

Management of Educational Development Contribution Program in Improving Student Learning Achievement in Islamic Boarding Schools

At-Taufiq Petapahan

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Abstract

Islamic boarding schools as traditional Islamic educational institutions play an important role in shaping the character and intelligence of students, but it is not uncommon to face obstacles in the aspect of funding, especially related to limited government support and conventional management of internal resources. One of the strategies implemented by the At-Taufiq Petapahan Islamic Boarding School to overcome these limitations is through the management of the Education Development Contribution Program (SPP) which is used not only for institutional operations, but also as a tool to improve the quality of student education. This study aims to analyze how the management of the SPP program is carried out in improving student learning achievement, focusing on aspects of planning, implementation, and program evaluation. Using a descriptive qualitative approach, data was collected through in-depth interviews, direct observations, and administrative documentation involving pesantren leaders, treasurers, school committees, and madrasah heads. The results of the study show that the management of the SPP program is carried out in a structured and participatory manner, with a transparent and accountable reporting system. This program is able to provide better educational facilities, provide scholarships to underprivileged outstanding students, and support the development of curriculum and character-based learning activities. The conclusion of this study is that effective and sustainable management of tuition programs can improve students' learning achievement in both cognitive, affective, and psychomotor aspects, as well as encouraging the independence of Islamic boarding schools in managing their finances without full dependence on external funds.

Keywords: Management, Contribution, Educational Development, Learning Achievement.

Abstrak

Pondok pesantren sebagai lembaga pendidikan Islam tradisional memainkan peran penting dalam membentuk karakter dan kecerdasan santri, namun tidak jarang menghadapi kendala dalam aspek pendanaan, terutama terkait keterbatasan dukungan pemerintah dan pengelolaan sumber daya internal yang masih konvensional. Salah satu strategi yang diterapkan oleh Pondok Pesantren At-Taufiq Petapahan untuk mengatasi keterbatasan tersebut adalah melalui pengelolaan Program Sumbangan Pembinaan Pendidikan (SPP) yang digunakan tidak hanya untuk operasional lembaga, tetapi juga sebagai alat peningkatan kualitas pendidikan santri. Penelitian ini bertujuan untuk menganalisis bagaimana pengelolaan program SPP dilaksanakan dalam meningkatkan prestasi belajar santri, dengan fokus pada aspek perencanaan, pelaksanaan, serta evaluasi program. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara mendalam, observasi langsung, dan dokumentasi administratif dengan melibatkan pimpinan pesantren, bendahara, komite sekolah, serta kepala madrasah. Hasil penelitian menunjukkan bahwa pengelolaan program SPP dilaksanakan secara terstruktur dan partisipatif, dengan sistem pelaporan yang transparan dan akuntabel. Program ini mampu menyediakan fasilitas pendidikan yang lebih baik, memberikan beasiswa kepada santri berprestasi yang kurang mampu, serta mendukung pengembangan kurikulum dan kegiatan pembelajaran berbasis karakter. Kesimpulan dari penelitian ini adalah bahwa pengelolaan program SPP yang efektif dan berkelanjutan dapat meningkatkan prestasi belajar santri baik dalam aspek kognitif, afektif, maupun psikomotorik, serta mendorong kemandirian pondok pesantren dalam mengelola keuangannya tanpa ketergantungan penuh pada dana eksternal.

Kata Kunci: Manajemen, Kontribusi, Pengembangan Pendidikan, Prestasi Belajar.

INTRODUCTION

Education is one of the key factors in the development of a nation. Quality education can improve individual skills and knowledge, which in turn will contribute to economic and social growth. Education is an important foundation in the development of a nation because it is able to create superior and competitive human resources.¹In Indonesia, formal education is the main focus of the government through the public and private school systems. However, non-formal education, such as that carried out by Islamic boarding schools, has an equally significant role.

Islamic Boarding School is an educational institution that focuses on Islamic teachings and implements a dormitory system. Here, students or students receive religious education through the pengajian or madrasah method which is fully

¹ Unesco, *Guidelines for Inclusion: Ensuring Acces to Educational for All*. (France: United Nations Educational, Scientific and Cultural Organization, 2015),hlm.7.

managed under the guidance of or several kyai. In addition, Islamic Boarding School also functions as a place for character and moral development, where students are taught to practice Islamic values in everyday life. With a supportive environment, students not only learn religious knowledge, but also social and leadership skills that are important for community life. Islamic Boarding Schools are often centers for community development, where students can contribute to various social and religious activities.²Islamic boarding schools not only function as a place to study religion, but also as an institution that forms the identity and character of students. In the context of globalization and modernization, Islamic boarding schools are required to adapt and improve the quality of education provided.

