

# Financing Partnership in Improving the Quality of Education: Case Study at State Elementary Schools 46 and 7 Cakranegara, Indonesia

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**Abstract.** This study aims to determine: 1) The form of partnership in improving the quality of education in Public Elementary Schools in Cakranegara District; 2) Management of educational financing partnerships in improving the quality of education in Public Elementary School 46 and Public Elementary School 7, Cakranegara, Indonesia.

The researcher employs a qualitative approach, specifically a case study research design, and collects data through interviews, observations, and documentation techniques. In addition to the data analysis techniques employed during data collection, data condensation, data display, data drawing, and verification of conclusions are also used. The findings and analysis of the research show that: 1) The Management of Financing Partnerships in Improving the Quality of Education at State Elementary School 46 and State Elementary School 7 Cakranegara has been implemented by the functions of planning, organising, implementing and supervising. 2) The form of Financing Partnerships in Improving the Quality of Education at State Elementary School 46 and State Elementary School 7 Cakranegara can be said to be very good and can improve the quality of education.

Its principles and characteristics guide the implementation, and stakeholders have effectively put it into practice. The Education Financing Partnership at State Elementary School 46 and State Elementary School 7 Cakranegara can further improve the quality of education.

**Keywords:** Partnership; Financing; Quality of Education.

## INTRODUCTION

Partnerships in educational financing have a significant impact on improving the quality of education, as many schools' needs cannot be met by the government, either directly or indirectly. Thus, education provides an opportunity for schools to establish partnerships with various agencies and the broader public. According to the Republic of Indonesia Law No. 9 of 1995, partnerships are defined as a form of business partnership between small, medium, and large entrepreneurs, accompanied by development and coaching, to consider the principles of mutual strengthening, mutual need, and mutual benefit.

As for the author [1], it explains partnership as a business strategy carried out by two or more

parties over a predetermined duration or agreement to gain benefits using the principle of mutual benefit and mutual need. This partnership is characterised by cooperation or mutual assistance among various parties, both individually and in groups. Author [2] explains that partnership is an official cooperation between individuals aimed at achieving a specific goal. Therefore, the researcher concludes that a partnership is a cooperative relationship between two parties that mutually benefits both in attaining common goals.

Meanwhile, education financing is an effort to collect funds that can cover the operational costs of the education sector and support its development. Education costs refer to the amount of money allocated to cover school expenses and

help fund educational needs. The scope of these costs includes improving teacher competence, teacher salaries, allowances, provision of building and building maintenance facilities, managing activities, running extracurricular activities, and administration within the education unit.

Educational institutions or schools recognise the vital role of educational financing in organising education effectively. Several experts define educational costs as all types of expenditure used to manage education, including both monetary and non-monetary forms such as time, energy, or goods. In this case, we categorise educational costs to include student contributions, physical facilities such as school buildings, and teacher salaries. Educational institutions must plan every financing effort effectively and must obtain, allocate, and manage it as educational funding.

Partnership or cooperation in educational financing is defined as a relationship between two parties that aims to obtain or gain benefits, even if one party is disadvantaged, without regard to caste, thereby forming an equalising relationship between partners to achieve common goals. Therefore, we can conclude that partnership or cooperation in educational financing refers to collaboration among schools, families, and communities based on mutual assistance, trust, equal standing, respect, and a shared willingness to contribute to providing educational facilities, infrastructure, and mutual support. Learning in schools helps build a school ecosystem that fosters character and a culture of achievement among students.

Based on the results, initial observations, and interviews with the Head of School and teachers at State Elementary School 46 Cakranegara, Mataram City, it was explained that the school has established partnerships with various external agencies, including PT Trakindo Utama, the Environmental Service, and the Babakan Cakranegara Health Centre. The forms of partnership programs include assistance with health and hygiene equipment from PT Trakindo Utama, waste management services from the Environmental Service, immunisation, counselling, sanitation, and vaccination from the Health Centre. Meanwhile, the community's role in financing education is involved when there are urgent expenses that the school cannot cover on its own, after discussion with the committee and the school community.

