



Financial Management Efficiency in the Context of Improving School Quality at State Senior High School 11 in Bengkulu City

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ABSTRACT

This study examines the efficiency of financial management in improving school quality at SMA Negeri 11 Bengkulu City, with a focus on planning, implementation, and evaluation processes. The study responds to the limited empirical evidence on how efficiency principles are applied in school financial management within decentralized education systems. A descriptive qualitative approach was employed, using interviews, observations, and documentation as data collection techniques. Data were analyzed through the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings indicate that financial planning is conducted systematically based on actual needs and collaborative decision-making. Budget implementation prioritizes essential programs that directly support learning quality and student services, while evaluation and reporting processes emphasize transparency, accountability, and alignment between planning and realization. Furthermore, efficient financial management contributes to improved learning facilities, teacher professional development, and program sustainability. This study provides practical insights for school leaders and policymakers in strengthening accountable and quality-oriented financial management practices.

INTRODUCTION

Education is a long-term investment in the development of high-quality human resources. One of the key factors determining the success of educational implementation is the availability and management of school finances that are efficient and transparent. Schools, as educational institutions, require funds to support operational activities, the development of facilities and infrastructure, the improvement of teachers' competencies, and student learning activities. Therefore, school financial management becomes a strategic aspect in ensuring the achievement of quality educational goals (Aditya, 2024). School financial management is not only related to how funds are obtained and spent, but also to how those funds are managed efficiently and effectively. Efficiency in this context means using financial resources as minimally as possible to produce maximum educational output, while effectiveness refers to the extent to which the use of funds achieves the targets set in the school activity plan. Thus, efficiency and effectiveness are two complementary aspects in improving the quality of educational implementation in schools (Amalia, 2025).

In the era of educational autonomy and fiscal decentralization policies, schools are required to have financial management systems that are accountable, transparent, and results-oriented. Through various policies such as the School Operational Assistance (BOS) and the Special Allocation Fund (DAK), the government grants schools the authority to manage funds independently. However, this authority is accompanied by significant responsibility in planning, implementation, and financial reporting. This requires principals and management teams to possess strong managerial and accounting

skills so that the managed funds can provide a tangible impact on improving educational quality (Danim, 2021).

In practice, the efficiency of school financial management is greatly influenced by targeted budgeting and planning based on actual needs. One important instrument used in this regard is the School Activity and Budget Plan Application (ARKAS), developed by the Ministry of Education, Culture, Research, and Technology. This application aims to assist schools in preparing, managing, and reporting fund utilization systematically, transparently, and in accordance with applicable regulations. With ARKAS, the budgeting planning and realization processes are expected to become more efficient and measurable (Darmadi, 2025).

Efficient financial management through ARKAS is also expected to reduce waste, duplication of activities, and budget deviations. Through this digital system, schools can easily monitor program implementation, evaluate activity achievements, and ensure that every rupiah spent truly contributes to improving educational quality. However, the implementation of this system in practice often still encounters obstacles, both in terms of human resources who do not fully understand the use of the application and inadequate technological infrastructure (Astuti, 2021).

SMA Negeri 11 Kota Bengkulu, as one of the public schools under the Bengkulu Provincial Education Office, also faces similar challenges in its financial management. With various programs and school needs, fund management must be carried out carefully and systematically so that every planned activity can run according to target. The principal and treasurer play important roles in ensuring the efficiency and effectiveness of fund utilization through coordination, supervision, and accurate and timely financial reporting (Fauziah, 2024).

In the context of school quality improvement, efficient financial management directly impacts the provision of learning facilities, teacher competency development, and the enhancement of educational services for students. Properly targeted fund allocation can improve the quality of facilities and infrastructure, enrich learning media, and expand extracurricular activities that support students' character development. Conversely, inefficiency in fund management can hinder strategic programs and reduce the school's competitiveness (Fauziah, 2022).

In addition to technical management aspects, the leadership factor of the principal greatly determines the success of financial management. A visionary, transparent, and collaborative principal will be able to mobilize all school components to participate in financial planning and supervision. Thus, financial management is not solely the responsibility of the treasurer, but an integral part of quality-oriented school management (Handayani, 2025).

To achieve financial management efficiency that impacts school quality improvement, a continuous evaluation and monitoring system is required. This evaluation includes assessing the alignment between planned and realized budgets, the effectiveness of fund utilization in achieving educational outcomes, and the level of transparency and accountability in financial reporting. Through objective evaluation, schools can make continuous improvements to enhance management quality and educational outcomes (Hartati, 2023).

