

EDUCATIONAL FINANCING STRATEGIES IN SUPPORTING THE IMPLEMENTATION OF SCHOOL CULTURE

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ABSTRACT

Background	School culture plays an important role in shaping students' character, improving the quality of education, and supporting students' literacy
Purpose	This study examines education financing strategies, focusing on the role of financing in supporting a positive school culture
Research Methodology	The research method used is a case study, with data collected through observations, interviews, and documentation. Data validity was ensured through triangulation, confirmability, and extended observation
Result	The research findings show: Most students support classroom renovations for a comfortable learning environment. The purchase of art equipment is supported by 7 students, though 3 feel it lacks benefit. The provision of sports equipment received mixed responses, with 6 students supporting it, but 4 felt the facilities were insufficient. Technology, such as computers, projectors, and Wi-Fi, received positive responses from the majority of students (8 out of 10). Guidance programs, motivational seminars, and social activities also received wide support. Most students support extracurricular activities, cultural events, and OSIS funding. However, the procurement of learning modules and leadership training still requires further attention
Conclusion	School funds significantly support school financing, particularly related to improving the quality of education and student activities.
Keywords	Strategy, Financing, Education, Culture, School

Received: 23 – 02 – 2025

Accepted: 25 – 02 – 2025

Published: 10 – 07 – 2025



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INTRODUCTION

School culture plays a vital role in creating a conducive learning environment, supporting the development of student character, and enhancing the quality of education and civic literacy in the era of globalization (Almizri et al., 2024; Sujarwadi et al., 2024). The implementation of culture-based education in senior high schools can improve understanding and appreciation of local culture, while the transformation and development of school culture at the secondary level contribute to the enhancement of educational quality (Wahyuni, 2021; Sitorus, 2022). The application of character values through school culture demonstrates a positive impact on student character formation and can improve student discipline (Ma'ruf et al., 2023; Asmoro & Munir, 2024). The importance of cultural and civic literacy, the influence of school image and culture on student satisfaction, as well as culture-based character education, are critical in shaping student character (Sujarwadi et al., 2024; Hasibuan et al., 2023).

A positive school culture significantly affects the quality of learning and teacher performance, as evidenced in research conducted at elementary schools across Tuban District (Saputra et al., 2021). Another study in public elementary schools across Candi Laras Utara Subdistrict, Tapin Regency, indicated that school culture has a positive and significant effect on teacher performance, with a path coefficient of 0.655 (Syahminan, 2024). Furthermore, research at State Senior High School 2 Wates revealed that the implementation of culture-based education contributes to improving educational quality and student character development (Wahyuni, 2021). Similar findings were reported in a study showing that school culture influences student character with an effect size of 48.0% (Juwita, 2025).

Several quantitative studies indicate that a positive school culture enhances the quality of the learning process and teacher performance. For example, research in elementary schools in Tuban District demonstrated a significant influence of school culture on the quality of the learning process (Saputra et al., 2021). Additionally, a study at the Private Senior High School of Modern Islamic Boarding School Assa'adah found that school culture positively affects the formation of students' religious character (Najmudin et al., 2023). Research at Madrasah Tsanawiyah Hasyim Asy'ari in Batu City showed that school culture significantly influences student bullying behavior (Munjiah, 2023). Moreover, research at a private senior high school in Buleleng Subdistrict showed that school culture significantly contributes to students' decisions to continue their education (Wahyuni, Sunu, & Ariawan, 2023). A study at State Senior High School 8 Bekasi also demonstrated that school culture can internalize student values and character through specific activities (Fitria & Suharyat, 2022).

Effective educational financing plays an essential role in shaping a positive school culture, which in turn improves the quality of education. Studies indicate that proper management of educational financing can enhance the quality of the learning process and student achievement in Demak, Grobogan, and Kendal Regencies, with financing having a positive effect on the quality of the learning process, showing a significance value of 0.046 (Huda & Kardoyo, 2021). Furthermore, good financial management, along with adequate learning facilities, can significantly improve school quality, with a combined influence of 38.5% (Huda & Kardoyo, 2021). This aligns with findings from West Bandung Regency, where educational financing management and learning facilities significantly affected school quality (Azhari & Kurniady, 2016).

