

Analysis of Teachers Participation In School Budgeting

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Abstract. The purpose of this study to describe the extent of teacher participation in school budgeting. This study is important because teachers are the people who understand school activities, both learning both within and outside the classroom. Teachers' understanding of all activities in schools is very helpful for school management, especially in the preparation of school budgets. Therefore, teacher involvement is an important factor that supports school budget performance, so it is necessary to analyze teacher participation in school budget preparation. The population of this study were teachers at SMA and SMK in Medan City. Taking the sample using purposive sampling, where the determination of the sample is based on the participation of teachers in the preparation of school budgets, The survey was conducted using a Likert-scale questionnaire. The data were then analyzed qualitatively. The results showed that teachers' involvement in the preparation of school budgets is still low. The principal has a dominant role in the preparation of the school budget.

Keywords: Budgeting, budget participation, school budgeting.

1 Introduction

Budgeting is the basis of financial management, which has an important role in organizational strategic planning to ensure that operational activities are carried out efficiently to achieve organizational goals [4]. Budgeting is the process of preparing a budget, which is the planning and control of the company's operating activities expressed in units of activity and units of money and aims to project the company's operations. Apart from operational planning, budgets are also used as a tool to measure individual performance in organizations [6]. Among the factors that can improve individual performance in terms of budget achievement is budget participation [24], [25], [26], [27], [28]. Budget participation has received much attention from academics in accounting and management because of the important role it plays in organizational efficiency [11]. [20] Define the process by which a manager participates in and has influence over the creation of his budget is known as budget participation. Budget participation needs to be done to increase employee motivation in achieving the budget because they feel responsible for the budget prepared, where they have a contribution in the preparation of the budget, and ultimately this condition will improve employee performance.

Like companies, schools also need to make school budgets. Educational budgeting is very important because it will affect the quality of education and student learning outcomes [8], [10]. The importance of education budgeting is also stated in Government Regulation No. 17/2010 on Education Management and Operation. In this regulation, Article 50 states that

Education units have a duty to develop and decide on policies related to education in line with their jurisdiction. Furthermore, article 51 states that education policies in early childhood education units, basic education units, and secondary education units are stated in the annual work plan of the education unit, the annual income and expenditure budget of the education unit, and the regulations of the education unit or program. Schools will find it simpler to decide what to do with their budgets in order to meet their obligations to students and accomplish their goals [7]. Government monitoring and assessment of school progress can be facilitated even by education budgets [22]. Given the large role of the budget in school success, the budgeting process in schools must be carried out appropriately so that the function of the budget can be maximally achieved.

Among the important factors in budgeting is teacher participation or involvement in its preparation [13]. Teacher involvement in budgeting is very important because teachers are an important element in school activities. If teachers are not involved in budget preparation, even the implementation of the school budget will not proceed smoothly [9]. Therefore, teachers must be involved in budget preparation so that budget performance can be achieved properly.

In the school context, budget participation is a form of teacher participation in budget preparation. If in a company, budget participation is the involvement of lower-level managers, then in a school environment, lower-level managers are proxied by teachers, and principals are top-level managers. The school manager, as upper management, represents the school in the budgeting process and communicates with the finance department. Since when there are two representatives from a lower position, the budgeting process takes place in this case teachers, and a superior position, the principal, the discussion of budgeting in schools uses the micro-level budgeting literature to explain the impact of budget participation. Budget participation in schools is needed to obtain data from teachers related to the actual conditions in school as well as to absorb teachers' aspirations in terms of programs needed to achieve learning objectives.

Given the large role of the budget in school success, the budgeting process in schools must be carried out properly so that the function of the budget can be maximally achieved and budget performance can also be achieved. The accomplishment of performance regarding the allocation of the institution's funds as specified in the budget document is known as budget performance. Among the important factors in school budgeting is teacher participation or involvement in its preparation [12], [13], [16]. The involvement of teachers in the preparation of school budgets is very important because teachers are an important element in school activities. In the absence of teacher participation in budgeting, even the execution of the school budget will not proceed smoothly [9]. Therefore, teachers must be involved in the preparation of school budgets so that budget performance can be achieved properly. This is also consistent with the application of school-based management (SBM) to enhance the quality of education in schools..

Along with the popularity of the implementation of school-based management (SBM), the topic of teacher involvement or participation in budgeting has become a concern for researchers. Research on teachers' involvement in school budgeting has been conducted by researchers. Teacher participation or involvement in budgeting is associated with management performance [12], [16], [21], job satisfaction [2], and budget slack [29].