Islamic boarding schools generally rely on various sources of funding, one of which is the payment of Educational Development Contributions (SPP) from students. However, limited financial resources are often a challenge that hinders the development of educational programs, infrastructure management, and improving the quality of services.³In addition, Islamic boarding school managers are also faced with challenges in determining the priority of fund allocation, managing scholarships for underprivileged students, and ensuring the desire to finance without burdening the community.

The education donation program is one of the efforts to improve the quality of education in Islamic boarding schools. This program includes support from various parties, both government, society, and private institutions.. This program aims to provide assistance in the form of materials, training, and curriculum development that is relevant to the needs of students.⁴ Improving the quality of education through educational donation programs is expected to have a positive impact on the learning achievements of students. Students who receive good

² M Syukri, *Pendidikan Pesantren: Sejarah, Konsep, Dan Implementasi* (Jakarta: Rineka Cipta, 2014),hlm.10; Darul Abror, *Kurikulum Pesantren (Model Integrasi Pembelajaran Salaf Dan Khalaf)* (Sleman: CV. Budi Utama, 2020),hlm.185.

³ Tsani Aulia Rachman Raden Vina Iskandya Putri1, “Analisis Sistem Pembiayaan Pendidikan Yang Dikelola Kementerian Agama Pada Kantor Wilayah Kementerian Agama Provinsi Sumatera Utara,” *Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan* 2, No. 3 (2023): 310–24, <https://doi.org/0.15642/Jkpi.2023.13.1.20-29>.

⁴ Zaini Miftach, “Upaya Pemberdayaan Madrasah: Upaya Meningkatkan Kualitas Pendidikan Islam,” 2018, 53–54.

educational support tend to have higher academic achievements and better skills in various fields.⁵

At-Taufiq Petapahan Islamic Boarding School is one of the oldest Islamic boarding schools in Kampar Regency. This Islamic boarding school has achieved many achievements, both at the sub-district and provincial levels, thus bringing a good name to the Islamic boarding school itself. One of the advantages of At-Taufiq Islamic Boarding School is its courage to provide full scholarships and discounts on Education Development Contributions (SPP) to underprivileged but high-achieving students. This program not only lightens the burden on the students but also helps improve the quality of education at the boarding school. Through this program, students who study at At-Taufiq Islamic Boarding School can contribute to improving the overall quality of education.

The lack of government support is also a factor that slows down the development of Islamic boarding schools. Although there are operational assistance programs, such as the Islamic Boarding School Operational Education Assistance (BOP), it is often insufficient to meet operational needs, including repairing facilities, purchasing teaching materials, and developing curriculum, noting that financial management in many Islamic boarding schools is still traditional, so that fund management is often less than optimal.⁶ This has an impact on the difficulty of improving the quality of educational services, including the provision of facilities such as libraries, laboratories and adequate classrooms.

Despite facing various challenges, Islamic boarding schools still have great potential to develop. With more targeted support, both from the government, society, and the private sector, Islamic boarding schools can play a more significant role in producing a highly competitive young generation, both in the fields of religion and life skills. This support can be in the form of increasing budget allocations, providing training programs for teachers, or access to modern technology that is relevant to educational needs in the digital era.

⁵ Nurhayati A, "Pengaruh Dukungan Pendidikan Terhadap Prestasi Akademik Santri Di Pondok Pesantren," *Jurnal Pendidikan Islam* 3, No. 12 (2021): 45–58.

⁶ Dafri Harweli and Wedra Aprison, "Pesantren: Problematika Dan Solusi Pengembangannya," *Journal on Education* 06, no. 02 (2024): 12058–68.

Improving the Achievement of Students at the At-Taufiq Petapahan Islamic Boarding School is one of the main goals in managing education at this institution. The achievements of students are not only measured in terms of academics, but also include character development, social skills, and leadership abilities. In this context, the Islamic boarding school plays a role as a vehicle that not only educates students in religious knowledge, but also prepares them to become competitive individuals in society. One way to improve the learning achievement of students is through the Education Development Contribution (SPP) program. This program is designed to provide financial support and resources needed to improve the quality of education. With the SPP program, Islamic boarding schools can provide better facilities, such as comfortable classrooms, complete libraries, and access to modern technology. This is very important, especially in the digital era, where students need to have relevant skills to face global challenges.