School financing has a significant impact on school culture because it influences the quality of facilities, infrastructure, and resources available to support the teaching and learning process (Azhari & Kurniady, 2016; Triwiyanto, 2023). With adequate funding, schools can provide a conducive environment, such as comfortable classrooms, technology that supports learning, and extracurricular programs that enrich student experiences (Kurniady & Kurniady, 2017; Togatorop, 2017). Conversely, funding limitations can hinder the development of an inclusive, creative, and progressive school culture and restrict opportunities for students to develop their potential (Widyaningrum, 2024; Azhari & Kurniady, 2016). Effective and sustainable financing enables the

establishment of a positive school culture, wherein values such as cooperation, respect, and a passion for learning can thrive (Kurniady & Kurniady, 2017; Widyaningrum, 2024).

This study aims to examine the educational financing strategies at Senior High School Darul Quran Al-Wafa Putri Bogor, with a focus on the role of financing in supporting a positive school culture. This research fills a gap in previous studies, which generally discuss the influence of financing in a broad sense without exploring students' perceptions as direct beneficiaries. Findings reveal diverse student responses to fund allocation, such as classroom renovations, technology procurement, extracurricular activities, and leadership training. The bottom-up approach employed emphasizes the importance of needs- and experience-based evaluations by students. This study also observes how financing is utilized to support both academic and non-academic activities in shaping character and a quality learning environment. Careful financial planning is key to ensuring program effectiveness. Consequently, appropriate financing will foster a conducive school culture, enhance motivation, and support students' academic, social, and moral development.

RESEARCH METHODOLOGY

This study was conducted at Senior High School Darul Qur'an Al-Wafa Putri Bogor, located at Gg. Pisang II, No. 9, Desa No. 05, RT. 01, Tamansari, Tamansari Subdistrict, Bogor Regency, West Java. The informants involved in this study included the Principal, Musyrifah Coordinator, Homeroom Teacher, General Musyrifah, and a Student. This research examines educational financing strategies that support the implementation of school culture by employing a qualitative approach and a case study design. The objective of this study is to provide a detailed explanation and description of how educational financing strategies can support the implementation of school culture. Data collection was carried out using three techniques: first, interviews with the principal, musyrifah coordinator, homeroom teacher, general musyrifah, and student to obtain in-depth information regarding educational financing strategies. The second technique was participant observation, where the researcher directly observed the implementation of financing strategies and school culture. The third technique involved documentation, which included collecting various documents related to educational financing strategies in supporting school culture.

The data processing involved several stages: first, data condensation by grouping information according to the discussed topics, namely educational financing strategies in supporting the implementation of school culture. Second, data presentation in the form of sentences and tables to facilitate understanding. Third, drawing conclusions to obtain accurate research results. To ensure data validity, source triangulation was conducted by comparing the results of interviews with the principal, musyrifah coordinator, homeroom teacher, general musyrifah, and student. Secondly, technique triangulation was applied by comparing the results of interviews, observations, and documentation. Additionally, confirmability was ensured by the researcher re-confirming the accuracy of the data processing and research findings with the informants, including the principal, musyrifah coordinator, homeroom teacher, and general musyrifah, to verify the validity of the results. For further data validity, an extended observation approach was employed by conducting a survey among 10 students regarding their agreement on the use of school funds to support school culture. The survey was administered through a questionnaire using the Guttman Scale (1 = Yes; 0 = No) to measure their responses.

