

Analysis of Education Financing of Non-Formal Educational Institutions: a Case Study on Course Educational Institutions

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Abstract. Non-formal educational institutions such as course institutions are educational paths outside of formal education that can be carried out in a structured and tiered manner. The purpose of this study is to identify effective partnership strategies in raising funds for education financing in course institutions, as well as to develop the quality and relevance of non-formal education to the needs of the world of work. The literature review will encompass various sources, including peer-reviewed journal articles, government reports, and case studies that discuss the financing mechanisms of non-formal educational institutions. Key areas of focus will include the identification of effective partnership strategies, fund management practices, and quality development initiatives within course institutions. By synthesizing findings from multiple studies, this research aims to provide a holistic understanding of how course institutions can effectively secure funding and improve educational outcomes. The findings of this study are related to the partnership strategy: more course institutions are working with the government and the private sector to raise funds. These partnerships help improve the accessibility and quality of education. Fund management: effective fund management through appropriate allocation of aspects of the teaching and learning process, as well as the use of technology to increase efficiency. Quality development: improving the quality of education is carried out by prioritizing the allocation of aspects of the teaching and learning process, as well as teacher and staff training. The conclusion of this study is that course institutions can increase the effectiveness and relevance of non-formal education by developing effective partnership strategies, appropriate fund management, and quality development of education that focuses on the teaching and learning process. This research adds value by providing concrete examples of how course institutions can develop partnership and fund management strategies to improve the quality and relevance of non-formal education. In addition, this study also emphasizes the importance of focusing on the teaching and learning process in improving the quality of education.

Keywords: partnership strategy; fund management; quality development; education financiers, non-formal educational institutions

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INTRODUCTION

Society as a social environment has a significant influence on the personal development of individuals, especially in the context of education. The role of the community in the implementation of education is very

important, because the community not only functions as a supporter in the procurement of facilities and infrastructure, but also as a provider of employment that can help educate the nation's life. Community participation in education contributes to the development of children's character and social skills, which are an integral part of a holistic educational process (Lubis et al., 2021; Pakniany et al., 2020).

In the context of whole human development, the family, educational institutions, and society function as the center of educational activities. The family provides parenting that is a benchmark in the formation of children's character, while educational institutions are responsible for developing children's potential as social, moral, and religious individuals (Lima et al., 2022; Annisafitri & Toni, 2022). The community, as an informal educational environment, also has a role in creating an atmosphere that supports the learning process. This shows that education does not only take place in the classroom, but is also influenced by social interaction outside the formal environment (Budiarti, 2019; Laksono & Rohmah, 2019).

Children as developing individuals need guidance from adults to be able to grow optimally. Education must provide the right motivation and direction so that children can develop freely but in a directed manner. In this case, the role of the community is crucial, because the community can provide the necessary support and resources to support the children's education process (Fajari et al., 2022; Julaeha, 2023). Thus, collaboration between families, educational institutions, and the community is the key in creating an environment conducive to children's development (Purwati & Aryantie, 2016; Muhtaram, 2024).

Educational institutions play a very important role in managing and organizing various social, cultural, religious, and skills and expertise research. In this context, education is not only limited to the intellectual aspect, but also includes the development of spiritual and practical skills. Based on the National Education System Law Number 20 of 2003, article 13 paragraph 1, the education path consists of formal, non-formal, and informal education that complements and enriches each other Diana (2023).

One of the significant educational paths is non-formal education, which is carried out outside the formal education path and can be carried out in a structured and tiered manner. The community has an important role in the implementation of non-formal education, which can be realized through the establishment or implementation of non-formal educational institutions. This includes aspects of the legality of the establishment and management of the institution, which often faces challenges, especially in terms of financial management (Wulandari et al., 2023; Armawati & Rosadi, 2021). Good financial management is essential to ensure the sustainability and effectiveness of non-formal educational institutions, where funding sources generally come from the community, except for assistance from the government (Rahayu et al., 2021).

The government, through the Ministry of Education and Culture, has initiated programs such as Work Skills Education (PKK) and Entrepreneurial Skills Education (PKW) to support non-formal educational institutions. These programs aim to provide knowledge and skills to students, as well as foster the entrepreneurial mentality needed to manage their potential and the environment (Dewi & Meilya, 2022; Rahman & Hijriati, 2022). With these programs, it is hoped that non-formal educational institutions can be more effective in providing education that is relevant and in accordance with the needs of the community (Yunaz et al., 2022).

