannot be viewed as separate administrative activities. Financing planning provides the basis for determining institutional priorities and allocating available resources, while funding sources determine the extent to which planned programs can be implemented. Bookkeeping functions as an important instrument for documenting the realization of financial activities, whereas auditing or evaluation provides a mechanism for assessing whether the utilization of funds is consistent with established plans and institutional objectives. This interconnected process shows that the effectiveness of educational financing management depends not only on the availability of financial resources but also on the institution's capacity to manage those resources systematically, transparently, and accountably.

The relatively simple form of financing management identified in this study should also be understood in relation to the organizational characteristics of Muslimat NU 134 Kindergarten as a community- and faith-based early childhood education institution. Financial management in such institutions needs to balance limited resources with diverse educational and operational needs, including learning materials, teacher and staff support, facility maintenance, administrative activities, and the implementation of educational programs. Therefore, effective financing management does not necessarily depend on the size of the financial resources available, but rather on the institution's ability to establish priorities, utilize funds according to identified needs, maintain accurate financial records, and conduct regular supervision and evaluation. In this context, the financing management practices at Muslimat NU 134 Kindergarten demonstrate an effort to integrate financial administration with the broader objective of maintaining the continuity and quality of educational services.

4.2. Educational Financing Planning

The research findings indicate that the educational financing planning process at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo, is conducted through the preparation of an Annual Work Plan (RKT) and a Five-Year Work Plan (RKLT). The RKT functions as a guideline for implementing institutional programs within one year, while the RKLT serves as a strategic planning instrument for determining the institution's development direction over a five-year period. The principal plays a central role in identifying institutional needs, determining program priorities, and allocating financing based on the availability of funding sources. The planning process covers learning operational needs, infrastructure procurement, student activities, and school administrative requirements. These findings demonstrate that Muslimat NU 134 Kindergarten has implemented the principle of financial planning as proposed by Jones, who explains that educational financial planning is a process of coordinating available resources systematically to achieve institutional objectives effectively (Jones, 1985). Proper planning enables institutions to avoid inefficient financial allocation and assists in determining educational priorities.

The findings further show that the preparation of RKT and RKLT provides a structured basis for linking institutional programs with available financial resources. Financial planning begins with the identification of institutional needs and the prioritization of programs considered essential for the continuity of educational services. The planned allocation is subsequently adjusted to the availability of funding sources, indicating that financial planning is not conducted independently of the institution's financial capacity. This condition reflects the importance of aligning educational priorities with realistic financial resources so that planned programs can be implemented effectively. In addition, the central role of the principal in the financing planning process indicates that leadership is an important element in determining the effectiveness of financial management. The principal is responsible for coordinating institutional needs, establishing priorities, and ensuring that financial allocations correspond to planned programs. However, effective planning also requires the involvement of relevant institutional stakeholders to ensure that the priorities established reflect actual educational and operational needs. Thus, the implementation of RKT and RKLT can function not only as administrative documents but also as instruments for coordinating institutional development and financial decision-making.

Previous studies have also demonstrated that financing planning is an important factor in improving educational management effectiveness because it creates a connection between institutional vision, work programs, and budget utilization (Sudrajat, 2019). In the context of Muslimat NU 134 Kindergarten, the existence of RKT and RKLTL indicates that the institution does not manage finances merely based on immediate needs but has developed a long-term institutional development orientation. Nevertheless, the effectiveness of such planning depends on the extent to which planned programs are consistently implemented and adjusted to changes in institutional needs and financial availability. Based on these findings, Proposition H1 is descriptively supported by the empirical evidence. Educational financing planning through RKT and RKLTL is associated with more systematic financial management at Muslimat NU 134 Kindergarten, particularly in identifying institutional priorities, allocating available resources, and linking financial decisions with educational programs. This finding is consistent with the theoretical proposition that systematic financing planning provides an important foundation for effective educational financial management.

4.3. Diversification of Educational Funding Sources

The research findings show that educational financing sources at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo consist of several main sources, namely admission fees, monthly tuition fees (*Sumbangan Pembinaan Pendidikan/SPP*), and student savings. The availability of these different sources indicates that the institution applies a diversified financing mechanism to support the implementation of its educational programs and institutional operations. Each source provides financial support at different stages and for different purposes within the educational process, allowing the institution to adjust the utilization of available funds according to its financial priorities and operational requirements. This funding structure also reflects the participation of parents and students in supporting the continuity of educational services at the institution. Rather than depending entirely on one type of income, the institution combines several sources of financing to maintain the availability of funds needed for learning activities, administrative services, student programs, and institutional development. The findings therefore indicate that the diversity of funding sources constitutes an important element of educational financing management at Muslimat NU 134 Kindergarten, particularly in maintaining the continuity of institutional activities and responding to the financial needs that arise during the educational process.