RESULTS AND DISCUSSION

Implementation of Cultural Values at Senior High School Darul Quran Al Wafa Putri Bogor

The implementation of cultural values at Senior High School Darul Quran Al Wafa Putri Bogor involves both internal and external stakeholders. Internal stakeholders include students, teachers, and educational staff, where students are expected to exhibit discipline, piety, responsibility, and leadership qualities. For teachers

and educational staff, this implementation offers benefits such as enhanced piety and facilitation of the teaching process. External stakeholders comprise parents, the community, as well as the business and industrial sectors, who gain advantages such as pride in the students' character, an elevated social standard, and students who are prepared to become exemplary workforce members. Educational evaluation to support the implementation of school culture is conducted through self-evaluation and evaluation of others, aiming to enhance creativity, productivity, and address weaknesses by strengthening knowledge, faith, and practice. School leaders can influence school culture through the involvement of both internal and external parties in the formation of educational values (Bush & Haiyan, 2013). Leadership plays a crucial role in fostering a positive school culture by engaging teachers, students, and the surrounding community (Soomro et al., 2024). There is a significant relationship between school culture and the development of leadership spirit among students, as well as the important role of teachers in character formation (Karunakaran et al., 2019).

Educational Financing Strategies in Supporting the Implementation of School Culture at Senior High School Darul Quran Al Wafa Putri Bogor

The financing strategies implemented by Senior High School Darul Quran Al Wafa Putri to support the implementation of school culture encompass several key steps. First, ensuring the quality of educators by providing resources to pursue higher education, recognizing that the enhancement of teacher qualifications significantly influences the quality of instruction. Second, planning a well-structured educational strategy as a long-term plan that integrates goals and policies to create a cohesive unity and achieve the established targets. Third, supporting the implementation of school culture through habituation of core values, exemplary behavior among school members, the development and adherence to school norms and regulations, as well as the development of literacy activities aimed at building student character. The financing strategies carried out by Senior High School Darul Quran Al Wafa Putri Bogor to support school culture include:

1. School Infrastructure Financing

Senior High School Darul Quran Al Wafa Putri Bogor allocates funds for various essential needs related to the development of educational quality and school facilities. The majority of the budget is focused on the renovation and construction of classrooms, aimed at creating a comfortable, safe, and conducive learning environment for students. Additionally, funds are allocated for the procurement of art equipment, supporting extracurricular arts activities at the school, as well as sports equipment used for physical activities to enhance students' fitness and skills. The acquisition of musical instruments is prioritized to enrich extracurricular music activities. Moreover, the school allocates budget for computers and projectors as part of efforts to improve the quality of technology-based learning, enabling students to learn more interactively and effectively. The provision of Wi-Fi is also a crucial part of the budget to ensure smooth internet access and support online learning activities. Overall, the allocated budget reflects Senior High School Darul Quran Al Wafa Putri Bogor's commitment to creating a more modern and innovative learning environment, as well as supporting the development of students' interests, talents, and skills across various fields.

Table 1. Results of the School Infrastructure Financing Questionnaire

Indicator	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Renovation and Classroom Building	1	1	0	1	0	1	1	1	0	1
Purchase of Art Equipment	1	0	1	1	1	1	0	1	0	1
Purchase of Sports Equipment	1	0	1	1	0	1	1	0	1	1
Purchase of Musical Instruments	0	1	1	1	1	1	0	0	1	0
Purchase of Computers and Projectors	1	1	1	1	0	1	1	0	0	1
Purchase of Wi-Fi	1	1	1	1	0	1	1	0	0	1

To ensure descriptive validity of the research findings, the researcher conducted a questionnaire using the Guttman Scale (1 = Yes; 0 = No) among 10 students, which showed varied responses regarding the fund allocation by Senior High School Darul Quran Al Wafa Putri Bogor. The majority of students (6 out of 10) responded positively to the renovation and construction of classrooms, indicating that classroom renovation is considered important and provides comfort in the learning process. The purchase of art equipment also received support from 7 students, although 3 students felt they did not benefit much from it. Responses concerning the purchase of sports equipment were mixed, with 6 students expressing support, while 4 felt that the facilities were still inadequate. The procurement of musical instruments received less support, with only 5 out of 10 students considering it important. On the other hand, computers, projectors, and Wi-Fi procurement received positive responses from the majority of students (8 out of 10), reflecting the significance of technology in learning and internet access to support online learning. Overall, the questionnaire results indicate that most students perceive benefits from the fund allocation in areas such as classrooms, technology, and the learning environment, though there is still room for improvement in sports facilities and musical instruments.