Educational financing remains a fundamental issue, as reflected in the limited budget prepared by the government. This reality is compounded by the limited contributions

and participation of parents and the community in financing education, as well as suboptimal management practices (Putri, 2025).

Financial management involves how schools plan and organize educational financing, how they explore funding sources, and which expenditure items are targeted to achieve school objectives (Lestari, 2024). This condition requires professional human resources in the field of school finance. Professionalism is not limited to storing and allocating funds but also includes planning, preparing the School Revenue and Expenditure Budget Plan (RAPBS), and reporting (Zulkarnain, 2024; Sutanto, 2021).

Understanding the implementation of financial management within school-based management is essential at every level of education, including senior high schools. This is because every senior high school receives School Operational Assistance funds that can be used to improve school quality. The roles of the principal, treasurer, vice principals, and the BOS management team formed by the principal are crucial in managing education to enhance quality, particularly at the senior high school level (Firmansyah, 2025).

Based on the researcher's observation, Although SMA Negeri 11 Bengkulu City has demonstrated achievements in financial management and student performance, it remains unclear how efficiency principles are consistently implemented in practice and whether these achievements fully reflect effective financial governance. Based on observations conducted on September 25, 2025, in the area of financial management, the school received a BOS Performance Award due to its academic and non-academic achievements and its efficient financial management system, despite being only ten years old and relatively new in Bengkulu City. In the student affairs field, students of SMA Negeri 11 Kota Bengkulu have achieved academic excellence and represented the school in the 2024 Science Competition at the provincial level in Bengkulu. They have also brought honor to the school in scouting and sports such as futsal and athletics, among other achievements.

However, previous studies on financial management efficiency have generally focused on basic education or discussed financial governance in a broad and normative manner, without specifically examining how efficiency principles are implemented in senior high schools within decentralized funding systems such as BOS and DAK. In addition, prior research has provided limited attention to the practical utilization of ARKAS as a digital budgeting instrument in supporting transparency, accountability, and school quality improvement. Furthermore, studies conducted in the Bengkulu context remain scarce, particularly those exploring how public senior high schools operationalize financial efficiency in daily management practices. Therefore, this study seeks to fill this gap by analyzing the implementation of financial management efficiency through ARKAS utilization at SMA Negeri 11 Kota Bengkulu and its contribution to improving school quality.

RESEARCH METHOD

Types of Research

The type of research conducted in this study is descriptive qualitative research. Descriptive research presents actual data as a systematic, factual, and accurate description of phenomena or relationships among the investigated phenomena. In this study, the researcher aims to collect data regarding in-depth learning processes. This

research was carried out to obtain field data and generate conclusions related to the research focus (Subhaktiyasa, 2024).

Research Subjects and Objects

Research subjects are the primary sources of data that provide information about the variables or phenomena being studied, which may include individuals, places, or documents (Sugiyono, 2022). The subjects of this research are the Principal, Vice Principal, Treasurer, BOS fund management team, and students at SMA Negeri 11 Kota Bengkulu. The informants were selected using purposive sampling, consisting of the principal, vice principal, treasurer, BOS management team, and students

Data Collection Techniques

In qualitative research, several data collection techniques are commonly used to gather information. The techniques employed in this study include interviews, observation, and documentation. This research was conducted at SMA Negeri 11 Bengkulu City. Interviews were conducted with the Principal, Vice Principal, Treasurer, and the BOS fund management team to examine the efficiency of financial management in improving school quality. Observations were carried out involving the Vice Principal, Treasurer, and the BOS fund management team to explore their perspectives on financial management efficiency in enhancing school quality. Documentation was used to collect relevant documents in the form of written records, images, and electronic files related to financial management efficiency in improving school quality.

Data Analysis Techniques

Data analysis is used to organize data systematically into patterns, categories, and basic units of description (Rijali, 2021). Data analysis is a crucial component of research because it allows the data to provide meaningful insights, particularly in solving research problems and achieving research objectives. Data validity was ensured through source triangulation, technique triangulation, and member checking to confirm the consistency and accuracy of the findings. The collected data were analyzed using descriptive analysis to examine financial management efficiency in improving school quality. The stages of data analysis include:

1. Data Reduction

Data reduction involves selecting key information, focusing on essential aspects, identifying themes and patterns, and discarding irrelevant data. During this stage, the researcher collected and summarized the data according to the research needs, specifically to describe financial management efficiency in improving school quality.