However, challenges in financial management remain a problem that needs to be overcome. Good and transparent financial reports are very important to improve the reliability of the preparation of financial statements at course and training institutions (Surni, 2022). Therefore, financial management training for managers of non-formal educational institutions is crucial to ensure that the funds obtained can be managed properly and used efficiently to achieve the educational goals that have been set (Suryati et al., 2023).

In general, financial management in non-formal educational institutions has been carried out well by managers. However, there are variations in the implementation of financial management between institutions. Some institutions may have more structured and efficient systems, while others may still face challenges in terms of fund management and financial reporting (Mubarok, 2022; Fatchurrohman, 2018). Therefore, it is important for non-formal educational institutions to adopt best practices in financial management, including

the use of technology to improve efficiency and accuracy in financial recording and reporting (Lawita et al., 2021).

A good financial management system must include several key elements, such as proper budget planning, spending monitoring, and transparent reporting. With a good system, educational institutions can make optimal use of existing financial resources, and ensure that the funds received are used in accordance with the educational goals that have been set (Candradewi, 2023; Putra, 2023). In addition, training and mentoring for financial managers of educational institutions are also very important to increase their capacity to manage funds effectively and efficiently (Khosyi'in et al., 2023).

In this context, partnerships with third parties, including governments and non-governmental organizations, can provide additional support in terms of funding and financial management. Government programs such as School Operational Assistance (BOS) can also help ease the burden of education costs and ensure that non-formal educational institutions can operate properly (Samsuri, 2022). Therefore, good collaboration between educational institutions, the community, and the government is urgently needed to create a quality and sustainable education system (Idrus, 2017).

The city of Surabaya, as one of the leading areas in East Java Province, has enormous potential in various sectors, including education. As a transit city that connects various regions, Surabaya is prepared to become a metropolitan city with access to international airports and strategic ports. To support the development of this city, it is important to improve the quality of human resources (HR) through the implementation of effective education. In this context, non-formal education has a very important role in developing quality human resources (Amri et al., 2021).

In Surabaya, there are 107 non-formal educational institutions, especially course institutions that are registered with the Course Institution Identification Number (NILEK). These institutions offer different types of activities that can assist the community in developing their skills and knowledge. However, to maximize the potential that exists, course organizers need to explore sources of funds that can support their institution's operations. The availability of various sources of funds, both from the government and third parties, is the key to the sustainability of non-formal educational institutions (Yutanto et al., 2023).

The strategy of finding funding sources by non-formal educational institutions in Surabaya is carried out through various means, including partnerships with government agencies and the private sector. Through this collaboration, course institutions can obtain the necessary financial support to improve the quality of education they offer. In addition, good management of course institutions will contribute to the development of the quality and relevance of non-formal education as an alternative for the community (Latifahet al., 2020). The importance of effective management in non-formal educational institutions cannot be ignored. Good management will ensure that the funds obtained are used efficiently and effectively, and can improve the quality of educational services provided. In this case, non-formal educational institutions must be able to develop clear and transparent financial plans, as well as involve the community in the decision-making process related to fund management (Nababan et al., 2023).

Thus, this article aims to analyze the strategic efforts of non-formal educational institutions in raising funds for education financing and to find out how the management of course institutions can contribute to the development of education quality. Through a systematic and collaborative approach, it is hoped that non-formal educational institutions in Surabaya can play a greater role in creating superior human resources who are ready to face challenges in this modern era (Nurdiana, 2023).

The urgency of this research lies in the urgent need to understand and optimize the management of non-formal educational institutions in the city of Surabaya. With the increasing number of course institutions and the community's need for relevant education, it is important to explore how these institutions can effectively raise funds to support the operation and development of education quality. The research also focuses on the challenges faced by non-formal educational institutions in finding funding sources, as well as how good financial management can contribute to the sustainability and effectiveness of the institution. In addition, with

changes in social and economic dynamics, non-formal educational institutions need to adapt to remain relevant and able to meet the needs of a growing society.

