

FINANCING MANAGEMENT IN PRIVATE JUNIOR HIGH SCHOOLS: A SYSTEMATIC LITERATURE REVIEW FOR DIGITAL AND INNOVATION CONTEXTS

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Abstrak

Pengelolaan pembiayaan pada SMP swasta tidak lagi cukup dipahami sebagai administrasi anggaran, tetapi sebagai tata kelola strategis yang menopang mutu pendidikan, keberlanjutan kelembagaan, dan daya saing sekolah. Artikel ini menempatkan manajemen pembiayaan dalam konteks AI-based education dan tech entrepreneurship, yaitu bagaimana sekolah merespons transformasi digital, kebutuhan inovasi layanan, dan peluang kemitraan berbasis teknologi. Penelitian ini menggunakan Systematic Literature Review untuk menganalisis konsep, model, dan praktik pengelolaan pembiayaan pada SMP swasta. Literatur dipilih secara sistematis dari publikasi sepuluh tahun terakhir dan dianalisis melalui content analysis untuk mengidentifikasi pola, kecenderungan, dan kesenjangan riset. Hasil kajian menunjukkan bahwa efektivitas pengelolaan pembiayaan dipengaruhi oleh perencanaan berbasis kebutuhan, transparansi dan akuntabilitas, diversifikasi sumber dana, kapasitas kepemimpinan kepala sekolah, serta digitalisasi sistem pelaporan. Dalam konteks AI-based education dan tech entrepreneurship, pembiayaan sekolah juga perlu diarahkan pada penguatan infrastruktur digital, pengembangan kompetensi guru, inovasi program, dan kolaborasi dengan pemangku kepentingan eksternal. Dengan demikian, manajemen pembiayaan pada SMP swasta perlu diposisikan sebagai instrumen strategis untuk mendukung adaptasi sekolah terhadap perubahan teknologi sekaligus menjaga mutu pendidikan secara berkelanjutan.

Kata kunci : Manajemen Pembiayaan Pendidikan; SMP Swasta; AI-Based Education; Tech Entrepreneurship; Digital Governance; Transparansi Keuangan

Abstract

Financing management in private junior high schools can no longer be understood merely as budget administration; it must be positioned as strategic governance that supports educational quality, institutional sustainability, and school competitiveness. This article situates financing management within the context of AI-based education and tech entrepreneurship by examining how schools respond to digital transformation, service innovation, and technology-enabled partnerships. This study employs a Systematic Literature Review to analyze concepts, models, and practices of financing management in private junior high schools. The reviewed literature was systematically selected from publications over the last ten years and analyzed through content analysis to identify patterns, trends, and research gaps. The review shows that effective financing management is shaped by needs-based planning, transparency and accountability, diversification of funding sources, principal leadership capacity, and digitalized reporting systems. In the context of AI-based education and tech entrepreneurship, school financing must also support digital infrastructure, teacher capacity building, program innovation, and collaboration with external stakeholders. Therefore, financing management in private junior high schools should be positioned as a strategic instrument for helping schools adapt to technological change while sustaining educational quality.

Key Words: Educational Financing Management; Private Junior High School; AI-Based Education; Tech Entrepreneurship; Digital Governance; Financial Transparency.

INTRODUCTION

Educational financing management is one of the key determinants of institutional continuity and service quality, particularly in private schools that generally have higher financial autonomy than public schools. Within the national policy framework, educational financing is positioned as a shared responsibility between the government and society, as stipulated in Law Number 20 of 2003 on the National Education System. In practice, however, private Junior High Schools do not rely solely on government support such as Bantuan Operasional Sekolah (BOS). They also depend on community contributions, foundations, and effective as well as accountable internal management strategies. As emphasized by Tony Bush in *Theories of Educational Leadership and Management*, the effectiveness of educational institutions is strongly shaped by managerial capacity in translating policy into organizational practices that are planned, strategic, and sustainable.¹ In the private school context, such capacity becomes even more critical because institutional sustainability depends heavily on the stability and professionalism of financing management.