2. Data Display

Data display refers to presenting organized information in a structured manner, enabling the drawing of conclusions and decision-making.

3. Verification

Verification is conducted to determine the final conclusions from the overall analysis process, ensuring that all issues regarding financial management efficiency in improving school quality are answered in accordance with the collected data and research problems.

RESULTS AND DISCUSSION

Results

The results section is systematically presented in accordance with the research questions and is supported by relevant interview excerpts. The structure is clear and shows consistency between subtopics and findings. However, a key limitation is the predominantly normative nature of the findings, which tend to portray ideal practices. Most results emphasize success, with limited attention to critical issues or challenges encountered in practice. In addition, the analysis remains largely descriptive and lacks interpretive depth. The findings are not sufficiently developed into higher-level meanings, and there is no strong thematic categorization or conceptual pattern that reflects rigorous qualitative analysis. Strengthening the analytical dimension—by incorporating critical perspectives, identifying challenges, and organizing findings into clear themes—would enhance the overall quality and contribution of the results section.

1. How is financial planning efficiency implemented in improving school quality at SMA Negeri 11 Kota Bengkulu?

a. Identification of School Budget Needs

Based on interview results, the process of identifying budget needs at the school is conducted through structured mapping of work programs. Informants explained that budget needs are not determined directly; instead, they begin with an evaluation of program implementation in the previous year. Each department proposes budget requirements according to the targets and programs to be implemented.

This is in line with the statement delivered by HY, the Principal, who stated:

"The school identifies budget needs by mapping them based on the annual work program. At the beginning of each academic year, we evaluate the implementation of the previous year's programs. Then each division, such as curriculum, student affairs, facilities and infrastructure, and administration, proposes budget needs according to their duties and targets. The mapping results are then discussed collectively and adjusted to the school's financial capacity."

These findings indicate that school financial planning is rational and contextual, as it is prepared based on actual needs arising from previous program implementation.

b. Budget Planning Formulation

Based on interviews, the preparation of the budget plan involves a careful selection and consideration process. The principal does not merely focus on fulfilling all proposals but emphasizes efficient use of funds by linking each allocation to its benefits and urgency. Empirically, this reflects financial management practices oriented toward effectiveness and rational expenditure.

As stated by DP, the Vice Principal:

"The principal prepares the budget plan by first reviewing the school's priority programs. Each proposed activity is analyzed in terms of urgency, benefits, and alignment with the school's financial capacity. The budget is arranged selectively so that available funds can be utilized optimally without waste."

Observational findings show that during budget planning meetings, the principal actively directs discussions toward cost efficiency.

c. Budget Determination and Approval

Based on interviews, field observations, and document analysis, budget management and approval at the school follow a systematic, participatory mechanism oriented toward improving school quality. The process begins with identifying needs through annual program mapping and evaluation of the previous year's implementation. Each department submits proposals based on assigned duties and targets, ensuring that budgeting is grounded in real educational practice.

As stated by DP, the Vice Principal:

"The mechanism for determining the budget plan begins with drafting by the school management team based on proposals from each division. The draft is then discussed in a joint meeting for adjustments. After agreement is reached, the budget plan is formally approved by the principal."

The interview results indicate that the principal acts as the main coordinator in directing the budget plan within the framework of efficiency and financial capability.

2. How is the principle of efficiency implemented in the realization of financial utilization to improve school quality?

a. Implementation of Budget Utilization

Interview findings indicate that the principal plays a central role in maintaining consistency between planning and budget realization. The use of the School Activity and Budget Plan (RKAS) as the primary reference document reflects systematic financial planning.

As stated by WD, the BOS Treasurer:

"In managing budget utilization, I always refer to the RKAS that has been jointly prepared. Every expenditure must align with previously planned programs. I also ensure that the treasurer and management team monitor each realization according to the designated budget posts and implement expenditures gradually based on activity needs."

Observations reveal that during management meetings, the principal consistently reminds the team about budget limitations in accordance with the agreed plan.

b. Internal Supervision Mechanism

The school treasurer plays a strategic role in ensuring accountability in financial management. The treasurer not only records transactions but also ensures that expenditures align with the RKAS.