The contribution of this research is expected to provide valuable insights for managers of non-formal educational institutions, local governments, and other stakeholders. By analyzing strategies for the management and financing of non-formal education, this research can help in formulating better policies and supporting the development of quality educational institutions. In addition, the results of this study can be a reference for other non-formal educational institutions in developing effective and efficient management models, as well as improving their ability to raise funds. Thus, this research not only contributes to the development of educational theories, but also provides practical implications that can improve the quality of non-formal education in the city of Surabaya and its surroundings.

METHODS

This study employs a literature review methodology to analyze the education financing of non-formal educational institutions, specifically focusing on course institutions. The literature review approach allows for a comprehensive examination of existing research, theories, and practices related to the strategic efforts of course institutions in raising funds for education financing and managing these institutions to enhance their quality and relevance as alternatives for community education.

The literature review will encompass various sources, including peer-reviewed journal articles, government reports, and case studies that discuss the financing mechanisms of non-formal educational institutions. Key areas of focus will include the identification of effective partnership strategies, fund management practices, and quality development initiatives within course institutions. By synthesizing findings from multiple studies, this research aims to provide a holistic understanding of how course institutions can effectively secure funding and improve educational outcomes.

Data will be collected from a range of academic databases, including Scopus, to ensure the inclusion of high-quality, relevant literature. The selection criteria for the literature will prioritize recent studies published within the last five years to capture the latest trends and developments in the field of non-formal education financing. The review will also consider diverse geographical contexts to identify best practices and innovative approaches that can be adapted to local settings.

The analysis will involve categorizing the literature into themes related to partnership strategies, fund management, and quality development. Each theme will be critically examined to highlight the challenges and opportunities faced by course institutions in their efforts to enhance educational quality and relevance. Additionally, the review will explore the role of technology in improving fund management and educational delivery, as well as the impact of community engagement on the sustainability of funding sources.

Ultimately, this literature review aims to contribute to the existing body of knowledge by providing insights into effective strategies for financing non-formal education. The findings will be valuable for policymakers, educational leaders, and practitioners seeking to enhance the quality and accessibility of education in non-formal settings. By emphasizing the importance of strategic partnerships and sound financial management, this study will underscore the potential of course institutions to serve as viable educational alternatives for communities.

RESULTS AND DISCUSSION

Strategic Efforts of Swast Education Institutions (Courses) in Raising Funds for Education Financing

Education is a conscious and planned effort to create an atmosphere and learning process that allows students to actively develop their potential. This includes spiritual strengthening, self-control, personality, intelligence, noble morals, as well as skills needed by individuals, communities, nations, and states, as

stipulated in the National Education System Law (UUSPN) No. 20 of 2003. Education is also considered one of the main factors that determine economic growth through increasing the productivity of an educated workforce, which is in line with the function of education stated in Article 3 of UUSPN No. 20 of 2003. The article states that national education functions to develop abilities and shape the character and civilization of a dignified nation, with the aim of educating the life of the nation.

In the management of non-formal education, there are two factors that help determine the achievement of goals effectively and efficiently. The first factor is external factors, including the community as consumers who also determine the success of education. Therefore, the community needs to be involved in the management of educational institutions, starting from planning, so that they understand all the needs of educational institutions, especially those related to the necessary sources of funds (Ni'mawati et al., 2020). In addition, external factors also include government policies, environmental, political, social and cultural factors, as well as the development of the economic level and conditions of a country.

The second factor is the internal factor, which includes everything directly related to the management of educational institutions, including human resource management, financial management, facility and infrastructure management, curriculum management, management of the relationship between educational institutions and the community, student management, and educational supervision and assessment. These two factors influence each other, where both function and play a role in achieving educational goals. The community, government institutions, the private sector, the business world, and industry as users of education services are also responsible for the implementation of education by participating in the procurement of funds, because one of the factors causing the quality of education that is not achieved is the limited funds to provide quality education.

Educational financial management is one of the substances of the management of educational institutions which will also determine the course of educational activities in the institution. Financial management activities are carried out through the process of planning, organizing, directing, coordinating, supervising, or controlling. Some of the financial management activities include procurement and determination of funding sources, utilization of funds, reporting, auditing, and accountability. With good financial management, educational institutions can ensure that existing resources are used efficiently and effectively to improve the quality of educational services provided.