The expansion of digital learning, data-driven school administration, and technology-enabled collaboration is reshaping how educational institutions define priorities and allocate resources. In this context, financing management is no longer limited to maintaining routine operations; it must also support investment in digital infrastructure, teacher readiness, innovation capacity, and strategic partnerships that enable schools to remain adaptive in the AI era. From a practical perspective, private junior high schools are now expected to maintain educational quality while simultaneously responding to changing expectations regarding digital services, reporting systems, and program relevance. Parents increasingly evaluate schools not only through academic outcomes, but also through perceptions of transparency, responsiveness, and innovation. These conditions make financing management a key institutional arena, because decisions about budgeting shape whether schools can invest in the personnel, systems, and learning environments required in a more technologically mediated era.

Theoretical discussions on educational finance also show that budgeting is not an isolated technical process. Fattah explains that education financing is connected with efficiency, equity, and the ability of institutions to transform financial resources into educational quality.² Matin emphasizes that educational financing management requires planning, implementation, supervision, accountability, and evaluation so that the use of funds remains aligned with institutional goals.³ Mulyasa connects school-based management with autonomy and community participation, showing that school finance becomes more effective when decision-making is close to school needs and supported by stakeholders.⁴ Hoy and Miskel also underline that schools operate as social systems, meaning that resource allocation cannot be separated from leadership, organizational

¹ Tony Bush, *Theories of Educational Leadership and Management*, 5th ed. (London: SAGE Publications, 2020).

² Nanang Fattah, *Ekonomi Dan Pembiayaan Pendidikan* (Bandung: Remaja Rosdakarya, 2017).

³ Matin, *Manajemen Pembiayaan Pendidikan: Konsep Dan Aplikasinya* (Jakarta: Rajawali Pers, 2014).

⁴ E Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi, Dan Implementasi* (Bandung: Remaja Rosdakarya, 2022).

culture, communication, and external expectations.⁵ These theoretical perspectives support the argument that private-school financing should be examined as part of broader governance

Selected previous studies supporting this review can be stated explicitly as follows. School based management requires autonomy, participation, and accountability to improve institutional effectiveness.⁶ Stakeholder support is closely related to transparency and school governance quality.⁷ Leadership and resource decisions must always be understood within institutional context.⁸ Leadership quality shapes school improvement, including the strategic use of resources.⁹ Accountability and transparent financial practice are central to trust, administrative order, and effective school finance.¹⁰ Digital systems increasingly support planning, reporting, and managerial coordination¹¹. Beyond administrative functions, innovation, digital adaptation, and entrepreneurial orientation are now relevant to how educational institutions mobilize resources and sustain development.¹² Taken together, these studies confirm that financing management in private junior high schools should be discussed not only in terms of budgeting, but also in relation to governance, leadership, accountability, and technological adaptation. Rather than providing isolated findings, the literature establish a state of the art overview showing that financing management intersects with governance, accountability, leadership, and innovation. They also demonstrate that the specific contribution of this article lies in bringing those strands together within a systematic literature review focused on private junior high schools. The Indonesian literature also strengthens the relevance of this review. Mushthofa, Munastiwi, and Dinana's study on tuition-free education financing shows that financing management must be understood through planning,

⁵ Wayne K Hoy and Cecil G Miskel, *Educational Administration: Theory, Research, and Practice*, 10th edition (New York: McGraw-Hill, 2013).

⁶ Agustinus Bandur, "Stakeholders' Responses to School-Based Management in Indonesia," *International Journal of Educational Management* 32, no. 6 (2018): 1082–98, <https://doi.org/10.1108/IJEM-08-2017-0191>.

⁷ Agustinus Bandur, "School-Based Management Developments: Challenges and Impacts," *Journal of Educational Administration* 50, no. 6 (2012): 845–73, <https://doi.org/10.1108/09578231211264711>.

⁸ Philip Hallinger, "Bringing Context out of the Shadows of Leadership," *Educational Management Administration and Leadership* 46, no. 1 (2016): 5–24, <https://doi.org/10.1177/1741143216670652>.