In addition, the SPP program also allows the At-Taufiq Petapahan Islamic boarding school to provide scholarships to underprivileged students who excel. By providing opportunities to students who have potential, the Islamic boarding school not only lightens their financial burden, but also motivates them to study harder. Students who receive good educational support tend to have higher academic achievements. At-Taufiq Petapahan Islamic Boarding School is also committed to developing a curriculum that is relevant to the needs of its students. Through training as teaching and innovative curriculum development, the Islamic boarding school can ensure that its students receive a quality education. The active involvement of students in various extracurricular activities, such as youth organizations and social activities, also contributes to the development of their social and leadership skills.

However, to achieve this goal, Islamic boarding schools need to overcome various challenges. Limited resources, determination of fund allocation, and minimal support from the government are challenges that must be faced. Therefore, it is important for Islamic boarding schools to establish partnerships with various parties, including the government, community, and private sector, to obtain more targeted support. With the right support and good management, At-Taufiq Petapahan Islamic Boarding School can continue to improve the achievements of its students and produce a young generation that not only excels in religion, but also

has the skills needed to contribute to society. Improving the learning achievements of its students is a long-term investment that will have a positive impact on the development of education and society as a whole.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a field study type. The research subjects involved the boarding school administrators, treasurers, teachers, and students. Data collection techniques were carried out through in-depth interviews, participant observation, and documentation. Data analysis techniques were carried out by data reduction, data presentation, and drawing conclusions. Data validity was maintained through triangulation of sources and techniques.

RESULT AND DISCUSSION

Management of the Development Donation Program

Based on the research results that have been explained and information obtained, several stages are carried out to manage the educational donation program, namely:

1. Planning

The management of Educational Development Contributions (SPP) at At-Taufiq Petapahan Islamic Boarding School shows a unique and contextual managerial practice. In its implementation, although not supported by a formal guidebook structurally, the management is still able to carry out the administration process, report preparation, and budget planning effectively. This represents an adaptive form of planning theory in educational management that emphasizes the importance of preparing plans based on needs and participation of various parties. The main stages that must be fulfilled include: identifying objectives, collecting data, formulating steps, implementing activities, and evaluating.⁷ At-Taufiq Islamic Boarding School has implemented these principles through a deliberation forum involving the head of the madrasah, teachers, school committee, and foundation. This deliberation becomes a collective planning space that is in line with the principles of decentralization and participation in its theory of the effectiveness of collaboration-based management.⁸

The budgeting in the forum reflects the school-based budgeting model, where educational units prepare their own budgets based on identification of

⁷ Handoko, *Manajemen* (Yogyakarta: BPF, 2019), hlm.22.

⁸ Morhead and Griffin, *Perilaku Organisasi* (Jakarta: Salemba empat, 2013), hlm.30.

field needs. This is in accordance with the concept of RKAM (Madrrasah Activity and Budget Plan) as outlined by the Education Office where needs are mapped, their priorities analyzed, and then adjusted to available resources.⁹ Furthermore, the source of funding for SPP which comes from student guardian contributions, foundation cash, and external donors also shows the principle of financial diversification in education financing management.¹⁰ This strategy supports the sustainability of the program and anticipates fluctuations in contributions from a single source. Thus, the Islamic boarding school not only applies the principles of efficiency and effectiveness, but also sustainability in its financial planning.

In the context of transparency and accountability, this Islamic boarding school prioritizes open reporting through regular meetings with guardians of students, a practice that reflects the principles of justice and public responsibility as stated in Law No. 20 of 2003 concerning the National Education System, Article 48.¹¹ Efforts to prepare a budget that prioritizes scholarships or incentives for outstanding students also demonstrate the application of the principle of meritocracy in the financial planning system. This is in line with the theory of performance-based management that emphasizes educational outcomes as a benchmark for resource allocation. Thus, it can be concluded that the management of SPP at At-Taufiq Petapahan Islamic Boarding School has substantively reflected the application of planning theory in educational management, especially in the aspects of participation, budget systematization, funding diversification, and the principles of transparency and accountability. Although the approach taken is informal and culturally based, its managerial substance is very relevant and even approaches modern management practices based on local values and wisdom.

