

Business Education Funding Partnership

Dianto^{1*}, Idawati²

¹*Culture In International Business,*

Universitas Muhamamdiyah Sumatera Utara, Medan Indonesia

²*Culture In International Business,*

Universitas Muhammadiyah Tapanuli Selatan, Padang Sidempuang, Indonesia

***Email:** diandianto23@yahoo.co.id

ABSTRACT

One of the education problems faced by the Indonesian people is the low quality of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, for example, curriculum development, improvement of teacher competencies through training, procurement of books and learning media, procurement and improvement of educational facilities, improvement of education management, and others. However, various efforts have not shown encouraging results, education quality indicators have not shown significant improvement. Some schools, especially in urban areas, have shown encouraging improvement in quality, while others are still concerned. In advancing the world of better education, we must look at the business conditions of education partnership financing. If the business of financing is going well, the school is definitely progressing, but on the contrary if the business of financing the school is low, then the school cannot be productive and runs well.

Keywords: Business, funding, and school partnerships.

INTRODUCTION

Various observations and analyzes (Ministry of National Education, 2002), found at least three factors that caused the quality of education in Indonesia quality is not evenly distributed, namely; 1) National education implementation policies that use the education production function approach or input - output analysis. This approach considers that the school functions as a production center which, if filled with the input requirements needed in the production process, then the school will produce the desired output. This approach assumes that if educational inputs such as teachers, textbooks, learning media, educational facilities are met, then the quality of education will automatically be achieved.

In reality, when this has been attempted it does not necessarily increase the quality of education. Why does this happen? because the education production function approach is too focused on educational inputs and does not pay much attention to the educational process, even though the educational process is very influential on educational output; 2) National education is carried out in a bureaucratic centralistic manner, so that the existence of schools is highly dependent on bureaucratic decisions that are very complicated and sometimes bureaucratic decisions are not in accordance with local school conditions. School is a subordination of the bureaucracy above it, so that the school does not have independence, flexibility, and initiative to advance its institution; 3) The involvement of school stakeholders in the administration of education, especially teachers, parents and related social institutions is still very minimal.

Teacher participation in decision making is often ignored, even though teachers are the spearhead in creating school change for the better. Whatever renewal efforts sought by the school, if it does not have the full support of the teacher, the reform will never be realized. Meanwhile, the participation of parents and the community so far has generally only been limited to financial support, while other supports such as moral thinking, management, services have received less attention.

School accountability to the community is also weak. The school seems to have no burden to account for the results of the implementation of education to the community, especially parents of students as the main stakeholders in education.

Based on this reality, it is necessary to make improvements in addition to what has been done as mentioned above, so that schools can improve the quality of education in an effort to realize better student performance. According to Fullan, the performance to be shaped through education does not merely improve cognitive abilities, such as academic skills (reading and mathematics) and high thinking skills (analysis, problem solving), but also at the same time to develop personal and social aspects that enable individuals to be able to work and live in the community creatively, initiative, empathic, and possess adequate interpersonal skills (Jalal, F & Supriyadi, 2001)

One effort that can be done to improve the quality of education and performance of students is through strengthening partnerships between schools, parents, and related social institutions. According to Mochtar Buchori, parents and the community are stakeholders who have been neglected in the management of education (Buchori, 2001). They have an interest in organizing good education in their communities. During this time, the wishes and views of parents towards the administration of education in schools have always been ignored and pushed aside by school managers, arguing that they are not professional enough.

This is an arrogance and arrogance that should not have happened. Parents are indeed not professional, but they are the main stakeholders whose views should not be ignored by school managers. In addition, the views of graduate users are also not yet heard by the school. School administrators should need to listen to the views of parents and graduate users to further translate them into vision and mission and become part of the school work program. Literature Review

This research needs to be framed with some theoretical basis so that it becomes the basis and basis for arguing or justifying opinions or research findings in the field.

Definition of Financing

Education funding is a very important role in the education process, financing is a supporting factor. The teaching and learning process will be carried out maximally if the objectives to be achieved meet the requirements specified in accordance with the plan. Similarly, Fatah conveyed that funding was needed for operational needs, and the administration of schools based on real needs consisting of salaries, employee welfare, improvement of teaching and learning activities, maintenance and procurement of facilities and infrastructure, improvement of student development, improvement of professional skills of teachers, administration school and supervision. (Fattah, 2006).