Based on the description above, the author is interested in conducting research on financing partnership management to improve the quality of education, specifically through a case study at State Elementary School 46 Cakranegara and State Elementary School 7 Cakranegara. The researcher conducted the study in the Cakranegara District, Mataram City. The selection of the location was based on the results of initial observations, which revealed that State Elementary School 46 Cakranegara and State Elementary School 7 Cakranegara have established partnerships with other agencies and the surrounding community.

## METHODS

This study employs a qualitative method with a case study approach. The purpose of qualitative research is to gain a holistic understanding of social phenomena and increase in-depth comprehension [3]. Case study research focuses on a particular object or phenomenon. This study examines financing partnerships aimed at improving the quality of education through a qualitative approach.

The data sources used in this study encompass both primary and secondary sources. Primary data sources are those that directly provide data to data collectors. In contrast, secondary sources are sources that do not directly provide data to data collectors, for example, through other people or documents [4]. The collection of primary data sources involves gathering original information from various subjects, including principals, teachers, and school administrators. The researcher collects secondary data from multiple official sources and literature, including books, journals, and other relevant materials, as well as documentation such as images, writings, works, or research-related sources.

Data collection in this study was conducted through four methods: observation, interviews, and documentation [4]. The data analysis technique employed in this study is the interactive model analysis developed by Miles and Huberman. The process of data analysis involves data collection, data condensation, data display, and data drawing and verification of conclusions [5]. Meanwhile, data validity checks include tests, credibility, transferability, dependability, and confirmability [4].

## RESULTS AND DISCUSSION

### Financing Partnership Management in Improving the Quality of Education at SDN 46 and SDN 7 Cakranegara

1. *Educational financing partnership planning.* Planning at State Elementary School 46 and State Elementary School 7 Cakranegara to improve the quality of education involves identifying goals and needs, adhering to the principles of participatory, transparent, and cooperation-based planning, as it engages the school community, including parents and the broader community. This approach aligns with research conducted by author [6] on the management of educational financing partnerships in elementary schools, specifically in planning, which involves identifying goals and needs through participatory, transparent, and cooperative principles. Meanwhile, according to author [7], participatory planning is a process that involves the community throughout, until a goal is achieved.

A. Educational Financing Partnership Planning Stage, as for tahap financing partnership planning at State Elementary School 46 and Elementary School Ncountry 7 Cakranegara, including:

- 1) Identifying objectives; this is to ensure that it can improve the quality of education and increase wider access to education.
- 2) The researcher also conducts a needs analysis to determine what is required to achieve the goals of partnership and financing.
- 3) Identifying partners. Identifying partners is done to assess the potential of partners who can help achieve the goals of financing partnerships.
- 4) Development of Plan, Development of a clear and detailed education financing partnership plan, including goals, objectives, and strategies;
- 5) Budgeting, Budgeting the costs required to implement the education financing partnership.

B. Principles of Educational Financing Partnership Planning, Principles of financing partnership planning at State Elementary School 46 and Elementary School Ncountry 7 Cakranegara, namely:

- 1) Participatory: Planning for educational financing partnerships must involve all stakeholders, including the community, teachers, and students.
- 2) Transparent: Planning for educational financing partnerships must be transparent and ac-

countable, including in the management of funds and resources.

- 3) Needs-based: Educators and administrators must plan educational financing partnerships based on academic needs and local priorities.

C. Benefits of Educational Financing Partnership Planning. There are several benefits to planning financing partnerships at State Elementary School 46 and Elementary School 46 Country 7 Cakranegara, namely: improving the quality of education, enhancing access to education, and improving efficiency.

In planning, which is done in the first step, namely compiling the RKAS, all relevant stakeholders are invited to participate, including the school committee, class teachers, subject teachers, school operators, guardians, and other school members, to ensure the facilities, infrastructure, and needs at the school are met. Author [8] stated that good management begins with the planning function. Some agencies also form partnerships based on test results. For example, the language centre office previously offered a competency test to assess individuals' ability to speak correct Indonesian. Based on the results, the language office initiated a partnership offer, which led to the establishment of the collaboration. Then, the school recommended that students take the competency test, which the language office accepted. The target for taking the competency test was the upper class.