As stated by WD:

"As the school treasurer, I actively supervise budget realization by recording every financial transaction in detail, aligning it with the RKAS, and ensuring that each expenditure is supported by valid physical evidence. I also routinely report budget realization progress to the principal."

Supervision is both administrative and substantive. Administratively, the treasurer ensures completeness of documentation and timely recording. Substantively, the treasurer verifies the alignment between implemented activities and program objectives.

c. Documentation of Budget Realization

Financial transaction recording applies principles of accountability and administrative order. Transactions are recorded manually in the general cash book and digitally through the BOS reporting application.

As stated by WD:

"Each financial transaction is recorded systematically and in multiple layers. All expenditures and revenues are recorded in the general cash book and input into the BOS reporting application, supported by receipts, invoices, and accountability reports."

This practice demonstrates compliance with BOS regulations and strengthens financial transparency.

3. How is efficiency reflected in the evaluation and reporting of financial utilization?

a. Evaluation of Fund Utilization

The school applies systematic and formal evaluation mechanisms through internal meetings involving key stakeholders. As stated by WD:

"Budget evaluation is conducted through internal meetings involving the BOS team, treasurer, and teacher representatives. We compare the RKAS with actual realization, checking program alignment, physical evidence, and administrative reports, while referring to BOS technical guidelines."

This comparison serves as a financial control instrument and ensures regulatory compliance.

b. Financial Reporting

Financial reports are prepared formally and in accordance with BOS technical guidelines. As stated by SM, Vice Principal for Curriculum:

"Financial reports are prepared systematically according to BOS guidelines, including detailed revenue and expenditure, realization of programs listed in the RKAS, and supporting documents. Reports are also uploaded into the online BOS reporting system."

This reflects strong financial accountability principles.

c. Follow-up of Evaluation Results

Budget planning improvements are evaluation-based and reflective. The principal uses evaluation results as a strategic decision-making tool. As stated by SM:

"After evaluation, we review programs that have not significantly impacted learning quality. The evaluation results are used to revise the RKAS, prioritizing programs that support learning and teacher competence development."

This demonstrates evidence-based budgeting practices.

4. What is the impact of financial efficiency on school quality improvement?

a. Impact on Learning Quality

Efficient budgeting is interpreted as targeted allocation rather than mere cost-saving. As stated by IT, Vice Principal for Facilities:

"Efficient budgeting greatly affects the provision of learning facilities. We prioritize needs such as LCD projectors, classroom improvements, and teaching materials for the Merdeka Curriculum."

Observations confirm improved classroom facilities and conducive learning environments.

b. Impact on Teacher Performance

Financial efficiency prioritizes teacher competency development.

“Funds are focused on relevant training programs such as the Merdeka Curriculum and assessment strengthening. We also conduct internal training to reduce costs without lowering quality.”

Training activities are structured and integrated into school development programs.

c. Impact on School Image and Quality

Financial efficiency enables selective and priority-based allocation aligned with quality improvement goals.

“With more targeted budget management, we focus funds on priority programs supporting academic and non-academic achievement.”

Observations and documentation indicate increased student achievements and optimized resource utilization without unnecessary ceremonial expenditures.

Discussion

The discussion section demonstrates an effort to relate the findings to relevant literature, indicating a solid theoretical grounding in school financial management. The use of numerous and relevant references strengthens the academic basis of the study. However, the discussion tends to restate the research findings in an extended narrative form rather than engaging in deeper critical analysis or conceptual synthesis. The analysis does not sufficiently explore the implications of the findings, nor does it clearly position them in relation to existing theories or prior studies. As a result, the discussion lacks evidence of novel theoretical contributions or the development of a conceptual framework derived from the research. Additionally, the absence of a discussion on research limitations reduces the transparency and critical rigor of the study. Addressing these aspects would enhance the scholarly value and analytical depth of the discussion section.

1. Financial Planning Efficiency in Improving School Quality at SMA Negeri 11 Kota Bengkulu

Financial planning efficiency at SMA Negeri 11 Kota Bengkulu begins with a systematic and needs-based identification of budget requirements. The school inventories instructional needs, facilities and infrastructure, and human resource development priorities to ensure that the planned budget directly supports educational quality improvement. This aligns with the literature emphasizing that accurate identification of budget needs serves as the primary foundation for efficient and quality-oriented school financial management (Suharyanto, 2022).