2. Implementation

After going through a planning process involving various parties and considering the educational needs of students as a whole, the next stage in the education

⁹ Tim Kementrian Agama, *Panduan Penggunaan Rkam* (jakarta, 2020), hlm.36.

¹⁰ Oktaria, Winarti, and Murtafiah, *Manajemen Pembiayaan Pendidikan* (Sidoarjo: Umsida Press, 2020), hlm.7.

¹¹ Tentang Sistem Pendidikan Nasional, “Undang- Undang Republik Indonesia No.20 Tahun 2003” (n.d.).

management cycle is implementation. Implementation refers to the application of plans that have been formulated in budget documents to answer the educational needs that have been set. This implementation does not only focus on the use of funds, but also reflects a commitment to efficiency and effectiveness in achieving educational goals. Implementation is also an activity to mobilize resources in order to realize the plans that have been set.¹² The implementation of the Education Development Contribution (SPP) program at the At-Taufiq Petapahan Islamic Boarding School is carried out by prioritizing the principles of justice, transparency, and accountability. The recipients of the SPP Program are adjusted to the category of each student, namely

- a. Outstanding students, selected based on academic and moral values in the previous semester. Before assistance is provided, a written agreement is made between the Islamic boarding school and the guardians of the students as a form of mutual commitment.
- b. Students from underprivileged families, which is assessed based on the ability of the guardian of the student to pay the tuition fees at the time of registration. Assistance is given in the form of partial discounts or nominal reductions according to the needs of each student.

The implementation of this program includes a series of steps that are adjusted to the category of recipients, both outstanding students and students from underprivileged families. With a measurable selection and verification system and a written agreement between the Islamic boarding school and the guardians of the students, this program is expected to run effectively and on target in supporting the sustainability of education in the Islamic boarding school environment. The effectiveness of the management of funds received, including transparency in the bookkeeping of SPP program funds, is carried out generally and flexibly. Although there is no detailed bookkeeping, fund management is carried out while maintaining transparency, including through photo documentation of aid recipients or direct appointment by donors. This reflects the implementation of flexible yet accountable fund management.

¹² Azizah Wulandari, Erni Munastiwi, And Aqimi Dinana, "Implementasi Manajemen Keuangan Lembaga Pendidikan Pondok Pesantren Di Masa Pandemi Covid-19," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 3, No. 1 (February 10, 2022): 106–18, <https://doi.org/10.38035/Jmpis.V3i1.787>.

Meanwhile, funds sourced from the School Operational Assistance (BOS) program are used in a limited manner, especially to support the administration and basic needs of Islamic boarding schools. This implementation is carried out by continuing to refer to the regulations governing the use of BOS funds, which demonstrates compliance with the principles of good governance.¹³ One important indicator of successful implementation is transparency in the financial transaction process. Islamic boarding schools carry out transparent recording of income and expenditure, although not all of it is recorded formally. Transparency in implementation is a form of public accountability that must be maintained by educational institutions, especially in the context of Islamic boarding schools that rely on community participation.¹⁴ The use of education funds also refers to the Madrasah Activity and Budget Plan (RKAM) which is oriented towards priority needs. Accountability of fund management is maintained through clear internal accountability and reporting to related parties, both foundation donors and the government.¹⁵ In addition, efficiency is a major concern given the limited funds available, so that their use is optimized to support the teaching and learning process optimally.

3. Evaluation

Evaluation is an important stage in the education management cycle that aims to ensure that the implementation of the program runs according to plan and achieves the set goals. In the context of managing the Education Development Contribution (SPP) at the At-Taufiq Petapahan Islamic Boarding School, the evaluation process is carried out comprehensively and involves various related parties to ensure transparency and accountability. The evaluation is carried out through a gradual mechanism starting from the approval of the treasurer of the Islamic boarding

¹³ Kementerian Agama Republik Indonesia, "Kemenag Sediakan Sistem Informasi Manajemen BOS Pesantren," accessed April 29, 2025, <https://kemenag.go.id/nasional/kemenag-sediakan-sistem-informasi-manajemen-bos-pesantren-4P4VI>.

¹⁴ M. Afif, R. A. Sulistyono, and A. Roziq, "Analisis Sistem Pengelolaan Keuangan Di Pesantren Luhur Al-Husna Surabaya" (UIN Sunan Ampel Surabaya, 2019).