In the planning stage, after receiving confirmation from the partner, the school prepared an agenda of activities by involving the school committee, the village community, the school community, and parents. The school primarily partners with several external organisations. To establish one such partnership, the institution required candidates to take a test. This statement aligns with research conducted by author [9] at SD Muhammadiyah 9 Malang. The researcher concludes that planning at Elementary School 46 and Elementary School 47 Cakranegara involves identifying goals and needs while adhering to the principles of participatory planning, transparency, and cooperation. This process engages the school community, including parents, as well as the broader community. Meanwhile, author [7] explains that participatory planning is a process in which the community is continuously involved until the goal is achieved.

## 2. Organising educational financing partnerships.

Organising financing partnerships at State Elementary School 46 and State Elementary School 7 Cakranegarain improves the quality of education. The leadership involves the entire school community, including the school committee, teachers, school administrators, school staff, school security personnel, cleaners, and parents, as well as the broader society; this is to achieve a goal of good management, which is one of the keys, mainly determined by the quality of existing resources. Organising needs to consider effectiveness in an activity so that it can at least minimise deficiencies and anticipate obstacles.

Organising financing partnerships at State Elementary School 46 and State Elementary School 7 Cakranegara to improve the quality of education and increase access to education for all levels of society. Then also done with how to form groups like:

### A. Organisational Structure:

- The steering committee, namely the leadership, determines the objectives and strategies, and monitors and evaluates the educational financing partnership;
- The partnership management team consists of trusted teachers assigned to manage and coordinate activities in the financing partnership program;
- Working group: consisting of teachers, students and guardians, whose duties include implementing, developing and implementing financing partnership programs.

B. Functions and responsibilities in organising educational financing partnerships at State Elementary School 46 and State Elementary School 7 Cakranegara are as follows:

- Planning: Develop an education financing partnership plan;
- Management: Managing educational financing partnerships;
- Supervision: Supervise educational financing partnerships;
- Evaluation: Evaluating educational financing partnerships.

C. Principles of organising educational financing partnerships at State Elementary School 46 and State Elementary School 7 Cakranegara are as follows:

- Participatory: Involving all stakeholders;
- Transparent: Managing educational financing partnerships transparently;
- Accountable: Managing educational financing partnerships responsibly.

D. Benefits of organising educational financing partnerships at State Elementary School 46 and State Elementary School 7 Cakranegara are as follows:

- Improving the Quality of Education: Organising educational financing partnerships can help improve the quality of education;
- Improving Access to Education: Organising educational financing partnerships can help improve access to education for all levels of society;
- Increasing Efficiency: Organising educational financing partnerships can help improve efficiency in the management of funds and resources.

In organising these programs, teachers are more involved, both class teachers and subject teachers, because it is they who directly guide the process in implementing the program. Therefore, the leadership is selective in appointing accompanying teachers to ensure the ongoing success of partnership activities in schools.

In addition, there are also groups such as the BOS team that have been formed previously and continuously collaborate to make all programs in the school a success. Therefore, we can conclude that in Public Elementary Schools 46 and 7 Cakranegara, the school community –including the school committee, teachers, school operators, school guards, cleaners, parents, and the broader society – actively participates in organising leadership.

3. *Implementation of Education Financing Partnership.* At 46 State Elementary Schools and State Elementary School 7 Cakranegara, the school leadership enhances the quality of education by involving partners and the entire school community, assigning a person in charge based on the groups they have formed. Specifically, during the implementation stage, the principles and benefits aim to improve the quality of education, increase access to education, and enhance efficiency; this aligns with research conducted by the author [10] on the management of educational financing partnerships in junior high schools. The study focuses on the implementation stage, highlighting the principles and benefits of implementation

aimed at improving the quality of education and increasing access to education.

The purpose of implementing educational financing partnerships in Public Elementary School 46 and Public Elementary School 7 Cakranegarais is to improve the quality of education and increase access to education for all levels of society.

