

ISLAMIC EDUCATION FINANCING MANAGEMENT

Ansar Idris^{1*}, Hamdi Abdul Karim^{2*}

¹² Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Email Correspondence: sirdi.rasna@gmail.com, hamdiabdulkarim@uinbukittinggi.ac.id

©2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License-(CC-BY-SA) (<https://creativecommons.org/licenses/by-sa/4.0/>)

DOI : <http://dx.doi.org/10.30983/icmie/>

ABSTRACT

This journal discusses the management of educational financing from an Islamic perspective, focusing on the importance of effective, efficient, transparent, and accountable financial management to support the sustainability and quality improvement of Islamic educational institutions. This study employs a qualitative research method using a literature review approach, analyzing various relevant sources. The findings indicate that financing is a fundamental aspect in achieving educational objectives, as it relates to the provision of facilities, program implementation, and the welfare of educators. Financial management encompasses three main areas: planning (budgeting), implementation (accounting), and evaluation (auditing). In the Islamic context, principles such as transparency, accountability, effectiveness, and efficiency are essential foundations. Furthermore, the examination of verses from the Qur'an (Al-Mujadilah: 12–13) adds a spiritual dimension, emphasizing that education requires financial support proportional to one's capacity.

Keywords: *Management, Financing, Islamic Education*

INTRODUCTION

Educational financing is one of the financial resources that can support the effectiveness and efficiency of educational management (Fahyuni, 2020). It is a highly potential component in determining the success and smooth implementation of educational programs and is an integral part of educational management (Fahyuni, 2020). This is because the management of education in schools and madrasahs, in all its activities, requires facilities and infrastructure for teaching processes, services, program implementation, and the welfare of teachers and staff. All of these require budgetary support (Solihin, 2019).

Educational financing has a significant impact on achieving educational goals. Therefore, targeted financing must begin with proper educational planning. Educational planning is the effort to look into the future in determining educational policies, priorities, and budgeting by considering existing realities in the economic, social, and political spheres. It aims to develop the potential of the national education system and meet the needs of the nation and students served by that system (Hidayat & Rusdiana, 2022).

Education without financial support will not function as expected (Ma'Nuna & Abdurrahman, 2023). Proper financial management greatly influences the quality of education itself. Educational finance has a strong correlation with high-quality education (Islahudin & Wulandari, 2022). Financing is a crucial factor in the success and

continuity of educational programs and is inseparable from the broader framework of educational management (Ramadhani, 2023). Strategically valuable education cannot operate without adequate financial backing. From an economic perspective, there is no educational activity without cost. Financial support is necessary to fulfill the various needs related to the sustainability of educational processes (Hartati et al., 2024).

However, in reality, many Islamic educational institutions still face challenges in financial management, such as limited funding sources, lack of transparency, and suboptimal budgeting and financial supervision. These issues affect the quality of educational services provided. Therefore, a planned, organized, and accountable financial management system is necessary for Islamic educational institutions to remain competitive and sustainable.

Based on this reality, it is crucial to further examine how financing is managed within Islamic education. This paper aims to contribute to the understanding and improvement of financial management practices in Islamic educational institutions.

RESEARCH METHOD

This study employs a qualitative research design using a library research method (Arikunto, 2013). The data were collected from a wide range of literature sources, including books, academic journals, national seminar proceedings, and scholarly articles that discuss the concept of educational financing from an Islamic perspective. The collected data were then critically analyzed through both theoretical and philosophical approaches. As emphasized by Noeng Muhajir, in a literature-based study, beyond empirical relevance, it is essential to engage in theoretical and philosophical processing to ensure depth and intellectual rigor in the analysis.

RESULTS AND DISCUSSION

1. Definition of Educational Financing Management

The term "management" is derived from Latin, originating from the words *manus* (hand) and *agere* (to do). Combined, they form the verb *managere*, which means to handle. In English, it is expressed as the verb *to manage*, the noun *management*, and the agent *manager*. In Indonesian, it is translated as "manajemen" or "pengelolaan" (Usman, 2014).

According to Sudarwan and Yunan Danim, management is a process characterized by planning, organizing, mobilizing, and controlling actions undertaken to determine and achieve goals by utilizing human and other resources effectively (Danim & Danim, 2010).

The concept of educational finance in Islamic education is explained as follows:

- A. Sulistiyorini defines financial management as a process of managing financial activities by mobilizing human resources, starting from planning, organizing, implementing, to supervising. In school financial management, it begins with budget planning and ends with monitoring and accountability.