¹⁵ Daris Iqbal Chysara, Dan Mulyawan, and Safwandy Nugraha, "Efektivitas Pengelolaan Keuangan Melalui Penerapan Good Governance Pada Pondok Pesantren," *Epistemic: Jurnal Ilmiah Pendidikan* 3, no. 1 (January 31, 2024): 166–83, <https://doi.org/10.70287/EPITEMIC.V3I1.220>; Osi Hayuni Putri, "Analisis Efisiensi Dan Efektivitas Pengelolaan Keuangan Daerah," *Al Fiddhoh: Journal of Banking, Insurance, and Finance* 3, no. 2 (2022): 98–104, <https://doi.org/10.32939/fdh.v3i2.1506>.

school, then continued by the head of the boarding school, and consulted with the supervisor and the foundation's advisor. The final accountability is submitted to the head of the foundation in the form of a periodic report.¹⁶ This process shows that the Islamic boarding school has implemented a strong and participatory internal monitoring system, which emphasizes the importance of stakeholder involvement in monitoring to create a fair and sustainable control system.

Evaluation is not only conducted on administrative and financial aspects, but also on the impact of the SPP program on the quality of learning. It is known that students who receive the SPP program show high learning motivation and loyalty to the education process. In the theory of educational management, that targeted funding will encourage an increase in the quality of learning and student learning outcomes.¹⁷ In line with this view, At-Taufiq Petapahan Islamic Boarding School also monitors the effectiveness of the program by considering the relationship between fund allocation and improving the quality of education. The use of funds intended for scholarships, learning facilities, and learning support activities are key indicators that are evaluated periodically. This evaluation is not only carried out as a form of administrative formality, but also as part of institutional reflection to improve the system in the future.

A good evaluation stage should include an analysis of the gaps between planning, implementation, and the results obtained.¹⁸ In this case, Islamic boarding schools have implemented this approach by paying attention to the comparison between the funds spent and the educational benefits generated, including in terms of student participation, learning outcomes, and the availability of facilities and infrastructure. Thus, the implementation of evaluation in the management of the SPP program at the At-Taufiq Petapahan Islamic Boarding School has shown the integration between administrative

¹⁶ E Mulyasa, *Manajemen Berbasis Sekolah* (Banten, 2021), hlm.45.

¹⁷ Nadhifa Ardiana Maharani et al., "Analisis Sumber Dan Jenis Pembiayaan Pendidikan Di Indonesia," *Jurnal Bintang Pendidikan Indonesia* 2, no. 3 (May 24, 2024): 25–39, <https://doi.org/10.55606/JUBPI.V2I3.3004>.

¹⁸ B Sujanto, *Pengelolaan Sekolah: Permasalahan Dan Solusi*. (Jakarta: PT Bumi Aksara., 2018), hlm.13.

supervision and impact analysis on the quality of education. The evaluation is carried out comprehensively, is participatory, and is directed towards continuous improvement, in line with the principles of quality-based management.

Student Learning Achievements

1. Cognitive aspect

Discipline and focus in learning are two crucial components in achieving student learning achievement in Islamic boarding schools. These two aspects not only stand as indicators of positive behavior, but are also closely related to the success of continuous internalization of knowledge. In the context of modern educational theory, discipline in learning is defined as the ability of students to manage time, set priorities, and maintain consistency in completing academic tasks. Focus, in this case, reflects the mental concentration of students on the material being studied without being disturbed by external stimuli, which allows for deep understanding and long-term retention of information.

Learning achievement is greatly influenced by the learning behavior demonstrated by students during the learning process.¹⁹ Students who are able to develop effective learning strategies, including time management and strengthening concentration, tend to achieve higher learning outcomes. Which emphasizes the importance of independent learning management as one of the factors in achieving academic achievement, especially during times of learning disruption such as a pandemic.²⁰ Furthermore, the variation in the students' learning methods shows that the learning process is not uniform. The finding that some students choose to learn individually in a quiet atmosphere, while others are more optimal in learning collaboratively, supports the learning style theory developed by Fleming in the VARK model (Visual, Auditory, Reading/Writing, Kinesthetic). This theory emphasizes that each individual has a certain tendency in absorbing and processing information.²¹ Therefore, learning effectiveness is largely determined by the suitability between a person's learning style and the teaching method applied.

¹⁹ Budiyo, *Pembelajaran Manajemen Dan Prestasi Belajar Siswa*. Cirebon: PT Arr Rad Pratama (Cirebon: PT Arr Rad Pratama., 2023), hlm.31.