Management of Course Institutions in terms of Developing Quality and Relevance as an Alternative to Education for the Community

The management of the budget of non-formal educational institutions is very important to prevent waste and ensure that the benefits of management can be calculated accurately. To achieve this, educational institutions need to determine the needs of programs that must be financed in the implementation of education. Cohn (1979) argues that the main issues in the economics of education include the identification and measurement of economic value for education, resource allocation, instructor salaries, education costs, and educational planning in Adarbah & Goode (2022). This shows that good budget management must consider all of these aspects in order to achieve efficiency and effectiveness.

According to Bergen (2021), the World Bank's analysis shows that investment in education as a core activity of human resource development has a significant contribution to economic benefits. The study found that the level of economic return from education investment was higher compared to physical investment, with an average of 15.3% for education and 9.1% for physical investment. This shows that investment in education is not only socially beneficial but also economically.

To determine whether the implementation of education provides benefits, a needs analysis is necessary. The purpose of education cost analysis is to analyze investment in education and study the relationship between the profit of an educational institution and education investment. In order for cost analysis to be used appropriately, it needs to be combined with the analysis of the teaching and learning process, which includes

an analysis of the outputs produced by education. The benchmark that can be used is a comparison between the quality of graduates and the costs that have been invested (Tresa et al., 2021).

Cost calculation in educational institutions includes components of educational activities, such as the procurement of facilities and infrastructure, learning rooms, laboratories, libraries, teaching tools, and books. H.M. Levin (1987) explained that the finances of educational institutions include the resources received and used to administer education, which must be managed effectively and efficiently (Kočvarová et al., 2021). Costs in educational institutions usually consist of direct costs and indirect costs. Direct costs include instructor salaries, book purchases, and teaching and learning facilities, while indirect costs include student living and transportation costs (Kominarets et al., 2022).

Cohn (1979) emphasized that cost is an important element in the budgeting mechanism, which affects the achievement of goals effectively and efficiently. In this context, effectiveness is defined as achieving the expected results, while efficiency means achieving goals with minimal resources (Banda, 2023). Investment in education globally can be classified into three categories: personnel salaries, student activities, and educational infrastructure (Safuri, 2022). The strategy of determining cost needs in Indonesia is very important, especially in relation to national development and education budget policies (Vrdoljak, 2023).

The five proposed educational programs, such as the completion of compulsory learning, improvement of education quality, and relevance of education, require large costs to be realized. Good educational development will be achieved if it is supported by funds that are in accordance with the real needs of educational institutions. In this case, educational institutions need to have clear standards of budget requirements to ensure the competitive quality needed to increase the nation's economic growth (Antonopoulou et al., 2021). Witkin (1984) quotes Maslow's opinion that defines a need as something that a person wants, which also needs to be understood in the context of education (Zarestky, 2023).

Developments that drive needs assessment in non-formal educational institutions include systematic systems analysis and planning, increased accountability, and an emphasis on outputs over inputs or processes. It also involves the application of new management techniques, especially in financing, programming, planning, and management systems that are in accordance with the goals that have been set. Efforts to meet the consistency of educational institution needs must involve the involvement of all relevant and relevant parties in formulating needs, so as to determine a clear direction in the management of learning service programs in educational institutions, (Suardin et al, 2023).

To find out the needs that are really needed, a priority analysis must be carried out by assessing the needs using correlation study techniques. Needs Assessment as a formal analysis that shows and keeps the gap between the current outcome and the desired outcome. This assessment organizes the need in terms of priorities to select problems that need to be solved (Harhara & Ibrahim, 2021). Assessment of the budget needs of educational institutions is the ability to recognize the differences that exist with predetermined standards, as well as produce a consensus on responsibility in the implementation of the program.

The availability of funds at the educational institution level is often mismatched between the sources of funds needed to meet the needs of students and personnel and the available sources of funds. This is related to core programs and extracurricular supplementary programs, facilities and infrastructure, as well as teaching materials needed to provide quality learning services (Sugiri & Ma'shum, 2022). The purpose of the needs assessment is to recognize the innovative programs and creativity of the educational institution, supported by relevant information and needs facts, and use systematic methods to improve the program that can solve the problem of the needs of the educational institution (Ibrahim & Harhara, 2022).