School facility and infrastructure financing faces various challenges, particularly related to insufficient government funding, which results in minimal maintenance, shortages of essential facilities, and difficulties in budget preparation (Herath et al., 2023). School infrastructure is also vulnerable to natural disasters such as earthquakes, floods, and storms, which worsen building conditions and compromise safety (D'Ayala et al., 2020). To address these issues, public-private partnerships (PPP) are considered effective in infrastructure development by reducing public investment while maintaining quality (Badu et al., 2018). Community involvement in funding and management has also been shown to improve efficiency (Wulansari et al., 2022). Moreover, cross-functional management by education departments (Ndungane et al., 2024) and the use of systematic decision-making frameworks can enhance the overall safety and quality of infrastructure (Fernández et al., 2025)

2. Financing for Curriculum and Learning Development

At Senior High School Darul Quran Al Wafa Putri Bogor, the largest portion of the budget is allocated to the procurement of core textbooks to ensure that students have access to relevant and high-quality learning resources for mastering subject matter. In addition, funds are allocated for the provision of learning modules, which serve as supplementary guides for both students and teachers in the teaching and learning process. Teacher workshops constitute an essential part of this budget, as professional training and skill development for teachers are key to improving instructional quality. Budget is also allocated for curriculum development to ensure that the curriculum remains relevant and effective in achieving educational goals. Finally, training on curriculum implementation is provided to teachers to ensure they can apply the curriculum effectively and in alignment with contemporary developments. Overall, this budget allocation reflects the commitment of Senior High School Darul Quran Al Wafa Putri Bogor to continuously improve the quality of education through the renewal of instructional materials, the development of teacher competencies, and the effective design and implementation of the curriculum.

Table 2. Results of the Curriculum and Learning Development Questionnaire

Indicator	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Textbook Procurement	1	1	1	1	1	1	1	1	0	1
Learning Module Provision	1	0	1	1	1	0	1	1	1	1
Teacher Workshop Funding	1	1	1	1	0	1	1	1	1	0

Curriculum Development	1	1	1	1	1	1	0	1	1	1
Funding Curriculum Implementation	1	0	1	1	0	1	1	1	1	1
Training										

Using the Guttman Scale (1 = Yes; 0 = No), students were asked to indicate their level of agreement with several curriculum and learning development indicators. Most students (9 out of 10) supported the procurement of core textbooks, indicating that access to relevant and high-quality textbooks is considered essential for mastering the subject matter. Responses regarding the provision of learning modules were more varied, with 7 students supporting it, while 3 felt it was less relevant or had not yet perceived its benefits. The teacher workshops received support from 8 students, indicating appreciation for the school's efforts to improve teaching quality through professional development. Curriculum development was supported by nearly all students (9 out of 10), reflecting the perceived importance of regularly updating the curriculum to align with educational goals. Similarly, training in curriculum implementation received positive responses from 8 students, demonstrating that students recognize the value of such training in enabling teachers to deliver the curriculum effectively.

Overall, the questionnaire results suggest that the majority of students support various initiatives aimed at enhancing the quality of education at Senior High School Darul Quran Al Wafa Putri Bogor, especially in areas related to instructional materials, teacher development, and curriculum relevance. However, some areas particularly the provision of learning modules and curriculum training still require further attention to ensure all students perceive and benefit from their implementation. Financing in curriculum and instructional development has undergone significant transformation, particularly through diversification of funding sources. The Green Ocean Strategy for Financial Sustainability (GOSFS) is an innovative approach comprising 18 steps, emphasizing resource development, sound governance, and regulation (Al-Filali et al., 2023). International agendas, such as the Transforming Education Summit, highlight the importance of strategic cross-ministerial financing and macroeconomic policy reforms (Archer, 2023). However, challenges persist in terms of equity and inclusivity, necessitating interdisciplinary, context-sensitive strategies (Pham Xuan & Håkansson Lindqvist, 2025). The integration of the Sustainable Development Goals (SDGs) into national curricula continues to face gaps in behavioral change and justice (Charamba & Ndhlovana, 2025; Cherniakova et al., 2025). Meanwhile, the adoption of technology such as Enterprise Resource Planning (ERP) systems has demonstrated improvements in student learning outcomes through the Technology Organization Environment (TOE) framework (Chung et al., 2025).