²⁰ Nuriyah, *Manajemen Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa Pada Masa Pandemi Covid-19* (Yogyakarta: Terakata, 2022).

²¹ Galuh Dianita and Naili Khuriyatul 'Aliyah, "Revolusi Nilai Multikultural Di Pondok Pesantren Al-Barokah: Perspektif Santri Dan Tantangan Pada Era 5.0," *Jurnal Inovasi Pendidikan* 2, no. 4 (October 19, 2024): 184–95, <https://doi.org/10.60132/JIP.V2I4.354>.

The success of students' learning is greatly influenced by the suitability between the approach used by the teacher and the learning characteristics of the students themselves. Islamic boarding schools as Islamic educational institutions have unique learning methods and cultures, but must still consider psychopedagogical aspects to achieve learning effectiveness. Thus, educational institutions, especially Islamic boarding schools, are required to be more flexible in designing learning strategies that are not only focused on one approach, but are able to accommodate different learning needs.

Flexibility in providing learning methods is very important, especially in a pesantren environment that is heterogeneous in terms of the background of the students and their academic potential. In this context, an adaptive approach is highly recommended. This is in line with the contemporary view of student-centered learning, where the learning process is based on the needs, interests, and potential of students.²² Flexibility in managing the learning process greatly contributes to student engagement, which ultimately has a positive impact on academic achievement. Thus, the reduced data shows that the learning achievement of students is greatly influenced by their active involvement in the learning process supported by strong discipline and focus, as well as learning styles that suit the character of each individual. The practical implication of this finding is the need for innovation and adjustment in the learning system at the Pondok Pesantren at-Taufiq Petapahan in order to improve the effectiveness of learning, both through the provision of a conducive learning space for independent learning, and through the facilitation of structured discussions and group learning.

2. Affective aspect

Awareness of the importance of academic achievement among students, especially for those receiving full tuition scholarships, shows a close relationship between the provision of educational assistance and increased learning motivation. Students who receive full scholarships generally have strong intrinsic motivation because they feel they have a moral responsibility for the mandate given by the Islamic boarding school institution. They are motivated to show optimal learning outcomes as a form of appreciation and gratitude for the educational support they receive. This finding strengthens the motivational theory of Deci and Ryan (Self-Determination Theory), which

²² Maharani et al., "Analisis Sumber Dan Jenis Pembiayaan Pendidikan Di Indonesia."

states that intrinsic motivation grows from a sense of autonomy, competence, and social connectedness.²³ In this case, the provision of scholarships not only meets the economic needs of students, but also strengthens the psychological drive to achieve. On the other hand, students who receive partial or reduced scholarships also show a high commitment to learning because they feel they have a responsibility to prove their worthiness in receiving the assistance. This shows that various forms of scholarships can be an effective tool in fostering academic motivation, reward systems and incentives in education can encourage students to show their best performance.

In addition to the scholarship factor, the obedience of students to teachers and compliance in accepting advice are also important determinants in improving the quality of learning. In the culture of Islamic boarding schools, teachers are not only seen as teachers, but also as spiritual and moral guides. Therefore, the attitude of students' obedience to teachers strengthens emotional relationships and trust that allow the transfer of knowledge to run more effectively. Teachers have a role as facilitators and motivators who form a conducive learning climate.²⁴ When students appreciate the advice and guidance of their teachers, they are more open to receiving corrections and input, which plays a major role in shaping better learning achievements.

In addition, a supportive social environment also contributes to encouraging students' academic achievement. The support from friends who excel creates an atmosphere of healthy competition as well as cooperation in achieving common goals. This culture of mutual support reflects the principle of cooperative learning, where individuals in a study group help each other to achieve collective success.²⁵ Creating a positive and inclusive learning environment can increase enthusiasm for learning and strengthen solidarity among students.

²³ Maharani et al.

²⁴ N.S Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja Rosda Karya, 2023).

²⁵ Dianita and 'Aliyah, "Revolusi Nilai Multikultural Di Pondok Pesantren Al-Barokah: Perspektif Santri Dan Tantangan Pada Era 5.0," October 19, 2024.

Overall, this study shows that scholarships not only function as financial instruments, but also as motivational boosters. In addition, harmonious relationships between students and teachers and a supportive social environment have proven to be important factors in encouraging students' learning achievements in Islamic boarding schools. Therefore, strengthening the three main aspects of scholarship support, teacher-student relations, and social climate of learning can be an effective strategy in improving the quality of education in Islamic boarding schools.