⁹ Kenneth Leithwood, Alma Harris, and David Hopkins, "Seven Strong Claims about Successful School Leadership Revisited," *School Leadership and Management* 40, no. 1 (2020): 5–22, <https://doi.org/10.1080/13632434.2019.1596077>.

¹⁰ Agrippa Madoda Dwangu and Vimbi Petrus Mahlangu, "Accountability in the Financial Management Practices of School Principals," *International Journal of Educational Management* 35, no. 7 (2021): 1504–24, <https://doi.org/10.1108/IJEM-06-2021-0243>.

¹¹ Pierre Tulowitzki, Julia Gerick, and Birgit Eickelmann, "The Role of ICT for School Leadership and Management Activities: An International Comparison," *International Journal of Educational Management* 36, no. 2 (2022): 133–51, <https://doi.org/10.1108/IJEM-06-2021-0251>.

¹² Guglielmo Giuggioli and Massimiliano Matteo Pellegrini, "Artificial Intelligence as an Enabler for Entrepreneurs: A Systematic Literature Review and an Agenda for Future Research," *International Journal of Entrepreneurial Behaviour & Research* 29, no. 4 (2023): 816–37, <https://doi.org/10.1108/IJEBr-05-2021-0426>; Kemal Alpurk et al., "Artificial Intelligence Applications in Entrepreneurship and Online Education: Insights from Bibliometric and Topic Modeling Analyses," *Frontiers in Education* 10 (2025): 1651484, <https://doi.org/10.3389/feduc.2025.1651484>; Lu Zhang, "Integrating AI with Innovation and Entrepreneurship Education in Universities," *Discover Artificial Intelligence* 5 (2025): 282, <https://doi.org/10.1007/s44163-025-00538-9>.

organizing, implementation, and accountability rather than only through the amount of available money.¹³ Andriyan and Yoenanto's literature review on school-based management highlights that the success of school autonomy depends on stakeholder participation, internal capacity, and managerial consistency.¹⁴ Triwiyanto and colleagues show that financing management, community participation, leadership, and school quality are interrelated dimensions in the improvement of basic education.¹⁵ Fatmawati and Nugraha's study on private junior high school financing confirms that private schools require transparent budget planning, stakeholder involvement, and regular supervision to sustain quality.¹⁶ Firdausiyah and Rofiq's study on Islamic private junior high school financing similarly indicates that operational costs, teacher welfare, facilities, and student activities must be managed through structured planning and monitoring.¹⁷ Thus, the previous studies section is not merely descriptive, but functions to demonstrate both continuity with earlier scholarship and the research gap addressed in this study.

Recent studies on digitalization and innovation add another layer to this discussion. Zahra and Munastiwi's study on user-experience-based school financial information systems shows that digital finance applications can improve usability, reduce input errors, and strengthen the efficiency of school financial services.¹⁸ Prayoga's study on educational management information systems indicates that digital systems support data management and learning processes when implemented through planned evaluation.¹⁹ Prasajo and Yuliana's study on Indonesian principals' use of social media demonstrates that digital tools can support instructional leadership and communication.²⁰ Rusdinal and colleagues show that e-leadership capacity and readiness for change are important in responding to learning innovation disruption.²¹ Meirawan, Mulyani, and Asri also

¹³Ahmad Mushthofa, Erni Munastiwi, and Aqimi Dinana, "Manajemen Pembiayaan Pendidikan Berbasis Bebas Sumbangan Pembinaan Pendidikan," *Jurnal Akuntabilitas Manajemen Pendidikan* 10, no. 1 (2022), <https://doi.org/10.21831/jamp.v10i1.46994>.

¹⁴Ade Andriyan and Nono Hery Yoenanto, "Optimalisasi Penerapan Dan Pengelolaan Manajemen Berbasis Sekolah: Literatur Review," *Jurnal Akuntabilitas Manajemen Pendidikan* 10, no. 1 (2022), <https://doi.org/10.21831/jamp.v10i1.45011>.