First, admission fees are used to fulfill students' initial needs, such as uniforms, tables, chairs, and improvement of school facilities. Second, monthly tuition fees are utilized to support learning operational activities, including teaching and learning processes, meetings, competitions, arts activities, and other school programs. Third, student savings serve as a financing strategy to assist parents in fulfilling educational completion needs, particularly graduation administration costs and certificate-related expenses. This financing model demonstrates the existence of funding diversification, which is an important strategy for the sustainability of private educational institutions. Unlike public schools that primarily receive financial support from the government, community-based educational institutions such as Muslimat NU Kindergarten have greater dependence on parental participation and foundation support (Mulyasa, 2002). Funding diversification provides institutions with greater flexibility in meeting educational needs. The more diverse the available funding sources, the greater the institution's ability to maintain operational sustainability (Supriadi, 2006). In the context of early childhood education, alternative funding sources are essential because institutions must provide quality educational services while operating with limited resources. The findings also demonstrate the distinctive characteristics of faith-based educational institutions, where relationships among schools, parents, and communities become an important part of the educational financing support system.

The findings further indicate that each funding source has a different function within the institution's overall financing structure. Admission fees are primarily oriented toward meeting initial educational and facility-related needs, while monthly tuition fees provide relatively regular financial support for routine educational and operational activities. Student savings, on the other hand, are directed toward specific future

educational needs. The differentiation of these funding functions indicates that the institution does not simply collect funds from multiple sources but also allocates them according to particular institutional and student needs. Such an arrangement can help the institution maintain financial flexibility when one source of funding is insufficient to cover all educational expenditures. However, funding diversification does not automatically guarantee financial sustainability. The continuity of financing also depends on the stability, predictability, and proper management of each funding source. Tuition-based income, for example, may be affected by parents' ability to make regular payments, while admission fees may fluctuate according to student enrollment. Therefore, the institution needs to continuously assess the adequacy of available funding in relation to its educational priorities and operational requirements. This finding suggests that diversification should be accompanied by careful financial planning, transparent allocation, and regular monitoring so that different sources of funding can be managed effectively and contribute to the long-term sustainability of educational services. Based on these findings, Proposition H2 is descriptively supported by the empirical evidence. The findings indicate that funding diversification through admission fees, tuition fees, and student savings supports the sustainability of educational financing at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo."

4.4. Bookkeeping and Financial Accountability System

The research findings indicate that the bookkeeping process of educational financing at Muslimat NU 134 Kindergarten is conducted manually by administrative staff or school administrative personnel. Every financial transaction, both income and expenditure, is recorded directly using predetermined administrative formats. The recording system is carried out through two main books: the income record book and the expenditure record book. This practice indicates that the institution has implemented basic principles of educational accounting, namely recording financial transactions as a form of documentation and accountability for fund utilization. According to Fattah, bookkeeping is an important component of educational financing management because it provides information regarding the financial condition of an institution and serves as the basis for evaluation processes (Fattah, 2009). The bookkeeping system also plays an important role in supporting financial accountability within the institution. The separation of income and expenditure records enables the institution to identify the sources of funds and monitor how financial resources are utilized for educational and operational activities. These records provide a basis for preparing financial reports and facilitate the process of financial supervision by the principal and other relevant stakeholders. Thus, even though the bookkeeping system remains relatively simple, its implementation demonstrates an institutional effort to maintain financial transparency and ensure that financial transactions can be traced and accounted for.

Furthermore, the findings indicate that the effectiveness of manual bookkeeping depends on the consistency and accuracy of the administrative staff in recording each financial transaction. Complete and timely records can provide reliable information for evaluating the realization of the institutional budget and for making subsequent financial decisions. In contrast, incomplete or delayed records may make it more difficult to verify financial transactions and assess the conformity between planned and actual expenditures. Therefore, strengthening bookkeeping procedures, including standardized recording, periodic checking, and systematic documentation, is important to maintain the reliability of financial information and support the accountability of educational financing management. However, this study also found that the bookkeeping system still has limitations because it relies entirely on manual recording. In the context of technological developments in educational administration, digital financial management systems have become increasingly important to improve data security, management efficiency, and financial reporting transparency. Research on educational governance indicates that the utilization of information technology in financial administration can strengthen accountability and reduce the risk of data loss (Indrajit & Djokopranoto, 2006). Therefore, although the existing manual system has operated effectively, the

development of a digital bookkeeping system is recommended as a strategic improvement for enhancing financial management quality at Muslimat NU 134 Kindergarten.