The birth of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, is the legal basis and affirmation of the government's attitude towards the reform of the national education system in Indonesia, having previously launched a school-based management policy (SBM). SBM is a form of the education reform agenda in Indonesia. The law contains the vision, mission, functions and objectives of national education to realize quality education, relevant to the needs of the community, and competitive in the lives of global society.

Reaffirming the spirit of reform in the field of education namely the issuance of Law of the Republic of Indonesia (Law) Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP), as well as several technical policies governing the implementation of These laws and government regulations, both at the departmental level to the regional government and schools as holders of education autonomy at the lowest level.

In March and October 2005, the Government of Indonesia reduced fuel subsidies (BBM) and reallocated most of its funds to four major programs designed to reduce the burden on the community,

especially the poor, due to rising fuel prices. The four programs are in the fields of education, health, rural infrastructure, and direct cash assistance.

One of the programs in the education sector that receives a sizable budget allocation is the School Operational Assistance Program (BOS). Through this program, the central government provides funding to schools at the elementary and junior high schools that are willing to fulfill the conditions set in the requirements of program participants. Schools covered by this program are SD / MI / SDLB / salafiyah at the elementary level and junior / MTS / SMPLB / salafiyah at junior high level, both public and private. The program began in July 2005 together with the beginning of the 2005/2006 academic year.

Definition of Partnership

In dealing with globalization, many strategies are needed to be carried out by both the government and the community. One strategy that can be done is to hold a partnership. Cooperation or partnership itself has several etymological meanings, partnership is adapted from the word Partnership, and comes from the root partner. Partner can be translated "partner, partner, partner or partner". Whereas partnership is translated as partnership or partnership (Sulistiyani, 2004)

Meanwhile, according to Notoatmojo (2003), Partnership is a formal collaboration between individuals, groups, or organizations to achieve a certain task or goal. In this cooperation there is an agreement about the commitment and expectations of each, about a review of the agreements that have been made, and sharing both the risks and benefits that have been obtained. According to Sentanoe Kertonegoro the partnership is a profitable collaboration between the parties, by placing both parties in equal positions (Rukmana, 2006). In this partnership, it implies cooperation activities, namely the degree of effort of one party to fulfill the wishes of the other party.

According to the authors themselves, the education partnership financing business is a partnership that is established by two parties (people / institutions / groups / countries) that have one specific goal regardless of status, rank, or position. The purpose of the education partnership financing business is that both parties help each other to achieve prosperity and realize shared ideals.

Basis of Partnership Financing Business

Business partnership education financing is a partnership that exists between educational institutions, both formal and non-formal educational institutions, educational institutions with the community, or educational institutions with the private sector. Partnership Business funding for educational partnerships established in an educational institution has a legal foundation. There are several legal foundations that can be used in implementing educational partnerships. The legal basis is as follows.

The 1945 Constitution Article 31ayat 5, which reads "The Government advances science and technology by highly supporting religious values and national unity for the advancement of civilization and human welfare." The 1945 Law, is the first legal foundation used in carry out an activity or program. In the 1945 Law it is very clear that the aim is for national unity and the advancement of national civilization, it means that educational partnership is one of the activities that can be used to further strengthen the sense of national unity. Next is the National Education System Law No. 20 of 2003, Article 50 paragraph 3 which reads as follows:

"The government and / or regional government organizes at least one education unit at all levels of education to be developed into an international standard education unit."

The purpose of an international standard is that school partnerships with foreign parties are international partnerships. Next is the National Education System Government Regulation Number 19 of 2005, article 49 paragraph 1 and article 61 paragraph 1. The following is an explanation:

"The management of education units at primary and secondary education levels applies school-based management as demonstrated by independence, partnership, participation, openness, and accountability. "The government together with the regional government organizes at least one education unit at the level of basic education and at least one education unit at the secondary education level to be developed into an international standard education unit."

Next is Law No. 17 of 2007, concerning the national development plan 2005-2025. In this Law, it is explained about the long-term plan of the development of the State of Indonesia from various aspects, the following is an explanation:

"National Long-term Development in 2005-2025 is a continuation of the previous development for the Preamble of the 1945 Constitution of the Republic of Indonesia.