¹⁵Teguh Triwiyanto et al., "Sistem Manajemen Pembiayaan Pendidikan, Partisipasi Masyarakat, Kepemimpinan, Dan Mutu Sekolah Dasar," *Jurnal Penelitian Dan Pengembangan Pendidikan* 7, no. 1 (2023), <https://doi.org/10.23887/jppp.v7i1.54509>.

¹⁶Siti Fatmawati and Mulyawan Safwandy Nugraha, "Pengelolaan Pembiayaan Pendidikan Di Sekolah Menengah Pertama Swasta," *Epistemic: Jurnal Ilmiah Pendidikan* 3, no. 1 (2024), <https://doi.org/10.70287/epistemic.v3i1.144>.

¹⁷Luluk Firdausiyah and Muhammad Ainur Rofiq, "Manajemen Pembiayaan Pendidikan Di Sekolah Menengah Pertama Islam Brawijaya Pungging Mojokerto," *Dirasat: Jurnal Manajemen Dan Pendidikan Islam* 10, no. 2 (2024), <https://doi.org/10.26594/dirasat.v10i2.4312>.

¹⁸Raihana Zahra and Erni Munastiwi, "Sistem Informasi Keuangan Sekolah Berbasis User Experience Design," *Jurnal Manajemen Pendidikan* 7, no. 1 (2025): 40–45, <https://doi.org/10.21831/jump.v7i1.75757>.

¹⁹Zahra and Munastiwi.

²⁰Lantip Diat Prasajo and Lia Yuliana, "How Is Social Media Used by Indonesian School Principals for Instructional Leadership?," *Jurnal Cakrawala Pendidikan* 40, no. 1 (2021), <https://doi.org/10.21831/cp.v40i1.32925>.

²¹Rusdinal et al., "E-Leadership Capacity and Readiness for Change in Tackling Learning Innovation Disruption in Implementing Merdeka Belajar Policy," *Jurnal Cakrawala Pendidikan* 43, no. 2 (2024), <https://doi.org/10.21831/cp.v43i2.71589>.

emphasize that educational leadership can build partnerships with business and industry, which is relevant to innovation-oriented resource mobilization.²²

The theoretical framework of this review combines four lenses. First, educational management theory explains financing through interconnected functions of planning, organizing, implementing, and controlling. Second, school governance and accountability theory underline that private school financing depends on stakeholder trust, institutional legitimacy, and transparent reporting. Third, educational leadership theory emphasizes that principals are not only instructional leaders but also stewards of resources, innovation, and organizational direction. Fourth, perspectives on digital governance, AI-based education, and entrepreneurship help explain why contemporary financing decisions must increasingly support technological adaptation, service innovation, and strategic collaboration. Together, these perspectives strengthen the argument that financing management in private junior high schools should be examined in relation to both institutional governance and educational transformation.

Based on these considerations, the research gap addressed in this article lies in the limited synthesis connecting private junior high school financing, school governance, and technological transformation. Many previous studies focus on school finance, school-based management, leadership, or digital systems separately. Fewer studies integrate these strands into one systematic review that explains how financing management can support private schools in adapting to digital transformation and innovation. This topic is worthy of investigation because private junior high schools in Indonesia face a double challenge: they must maintain educational quality while adapting to digital transformation and growing competition. This article therefore aims to analyze concepts, models, and practices of financing management in private junior high schools through a Systematic Literature Review. More specifically, it seeks to identify key patterns in financing governance, explain supporting and constraining factors, and clarify how financing management can contribute to school readiness in the context of AI-based education and tech entrepreneurship.

METHOD

This study employs a Systematic Literature Review (SLR) to synthesize empirical and conceptual scholarship on financing management in private schools, particularly in the context of digital transformation, AI-based education, and innovation. The review was structured using the logic of PRISMA, which emphasizes transparent identification, screening, eligibility assessment, and inclusion of relevant literature.²³ An SLR was selected because it enables a critical synthesis across fragmented studies and is suitable for clarifying research patterns, dominant concepts, and unresolved debates.

