



EDUCATIONAL FINANCING MANAGEMENT IN SECONDARY EDUCATION POLICY

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Abstract

Educational financing management is a strategic element in secondary education policy because it plays a crucial role in determining the effectiveness of achieving quality, equity, and sustainability. This study aims to analyze educational financing management within the dynamics of secondary education policy through a conceptual and policy approach. The study employed a qualitative method based on literature review, analyzing academic books, reputable national and international journal articles, and relevant policy documents. The analysis was conducted using content and thematic analysis techniques to identify patterns, concepts, and the implementation of secondary education financing policies. The study's results indicate that the main problem with secondary education financing lies not only in the size of the budget, but also in the quality of financing management, which encompasses planning, governance, accountability, performance orientation, and the principle of fairness. The study's synthesis formulated a conceptual model that places financing management at the core of secondary education policy, with three main pillars: governance, performance orientation, and distributive justice. The implications of this study emphasize the importance of strengthening integrated, needs-based, and sustainable educational financing management to support improvements in the quality and equity of secondary education.

Keywords: Educational Justice, Educational Policy, Financing Management, Secondary Education.

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INTRODUCTION

Educational financing management plays a central role in ensuring that education can be implemented effectively and equitably. Bush & Sargsyan (2020) modern educational management positions resource management, including financing, as a

strategic element directly related to achieving policy objectives. This aligns with Odden and Picus's view that educational financing management encompasses the processes of planning, budgeting, implementing, monitoring, and evaluating the use of financial resources to

align with educational policy priorities. (Nurmatovich, 2025).

In the dynamics of secondary education policy, financing issues have become increasingly complex, driven by demands for improved quality, equitable access, and public accountability. Decentralization of education has shifted the pattern of financing management from a centralized one to a more distributed one at the regional and educational unit levels. This change requires adequate managerial capacity so that financing policies are not merely regulated but can be translated into effective management practices at the secondary education level.

Education policy in Indonesia is normatively regulated through various regulations, including education budget allocation policies, school operational assistance, and regional funding schemes. However, various studies indicate that the issue of education financing lies not only in the size of the budget, but also in the management and governance of these financing policies (Harbes et al., 2024; Rusina, 2022). Allocation inefficiencies, weak accountability, and a lack of synchronization between central and regional policies often hinder the achievement of the goal of quality and inclusive secondary education.

Education financing management, from a policy perspective, is also inseparable from

the values of justice and sustainability. The theory of justice in education financing emphasizes the importance of proportional resource distribution according to student needs and regional characteristics (Trott et al., 2023). Meanwhile, a sustainability approach demands that education financing policies be designed by considering fiscal carrying capacity, efficiency of budget use, and long-term impacts on the secondary education system (Ulya et al., 2025).

Various literature studies show that the success of secondary education policies is largely determined by the ability of policy actors to manage financing strategically and adaptively to changes in the policy environment (Danurwendo & Haryanto, 2025; Muthanna & Sang, 2023; Norman et al., 2025). In this context, education financing management serves as a meeting point between technocratic rationality and the normative interests of public policy, including demands for transparency, participation, and accountability.

Based on this description, the study of education financing management within the dynamics of secondary education policy is crucial for providing a comprehensive conceptual understanding of how financing policies are designed, managed, and directed to achieve educational goals. A literature-based approach allows for in-depth exploration of relevant theories, models, and previous research findings,

enriching academic discourse and serving as a reference for developing more effective and equitable secondary education financing policies.

METHODS

This study uses a qualitative approach with conceptual and policy analysis to examine education financing management within the dynamics of secondary education policy. Data were obtained from various relevant scientific sources, including four academic books, six articles in national journals and nineteen articles in reputable international journals, as well as education policy documents and working papers related to secondary education financing, which were selectively selected based on the relevance and credibility of the sources. Data analysis was conducted through content and thematic analysis, with stages of data reduction, theme grouping, interpretation, and conceptual synthesis to identify patterns, concepts, and policy implications related to planning, governance, effectiveness, accountability, and sustainability of secondary education financing. The validity of the findings was maintained through cross-source comparison and analytical consistency. (Creswell & Creswell, 2018; Hamzah, 2019).