3. Financing of Extracurricular Activities

Student activity programs at Senior High School Darul Quran Al Wafa Putri Bogor are focused on financing extracurricular activities encompassing the arts, sports, and religious programs. These activities play a crucial role in strengthening school culture and fostering students' character development. The programs are designed to build discipline, skillsets, and a sense of responsibility core elements of personal growth. Special attention is given to the implementation of cultural and traditional school events, with budget allocations dedicated to organizing annual or monthly events aligned with school culture. Activities such as competitions, art performances, and religious events aim to strengthen student solidarity while fostering a strong sense of belonging and school identity. Additionally, funding support for the Student Council (OSIS) is a priority. OSIS plays a vital role in organizing various events

that enhance school culture, promote discipline, and develop students' leadership abilities. All of these activities are integral to shaping student character and preparing them to face future challenges.

Table 3. Results of the Extracurricular Activities Questionnaire

Indicator	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Procurement of Religious and Arts Equipment	1	1	1	1	0	1	1	1	1	0
Funding for Cultural Events (e.g., Ramadan Camp, etc.)	1	1	1	0	1	1	1	1	1	1
Funding for OSIS (Student Council) Activities	1	1	1	1	1	1	0	1	1	1

The measurements using the Guttman Scale (1 = Yes; 0 = No) show that students were asked to respond to each indicator related to extracurricular program funding. The results reveal that 8 out of 10 students support extracurricular activities aimed at developing skills, discipline, and responsibility, although 2 students did not perceive these activities as relevant or beneficial. Nearly all students (9 out of 10) also supported the implementation of cultural and traditional school events, such as competitions and art performances. This indicates that students recognize the importance of such events in fostering solidarity and building a strong school identity. Moreover, all students (10 out of 10) expressed strong support for the allocation of funds for Student Council (OSIS) activities. This unanimous response highlights the perceived importance of OSIS in organizing events, enhancing school culture, promoting student discipline, and fostering leadership development. In general, the questionnaire results suggest that the majority of students support various student-focused programs at Senior High School Darul Quran Al Wafa Putri Bogor, especially in relation to extracurricular activities, cultural events, and OSIS support. However, some areas particularly the perceived benefits of extracurricular programs still require further evaluation and targeted improvements to ensure that all students derive meaningful outcomes from their participation.

The importance of extracurricular program funding is increasingly recognized as a critical factor in enhancing student engagement and personal development. One notable example is the Engineering Scholars Program (ESP), which provides scholarships and funding for professional development and participation in extracurricular activities (Dancz et al., 2024). Similarly, the Biochemical Society allocated £400,000 in 2024 to support international collaborations and outreach projects, including extracurricular components (Ollett, 2025). In Croatia, studies have shown that parents prefer extracurricular activities to be conducted on school grounds during school holidays (Franić, 2019), indicating a demand for accessible and convenient program formats. In Northern California, after-school programs as part of the Community Schools initiative have been shown to promote inclusion and social engagement (Vogel-Campbell, 2025). Digital transformation also plays a growing role: in Ankara Yildirim Beyazit University, extracurricular activities have been made more accessible through online platforms (Uzun & Guven-Yalcin, 2021). In Russia, social media networks such as VKontakte have been used to facilitate student engagement in extracurricular initiatives (Panova & Tutorskaya, 2018).

4. Financing for Character Development and Soft Skills

The character-building program at Senior High School Darul Quran Al Wafa Putri Bogor focuses on nurturing various aspects of students' personalities, with funding allocated to activities

such as guidance sessions, motivational seminars, and leadership training. These programs are designed to foster resilient, responsible, and positively minded individuals capable of facing life's challenges. In addition to these internal development efforts, social engagement and empathy-building activities also constitute an essential component of character education. Budget allocations are directed toward community service and humanitarian programs, allowing students to engage directly with societal needs. These experiences teach values of empathy, social responsibility, and compassion, encouraging students to develop a deeper awareness of their role in contributing positively to society. Ultimately, these character development initiatives support the creation of a caring and collaborative school culture, embedding moral values that shape students not only as good learners but as socially conscious individuals beyond the school environment.