3. Psychomotor aspects

The learning style of students is greatly influenced by the psychomotor tendencies of each individual. In the world of education, the psychomotor domain is no longer understood as mere physical activity, but has developed to include all activities involving fine motor skills and self-management in the context of learning. Students who choose to study independently in a quiet place, for example, demonstrate the ability to organize a conducive learning environment and utilize activities such as writing and memorizing that require precision and fine motor control. This process is part of basic psychomotor skills that facilitate more focused and effective mastery of the material.

On the other hand, students who are more comfortable learning in groups show another dimension of the psychomotor domain, namely social skills. Group learning not only requires cognitive understanding of the material, but also requires social coordination skills, such as communication, empathy, and cooperation. This activity reflects the ability to adapt psychomotorically in the context of interaction, which is also very important in the educational process. The psychomotor aspect in education includes adaptation to the social environment and the development of skills that support active and participatory learning.²⁶ The emergence of repetitive behavior in the learning process, especially in memorization activities, also supports the relevance of psychomotor learning theory. In this framework, repeated practice or repetition becomes the main principle in strengthening skills. The more often an activity is carried out, the higher the level of accuracy and automation of the skill. The

²⁶ M. Z Rosyid, *Prestasi Belajar* (Jawa Tengah: Literasi Nusantara, 2019), hlm.20.

learning process in the psychomotor domain requires repetition as a condition for achieving stable mastery.²⁷

In addition, the flexibility of students in combining various learning methods, such as asking for direction from teachers, trying new strategies, and adapting learning techniques based on needs and conditions, shows development at a higher psychomotor level. This kind of adaptation reflects the process of articulation to naturalization, namely the ability to effectively organize and apply complex skills in real situations. This ability is in line with Bloom's psychomotor taxonomy, especially according to Simpson, who identifies psychomotor processes from imitation to naturalization. Thus, it reveals that students do not only use physical skills in the learning process, but also demonstrate emotional management, strategies, and learning environments that reflect psychomotor abilities in a broad sense. This emphasizes that the psychomotor domain in learning includes the ability to manage individual activities in a coordinated manner, both in personal and social contexts, and is very important in efforts to improve learning achievement.

Supporting Factors and Inhibiting Factors

1. Supporting factors

a. Student achievement increases

The Education Development Contribution Program (SPP) in Islamic boarding schools plays a strategic role in supporting the success of students' education as a whole. This program not only functions as a means of financing education, but also becomes a driving factor in increasing students' learning motivation and active participation in academic and non-academic activities. Students who are free from financial burdens through SPP assistance tend to be more focused on following the learning process. They show an increase in their academic achievement index and show enthusiasm for continuing their education to a higher level.²⁸ Which emphasizes that educational financial assistance plays an important role in

²⁷ Oemar Hamalik, *Proses Belajar Mengajar* (Bandung: Bumi Aksara, 2008), hlm.23.

²⁸ Maharani et al., "Analisis Sumber Dan Jenis Pembiayaan Pendidikan Di Indonesia."

encouraging the spirit of learning and expanding access to education for students from various economic backgrounds.

In addition, the SPP program also has an impact on the development of students' potential in extracurricular activities and competitions held both inside and outside the Islamic boarding school. Financial support from this program allows the Islamic boarding school to organize more self-development activities that are no less important than academic aspects. The involvement of students in such activities strengthens their character, social skills, and self-confidence. The availability of educational funds allows schools or Islamic boarding schools to develop additional programs that are holistic in nature. Thus, SPP not only supports the sustainability of formal education, but also shapes students into individuals who excel academically and are socially mature.²⁹ This program is an important foundation in creating a generation that is not only intelligent, but also ready to face the challenges of life in the future.

b. Alumni as educators

The Education Development Contribution Program (SPP) in Islamic boarding schools not only functions as a financial instrument, but also plays a strategic role in maintaining the continuity and improving the quality of education. One important contribution of this program is its ability to involve alumni as teaching staff. The presence of alumni in the teaching structure not only reduces the operational burden of Islamic boarding schools, but also strengthens the scientific and spiritual values that they have internalized during their time as students.³⁰ In this context, SPP becomes a source of funding that allows Islamic boarding schools to provide incentives or supporting facilities for alumni who return to serve. Which emphasizes that adequate education funding can be used to support aspects of human resources, including increasing the capacity of teachers and other educators.