The review prioritizes peer reviewed journal articles, scholarly books, and selected policy or institutional reports published between 2016 and 2025, while earlier seminal works were retained when necessary to strengthen the theoretical foundation. Inclusion criteria were: (a) direct relevance to school financing, school-based management, accountability, or leadership; (b) relevance to private schools; and (c) conceptual

²²Danny Meirawan, Heni Mulyani, and Kholifatul Husna Asri, "BEACCTIVE as Educational Leadership Model to Create Partnerships with Business and Industry," *Jurnal Cakrawala Pendidikan* 41, no. 2 (2022), <https://doi.org/10.21831/cp.v41i2.45913>.

²³David Moher et al., "Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement," *PLoS Medicine* 6, no. 7 (2009): e1000097.

usefulness for understanding digitalization, AI-based education, or entrepreneurship related innovation in education. Exclusion criteria covered duplicate publications, opinion pieces without analytical contribution, and studies unrelated to school governance.

The selected literature was analyzed through qualitative content analysis. The analysis coded recurring themes concerning planning and budgeting, accountability, leadership, digital systems, stakeholder participation, and future innovation. Rather than merely describing earlier studies, the review synthesizes them into an interpretive framework for explaining how private junior high schools can move from routine budget administration toward sustainable financial governance.

RESULT AND DISCUSSION

Result

This systematic literature review yields five principal findings regarding financing management in private junior high schools within digital and innovation contexts.

First, the literature demonstrates a conceptual shift from expenditure-centered administration to strategic financial governance, positioning budgeting as a proactive instrument for institutional adaptation rather than mere regulatory compliance. Second, transparency and accountability emerge as foundational conditions for legitimacy, requiring accessible information systems that transform financial reporting into a shared responsibility and trust-building mechanism for parents, foundations, and the community. Third, funding diversification is identified as a critical strategic imperative, as overreliance on tuition fees constrains innovation capacity; instead, entrepreneurial thinking and external partnerships enable sustainable resource mobilization while preserving core educational values.

Fourth, leadership quality consistently mediates the relationship between available resources and educational outcomes, with principals functioning as strategic coordinators who align financial planning with technological priorities, teacher development, and stakeholder engagement. Fifth, digitalization is no longer optional in financial governance, as integrated platforms enhance real-time monitoring, medium-term forecasting, and participatory decision-making, though their effectiveness remains contingent upon human capacity, continuous training, and accountability-driven organizational cultures. Collectively, these findings indicate that financing management must be reframed as an interconnected governance system that directly sustains institutional resilience, educational quality, and technological readiness.

Discussion

By synthesizing contemporary scholarship on school finance, governance, and technological transformation, this review addresses a critical gap in how private junior high schools strategically align financial management with digital adaptation and innovation. Moving beyond fragmented discussions of administrative compliance or isolated leadership practices, the analysis positions financing as a core governance mechanism that shapes institutional resilience, stakeholder trust, and pedagogical readiness. The synthesized literature consequently converges on five interconnected insights that collectively reframe financial management as a strategic driver of educational sustainability and technological integration.

First, the literature shows a shift from expenditure centered administration to strategic financial governance. Earlier discussions on school finance often emphasized budget recording and accountability in narrow administrative terms. More recent studies, however, frame financing as part of school governance that must align resources with institutional goals, service quality, and long-term development. In private junior high schools, this shift is especially important because financial decisions affect both operational continuity and the capacity to respond to new educational demands, including digital learning and innovation.

The first finding also implies a conceptual transition from financial administration to financial stewardship. In earlier models, the primary expectation was that school finance should be orderly, documented, and compliant. Contemporary studies, however, place stronger emphasis on whether financial management supports school improvement, innovation, and strategic adaptation. For private junior high schools, this shift matters because financial choices affect not only daily operations but also the school's ability to invest in teacher development, digital infrastructure, and competitive program quality.