For this reason, in the next 20 years, it is very important and urgent for the Indonesian people to re-arrange various steps, including in the field of natural resource management, human resources, environment and institutions so that the Indonesian people can catch up and have a position equal and strong competitiveness in the association of the international community. "

How School Partnerships with Communities

The community provides the resources (resources) needed for educational activities in schools. These sources may exist that require and do not require fees for their use for the school. Schools as practical implementers of education must be able to identify and make optimal use of existing resources in the community for the sake of education in schools.

According to Epstein, the use of resources in society by schools for educational purposes must always make students a center for success. The success of the partnership can be seen from the division of responsibilities between schools, families and communities for children's learning and development. In partnership, educators, students, families and community members work together to share information, assist students, solve problems and celebrate success. (Decker and Decker. 2003: 104).

Community and school partnerships today are different from the past, because the partnerships built are a reflection of their awareness to help overcome various disorders that threaten the continuity of learning, such as poverty, unhealthy lifestyles, and unstable household life. Collaboration efforts with business institutions, universities, medical and social workers, foundations, religious leaders, social organizations, are based on the awareness that schools will not be able to overcome their own problems. The challenge in developing this partnership is to ensure that all participants work together to manage and intend consistently and sincerely for the benefit of all child (Decker and Decker. 2003).

Some things that must be considered in developing school partnerships with the community are:

1. School leaders and policy makers must encourage the conceptualization of public schools to foster the importance of economic resources.
2. Schools and other social organizations are expected to provide a service link carefully by considering the scope, funding requirements, organizational and professional complexity, and types of services to be provided.
3. Look for alternative sources of funding for community joint project projects by always maintaining consistency and stability. The bigger and more complex the activity, the greater the funding needed.

Various stakeholders in schools must be made partners, not only as listeners, but also in discussions and activities for the sake of school improvement, improving student performance and strengthening the role of the family. Partnerships between schools, families and communities are designed to facilitate networking in order to attract various ideas and resources, share the best experiences, and introduce to the wider community the importance of partnerships. This can prevent

the latest education information and trends, the provision of resources, and publications so that programs are more effective and contextual.

In practical forms, partnerships between schools and the community can be realized in various forms and roles according to their respective capacities. For example a local company can support a school by donating its resources and time. Employers can donate equipment, provide expert guests, host field studies, or offer apprenticeship training for students, so students understand the relationship between the school world and the world of work, and know new role models to emulate. Communities may also have certain cultures that can be reflected in schools such as regional culture, where schools can hold cultural appreciation and students can participate by playing roles by wearing traditional clothing in the culture of the community. Method

This research was carried out at the Muhammadiyah Aliyah 1 Islamic School in Medan. The reason for choosing this research location was because the school needed good education management, especially in the fields of financing and administration.

The research method used is qualitative research, meaning that research activities that naturally look for and find understanding, concepts, or understanding of phenomena in a setting that has a special context. In simple terms, this research will try to describe and describe the current state of the object of research as it is based on facts in the field. The approach used is a descriptive analysis approach, which is an attempt to describe and explain comprehensively about the facts and dimensions of the case both from the aspect of an individual, group, organization (community), program, and a social situation. By using this research the researcher will be able to gain a complete and integrated understanding of the interrelation of various facts and dimensions of the case. (Moleong, 2008). Data collection methods used are observation, interviews, and documentation.

RESULT AND DISCUSSION

From observations and interviews conducted there are several results of the study, as will be explained below, the explanation is based on several sub sections, namely as follows: 1. School Management in Partnership Funding

Budgetary oversight activities are carried out with a view to knowing: (a) the suitability of budget execution with the stipulated conditions and with applicable procedures, (b) the suitability of results achieved in both the administrative and operational technical fields with the stipulated regulations, (c) the efficient and effective use of existing facilities (human, cost, equipment and organization), and (d) other systems or system changes to achieve more perfect results. Furthermore, measuring or evaluating work performance against predetermined standards and correcting irregularities that occur. If there are irregularities can be immediately and quickly rectified.

Financing supervision has the function of overseeing financing planning and implementing financing. Even though good planning is in place, which is set and driven, the goal may not be achieved, so there is still a need for supervision. Basically, supervision is a conscious effort to prevent possible deviations from the implementation of the plan that has been determined. Whether the executor has been right and has occupied the right place, whether the way it works is correct and the activities have proceeded in accordance with organizational patterns. If there are mistakes and irregularities, then immediately corrected.