A. Implementation Stage of Education Financing Partnership. The stages of implementing the Education Financing Partnership are: Public Elementary School 46 and Public Elementary School 7 Cakranegara in improving the quality of education as follows:

- Program Development: Educational stakeholders develop educational financing partnership programs tailored to the region's academic needs;
- Fund Management: Transparent and accountable management of educational financing partnership funds;
- Resource Management: Effective and efficient management of educational financing partnership resources;
- Monitoring and Evaluation: Stakeholders monitor and evaluate the implementation of educational financing partnerships to ensure that the partnership objectives are achieved.

B. Principles of Implementation of Educational Financing Partnerships. The Principles for Implementing Educational Financing Partnerships in Public Elementary Schools 46 and Public Elementary Schools 7 Cakranegara in improving the quality of education as follows:

- Participatory: Involving all stakeholders in the implementation of educational financing partnerships;
- Transparent: Manage education financing partnership funds and resources transparently;
- Accountable: Managing education financing partnership funds and resources responsibly.

C. Benefits of Implementing Educational Financing Partnerships. The Benefits of Implementing Education Financing Partnerships in Public Elementary School 46 and Public Elementary Schools 7 Cakranegara in Improving the Quality of Education as follows:

- Improving the Quality of Education: Implementing educational financing partnerships can help improve the quality of education;

- Improving Access to Education: Implementing educational financing partnerships can help improve access to education for all levels of society;

- Improving Efficiency: Implementing educational financing partnerships can help improve efficiency in managing funds and resources.

To achieve the goal, planners must consider the available resources, since each strategy aims to optimise the use of targeted resources. Of course, before implementing an activity, it is necessary to take efficient and effective strategic steps.

Public Elementary School 46 Cakranegara implements its education financing partnership as follows: Trakindo, one of the partners, provides CSR funds on a per-term basis each time a program is carried out. The school submits a proposal in advance as part of the planning process. Another partner, Insan Waste Bank, runs a buying and selling system where they pay for collected waste. Bank NTB sponsors a savings book for each child, and the school records every sale in the savings book. At the end of the year, the school distributes the money directly to the children to motivate them.

Then, each formed group carries out its duties well, according to its respective responsibilities. Author [11] stated that the stages of effective strategy implementation are carried out by emphasising the activities of setting goals, establishing policies, motivating employees, and developing a supportive culture.

At Public Elementary School 7 Cakranegara, the partner only communicates with the school through specific agreements. For example, the health centre is indeed their program, so the school facilitates it. The school only provides the necessary infrastructure to meet its needs. Another example is when parents, the community, and the school's village apparatus are involved; in such cases, the nature of the relationship is more one of delegation, with the school typically taking on a supportive role. In their implementation, they are usually the ones who regulate it completely.

During implementation, leadership assigns specific duties to each group based on their roles. Each group performs its tasks effectively, and all programs run smoothly because the partners themselves take the lead. The school meets the necessary needs and provides the required infrastructure for each activity.

Implementation at 46 State Elementary Schools and 7 Cakranegara improves the quality of education by involving partners and the entire school community, as assigned by leadership, with the person in charge based on the groups formed; this consists of the implementation stage, principles, and benefits aimed at enhancing the quality of education, increasing access to education, and improving efficiency.

*4. Supervision Education Financing Partnership at SDN 46 and SDN 7 Cakranegara.* Supervision of educational financing partnerships in Public Elementary School 46 and Public Elementary School 7 Cakranegara aims to improve the quality of education, specifically through the process of monitoring and evaluating the implementation of these partnerships to ensure that partnership goals are achieved and resources are utilised effectively and efficiently. Every activity is always appropriately supervised. Then, the leader also ensures the progress of each activity. What makes it easy is that the school is not burdened with reporting, as the programs are entirely the responsibility of the partner, so the leader feels supported and facilitated by the partner.

A. The purpose of supervision in Public Elementary School 46 and School State Policy 7 Cakranegara is to improve the quality of education as follows:

- Ensure that established plans and objectives implement educational financing partnerships;
- Increase the efficiency and effectiveness of resource use;
- Improve the quality of education provided;
- Identify and resolve issues that arise during the implementation of the partnership.

B. Supervisory function in Public Elementary School 46 and Public Elementary School 7 Cakranegara in improving the quality of education as follows:

- Monitor the implementation of educational financing partnerships to ensure that partnership objectives are achieved;
- Evaluate the results of implementing educational financing partnerships to identify strengths and weaknesses;
- Controlling the implementation of educational financing partnerships to ensure that resources are used effectively and efficiently.