Second, transparency and accountability emerge as the core conditions of legitimacy. Private schools depend heavily on parental trust, foundation confidence, and community reputation. Literature on school accountability indicates that financial governance becomes more effective when reporting lines are clear, monitoring is regular, and leaders frame accountability as shared responsibility rather than mere compliance. Therefore, in private junior high schools, financial openness functions simultaneously as an internal control mechanism and an external trust building strategy.²⁴

The Indonesian studies added in this review strengthen this point. Zahra and Munastiwi show that school financial information systems become more effective when they are designed according to user needs, because teachers, administrators, and parents require systems that are easy to access and reduce reporting errors.²⁵ Prayoga's research also suggests that digital management information systems can support educational administration when they are evaluated and integrated into school routines.²⁶ These studies demonstrate that transparency in the digital era requires more than the availability of reports. It requires systems, skills, and communication practices that make financial information understandable and useful for decision making

Third, funding diversification is a recurring strategic need. The literature suggests that schools that rely too heavily on tuition are more vulnerable to enrollment fluctuations and economic pressure. For that reason, private junior high schools need broader financing strategies, including partnerships, alumni engagement, and program innovation. Within the conference theme, tech entrepreneurship is relevant not because schools must become businesses in a narrow sense, but because entrepreneurial thinking encourages opportunity recognition, collaboration, and innovation oriented resource mobilization.

²⁴Dwangu and Mahlangu, 'Accountability in the Financial Management Practices of School Principals'; Kim, 'Reimagining Accountability through Educational Leadership.'

²⁵Zahra and Munastiwi, "Sistem Informasi Keuangan Sekolah Berbasis User Experience Design."

²⁶M Aditya Prayoga, "Evaluasi Efektivitas Sistem Informasi Manajemen Pendidikan Dalam Meningkatkan Pengelolaan Data Siswa Dan Proses Pembelajaran Di Sekolah Menengah Atas Sukma Bangsa Lhokseumawe," *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan* 6, no. 2 (2024), <https://doi.org/10.21831/jump.v6i2.74409>.

This finding connects directly with tech entrepreneurship. The phrase does not mean that schools should abandon educational values and become commercial institutions. Rather, entrepreneurial thinking encourages opportunity recognition, collaboration, innovation, and sustainable resource mobilization. Studies on educational leadership and partnership show that school leaders can create productive relationships with external stakeholders when they have vision, communication capacity, and strategic planning.²⁷ For private junior high schools, this means that financing strategies may include partnerships for digital facilities, teacher training, student innovation programs, community-based entrepreneurship projects, and technology-supported learning services. Such strategies help schools reduce dependence on a single funding source while keeping educational goals at the center.

The strategic alignment of financial governance with educational innovation is further substantiated by evidence from applied technology programs in faith-based vocational contexts, where industry-partnered curriculum design and project-based implementation have demonstrated that resource allocation decisions directly influence competency outcomes and institutional adaptability.²⁸ This finding reinforces the argument that financing management in private junior high schools cannot be detached from pedagogical and technological priorities; rather, budgetary frameworks must intentionally support collaborative partnerships, infrastructure investment, and teacher capacity building to enable schools to respond dynamically to digital transformation and evolving labor market demands.

The need for diversification is also connected to innovation capacity. When schools depend almost exclusively on tuition, room for experimentation becomes limited because most budgets are absorbed by routine expenditure. By contrast, schools that cultivate external collaboration, alumni support, social capital, and program based partnerships tend to possess greater flexibility for developing new initiatives. From this perspective, tech entrepreneurship should not be reduced to commercial logic; rather, it reflects the school's ability to identify opportunities, mobilize networks, and develop innovation oriented responses that remain educationally grounded.

Fourth, leadership quality mediates the relationship between available funds and educational quality. The literature consistently argues that school leaders influence outcomes through strategic planning, capacity building, stakeholder engagement, and context sensitive resource allocation.²⁹ For private schools, principals frequently act as academic leaders, financial coordinators, and boundary spanners who negotiate with foundations, parents, and external partners. Hence, financing management fails when leadership capacity is weak, even when funds exist.³⁰

Recent Indonesian studies on leadership and digital readiness support this finding. Prasojo and Yuliana show that Indonesian school principals increasingly use digital

²⁷Meirawan, Mulyani, and Asri, "BEACCTIVE as Educational Leadership Model to Create Partnerships with Business and Industry."

