

BUILDING SCHOOL FINANCIAL TRANSPARENCY BASED ON GOOD GOVERNANCE PRINCIPLES

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ABSTRACT

School financial transparency based on good governance principles is now the main foundation in creating accountable, participatory and integrity education governance. This article discusses the importance of applying the principles of transparency, accountability, participation, effectiveness and fairness in the management of education funds, especially the School Operational Assistance Fund (BOS), to improve the quality of education services and public trust. Through the literature study method, it is found that although challenges such as lack of access to information, weak managerial capacity and ineffective supervision systems are still prominent, a number of schools in Indonesia have successfully demonstrated good practices. By involving school committees, utilizing information technology, and conducting regular audits, these schools are able to manage funds more openly and efficiently. The results of this study confirm that the implementation of financial transparency based on good governance is not just a demand but a strategic necessity that can encourage professionalism, increase community participation and ensure the sustainability of better education management in the future.

Keywords: *School Financial Transparency, Good Governance, Accountability*

INTRODUCTION

In an effort to improve the quality of education services, transparency in school financial management is a crucial aspect. Schools as public institutions are not only required to run the learning process optimally, but also to be able to manage resources transparently and accountably. School finances, especially those sourced from government funds such as the School Operational Assistance Fund (BOS), require transparent management to avoid suspicion, misuse or waste. Schools that implement financial management with high transparency and accountability produce good resource management and increase trust among stakeholders (Suryadi et al., 2023) . Effective financial management includes a carefully structured budget planning and allocation process, ensuring that the use of funds is in line with the priorities and strategic objectives in the provision of education (Asriati, 2024) . Schools with financial management with high transparency and accountability are closely related to improving the quality of education services (Sinaga et al., 2024) .

The issue of transparency and accountability remains a significant challenge as many schools show a lack of transparency in managing funds. Most school principals have not received adequate training in financial management, potentially leading to less effective management practices and increasing the risk of mismanagement of funds (Khayati, 2023) . Misunderstanding of financial guidelines and fear of the consequences

have contributed to the creation of a culture of lack of transparency in financial management within schools. Optimally implemented monitoring and evaluation mechanisms can strengthen the principles of transparency and accountability in educational financial management (Nadia Gustina, 2025) . The results of research at SMK Negeri 11 Bandung show that the level of transparency reached 81.95% and accountability amounted to 85.04% in fund management, which indicates that there are schools that have successfully implemented the principles of transparency and accountability effectively (Heliani et al., 2022) .

School financial transparency based on *good governance* is an urgent need in modern education governance. Transparent financial management not only ensures effective use of funds, but also builds public trust in educational institutions (Gunawan et al., 2024) . With the increasing public demand for accountability, schools are expected to be able to manage funds openly and be accountable to stakeholders.

Research shows that the application of transparency principles in school financial management still faces various challenges. In MTsN 1 Padang Pariaman, for example, limited information distribution mechanisms, limited access for stakeholders, and lack of socialization are the main obstacles (Akhyar et al., 2024) . Incomplete financial reports and unstandardized reporting standards exacerbate this situation. However, efforts such as regular meetings with school committees and the use of information technology are beginning to show potential for improvement.

The implementation of *good governance-based* financial transparency has been shown to positively influence the effectiveness of school fund management, including School Operational Assistance (BOS) funds. To strengthen transparency, it is necessary to increase the capacity of financial managers through training, regular and independent external audits, and clear regulatory support from the government. The use of information technology can also accelerate access to and accuracy of financial data, making it easier to publish reports regularly and openly. Continuous evaluation and improvement are key so that the principles of good governance can be applied effectively, sustainably, creating a professional, open and welfare-oriented education environment. This will ultimately improve the quality of education, strengthen public trust, and ensure the sustainability of optimal management of education funds.

RESEARCH METHODS

This research uses the library research method, which is the collection of data and information from various written sources such as books, scientific journals, policy reports, and research articles relevant to the theme of financial transparency and *good governance* in the context of education. Data were analyzed qualitatively with a descriptive-analytical approach, to explore concepts, principles and best practices that can be applied in school financial management.

DISCUSSION AND RESULTS

1. Principles of Good Governance in the Context of Education

Good governance in education emphasizes the principles of transparency, accountability, participation, effectiveness and fairness as the main foundation of school governance. These principles are not only normative but must be applied concretely through information disclosure, active involvement of stakeholders and a structured monitoring system. In the school context, the implementation of good governance is the main indicator of public accountability and the quality of education services that are oriented towards the interests of the community.

The principles of transparency and accountability in schools are realized through openness in budget management, regular financial reporting, and clear accountability for the use of public funds (Marinah et al., 2023). It shows that the involvement of school committees and parents in the budget decision-making process encourages public trust and community participation in education supervision. Thus, schools are not only accountable to the government, but also to all stakeholders involved.

Stakeholder participation in decision-making is an important aspect in realizing good governance in the education environment. The involvement of principals, teachers, education personnel, school committees and parents in the process of planning, implementing and evaluating education policies results in decisions that are more inclusive and in line with the real needs in the field. The research also confirmed that deliberation mechanisms and open discussion forums can increase the effectiveness of school policies and strengthen the sense of belonging among all parties involved.

Effectiveness and fairness in education governance are reflected in equitable distribution of resources, fast service delivery and measurable and objective performance evaluation. Internal and external supervision, the use of information technology, and continuous training for school managers are the main strategies to ensure the implementation of good governance principles is optimal. By consistently applying these principles, schools can become adaptive, innovative and trusted institutions by the community, thus improving the quality of education in a sustainable manner.