C. Supervision methods in Public Elementary School 46 and Public Elementary School 7 Cakranegara in improving the quality of education are as follows:

- Monitoring the implementation of educational financing partnerships directly;
- Evaluate documents related to the implementation of educational financing partnerships;
- Conducting interviews with parties related to the implementation of educational financing partnerships.

D. Benefits of supervision in Public Elementary School 46 and Public Elementary School 7 Cakranegara in improving the quality of education are as follows:

- Increase the efficiency and effectiveness of resource use;
- Improve the quality of education provided;
- Identify and resolve issues that arise during the implementation of the partnership;
- Improving accountability and transparency in the implementation of education financing partnerships.

After implementing the next stage, namely, the leader communicates with the partner regarding the progress of each activity. Furthermore, the leader ensures that the program runs smoothly and that funding is used effectively. Related to the SPJ, this must also exist and be created, as a report is required. The report must clearly outline the equipment and materials required for the project, specifying the needs for the purchased items. There must also be a report on the use of the funds.

The school staff consistently supervise every activity well. The leader also ensures the progress of each activity. What makes this easier is that the school is not burdened with reporting, as the programs are entirely the responsibility of the partners. So that we, as leaders, feel truly helped and facilitated by our partners. Supervisors can assess the effectiveness of program implementation through program monitoring. Author [11] explains that control is defined as an activity to make something appropriate.

State Elementary School 46 and Public Elementary School 7 Cakranegara manage educational financing partnerships through the core management functions: planning, organising, implementing, and supervising [12].

## Form of Financing Partnership in Improving the Quality of Education at SDN 46 and SDN 7 Cakranegara

The form of educational financing partnership in Public Elementary School 46 and Public Elementary School 7 Cakranegara in improving the quality of education is as follows:

*Direct financing partnership:* a form of collaboration involving companies or organisations that provide direct funds for educational activities. Such as that obtained from LAZ DASI partners, amounting to Rp. 500,000 for every religious activity.

*Project-based financing partnership:* a form of collaboration involving companies or organisations that provide funds for specific educational programs. Such as direct financing from Trakindo of 5,000,000 in one disbursement, namely in stages, up to 3 stages in one year.

CSR (Corporate Social Responsibility) based financing partnership: a form of collaboration involving companies, organisations or communities that provide funds for educational activities as part of a CSR program.

*Cooperation-based financing partnerships:* This form of collaboration involves cooperation between schools, companies, organisations, or communities to provide funds and resources for educational activities.

*Philanthropy-Based Financing Partnership:* A philanthropy-based financing partnership is a form of collaboration in which individuals or organisations provide funds for educational activities as a means of addressing social concerns. In this case, the community offers funds for the construction of classrooms. To address the shortage, the community donates their assets in the form of cash, with each family receiving a card worth 50,000.

On the other hand, there are also contributions in the form of materials until the classroom building is completed and ready for use in teaching and learning activities. Experts categorise partnerships in educational financing into several types based on the parties involved and the nature of the cooperation undertaken. The purpose of financing partnerships is to improve access, quality, and efficiency in education financing, regardless of the efforts made by various parties [13].

1. Partnership of Education financing with the Industrial sector. The research findings revealed that the school partnered with the industrial sec-

tor, specifically with PT Trakindo, which has a dedicated team for fostering and guiding the schools it supports. PT Trakindo also funds the implementation of school programs that have been jointly planned and agreed upon. This partner team has supported schools and established a coaching team in each school. Regarding the program, the theme changes annually, with educational projects created and funding provided by the partner.

At Elementary School 46 Cakranegara, the educational financing partnership is jointly funded by PT Trakindo. The programs, such as projects from partners or the school, are also assisted by parents in addressing needs that the school cannot meet. Public Elementary School 7 Cakranegara secures educational financing partnerships through Lazdasi, a partner that helps fund school programs. The sub-district and parents also help address other deficiencies, and the surrounding community provides strong support to the school.

