

Original Research Paper

Integration of Education Planning Funds Base on Philanthropy: Drop Out School Mitigation

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Abstract: The increasing number of dropouts during the Covid-19 pandemic needs to find an alternative solution by planning for philanthropy-based education financing. This paper aims to discuss education financing planning and to know the role of philanthropy in rescuing dropout students. The research uses a qualitative method with a literature study approach with content analysis techniques. Educational institutions must plan education financing in the budget work plan by seeking alternative funding assistance for students dropping out of school due to economic problems. Mitigation of dropout students is carried out by identifying students and parents, providing counselling services, collaborating with donor agencies, continuing formal or non-formal schools and finding donors or sponsors. The role of philanthropy in Indonesia in education has provided positive support, equality and sustainability of the quality of human development, including dropout students. The research contribution provides an overview for educational institutions to find and prepare special budgets to overcome school financial difficulties and overcome students who leave due to not being able to carry out their financial obligations during the COVID-19 pandemic. The implication is that education financing planning efforts in mitigating dropouts are integrated into philanthropic institutions.

Keywords: Dropping Out of School, Education Financing, Philanthropy, Planning.



1. Introduction

In achieving national education goals, aspects relating to the obsessive condition of students and parents need to be considered and find a way out so that the existing obstacles are reduced. One aspect of concern is dropouts; in recent decades, showing a significant increase, there are still around 4.4 million children between the ages of 7-18 years who have dropped out of school [1]. It coupled with the increase during the Covid-19 pandemic, which showed that the highest number of students dropping out of school at the elementary school level for the 2019-2020 and 2020-2021 school years reached 70,620 students, dominated by state elementary schools [2]. The dropout rate is still relatively high in Indonesia's developing countries, especially primary schools at 6.19%, middle level 24.41% and upper level 48.19% [3]. According to Yanti & Selinaswati [4], the basic education process must be maximized as a fundamental factor in the education process at the elementary school age.

They are analyzing the problems of students dropping out of school in Indonesia due to family or parental economics, psychology, pressure from school, social environment, school interests and difficulties following lessons [5] [6] [7] [8]. Dropouts are caused by household socioeconomic problems, social marginalization, and inefficiency in allocating the education budget [9]. There are still 11 million children working and dropping out of school [10] [11] [12]. With a tendency for more boys to drop out of school [13].

Even [14] show the phenomenon behind students dropping out of school in America, namely socioeconomic status. However, public awareness causes students to drop out of school but cannot solve the problem [15]. In the development of education, the cost of education is becoming increasingly expensive, especially for those whose economic conditions are uncertain [16]. The role of the government in suppressing dropouts by intervening in the economic sector is considered not optimal compared to the previous year [17].

National poverty data show ten provinces with the highest poverty rates, including East Java, West Java, Central Java, North Sumatra, West Nusa Tenggara, South Sumatra, Lampung, Papua, Banten and Aceh [2]. The highest elementary school dropouts were in ten provinces, including Papua, North Sumatra, East Nusa Tenggara, West Papua, West Java, East Java, North Maluku, Maluku, West Nusa Tenggara and South Sulawesi [18].

The impact of students dropping out of school, where parents also feel the impact is very detrimental [19]. Especially single parents (single parent) women need the intervention of their children who drop out of school [20]. Inhibiting progress in the quality of human resources and low levels of education make it difficult to get a job [21]. With the above conditions, it is necessary to handle dropout students by many related parties [22]. Because of the dependence between the school, the community and the environment [23].

The role of educational institutions or schools in dealing with these problems requires educational management, which is an essential element in achieving the effectiveness and efficiency of the educational goals themselves [24]. Good financing management is one of the keys to the success of educational institutions in improving their quality [25]. One of them is through education financing planning, which is an essential factor in managing to finance and obtaining education financing [26]. Without planning or preparation by educational institutions, many educational problems will not be resolved [27].

In macro and micro education aspect, the financing factor is absolute and must be available to obtain quality educational services due to the high cost of education [28]. The cause is that there is no educational institution that ignores the role of costs to run optimally [29]. For this reason, education financing is very decisive in achieving educational goals and will not run without cost [30] [31]. One alternative funding source included in planning education financing and saving dropout students that can be utilized and optimized comes from social or philanthropic funds. According to Henukh [32], education budget planning often does not involve the relevant stakeholders.

In 2020, Indonesia was named the most generous country globally [33]. The indicators built by the World Giving Index 2021 can be said that most millennial and Indonesian people donate hobbies to official charities [34]. Although during the Covid-19 pandemic, it became necessary in difficult times to give and receive and maintain social and humanitarian relations to survive [35]. Philanthropy is broadly related to charity activities to achieve effectiveness between giving and receiving materially by encouraging collective change in society [36]. In addition, there is an increase in the number of middle-class economics in religious activities that become social capital and coordinate them, including in philanthropy [37].