2. School Financial Transparency Issues

The results of the literature review indicate some key issues in school financial management in Indonesia, namely:

A. Lack of public access to school budget documents.

The lack of public access to school budget documents is a major obstacle in realizing transparency. Many schools only provide financial reports internally, so parents and the community cannot access details of the use of funds openly. Research (Ardani & Trihantoyo, 2020) shows that the disclosure of school financial information greatly affects the level of community participation and trust in educational institutions. Without adequate access, it is difficult for the community to monitor and provide constructive feedback on school budget management.

B. Lack of involvement of school committees and parents in the budget planning and evaluation process.

The lack of involvement of school committees and parents in the budget planning and evaluation process is also a crucial issue. A study at SMK Bakti Karya

Parigi confirmed that the involvement of school committees in the preparation of RAPBS, program implementation, and budget evaluation is very important to ensure effective and efficient use of funds (Imanika et al., 2024) . However, in practice, many schools still make school committees a formality without real involvement in financial decision-making, resulting in weak potential for control and transparency.

- C. Weak managerial capacity of school principals in implementing a transparent financial system.

The weak managerial capacity of school principals in implementing a transparent financial system is also a major inhibiting factor. Many principals and treasurers do not have sufficient competence in financial management due to a lack of training and mentoring. This leads to errors in planning, allocating and reporting finances and increases the risk of misappropriation of education funds. Research (St. Nursiah An, 2017) confirms that increasing human resource capacity through intensive training is needed to strengthen school financial governance.

- D. Absence of effective internal and external monitoring systems.

The absence of effective internal and external monitoring systems also exacerbates the lack of school financial transparency. Supervision conducted by the education office or regional inspectorate is often not optimal due to the limited number of auditors, geographical constraints, and the lack of utilization of information technology in financial reporting (Isma & Yusuf, 2025) . As a result, the potential for misuse of funds and budget manipulation is still common. The study in Mahakam Ulu recommends strengthening human resource capacity, digitizing financial systems, and involving school committees and communities as solutions to improve the effectiveness of supervision and financial transparency in schools.

3. Implementation of Good Governance in Schools

The first step in building school financial transparency is to develop the School Activity and Budget Plan (RKAS) in a participatory manner. This process involves the principal, teachers, school committee and parent representatives to ensure that the budget reflects the real needs of the school. Permendikbud No. 8/2020 emphasizes the importance of participation in the preparation and reporting of BOS funds. By involving various parties, schools can create a sense of ownership and shared responsibility for financial management. Transparency in budget planning also strengthens the principles of accountability and information disclosure so as to create *good governance-based* school financial management. The following is the implementation of school financial transparency based on the principles of *good governance*

- A. Based on research (J. Ibrahim et al., 2021) senior high schools (SMA) in Pohnuato Regency, Gorontalo Province have implemented the principle of transparency with a score of 86.32%, the application of the participatory principle 89.52%, the principle of accountability 89.33%, the principle of independence 89.69% shows their commitment in creating good governance in financial and administrative aspects. School independence is a form of autonomy

implementation that allows schools to manage all activities and operations independently, thus encouraging the creation of *Good Governance* principles in the school environment. This step is an important foundation in building public trust in school financial management.

- B. Research (Simanjuntak et al., 2023) in UPTD SPF SD Negeri Mintaragen 5 Tegal City, Central Java Province has shown significant efforts in improving information disclosure related to the use of BOS funds, by providing sufficient information to all relevant parties. This step not only increased public trust but also encouraged active participation in the supervision of school finances. Thus, the regular publication of financial information is an important instrument in realizing transparent and accountable governance in the implementation of financial management based on *good governance* principles.
- C. The results of research (Nadila Fitri, 2023) at SMA Negeri 5 Luwu, Luwu Regency, South Sulawesi Province, the management of BOS funds has implemented transparency, accountability, effectiveness, participation. Based on these principles, SMA Negeri 5 Luwu in managing BOS funds is in line with the management of education financing based on the principles of *good governance*.

The application of *good governance* principles in school financial management has begun to be implemented in various regions. In Kabupaten Pohuwato, the senior high school demonstrated its commitment to transparency with a score of 86.32%, reflecting a real effort in creating good financial and administrative governance. In UPTD SPF SD Negeri Mintaragen 5 Kota Tegal, the management of BOS funds has applied the principles of transparency, accountability, effectiveness and participation, which are in line with the principles of good governance of education financing. Similarly, SMA Negeri 5 Luwu also applied these principles in the management of BOS funds, reflecting the alignment with the *good governance-based* approach to education financing.

The experiences shown by these schools can be a valuable reference for other educational institutions in building transparent and accountable financial governance. These practices reflect the real implementation of the principles of good governance in education finance management, which emphasize transparency, accountability, participation and effectiveness. These steps are also in line with the government's commitment to improving the quality of education through a good financial management system with integrity.

CONCLUSIONS AND SUGGESTIONS

The implementation of school financial transparency based on the principles of good governance has proven to be able to increase the effectiveness of education fund management, strengthen accountability, and build public trust in educational institutions. Although still faced with challenges such as low managerial capacity, lack of access to information, and weak supervision, several schools in Indonesia have demonstrated the successful implementation of the principles of transparency, accountability, participation, and effectiveness in the management of BOS funds. With

the active involvement of stakeholders and open financial reporting, schools are able to create good governance that has a positive impact on the quality of education services.

To strengthen the overall transparency of school finances, it is recommended that the government improve financial management training for principals and treasurers, expand access to financial information to the public, and encourage the real involvement of school committees and parents in the budget process. In addition, the implementation of effective internal and external monitoring systems and the use of information technology need to be optimized so that financial reports can be published regularly and easily accessible. With these continuous efforts, the principles of good governance will be more firmly applied in the education environment, creating professional, open and sustainable governance.

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