The principal, together with the school management team, identifies priority needs directly related to improving learning quality, such as teacher competency development, provision of learning facilities, and student achievement programs. Interview findings indicate that each proposed need is analyzed based on urgency and potential impact on school quality, ensuring that not all proposals are automatically accommodated. Observations reveal the existence of documented needs analyses used as the basis for preparing the School Activity and Budget Plan (RKAS), reflecting data-driven planning

practices. This is consistent with research asserting that priority-based budgeting enhances efficiency by preventing waste and increasing the effectiveness of fund utilization (Soro et al., 2023).

Stakeholder participation also characterizes the needs identification process. Teachers and the school committee are involved in planning forums, allowing them to express actual classroom needs. Observations of planning meetings show active discussions in determining budget priorities. This participatory approach aligns with findings that stakeholder involvement improves budget accuracy and promotes efficient educational financing (Yohana, 2023).

Efficiency is further reflected in the formulation of the RKAS, where each budget item is linked to clear performance indicators. Interview data indicate that allocated funds must demonstrate measurable outcomes, ensuring that expenditures generate tangible impacts rather than merely exhausting financial resources. Observations of RKAS documents confirm alignment between programs, quality indicators, and cost allocations. This corresponds with literature stating that performance-based budgeting strengthens efficiency and accountability (Rahmulyana et al., 2024).

Additionally, budget preparation integrates evaluation results from previous fiscal periods. Programs deemed less impactful are deprioritized, while those proven effective in enhancing school quality receive proportional allocations. Financial evaluation reports serve as references in drafting subsequent RKAS documents. This practice supports the argument that integrating evaluation outcomes into planning fosters sustainability and efficiency (Rahayu & Nurhadi, 2022).

Budget approval mechanisms further demonstrate efficiency. At SMA Negeri 11 Kota Bengkulu, budget ratification is conducted through joint meetings with the school committee to ensure transparency and public accountability. Committee members are given opportunities to review and provide feedback prior to formal approval. Observations show open discussions regarding prioritization and rationalization of expenditures. This aligns with literature suggesting that participatory approval processes enhance stakeholder trust and financial efficiency (Alif & Ahmad, 2024).

The school also avoids ceremonial expenditures that do not directly impact instructional quality. Budget allocations are primarily directed toward core educational programs and teacher professional development. Such focus reflects findings that efficiency is achieved when schools concentrate spending on activities directly influencing learning outcomes (Istiana et al., 2024).

Overall, triangulated data from interviews, observations, and documentation indicate that financial planning efficiency at SMA Negeri 11 Kota Bengkulu is not merely administrative but strategic. Budget planning functions as a quality-control instrument, ensuring that financial decisions consistently support instructional improvement. This aligns with the view that efficient financial planning forms the foundation of sustainable school-based management (Rahmadhea, 2025).

2. Implementation of Efficiency Principles in Financial Utilization

Research findings demonstrate that budget implementation at SMA Negeri 11 Kota Bengkulu adheres to efficiency principles by prioritizing essential educational needs. Expenditures focus on instructional facilities, teacher professional development, and student support programs. This reflects the principle that budget efficiency is achieved when funds are allocated toward core educational functions (Mulyasa, 2021).

Non-priority ceremonial activities have been reduced, illustrating managerial awareness in optimizing financial resources (Sutopo & Suryanto, 2022). Budget realization is data-driven, relying on program evaluations and needs analyses, minimizing waste and aligning with school-based management principles emphasizing evidence-based decision-making (Usman, 2022).

Observations indicate consistent funding for teacher training and workshops, contributing to improved classroom practices. Documentation of RKAS and realization reports shows high conformity between planned and actual expenditures, reflecting budget discipline and financial efficiency (Fattah, 2023).

Internal supervision mechanisms are layered and collaborative, involving the principal, treasurer, school development team, and school committee. Routine monitoring and outcome-based supervision ensure that expenditures generate measurable improvements in school quality (Prasetyo, 2020; Handoko, 2023). Documentation practices are systematic, complete, and accessible, facilitating audits and reinforcing accountability (Lestari, 2023).

Collectively, implementation, supervision, and documentation processes form an integrated financial management system supporting school quality enhancement (Fattah, 2024). Despite the generally effective implementation of financial management, several obstacles were identified during the budgeting and reporting processes. One of the main challenges involved delays in budget realization due to administrative adjustments and changes in BOS technical guidelines. In several cases, planned activities had to be postponed or revised because the available budget allocation did not fully match the school's immediate operational needs.