The world of philanthropy in Indonesia has not been fully utilized by the world of education [38]. On the other hand, [39] reveals the weakness of philanthropic institutions in Indonesia, namely accountability and lack of coordination with other stakeholders. This condition ultimately impacts the pattern of meeting the community's need for education [40]. One hundred seven philanthropic institutions have registered operations in Indonesia with 18 family philanthropy, 17 corporate philanthropy, 30 religious philanthropy, 37 independent, and four media philanthropy [41].

Thus, the open potential and resources of philanthropy in Indonesia can be utilized to the fullest for the world of education, including for education financing planning to save elementary school students or madrasah Ibtidaiyah who are threatened with dropping out of school. The purpose of this study is to know the financing planning of educational institutions? Knowing the role of philanthropy in rescuing dropouts?

2. Literature Review

2.1. Education Funding Planning

In determining the plan, it is necessary to pay attention to cost savings, time and energy in a productive manner. Planning is thinking about socio-economic problems faced in the future, how to develop, the relationship between goals and decisions set collectively following policies and programs [42]. Understanding educational planning by looking at activities in meeting human needs so that they can be fulfilled can support better human life in the future [43]. The understanding of education financing is the number of costs incurred by individual students, their families, the surrounding community, groups or the government issued to support the smooth running of educational activities [44].

Financing is part of management and is an essential factor in determining the school's survival. The components of education financing include direct costs, which consist of costs incurred to implement student teaching and learning. Meanwhile, indirect costs are expenditures that allow schools' educational process to occur [45]. Based on the components of education financing, there are business constraints in finding sources of funds and their use and utilizing them according to cost standards, increasing investment and planning to face future needs. Meanwhile, the cost of education is all efforts made by the government and the community, both cash and non-monetary, requiring precise planning [46].

Thus, education financing planning is an effort by educational institutions to identify the needs obtained and issued to implement the education process in a suitable, maximum, and sustainable manner.

2.2. Education Financing Source Models

In developing education financing, there are several models, including [47]:

1. A pure aid model with state money given to schools without regard to local taxes.
2. The basic planning model with the state without considering local taxes.
3. The basic planning model by interpreting the value of the number of students.
4. Percentage equation model by giving donations to students and teachers.
5. The planning model is equal to the ability of a prosperous region to pay taxes.
6. A full-fledged state funding model designed to minimize differences in expenditure and income between regions.
7. Model of funding sources by providing education financing that reflects the different conditions of each region.
8. A model of acceptance letter with the assistance of education funds directly to students or their families and a letter of acceptance of assistance is given.
9. Model the student's workload plan by considering students with disabilities, vocational and wide-ranging proportionally.
10. Model-based on experience with fees received by schools referring to the previous year.
11. The model is based on proposals from the proposed funds submitted by examining the priority needs.
12. Model-based on wisdom by giving chest and conducting a feasibility study to determine the priority level.

Thus, the education financing model is a method used by educational institutions to determine the basis for their financing according to their conditions and needs to be managed effectively and efficiently.

In addition to the importance of the education financing model, sources of education financing are also significant because they are looking for alternative resources that will be used in financing planning. According to Hidayati [48] said that the primary sources of school financing include:

1. The government has full responsibility for the cost of education, although not yet fully, but has a fixed budget policy periodically.
2. Educational institutions in the form of foundations or education committees become one of the pillars in organizing and financing the education process itself to optimize the funds paid by parents of students or other sponsors from the government or private institutions.
3. Community participation in material and non-material support becomes essential in the hope of the educational process for the nation's future students.
4. The participation of parents and school committees is crucial because they support paying fees and other assistance to support the implementation of a better education process from indicators of education quality, dropout rates and student achievement.

Thus, the source of education funding is an input instrument for the budget of educational institutions that can be sought for primary and alternative sources to support the implementation of the learning process so that all students can participate in learning to the fullest.

2.3. Philanthropy: Funding Sources to Save Drop Out School

The word philanthropy etymologically comes from the Greek danger (Philen), which means love and (Anthropos) means human. In terminology, it means that someone's actions aimed at others are based on the love of fellow human beings to do well in both material and non-material forms. For this reason, philanthropy in understanding and appreciation must have positive actions both culturally and religiously [39]. Then [49] said that in religions, there are teachings that have the same meaning as philanthropy. For this reason, [50] defines religion as teaching about obedience and obligation to the rules, instructions and orders given by God to humans through his messengers. All religions have proud idealism, philosophy and theology that makes them still survive by looking for a rational basis for faith [51].