- B. Mukhamad Ilyas and Nanik Nurhayati describe financial management as managing financial functions, specifically how management can raise and allocate funds to effectively and efficiently achieve educational organizational goals (Ilyas & Nurhayati, 2008).
- C. According to B. Suryosubroto, financial management in educational institutions involves a series of activities such as planning, allocation, spending, supervision, and financial accountability.
- D. Mulyasa defines educational financing as a source of funding that supports the effectiveness and efficiency of educational management.

The Qur'anic verses Al-Mujadilah (58:12-13) are strongly related to educational costs and serve as a reference for educational stakeholders in formulating educational financing.

2. Verse Translation:

12) "O you who believe! When you (intend to) converse privately with the Messenger, offer something in charity before your private conversation. That is better and purer for you. But if you cannot afford it, then indeed, Allah is All-Forgiving, Most Merciful." 13) "Are you afraid of offering charity before your private consultation? If you do not do so, and Allah has forgiven you, then (at least) establish prayer, pay zakat, and obey Allah and His Messenger. Allah is All-Aware of what you do."

Verse 12 teaches that education is not free. Muslims who wish to ask the Prophet are required to give charity to the poor, which can be interpreted as the cost of learning borne by the knowledge seeker.

Verse 13 teaches flexibility for those managing education. It exempts those unable to give charity from that obligation, replacing it with prayer, zakat, and obedience.

It implies that if a student is unable to pay for education, they may contribute in other forms, such as material goods or services (e.g., agricultural produce or labor) (Zaini, 2016).

In conclusion, financial management in educational institutions involves planning, organizing, implementation, supervision, and financial accountability to achieve educational goals effectively and efficiently. It includes efforts to collect and allocate funds optimally. Sound financial management is crucial, as financing is a key factor supporting institutional effectiveness and efficiency.

3. Scope of Educational Financing

Management involves three main areas: financial planning (budgeting), implementation (accounting), and evaluation (auditing) (Djuwairiyah et al., 2021).

- A. Financial Planning (Budgeting) Budgeting refers to the preparation of financial plans. A budget is an operational plan expressed in monetary terms, serving as a guideline for activities within a set timeframe. Educational cost calculation uses two approaches:

- a. Macro: dividing total educational expenditure from various sources by the number of students.
- b. Micro: calculating based on the allocation of spending per educational component used by students.

According to Mulyana, citing Morphet in Jaja Jahari and Amirulloh Syarbini, educational budgeting must:

- a. Replace ineffective regulations and procedures.
 - b. Develop an effective planning system.
 - c. Continuously monitor and evaluate graduates for future planning.
- B. Implementation (Accounting) Accounting represents the financial operations. School financial implementation involves income and expenditure, both of which must be recorded according to procedures and agreed regulations.
- C. Evaluation (Auditing) Auditing is the process of gathering and evaluating measurable information about an economic entity by a competent and independent person. It ensures the information aligns with set criteria. Supervision involves monitoring, assessing, and reporting, to ensure financial management activities remain effective and free from deviation.

4. Principles of Islamic Educational Financing Management

Islamic educational financial management should be guided by the following principles (Mesiono et al., 2021):

- A. Transparency Transparency means openness in all Islamic educational institutions. In financial management, it implies openness in resource allocation, financial sources, usage breakdown, and accountability to all stakeholders.
- B. Accountability Accountability refers to being evaluated by others for one's performance in achieving goals. In Islamic financial management, it means that every financial transaction must be justified based on predefined plans.

Three pillars supporting accountability:

- A. Transparency by school administrators involving various components in management.
- B. Performance standards that are measurable across institutions.
- C. Stakeholder participation in creating efficient, low-cost, and fast public service delivery (Minarti, 2011).

According to Nover et al. (2025), financial management involves three steps:

- a. Budgeting – a quantified operational plan expressed in monetary terms involving key decision-makers.
- b. Financial Reporting – includes decision-making authority and treasury functions, such as receiving, storing, and disbursing funds. Treasurers execute, not decide, and are fully responsible for their roles.
- b. Auditing and Inspection – ensures accountability in receiving, storing, and distributing public funds. Each unit or agency is responsible for reporting and audit submission, typically to the national audit office (BPK).

- c. Effectiveness Effectiveness is not only about achieving goals but also about qualitative results aligned with institutional vision. It contributes constructively to the institution and strengthens its public image.
- d. Efficiency Efficiency refers to the optimal ratio between inputs (time, energy, cost) and outputs. It measures the quantity of outcomes over a given period. Efficiency must occur within effective Islamic education processes supported by all components of the institution.