²⁸Moh. Badruddin Amin and Hilmi Qosim Mubah, "Aligning Management of Applied Education Programs in Information and Communication Technology With Graphic Design Industry Needs to Enhance Student Competencies," *Re-JIEM (Research Journal of Islamic Educ Ation Management)* 8, no. 2 (2025): 168–89.

²⁹Leithwood, Harris, and Hopkins, "Seven Strong Claims about Successful School Leadership Revisited."

³⁰Hallinger, 'Bringing Context Out of the Shadows of Leadership'; Leithwood, Harris, and Hopkins, 'Seven Strong Claims about Successful School Leadership Revisited.'

media to support instructional leadership and communication.³¹ Rusdinal and colleagues demonstrate that e-leadership capacity and readiness for change are important for responding to learning innovation disruption.³² These findings are relevant to financing management because digital transformation requires leaders who can connect budget planning with technological priorities, teacher readiness, and organizational change. In other words, leadership is the bridge between financial resources and educational transformation.

Fifth, digitalization is no longer optional in financial governance. Studies on ICT in school leadership show that digital tools can improve communication, reporting, and administrative transparency.³³ In the context of digital transformation and innovation, financing decisions increasingly need to cover digital infrastructure, learning platforms, teacher upskilling, and data systems that support better planning and monitoring. This means that financial governance should not only ensure accountability for current expenditure but also enable schools to invest strategically in technological readiness.

Digitalization also changes the architecture of financial decision making. Digital platforms make it easier for school leaders to document expenditure, project medium-term needs, and communicate financial priorities to foundations, teachers, and parents. However, digitalization will not automatically improve governance if it is not accompanied by accountability and capacity building. A school may use digital tools but still experience poor planning if leaders do not understand how to interpret financial data. Similarly, a financial information system may exist but remain underused if teachers and administrators are not trained properly. Therefore, digital financing systems must be supported by human capacity, organizational culture, and clear procedures.

The reviewed Indonesian literature also indicates that the connection between financing and quality must be read systemically. Triwiyanto and colleagues show that financing management, community participation, leadership, and school quality influence one another rather than standing as separate variables.³⁴ Andriyan and Yoenanto similarly show that school-based management requires continuous optimization because autonomy alone does not guarantee effectiveness.³⁵ These studies support the argument that financing management should be connected with institutional planning, participatory governance, and quality assurance

International literature deepens this interpretation. Kim's work on educational accountability suggests that accountability should not be reduced to performance pressure, but should be reimagined as a space for participation, trust, and collective

³¹Prasojo and Yuliana, "How Is Social Media Used by Indonesian School Principals for Instructional Leadership?"

³²Rusdinal et al., "E-Leadership Capacity and Readiness for Change in Tackling Learning Innovation Disruption in Implementing Merdeka Belajar Policy."

³³Tulowitzki, Gerick, and Eickelmann, "The Role of ICT for School Leadership and Management Activities: An International Comparison."

³⁴Triwiyanto et al., "Sistem Manajemen Pembiayaan Pendidikan, Partisipasi Masyarakat, Kepemimpinan, Dan Mutu Sekolah Dasar."

³⁵Andriyan and Yoenanto, "Optimalisasi Penerapan Dan Pengelolaan Manajemen Berbasis Sekolah: Literatur Review."

responsibility.³⁶ Gaol's systematic review of school leadership in Indonesia shows that leadership studies increasingly emphasize contextual sensitivity and school improvement.³⁷ Giuggioli and Pellegrini, Alpurk and colleagues, and Zhang demonstrate that artificial intelligence and entrepreneurship are reshaping how organizations understand innovation, learning, and institutional readiness.³⁸ When applied to private junior high schools, these insights show that financing management should support both accountability and innovation. Beyond administrative efficiency, digitalization reshapes the very architecture of financial decision making. Digital platforms make it easier for school leaders to document expenditure, project medium term needs, and communicate financial priorities to foundations, teachers, and parents. In the context of AI-based education, this also means that budgeting increasingly intersects with questions of access, training, software procurement, data management, and platform sustainability. Consequently, financing management in private schools can no longer be detached from debates about technological readiness and digital equity.