Therefore, every manager at every level of the organization is obliged to supervise. Evaluations carried out in each stage of the program are carried out in which the results of the evaluation can be used as material for consideration of further refinement of activities. This is in line with the research findings formulated in the following propositions. If the evaluation of school funding attempts to explore suggestions and input from the school component, it will support the effectiveness of good school funding. The implementation of financing expenditure activities refers to the predetermined planning. The mechanism adopted in the implementation of activities must be correct, effective and

efficient. Bookkeeping money in and out is done carefully and transparently. For this reason, the bookkeeping staff is required to master the proper accounting techniques so that the results can be precise and accurate. The use of the budget takes into account the general principle of expenditure, that is, the benefits of using money must be at least the same if the money is used by the community itself.

In addition, the accountability report on the use of the budget at least fulfills aspects of transparency, accountability and responsibility. Transparent means openness. Transparent in the field of management means openness in managing an activity. In educational institutions, the field of transparent financial management means that there is openness in the management of funding for educational institutions, namely the openness of funding sources and their amount, details of use, and accountability must be clear so that it can facilitate the parties concerned to find out.

Financial transparency is very much needed in order to increase the support of parents, the community and the government in the implementation of all educational programs in schools. In addition, transparency can create mutual trust between the government, the community, parents and school residents through the provision of information and ensuring ease in obtaining accurate and adequate information.

Some financing information that is free to be known by all school residents and parents, for example, the school income and expenditure plan (RAPBS) can be posted on the bulletin board in the teacher's room or in front of the administration room so that anyone who needs that information can easily get it. Parents of students can find out how much money the school receives from parents and what money is used for it. Obtaining this information adds to the parents' confidence in the school.

Accountability in financing management means that the use of school fees can be accounted for in accordance with established plans. Based on established plans and applicable regulations, the school spends money responsibly. Accountability can be done to parents, the community and the government. There are three main pillars that are prerequisites for building accountability, namely (1) transparency of school administrators by accepting input and including various components in managing schools, (2) the existence of performance standards in each institution that can be measured in carrying out its duties, functions and authority, (3) there is participation to create a conducive atmosphere in creating community services with easy procedures, low costs and fast services. The above description is in accordance with the research findings formulated in the following propositions. If accountability for school income and expenditure is given to all school residents and their stakeholders, it will support the effectiveness of good school funding. If accountability for school revenues and expenditures is arranged in an orientation that is accountability, responsibility and transparency, it will support the effectiveness of good school funding.

Stages of Building Partnerships

According to Epstein in an effort to build and develop partnerships in schools, there are five stages of work that must be passed, namely (Epstein, 2009)

1. Form a partnership working team

Forming a work team is the first step in working to build partnerships between schools and the community. The partnership work team is an extension of the school to improve the school and be in the school in question. The work team is responsible for involving parents and the community, organizing new partnership options, carrying out selected activities, delegating leaders to other activities, evaluating the next stage, and following up on the improvement and coordination of the implementation of the six stages of partnership work. Although all members of the partnership work team have activities, they are assisted by other teachers, parents, students, employees and community members who participate in supporting the partnership work program.

The partnership work team must involve two or three teachers from various levels or expertise, two or three parents from different environments or cultures, students from different levels and also employees. The work team involves at least one community member, parents, students. Other members can come from counselors, school doctors, psychologists, canteen employees, or student guardians.

In terms of work team management this is called a dynamic group, which is a work group formed by the principal to dynamize the course of the organization. There are three main pillars that are prerequisites for building accountability, namely (1) transparency of school administrators by accepting input and including various components in managing schools, (2) the existence of performance standards in each institution that can be measured in carrying out its duties, functions and authority, (3) there is participation to create a conducive atmosphere in creating community services with easy procedures, low costs and fast services. The above description is in accordance with the research findings formulated in the following propositions. If accountability for school income and expenditure is given to all school residents and their stakeholders, it will support the effectiveness of good school funding. If accountability for school revenues and expenditures is arranged in an orientation that is accountability, responsibility and transparency, it will support the effectiveness of good school funding.

2. Stages of Building Partnerships

According to Epstein in an effort to build and develop partnerships in schools, there are five stages of work that must be passed, namely:

1. Form a partnership working team

Forming a work team is the first step in working to build partnerships between schools and the community. The partnership work team is an extension of the school to improve the school and be in the school in question. The work team is responsible for involving parents and the community, organizing new partnership options, carrying out selected activities, delegating leaders to other activities, evaluating the next stage, and following up on the improvement and coordination of the implementation of the six stages of partnership work. Although all members of the partnership work team have activities, they are assisted by other teachers, parents, students, employees and community members who participate in supporting the partnership work program.