The current philanthropic movement is built from public funding for social services taught in religion by raising awareness and involvement in social activities [52]. Local and international donor agencies have widely carried out the view of philanthropy as a source of educational funding assistance, so it is essential to be empowered [53]. Thus, the source of educational aid funds comes from philanthropy, where the efforts of educational institutions to carry out education financing plans to find alternative sources of funds for student sustainability.

3. Methodology

This research is qualitative research with a library research approach based on thematics in collecting data from the internet, including books, journals and reports. The data analysis technique uses content analysis, namely by analyzing and compiling official documents whose validity and validity are guaranteed, both statutory or policy documents, and other research results [54].

4. Finding and Discussion

4.1. Education Institution Funding Planning

In the provisions of school operational assistance set by the central government, all schools get a budget quote based on the number of students. However, there are still additions from local governments according to their respective budget conditions, and this is following education financing that uses the full state basis and planning basis [47]. It is implied that the education costs incurred by the central and local governments are a shared responsibility. However, the needs of each school are different according to the quality of education and the number of students. Especially for students with low-income families, on the other hand, they become a burden for schools, so they need stimulants or interventions in finding solutions by building communication with stakeholders through the form of educational funding assistance or scholarships for high achievers.

The education financing planning system carried out by educational institutions follows education financing standards using a school budget work plan set every year. So that it can be seen between the

allocation of funds and the required expenditures, the increasing number of allocations of education funds will have implications for the quality of education. It follows the opinion of [55] that increasing the financing of education in schools is marked by improving the quality and service of education itself.

However, the budgeting carried out by educational institutions does not accompany the strategic planning aspect. It means that there are other strategic aspects in improving the system and productivity of the school budget so that they will create long-term budget goals for educational institutions. For this reason, Garner reminded that in financing planning, it is necessary to formulate a strategic financing plan by involving the mission, long-term goals, short-term goals, service programs, targets, budgets and strategic financing planning [56].

In the structure of school financing planning, as [57] revealed, there are types and classes of financing; first, direct costs directly touch on aspects of educational activities. Both are indirect costs incurred by individuals or families to finance their schools and community costs incurred by the community for schools. It is as shown in the following Table 1.

Table 1. Structure of School Budget Planning

Income		Expenditure	
Fund Sources	Total	Kind Expenditure	Total
Saldo		Employees Salary	
Center Government Incentive		Material Studying	
1. Employees Salary		Maintenance	
2. Cost Studying		Procurement of Infrastructure	
Founding		Water Cost	
1. Operation Cost		Electricity Cost	
2. Employees Salary		Phone & Internet	
3. Admin Cost		Admin Cost	
4. Maintenance		Evaluation	
Region Government Incentive		Extra Curriculum	
Societies		Etc.	
Total		Saldo	

As seen in the picture above, the strategic financing aspect is not detailed in point 5 of income. The existence of strategic potential through stakeholders or the community becomes essential related to the need to improve the quality of education. For this reason, it is necessary to add strategic financing to stakeholders in the short and long term. Following opinions [58] that the learning process at school will run optimally if the goals to be achieved meet the requirements determined according to the plan. Planning will greatly assist every educational institution in achieving educational financing, including educational operations. Starting with objectives, strategic boundaries, policies, and detailed plans will get the appropriate performance. Education financing has an essential role in the education process, and financing is a supporting factor [59].

The education financing planning process through the school budget work plan is carried out and ratified through a specific mechanism. The subsequent budget implementation is receiving education funds from the government, parents and community participation [60]. As in the following Table 2.

It is not included in the aspect of receiving the income component from the government and the community, meaning that educational institutions only focus on managing students' parents' income as the main component. It shows that expenditures for quality improvement accompany the independence of education financing; by the opinion of [55], an increase in education financing will improve the quality of education itself. The two pictures show that it is under the concept of planning in management, meaning that the first stage of operations in management has been carried out so that planning becomes a process or step that is carried out in achieving goals that are effective and efficient [61].

Table 2. School Budget Planning Structure [60]

Income		Expenditure	
D-000	Dropping to Department	K-000	Cash in to Founding
D-001	Fee Tuition	K-000	Cash in to Bank
D-002	Registration Every Semester	K-000	Employees Salary
D-003	Registration for Year Activity	K-000	Health
D-004	Etc.	K-000	Electricity Payment
		K-000	Quality Movement Activities
		K-000	Etc.