Table 4. Questionnaire Results: Character Development and Soft Skills

Indicator	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Guidance and Motivational Seminars	1	1	1	0	1	1	1	1	1	1
Leadership Training	1	1	1	0	1	1	1	1	0	1
Social and Community Service Activities	1	1	1	1	1	0	1	1	1	1

The results of measurements using the Guttman Scale indicate that students were given binary choices “Yes” (1) or “No” (0) for each listed indicator. The majority of students (9 out of 10) expressed support for guidance programs and motivational seminars aimed at fostering positive attitudes and student resilience. However, one student did not perceive these programs as relevant or beneficial. Responses to leadership training were more varied, with 8 students supporting the program, while 2 students reported not finding it useful or relevant. Similarly, a significant majority (9 out of 10) supported social and community engagement activities, which are designed to instill values of empathy, social responsibility, and care for others. Only one student did not support this initiative. Overall, the questionnaire results suggest that most students at Senior High School Darul Quran Al Wafa Putri Bogor are in favor of character development programs, particularly those related to guidance, motivational seminars, and social engagement. Nevertheless, certain areas such as leadership training require further attention to ensure their benefits are fully realized by all students.

Funding for character education and soft skills development is gaining increasing emphasis across universities and international programs. For instance, the Central Agricultural University in India is planning a professional communication training program based on student preferences to support job placement (Sikdar & Prakash, 2025). In Costa Rica, the National University has developed soft skills programs as part of its social responsibility initiatives, with increased participation and funding since 2017 (Vasconcelos-Vásquez & Ugalde Naranjo, 2024). At Alfonso X el Sabio University, MOOCs have been integrated into the veterinary medicine curriculum to enhance students' soft skills (Pato et al., 2025). Budapest Metropolitan University operates a talent development program focusing on creativity and entrepreneurial thinking (Vass & Kiss, 2023). Financial support from the European Commission, through Erasmus and Horizon Europe, has further reinforced the development of soft skills (Donne, 2021). However, a gap remains between the soft skills demanded by the labor market such as adaptability and initiative and those currently cultivated in educational institutions, a discrepancy that has become more pronounced in the post-pandemic era (Arvanitis et al., 2022). In Peru, graduate

students in the health sector have emphasized the importance of communication and leadership skills for professional development (Mamani et al., 2024).

CONCLUSION

School funding plays a vital role in enhancing the quality of education and student-related activities, including classroom renovations, technology acquisition, provision of art equipment, and extracurricular programs. The majority of students expressed support for these initiatives; however, certain areas such as sports facilities and leadership training still require further attention to ensure equitable benefits for all. Senior High School Darul Quran Al Wafa Putri Bogor has allocated its budget across several key sectors to support educational quality and foster a strong school culture. Infrastructure funding has been directed toward classroom renovations, procurement of arts and sports equipment, as well as musical instruments, computers, projectors, and Wi-Fi to support technology-based learning. Curriculum funding includes the purchase of textbooks and learning modules, teacher workshops, curriculum development, and training to ensure effective instructional delivery. Funding for extracurricular activities encompasses arts, sports, and religious programs aimed at developing students' character and reinforcing school values. In addition, budget allocations are made for character education programs through counseling, motivational seminars, leadership training, and social activities designed to instill empathy and social responsibility. Overall, this funding strategy supports comprehensive student development in both academic and character-building dimensions.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all parties who supported this research. Special thanks to the administration of Senior High School Darul Quran Al-Wafa Putri Bogor for granting permission and providing access to conduct this study. I also deeply appreciate the respondents who generously contributed their time and valuable insights. My gratitude also extends to my academic advisors and colleagues for their guidance, suggestions, and continuous support throughout the research process. I hope this study contributes positively to the development of more effective funding strategies for education and school culture in the future.

AUTHORS' CONTRIBUTION

Author 1: Concept development, research methodology, data processing

Author 2: Concept development, data collection, report writing

Author 3: Data validation, data processing

Author 4: Data validation, data processing

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