²⁹ Fahmi, "Aplikasi Pembayaran SPP Siswa DI SMK Nashirul Huda Kabupaten Tasikamalaya."

³⁰ Maharani et al., "Analisis Sumber Dan Jenis Pembiayaan Pendidikan Di Indonesia."

Inhibiting Factors

1. Lack of Education Funding Budget

The Education Development Contribution Program (SPP) plays a crucial role in supporting the sustainability of educational operations, especially in financing routine needs and developing facilities. SPP serves as one of the main sources of funding in education management in Indonesia, especially for schools that do not fully rely on government funds.³¹In the context of the At-Taufiq Petapahan Islamic boarding school, this program not only ensures the smooth running of teaching and learning activities, but also becomes a form of active community participation in supporting the world of education.

However, even though the SPP program provides financial flexibility, challenges still arise when the amount of contributions is not adjusted to the economic conditions of the guardians of the students. This can create a financial burden for underprivileged families and has the potential to create inequality in access to educational services. As stated in the Permendikbud and PP No. 48 of 2008, the principles of justice and voluntariness in financing education must be maintained so as not to become a barrier for students from low-income economic backgrounds.³²Therefore, fair, transparent SPP management accompanied by a subsidy or relief scheme is a strategic step in maintaining a balance between the financial independence of Islamic boarding schools and equal access to education.

2. Lack of Government Support

The Education Development Contribution Program (SPP) in Islamic boarding schools has a strategic role as a complement to operational funds that are not covered by the School Operational Assistance (BOS). Although BOS remains the main source, SPP allows Islamic boarding schools to meet daily needs such as payment of honorariums for non-PNS teachers, maintenance of facilities, and implementation of additional educational activities. The existence of SPP is a form of independence of educational institutions in managing finances locally to ensure the continuity of quality teaching and learning services.³³This shows that the SPP program has important added

³¹ Maharani et al.

³² “Peraturan Pemerintah Republik Indonesia No. 48 Tahun 2008 Tentang Pembiayaan Pendidikan,” N.D.

³³ Maharani Et Al., “Analisis Sumber Dan Jenis Pembiayaan Pendidikan Di Indonesia”; Manajemen Di Pembiayaan Pendidikan Pondok Pesantren Al-Muttaqin Balai-Belo Naharuddin And Hamdi Abdul Karim, “Manajemen Pembiayaan Pendidikan Di Pondok Pesantren Al-Muttaqin Balai-

value in supporting the sustainability of an adaptive and participatory Islamic boarding school-based education system.

However, the low optimization of the government's role in the management and development of SPP is still a structural obstacle that needs to be addressed immediately. Collaboration between local governments and Islamic boarding schools in the form of supporting regulations, financial management training, and targeted subsidies has not been running optimally. Synergy of public policy and community contribution can strengthen a fair, transparent, and sustainable education financing system.³⁴ Therefore, increasing the capacity of SPP management through a cross-sector partnership approach is an urgent need in efforts to realize the quality of Islamic boarding school education that is equitable and inclusive.

CONCLUSION

The management of Educational Development Contribution (SPP) at At-Taufiq Petapahan Islamic Boarding School reflects participatory and adaptive educational management practices. Although without formal written guidelines, the implementation of this program has followed systematic educational management stages, starting from planning, implementation, to evaluation. The SPP program provides a real contribution to improving students' learning achievements, both in terms of cognitive, affective, and psychomotor aspects. The scholarships and facilities provided through this program have encouraged learning motivation and expanded access to education for underprivileged students. Supporting factors for success include the active involvement of managers, alumni, and the community. On the other hand, budget constraints and minimal government support are challenges that need to be addressed strategically. Strengthening cross-party collaboration and increasing financial accountability are needed so that this program can run sustainably and have a wider impact in improving the quality of Islamic boarding school education.

Belo,” *An-Nahdlah: Jurnal Pendidikan Islam* 4, No. 1 (August 3, 2024): 134–44, <https://doi.org/10.51806/An-Nahdlah.V4i1.154>.

³⁴ Muhammad Husain and Siti Aimah, “Kontribusi Sistem Pembiayaan Pendidikan Dalam Inovasi Manajemen Keuangan Pesantren,” *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 12, no. 2 (June 21, 2023): 122–46, <https://doi.org/10.30739/DARUSSALAM.V12I2.2317>.

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