RESULT AND DISCUSSION

Educational Financing Management within the Framework of Secondary Education Policy

Empirical studies show that educational financing management is a strategic element in secondary education policy, determining the effectiveness of achieving educational goals. Educational financing is not only related to meeting school operational needs but also serves as a public policy instrument to guarantee access, improve quality, and ensure the sustainability of secondary education (Romlah et al., 2023). Within this framework, financial management encompasses planning, budgeting, implementation, and evaluation of the use of financial resources to align with education policy priorities.

Various literature emphasizes the importance of integrating financial management and education policy. Odden & Picus (2016) states that effective education financing must be based on strategic planning and directed at achieving policy objectives, not merely meeting administrative needs. This view is reinforced by Bush & Sargsyan (2020) which positions educational management as a strategic decision-making process to optimize resources in order to achieve educational policy goals. However, most of

these studies are general in nature and do not specifically focus on the dynamics of secondary education policy.

Dynamics of Secondary Education Financing Policy: Governance and Accountability Challenges

The results of the literature review show that the dynamics of secondary education financing policies are greatly influenced by changes in educational governance, especially in the context of decentralization. Papadopoulou (2013) explains that decentralization of education provides flexibility in managing funding, but also raises challenges in the form of disparities in fiscal and managerial capacity between regions. This situation makes education funding management an increasingly complex policy issue.

Several studies confirm that the main problem with secondary education funding is not simply budget constraints, but also weak governance and accountability in funding policies. Averill & Gottlieb (2021) and Malik & Bari (2024) This demonstrates that without a transparent and accountable management system, education financing policies have the potential to be ineffective and even widen educational inequality. This underscores the importance of a managerial approach to secondary education financing policies.

Table 1. Comparison of Literature on Educational Financing Management

Author & Study Focus	Key Findings	Limitations	Novelty of Study
Odden & Picus (2016) Financing management	Financing must be based on strategic planning	Not specific to secondary education policy	Linking financing management with secondary education policy.
Favero & Kagalwala (2025) Education management	Resource management determines educational effectiveness.	General and conceptual in nature.	Positioning financing as a policy instrument.
Handel & Hanushek (2024) Financing and quality	Large budgets do not automatically improve quality.	Minimal policy context.	Managerial analysis within secondary education policy.
Patrinos & Tanaka (2024) Financing efficiency	Efficiency determines policy impact.	Lacks management analysis.	Synthesis of policy and financing management.

Educational Financing Management as an Instrument for Improving the Quality and Equity of Secondary Education

Literature shows that educational financing management has a strategic role in realizing the quality and fairness of secondary education. Hasbi (2020) emphasizes that

education funding is a long-term investment in human resource development, but its impact is largely determined by how it is managed. Without effective management, funding policies have the potential to make no significant contribution to improving educational quality.

The distributive justice perspective emphasizes that education funding must be allocated according to student needs and the socio-economic conditions of the region (Gilead, 2023). In the context of secondary education, uniform funding policies that do not consider differences in needs can actually widen the quality gap between schools. Therefore, education funding management needs to be directed to support the principles of fairness and inclusivity.

Synthesis of Educational Financing Management and Formulation of Ideal

Conditions for Secondary Education Policy

The synthesis of studies shows that education financing management in secondary education policy is a strategic mechanism that connects education policy objectives with educational delivery practices at the implementation level. Education financing cannot be understood solely as a physical instrument, but rather as a public policy instrument that determines the direction of quality, equity, and sustainability of secondary education. The literature confirms that the effectiveness of financing policies is highly dependent on the ability of the education system to manage financing in an integrated manner through goal-oriented planning, budgeting, management, accountability, and evaluation (Howlett & Ramesh, 1995; Odden & Picus, 2016).