Additionally, at State Elementary School 46 Cakranegara, the educational financing partnership is very supportive, as the programs are not only initiated by the school but also by its partners, greatly assisting them in terms of educational financing. Meanwhile, Public Elementary School 7 Cakranegara is also very much supported, as evidenced by the many deficiencies that partners and the community at the school address.

2. Financing partnership with the financial sector. At State Elementary School 46 Cakranegara, the school partnered with financial institutions, initially with NTB Syariah Bank, for one year. The school and its partners establish the partnership for a one-year term. If, within one year, the bank does not renew the contract, the school will seek another bank as a replacement. However, so far, during the partnership with Bank NTB Syari'ah, they have often helped and been directly involved in financing at the school. The partnership greatly helps the school fund activities such as student and teacher competitions, workshops, and other large-scale events that the school cannot afford on its own.

Meanwhile, in Public Elementary Schools 7 Cakranegara, which had previously partnered with NTB Syari'ah Bank, there is no partnership this year due to several problems and considerations, including complaints from parents and the surrounding community. However, plans for the following year include re-establishing coopera-

tion through various mutually agreed-upon agreements.

3. Financing partnership with parents. The research findings reveal that the school's proximity to the community enables the community to address its shortcomings and needs directly through deliberation and mutual agreement. The community voluntarily and sincerely helps cover the cost of inadequate infrastructure without any coercion. Also, parents are very involved in activities such as ANBK. For parents, we still hold socialisation sessions, which are conducted through their respective class forums on WhatsApp groups. Therefore, any information conveyed by the teacher is shared with the principal and then with the school committee. The school also often holds socialisation workshops for parents, such as health talks, vaccinations, and a bullying seminar that took place yesterday.

4. Quality of Education at SDN 46 and SDN 7 Cakranegara. In improving the quality of education, several explanations are provided by experts, one of which is the term 'quality management in education,' often referred to as TQM (Total Quality Management). The author [9] emphasises the concept of TQM quality management in education, noting that TQM is a philosophy of continuous improvement, which can provide a set of practical tools for every educator.

Institutional institution in meeting the needs, desires, and expectations of its customers, now and in the future.

As for improving the quality of education in Public Elementary School 46 and Public Elementary School 7, Cakranegara can be done through several strategies, including:

A. Improving Teacher Quality: Enhancing teacher quality can be achieved through targeted training and professional development. Quality teachers can significantly improve the quality of education by refining their teaching skills, expanding their knowledge and expertise, and enhancing their ability to communicate effectively with students.

Improving Facilities and Infrastructure: Enhancing facilities and infrastructure can be achieved through the construction and maintenance of school facilities. Adequate facilities and infrastructure can enhance the quality of education by improving student comfort and safety, increasing students' ability to learn, and improving teachers' ability to teach.

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B. Improving the Curriculum: The curriculum can be enhanced through revision and development of relevant and compelling content. A well-designed curriculum can improve the quality of education by enhancing students' ability to understand the material, apply knowledge, and think critically.

C. Improving School Management: Enhancing school management can be achieved by strengthening school management and administrative capabilities. Effective school management can enhance the quality of education by: Improving the efficiency and effectiveness of resource utilisation, Enhancing the school's ability to respond to student needs, and Strengthening the school's capacity to improve the quality of education.

D. Improving Community Participation: Enhancing community participation can be achieved by improving communication and cooperation skills between schools and the community. Effective community participation can improve the quality of education by: Enhancing the school's ability to respond to community needs, Strengthening the community's support for education, and Improving the school's capacity to enhance the quality of education.

## CONCLUSIONS

1. The management of financing partnerships to improve the quality of education at State Elementary School 46 and State Elementary School 7 Cakranegara has been carried out through the management functions of planning, organising, implementing, and supervising. This process is initiated by identifying objectives, stages, principles, and benefits, and is facilitated by inviting the committee and involving all school communities.

2. Form of Financing Partnership in Improving the Quality of Education at State Elementary School 46 and State Elementary School 7 Cakranegara, including financing partnerships with the industrial sector, financing alliances with financial institutions, and partnerships with parents; this can be said to be very good because it aligns with the characteristics of TQM (Total Quality Management), which can improve the quality of education.

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