The cost needs of non-formal educational institutions in Surabaya are focused on operational needs, which include salaries and welfare of instructors and staff, improvement of teaching and learning process activities, maintenance of facilities and infrastructure, and improvement of teachers' professional capabilities. Educational institutions is highly dependent on the availability of adequate funds to support all aspects of educational operations (Raskadi et al., 2023). As such, a systematic and participatory needs assessment is

essential to ensure that educational institutions can meet the needs of students and staff, as well as achieve quality and competitive educational goals.

Quality Development: Improving the quality of education is carried out by prioritizing the allocation of aspects of the teaching and learning process, as well as teacher and staff training.

Improving the quality of education in non-formal educational institutions, especially course institutions, is highly dependent on the appropriate allocation of resources in aspects of the teaching and learning process as well as the training of teachers and staff (Saepudin et al, 2022). Research shows that the development of educator competencies through structured training can significantly improve the quality of teaching and student learning outcomes (Kwak et al, 2022). Therefore, educational institutions need to commit to providing relevant and ongoing training for their teachers and staff.

The internal quality assurance system (SPMI) is one of the effective approaches to improve the quality of education (McKenzie et al, 2020). Through SPMI, educational institutions can systematically evaluate and improve the existing educational process, as well as ensure that the set educational standards can be achieved. Training for teachers is very important in this context, because they are the spearhead in the implementation of quality curriculum and teaching methods (Nketsia, et al, 2022). By improving teachers' understanding and skills, educational institutions can create a better learning environment for students.

Collaboration between educational institutions and the government also plays an important role in improving the quality of education. Through partnerships with the Education Office and other relevant institutions, course institutions can access additional resources, including trainings and workshops designed to improve teacher competence. Research shows that this kind of partnership can strengthen the capacity of educational institutions to provide quality education (Baernholdt et al., 2019). By leveraging external support, educational institutions can focus more on developing programs that are innovative and relevant to student needs.

Effective implementation of quality management requires good financial administration management. Educational institutions must apply the principles of transparency and accountability in fund management, so that all educational activities can run in accordance with the plan that has been set. This is important to ensure that existing resources are used efficiently and effectively, and that they can be accounted for to all stakeholders (Dange and Siddaraju 2020). With good management, educational institutions can ensure that investments in teacher training and development deliver optimal results.

The importance of developing the quality of education lies not only in improving the quality of teaching, but also in the creation of a positive learning culture in educational institutions. By creating a supportive environment, where teachers and students feel motivated to learn and grow, educational institutions can achieve higher educational goals. Research shows that a positive learning environment contributes to improving student learning outcomes and their satisfaction with the educational process (Yulianingsih, 2023). In order to achieve sustainable improvement in the quality of education, non-formal educational institutions need to continue to evaluate and adjust existing programs. Through a systematic needs analysis, institutions can identify areas that need improvement and develop appropriate strategies to address the challenges faced. Thus, educational institutions can ensure that they are always on the right track in an effort to improve the quality of education (Komsiyah, 2021).

Overall, improving the quality of education in course institutions requires a holistic approach, involving teacher competency development, good financial management, and collaboration with various parties. By applying quality management principles and committing to sustainable development, non-formal educational institutions can make a significant contribution to improving the quality of education in society.

CONCLUSION

Financial management of non-formal educational institutions, especially course institutions, is a crucial aspect in management that has a direct impact on the implementation of educational activities. The funding sources of course institutions generally come from the community and government support, which requires institutions to carry out careful planning and evaluation of the use of these funds. Partnership strategies with government agencies and other institutions can increase funding sources and ensure the sustainability of educational institutions. The city of Surabaya, non-formal educational institutions have taken strategic steps, such as forming the Indonesia Course Organizers Association (HIPKI) and establishing partnerships with the Education Office, the Manpower Office, and the Education Council. This collaboration aims to improve student competence through various activities, including workshops. The management of financial administration must also apply the principles of transparency, effectiveness, and efficiency so that the implementation of activities can run according to plan and can be accounted for. The importance of good financial management is reflected in the institution's ability to recognize and address gaps between available resources and real operational needs. This includes the salary and welfare of instructors, the maintenance of facilities and infrastructure, and the improvement of the quality of the teaching and learning process. Thus, effective financial management in non-formal educational institutions not only contributes to the sustainability of the institution, but also to the improvement of the quality of education provided to the community. Therefore, educational institutions need to continue to develop good financial management strategies and practices in order to adapt to changes and demands in the educational environment.

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