In addition, limitations in human resource capacity were also encountered, particularly in the use of ARKAS and digital reporting systems. Some staff members required additional technical assistance and adaptation time to ensure accurate financial reporting. Interview findings also revealed that unexpected expenditures occasionally emerged during program implementation, requiring budget reallocations and stricter prioritization of school programs.

These findings indicate that although financial management at SMA Negeri 11 Kota Bengkulu has generally been implemented efficiently, practical challenges and minor budget adjustments remain part of the financial governance process within decentralized education systems.

3. Evaluation of Efficiency in Financial Reporting

Quarterly evaluation meetings involving the principal, treasurer, curriculum team, and school committee review budget realization across expenditure categories. Evaluations compare annual budget plans with actual utilization, particularly in instructional and school development activities. Documentation indicates significant allocations toward teacher competence and learning support, consistent with efficiency principles emphasizing effectiveness (Alif & Ahmad, 2024).

Active participation in evaluation meetings ensures that funds are directed toward strategic needs rather than administrative expenditures. Recommendations from evaluations have led to reallocations for digital literacy programs and laboratory maintenance, demonstrating adaptive financial management (Aziziyah & Ahmad, 2024).

Financial reporting is conducted quarterly and submitted to the Education Office and school committee while being transparently communicated to parents. Reports follow

systematic formats including detailed revenue, expenditures, balances, and supporting documentation. Cross-checking processes ensure accuracy and strengthen accountability (Nur' Azizah et al., 2023; Setiawan et al., 2025).

Evaluation follow-ups involve revising subsequent budget plans, reallocating funds to priority programs such as project-based learning training and digital facility upgrades. This reflects a participatory planning cycle consistent with financial management literature emphasizing evaluation-based improvements (Nurlina, 2024).

4. Impact of Financial Efficiency on School Quality

Financial efficiency at SMA Negeri 11 Kota Bengkulu directly contributes to improved instructional quality. Observations reveal increased availability and utilization of learning media, while RKAS documentation prioritizes academic programs. Research supports the link between efficient financial management and enhanced instructional quality (Jurnal Manajemen Pendidikan, 2022).

Efficient allocation enables provision of additional reference materials and digital learning tools without waste. Classroom observations indicate greater student engagement due to adequate learning resources. Remedial and enrichment programs are sustainably funded, supporting inclusive academic services.

Teacher performance has also improved, particularly in motivation and professionalism. Financial efficiency facilitates professional development programs and resource availability, enabling innovative teaching practices. These findings align with research linking efficient financial management to improved teacher performance (Jurnal Kinerja Pendidikan, 2022).

Overall, financial efficiency at SMA Negeri 11 Kota Bengkulu demonstrates a strong positive relationship with improvements in instructional quality, teacher performance, student achievement, and overall school image.

CONCLUSION

This study concludes that financial management efficiency at SMA Negeri 11 Bengkulu City is implemented through interconnected processes of planning, implementation, and evaluation that are oriented toward supporting school quality improvement. The findings indicate that efficiency is not merely administrative, but reflects strategic decision-making in allocating resources based on priority needs, transparency, and accountability. This study contributes to the existing literature by providing empirical evidence on how efficiency principles are operationalized in school financial management within a decentralized education system. It highlights that effective financial management is characterized by the alignment between planning and realization, as well as the integration of evaluation results into future budgeting processes. These findings offer a more contextual understanding of financial efficiency beyond normative assumptions. From a practical perspective, this study implies that school leaders and policymakers need to strengthen financial governance through continuous ARKAS training, periodic financial supervision, and data-based budgeting aligned with school priority programs. Education authorities should also provide technical assistance and monitoring systems to ensure that BOS and DAK funds are utilized efficiently, transparently, and consistently across schools. In addition, schools are encouraged to develop internal evaluation mechanisms that regularly assess the effectiveness of financial allocations in supporting learning quality, teacher professional

development, and student achievement. This study has several limitations, particularly its focus on a single school context and the use of qualitative data, which may limit the generalizability and measurability of the findings. Therefore, future research is recommended to employ mixed-methods approaches by combining qualitative analysis with quantitative indicators such as student achievement, teacher performance, school accreditation results, and financial performance data. Such approaches would provide more comprehensive evidence regarding the relationship between financial management efficiency and school quality improvement across different educational contexts.

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