4.5. Educational Financing Audit and Evaluation

Educational financing audits at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo are conducted periodically every month by the principal. The audit results are subsequently submitted to the school committee and reported to the foundation as a form of financial accountability. This practice demonstrates that the institution has implemented an internal supervision mechanism in managing educational financing. Financial supervision is necessary to ensure that fund utilization corresponds with predetermined plans and to prevent irregularities in budget management. The monthly audit also functions as an evaluation mechanism for assessing the conformity between financial planning and its actual implementation. Through this process, the institution can review whether expenditures have been made according to the established priorities, whether financial records are properly documented, and whether available funds have been utilized efficiently. The audit findings can then serve as a basis for identifying discrepancies, clarifying financial transactions, and improving subsequent financial planning. Thus, periodic auditing is not merely a control mechanism but also an important part of the continuous improvement of educational financing management. The role of the principal is a crucial factor in the supervision process because the principal does not only function as an academic leader but also as a manager of institutional resources. The principal is responsible for ensuring that every financial decision contributes to improving the quality of educational services. These findings support Proposition H3, indicating that a systematic bookkeeping and periodic supervision system contributes to improving accountability and transparency in educational financing management.

4.6. Confirmation of Theoretical Propositions in Educational Financing Management

Based on the research findings, the three theoretical propositions formulated in this study received empirical support based on field evidence obtained from Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo. First, Proposition **H1** concerning the relationship between financing planning and the effectiveness of financial management received empirical support. This is demonstrated through the implementation of the Annual Work Plan (RKT) and the Five-Year Work Plan (RKLT) as instruments for determining institutional program directions and budget utilization. The findings indicate that financing planning does not merely function as an administrative document but serves as a strategic instrument that connects educational needs with the availability of financial resources.

Second, Proposition H2 regarding the diversification of funding sources and financing sustainability also received empirical support. Muslimat NU 134 Kindergarten does not rely on a single source of funding but develops several financing sources through admission fees, monthly tuition fees (*Sumbangan Pembinaan Pendidikan/SPP*), and student savings. This strategy demonstrates the adaptive capacity of private educational institutions in maintaining operational sustainability through the involvement of parents and the surrounding community. Third, Proposition H3 concerning the relationship between bookkeeping systems, supervision, and financial accountability received empirical support, with the consideration that further development of digital administrative systems is required. The manual recording practices conducted by administrative staff demonstrate the existence of financial accountability mechanisms. However, improving governance quality requires innovation through digitalization of financial records to enhance data security and administrative efficiency. Therefore, this study strengthens the view that educational financing management in community-based early childhood education institutions is not solely determined by the amount of available funds, but also by the institution's ability to systematically plan, manage, record, and supervise the utilization of financial resources.

V. Conclusion

Educational financing management at Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo can be categorized as relatively good, as reflected in the implementation of learning activities, extracurricular programs, and teacher development activities. Financing planning begins with the preparation of the Annual Work Plan (RKT) and Five-Year Work Plan (RKLT), which are subsequently budgeted according to the needs of the planned activities. This process supports Proposition H1, which emphasizes the contribution of financing planning to the effectiveness of educational financing management. The funding sources consist of admission fees, monthly tuition fees (Sumbangan Pembinaan Pendidikan/SPP), and student savings, indicating funding diversification as stated in Proposition H2. Financial bookkeeping is conducted manually by administrative staff through two separate books (income and expenditure records), while financial audits are conducted monthly by the principal and subsequently reported to the school committee and foundation. These practices generally support Proposition H3, although data security issues related to manual bookkeeping remain an important consideration. Based on these findings, it is recommended that Muslimat NU 134 Kindergarten, Kedungrejo, Waru, Sidoarjo further adapt to technological developments by utilizing digital systems for financial record management. The implementation of digital bookkeeping can reduce the risk of lost or damaged financial records while strengthening accountability and transparency in school financial management. Future research is recommended to examine the three propositions (H1, H2, and H3) within a broader sample of kindergarten institutions and employ quantitative or mixed-methods approaches to achieve stronger empirical generalization.

This study contributes to educational financing management theory by showing that financing management in community-based early childhood education institutions is not merely an administrative activity but a strategic process involving planning, funding diversification, bookkeeping, supervision, and evaluation. The findings confirm that institutional sustainability depends on the ability to integrate financial resources with educational objectives. The confirmation of H1, H2, and H3 highlights that strategic planning, diversified funding sources, and accountability-based financial control are key dimensions in developing effective financing management models for private early childhood education institutions. This study implies that educational managers should strengthen financial governance through systematic planning, diversified funding strategies, and transparent financial management. The implementation of RKT and RKLT should be optimized to align programs with available resources, while digital financial systems should be developed to improve data security, efficiency, and accountability. Regular evaluation involving school leaders, teachers, committees, and foundations is essential to ensure that educational funds are managed effectively to support institutional sustainability and service quality.

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