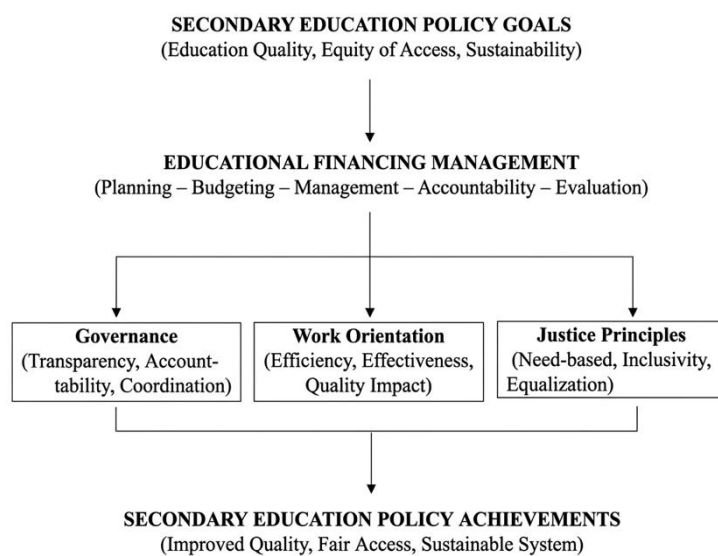


Figure 1. Synthesis Model of Education Financing Management in Secondary Policy

The model in Figure 1 shows that education financing management serves as the central driver of secondary education policy. The financing management process—which encompasses planning and evaluation—serves as a connecting mechanism between policy objectives and policy outcomes. In this model, the success of financing management is determined by three main pillars: governance, work orientation, and the principle of fairness. The governance pillar emphasizes the importance of transparency, accountability, and coordination between levels of government in managing education financing (Averill & Gottlieb, 2021; Castañer & Oliveira, 2020; Malik & Bari, 2024).

The performance-oriented pillar demonstrates that education funding must be managed efficiently and effectively by increasing budget allocation for achieving the quality of secondary education. This approach aligns with performance-based management theory, which emphasizes the link between resource use and educational outcomes (Handel & Hanushek, 2024; OECD, 2025). Meanwhile, the pillar of the principle of justice emphasizes that education financing management must be based on needs and inclusivity so that financing policies do not widen the gap in access and quality between schools (Husein et al., 2025).

Through the integration of these three pillars, education financing management produces policy outcomes in the form of improved quality of secondary education, equitable access to education, and sustainability of the education system. This model demonstrates that failure in any one pillar, such as weak governance or neglect of the principle of equity, has the potential to hamper the effectiveness of overall financing policy. Thus, education financing management functions not merely as an administrative tool, but as a strategic policy instrument that integrates technocratic and normative dimensions in secondary education.

Based on the consistency of this model, a policy recommendation that can be formulated is the need to strengthen integrated secondary education financing management, based on performance and needs, and oriented towards transparency and accountability. The ideal condition for secondary education financing policy is characterized by alignment between policy objectives, the managerial financing process, and the achievement of quality and equity in education. Therefore, future development of secondary education financing policy needs to place financing management at the core of the policy, so that education financing not only ensures operational continuity but also contributes significantly to the sustainable

improvement of the quality and equity of secondary education.

CONCLUSION

This study concludes that education financing management is a strategic instrument in secondary education policy, determining the effectiveness of achieving quality, equity, and sustainability. Financing management that is not only oriented towards budget adequacy, but also based on transparent, accountable governance, and performance and needs, has proven to be an important prerequisite for the success of secondary education policy. The study's synthesis indicates that integration between policy planning, financing management, and quality achievement-based evaluation is an ideal condition that needs to be realized. Therefore, it is recommended that the formulation and implementation of future secondary education financing policies place financing management at the core of the policy, and develop fair and sustainable financing schemes to support the continuous improvement of the quality and equity of secondary education.

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