The partnership work team must involve two or three teachers from various levels or expertise, two or three parents from different environments or cultures, students from different levels and also employees. The work team involves at least one community member, parents, students. Other members can come from counselors, school doctors, psychologists, canteen employees, or student guardians.

In terms of work team management this is called a dynamic group, which is a work group formed by the principal to dynamize the course of the organization.

Most schools have a teacher and staff staff who can carry out partnership activities with parents and the community. Activities need to be organized as well as possible so that they can involve parents and the community and ultimately can support the learning success of students at school. The entire academic community in the school can be involved in building partnerships with the community, all students and parents. Partnership work team activities are systematizing and improving the types of planned activities. Work team activities begin by gathering information about the school partnership activities to be carried out, the views, experiences and expectations of teachers, parents, staff and students.

Strating points can also be done by identifying ways based on available resources, available time and capital. The work team can use formal questionnaires or telephone interviews to survey teachers, staff, students, parents if the funds and abilities allow, while processing the analysis of collected data. Or maybe the work team organizes teachers, parents, and students to be invited to

discuss related expectations and types of activities to increase the involvement of parents and the community at school.

Some information that needs to be collected by the work team at this stage are:

a. The power is there

The work team needs to gather information about resources that might be empowered for partnerships, whether in schools, parents or the community. Principals must be able to organize the resources they have in order to be effective for the progress of the school. So far, there are many schools that have a large amount of resources, but cannot be optimally empowered to support school progress programs. If this still happens, then the school principal must have the courage to take strategic steps to utilize existing human resources, otherwise the school's progress cannot be expected. Indeed, the school is dynamic with activities, but its activities are not oriented towards future progress, only routine.

b. Changes needed

The work team needs to make a formula about the ideal situation desired by the school, parents, and the community through partnership in a certain period of time. After that, then formulate the types of activities needed to realize these ideal goals. The formulation of change that needs to be formulated is a change towards the future by looking at the dynamics of global development, so futuristic progressive views need to be explored from the school community by the work team. This needs to be considered by the work team, so that the changes made are not apparent changes, meaning that the schools are changing but the changes are not significant with the dynamics of global development that is progressing.

CONCLUSION

Based on the description above, the conclusion in this paper is that one of the educational problems faced by the Indonesian people is the low quality of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, for example, curriculum development, improvement of teacher competencies through training, procurement of books and learning media, procurement and improvement of educational facilities, improvement of education management, and others.

Budgetary oversight activities are carried out with a view to knowing: (a) the suitability of budget execution with the stipulated conditions and with applicable procedures, (b) the suitability of results achieved in both the administrative and operational technical fields with the stipulated regulations, (c) the efficient and effective use of existing facilities (human, cost, equipment and organization), and (d) other systems or system changes to achieve more perfect results. Furthermore, measuring or evaluating work performance against predetermined standards and correcting irregularities that occur. If there are irregularities can be immediately and quickly rectified.

REFERENCES

- Ade Rukmana, *Class Management and Various Factors that Influence*, (Jakarta: adolescents, 2006).
Ambar Teguh Sulistyani, *Partnership and Empowerment Models*, (Yogyakarta: Graha Ilmu, 2004).
Buchori, M. *Anticipatory education*, (Yogyakarta: Kanisius, 2001).
Ministry of National Education. *School-based quality improvement management: Concepts and implementation*, (Jakarta: MoNE Directorate of SLP, 2002).
Decker, L.E & Decker, V.A., *Home, school, and community partnership*. Oxford: ScarecrowPress, Inc., 2003).
Epstein, J.L, *School, family and community partners*, (California: CrownPress, 2009).
Fattah, N. *Economics and Education Funding*, (Bandung: PT. Remaja Rosdakarya. Fourth Matter, 2006).



**Proceeding International Conference on Culture, Language and Literature
IC2LC**

Medan – Indonesia, 30th January 2020, pp 336-344

E-ISBN 978-623-93699-8-9 (PDF); ISBN 978-623-93699-9-6

Available online at: <https://proceeding.umsu.ac.id/index.php/ic2lc>

Jalal, F & Supriyadi, D (Ed). Educational reform in the context of regional autonomy, (Jakarta: Adicita, 2001).