5. Objectives of Islamic Educational Financing Management(Sukatin et al., 2023):

- A. Enhance the exploration of funding sources for educational institutions.
- B. Establish proper control over financial resources.
- C. Improve the effectiveness and efficiency of financial usage.
- D. Increase transparency and accountability in financial management.
- E. Minimize misuse of educational budgets.
- F. Ensure optimal use of funds to support institutional and instructional goals.
- G. Build a secure, accessible, and ethical financial system.
- H. Promote stakeholder participation in educational financing.

CONCLUSIONS AND SUGGESTIONS

The management of Islamic educational financing is a crucial component in supporting the effectiveness and efficiency of educational institution administration. Educational financing is not solely about the availability of funds, but also involves how those funds are planned, allocated, implemented, and supervised in a precise and responsible manner. From an Islamic perspective, financial management must be grounded in the principles of transparency, accountability, effectiveness, and efficiency. The three core elements of financial management—budgeting (planning), accounting (implementation), and auditing (evaluation)—must operate in harmony to ensure the sustainable achievement of educational objectives.

REFERENCES

- Danim, S., & Danim, Y. (2010). *School Administration and Classroom Management*. Pustaka Setia.
- Djuwairiyah, Muqit, A., & Listiana, H. (2021). Financing Management in Improving the Quality of Education. *Journal MULTICULTURAL of Islamic Education*, 4(2), 81–92.
- Fahyuni, E. F. (2020). *Textbook on the Concept of Islamic Educational Financing*. <https://doi.org/10.21070/2020/978-623-7578-66-6>
- Hartati, D., Sulasmi, E., & Dongoran, F. R. (2024). Educational Financing Management in Improving Education Quality at Public Junior High Schools (Case Study at SMP Negeri 3 Gunung Meriah Aceh Singkil). *BEST Journal (Biology Education, Science and Technology)*, 7(1), 1171–1177.
<http://jurnal.uisu.ac.id/index.php/best/article/view/9512>
<http://jurnal.uisu.ac.id/index.php/best/article/download/9512/6658>

- Hidayat, A., & Rusdiana, A. (2022). *Educational Financing Management Book* (p. 292).
- Ilyas, M., & Nurhayati, N. (2008). *Islamic Education Management: Theoretical and Practical Constructions*. Aditya Media Publishing.
- Islahudin, A. N., & Wulandari, N. R. (2022). Educational Financing Management from the Perspective of the Qur'an. *Mindset: Journal of Islamic Education Management*, 1, 1–21. <https://doi.org/10.58561/mindset.v1i1.24>
- Ma'Nuna, D., & Abdurrahman. (2023). Educational Financing Management to Improve the Quality of Students at MA Al-Mashduqiah. *Jurnal Educatio*, 10(1), 61–68.
- Mesiono, M., Suswanto, S., Lubis, R. R., & Haidir, H. (2021). Educational Financing Management in Improving the Quality of Education at Madrasah Aliyah Imam Muslim Serdang Bedagai. *Intiqad: Journal of Religion and Islamic Education*, 13(1), 119–134. <https://doi.org/10.30596/intiqad.v13i1.6244>
- Minarti, S. (2011). *School Management: Managing Educational Institutions Independently*. Ar-Ruzz Media.
- Nover, F., Us, K. A., & Shalahudin. (2025). Concepts and Practices of Financing Management in Educational Institutions. *Sulawesi Tenggara Educational Journal*, 5(1).
- Ramadhani, A. F. (2023). Financing Management in Islamic Education. *Proceedings of the International Seminar on Islamic Education and Psychology*, 3, 129–139. <https://ejournal.uniramalang.ac.id/index.php/isiep/article/view/3860>
<https://ejournal.uniramalang.ac.id/index.php/isiep/article/download/3860/2446>
- Solihin, M. (2019). Leadership from an Islamic Perspective. *Jurnal Manajerial*, 2(2). <https://doi.org/10.17509/manajerial.v2i2.16466>
- Sukatin, S., Rukmanah, S., Rosanti, R., & Karim, H. (2023). Financial or Educational Financing Management. *Pedagogika: Journal of Educational Sciences*, 3(2). <https://doi.org/10.57251/ped.v3i2.1374>
- Usman, H. (2014). *Management: Theory, Practice, and Educational Research*. Bumi Aksara.
- Zaini, Z. A. H. (2016). Interpretation of Surah Al-Mujadilah Verses 12–13 on Educational Financing Management (Theoretical and Practical Approach). *Qolamuna*, 5(2), 1–23.