Taken together, the five findings above show that effective financing management in private junior high schools rests on the interaction of governance, leadership, stakeholder trust, and digital adaptation. The literature does not support a purely administrative understanding of school finance; instead, it indicates that financing management becomes most meaningful when it is integrated with institutional strategy, educational quality goals, and readiness for technological change.

The interaction among these findings also indicates that no single factor is sufficient on its own. Transparency without leadership capacity can lead to procedural compliance without strategic action, while digitalization without accountable governance may simply transfer inefficiency into an electronic system. Likewise, leadership without diversified financial planning may produce short term solutions but fail to secure longer term institutional resilience. Therefore, the literature points to a systemic view in which financing management must be read through interdependent dimensions rather than isolated technical variables.

Overall, the results and discussion converge on one argument, such as financing management in private junior high schools should be reframed as strategic governance for educational adaptation and sustainability. This perspective connects traditional concerns such as budgeting, accountability, and leadership with emerging demands related to digital infrastructure, AI-based education, and innovation-oriented school development.

An additional implication of these findings is that financial governance in private junior high schools should be assessed not only through efficiency indicators, but also through its contribution to institutional learning. Schools that routinely evaluate how budgets affect teacher readiness, technology use, program relevance, and stakeholder

³⁶Taeyeon Kim, "Reimagining Accountability through Educational Leadership: Applying the Metaphors of 'Agora' and 'Bazaar,'" *Educational Management Administration & Leadership* 52, no. 5 (2024): 1098–1113, <https://doi.org/10.1177/17411432221132100>.

³⁷Nasib Tua Lumban Gaol, "School Leadership in Indonesia: A Systematic Literature Review," *Educational Management Administration & Leadership* 51, no. 4 (2023): 831–48, <https://doi.org/10.1177/17411432211010811>.

³⁸Giuggioli and Pellegrini, "Artificial Intelligence as an Enabler for Entrepreneurs: A Systematic Literature Review and an Agenda for Future Research."

confidence are more likely to build adaptive capacity over time. In this sense, financing management becomes part of organizational learning: it provides feedback on which investments generate meaningful educational value and which ones merely preserve existing routines. This argument strengthens the position that strategic financing management is central to school transformation rather than peripheral to it.

This broader framing is important for avoiding an overly narrow interpretation of school finance. The literature reviewed in this article suggests that financing decisions in private junior high schools are inseparable from institutional positioning, educational service design, and adaptive capacity. In other words, budgeting is not only a matter of how schools distribute available resources, but also how they anticipate change, manage uncertainty, and align financial decisions with pedagogical transformation. This is precisely why the discussion of financing management remains relevant when placed within conversations on digital transformation and innovation.

CONCLUSION

This review concludes that financing management in private junior high schools is most effective when treated as a strategic governance process rather than a narrow administrative routine. The literature indicates that planning, transparency, accountability, leadership capacity, and digital systems are central to effective financial practice, especially in schools that depend on diverse and often unstable funding structures.

The review also shows that dependence on tuition remains a major structural vulnerability. Because of this, schools need participatory governance, stronger managerial competence, and more diversified funding strategies. In the context of AI-based education, financing decisions must also anticipate the costs of digital infrastructure, teacher development, and innovation support, so that schools are not left behind by technological change.

For that reason, future research should develop and test models of private school financing that connect accountability, digital governance, AI-based educational readiness, and innovation-oriented collaboration. Such studies would strengthen the conceptual contribution of this review while offering more practical guidance for private junior high schools seeking to improve financial management in line with contemporary educational transformation.

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