In planning education financing, it is necessary to determine the budgeting mechanism because it will affect the efficiency and effectiveness of educational institutions with the stated goals. At the same time, the financing model, in essence, has a side of allocating funds and expenditures and the formulation formed based on the source model and its measurement reasonably and wisely [62]. The role of education financing planning is crucial for the management of learning, learning services and management of educational institutions to achieve goals. The school budget system in educational institutions is an integrated element in identifying potential income to be sought to facilitate estimation. Educational efficiency can be achieved that describes the income and expenditure in the budget in utilizing sources of educational funding assistance in achieving optimal goals.

4.2. Mitigation of Dropout Students

Achieving the human development index (HDI), one of the instruments is the level of education; the twelve-year compulsory education policy is the seriousness of all parties in achieving it. For this reason, so that the number of students dropping out of school does not increase in the following year, prevention efforts (mitigation) are needed so that they can increase school participation rates by doing, among other things:

1. Identify student and family data
 The importance of family data includes students, parents and their families as information material whether they have the potential to drop out of school. Both in terms of academic reports, academic and non-academic potential tests, learning difficulties, parent and family problems, environment, socioeconomic, working parents and the level of student laziness. For this reason, parents must play a role in children who drop out of school as advisors, motivators, learning partners and supervisors for their children [63]. So that children or students continue to school, parents' efforts are made by inviting schools, changing schools or pursuing school packages [4].
2. Providing counselling
 There are concerns about students, namely laziness, low motivation and learning difficulties. The role of counselling guidance teachers is needed to have the duty and responsibility to pay attention to children who have the potential to drop out of school or who drop out of school by making home visits with special assessments so that they have the will to continue schooling [64] [65].
3. Collaborating with Donors
 In considering educational institutions to collaborate with stakeholders who have good networks and accountability. One institution that manages and distributes educational funding assistance is philanthropy-based institutions. For that, [39] philanthropic institutions as a component in development, especially the quality of human resources, namely the field of education and another.
4. Continuing School by Finding Sponsors
 Economic difficulties are the leading cause of students dropping out of school. Educational institutions need to find sponsors in finding solutions so that students can go to school as they should. It is identified that it is essential to collaborate with sponsors to help fund education for continuing education to become essential or in the form of scholarships [65].
5. Continuing Non-Formal School
 Twelve-year compulsory education is a reference for education success in Indonesia, so it needs to be jointly supported. Many alternatives to access to school services are traditional schools and non-formal or informal schools. When they drop out of formal school, it is the

community's hope and the government for students to continue their education. Efforts are needed for communication to be directed to other alternative forms of school, namely school pursuing packages or non-formal education [4].

4.3. The Role of Philanthropy in Education Fund Assistance

Indonesian society is a moderate Muslim majority by prioritizing existing tolerance and pluralism. It is easy to grow a social spirit and mentality or share, identified as a charity (philanthropy). Various studies on philanthropy have developed along with the call of humanity and religion to call for the common good. The spirit of philanthropy has raised volunteerism to help inequalities and improve community welfare in the context of sustainable development. Transparency and accountability need to be built and collaborate with schools, communities and religious institutions, emphasizing moral values and volunteerism [66].

As an institution that focuses on social, humanitarian and empowerment, the impact is to provide redistribution, reduce inequality and focus on the disadvantaged poor. For this reason, educational funding assistance is essential for educational institutions, one of which is fundraising, which is defined as collecting money or other sources that can be used to finance services to the community and require financing from the institution or organization [67]. For this reason, [68] has fundraising objectives, including raising funds, gathering donors, gathering beneficiaries (sympathizers), building institutional integrity and providing information to donors.

The philanthropy development in Indonesia showed that seventy-eight per cent focused on primary school education or madrasah ibtidaiyah. In contrast, ten provinces became the focus of philanthropy, including Jakarta, West Java, Central Java, East Java, North Sumatra, Papua, Aceh, Banten, Nusa East Southeast, and West Papua [69]. In order to optimize philanthropy, the provision of educational assistance, scholarships, and provision of educational facilities for free can be realized [70]. The role of philanthropy as a source of educational funding assistance can be optimized through education financing planning so that there is a stakeholder responsibility to find a way out of dropout students.

5. Conclusion

Educational institutions must have an education financing plan by seeking alternative educational funding assistance in the income budget for students dropping out of school due to economic problems through relevant stakeholders. Drop out school mitigation by identifying students, parents, counselling services, collaborating with donor agencies, formal and non-formal schools and finding donors or sponsors. The role of philanthropy in Indonesia in education has provided positive support, equality and sustainability in the quality of human development, including helping students drop out of school.

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