Given the importance of teacher involvement in school budgeting, it is necessary to study how much involvement of teachers have in creating school budgets. This research needs to be done because the aspect of teacher involvement in budgeting in schools needs to be studied, in addition to its influence on budget performance. The role of teachers in budgeting is one of the indicators of good school management, and by knowing the role or involvement of teachers in budgeting, policies related to school financial governance in general can be made. This study

is strategic and comprehensive in describing the condition of budgeting in schools in particular and financial governance in schools in general.

2 Research Method

The purpose of this study was to describe teachers' participation in school budgeting. To achieve this goal, this research used a qualitative approach. An inductive approach to knowledge construction with the goal of producing something meaningful is typically what defines qualitative research. Research using this approach aims to closely examine, explore, and study social phenomena; or to gain a thorough grasp of the social life's aspects [15]. the population of this study consisted of high school teachers in Medan City. Teachers were selected as respondents to measure their involvement in school budgeting. To maintain the objectivity of the respondents, the instrument was designed to be anonymous. The sampling technique used was purposive sampling of the population. The sample category is teachers who are involved in school budgeting activities. The unit of analysis in this research is the organization. In this case, although the responses were obtained from individuals, the responses represent the phenomena contained in a school organization.

Data for all research variables in this study were collected using questionnaires sent electronically. After the questionnaire was sent, the enumerator gave a few days to fill in the questionnaire, and if it had been filled in, it was immediately entered into the research database. This research instrument consists of statements in a questionnaire that are used to measure research variables. The research instrument will be designed by the researcher based on the existing variable indicators. Indicators to measure teacher involvement using six indicators consist of: 1) involvement in budget preparation; 2) involvement in budget revision; 3) discussion of subordinate ideas about the budget; 4) influence given to the budget; 5) contribution in budget preparation; 6) discussion of leadership ideas about the budget [14].

The interactive model technique from [15], which consists of four concurrent activities- data collection, data condensation, data display, and conclusion drawing-was used for data analysis in this study. The collection of data was carried out using a questionnaire instrument. Condensation of data pertains to the method of choosing, concentrating, streamlining, abstracting, and/or changing data that emerges from data collection. Data display is a collection of organized and arranged information that allows conclusions and actions to be made. Making data displays will help in understanding what is going on and then being Capable of doing something-either carrying out additional analysis or acting on that comprehension. Conclusion drawing is the final stage in data analysis, where researchers draw conclusions in accordance with the research objectives based on the data obtained.

3 Results and Discussion

3.1 Results

This study used high school and vocational school teachers in Medan City as research respondents. Data was collected by distributing questionnaires to respondents through Google Forms. The demographics of respondents based on the results of the data analysis can be explained as follows.

Based on gender, the respondents of this study consisted of 20 (18.69%) men and 87 (81.31%) women, so the total respondents who gave answers to the questionnaires given were 107 people. Of these respondents, 96 people (89.72%) have an undergraduate education level (S1), and as many as 11 people (10.28%) have a master's education level (S2). The demographic description of the respondents shows that this study has a distribution of respondents who have been represented both in terms of gender and education level. Table 1 below shows the respondents' demographics in detail.

Table 1. Demographics of Respondents

Respondent		n	%
Gender			
	Men	20	18,69
	Women	87	81,39
		107	100
Education			
	S1	96	89,72
	S2	11	10,28
		107	100

As explained earlier, this study is a type of qualitative research that describes teacher involvement in school budgeting. To get an overview of teacher involvement, the following is a descriptive statistic of respondents' responses about their involvement in school budgeting.

Table 2. Descriptive Statistics of Teacher Involvement in Budgeting

Indicator	Average Answer	Standard Deviation	Category of Answer
Involvement in Budgeting	1,79	0,95	Very rare
Involvement in Budget Revision	1,79	0,88	Very rare
Discussion on Teachers' Ideas on the Budget	2,15	0,91	Rare
Influence Provided on Final Budget	1,87	0,85	Not very influential
Contribution to Budgeting	1,96	0,88	Not very important
Frequency of Discussion of the Principal's Ideas Related to the Budget	2,03	0,96	Rare

Table 2 shows that teachers are very rarely involved in the preparation of the school budget. Likewise, teacher involvement in budget revision is also very rare. In line with this, teachers felt that their influence in the preparation of the budget was minimal, so they felt that they did not have a meaningful contribution to make in the preparation of the budget. Although teachers were basically asked for ideas or opinions in the preparation of the budget, discussions related to teachers' ideas were rarely held. Interestingly, from the descriptive data of this study, it turns out that discussions related to the principal's ideas in terms of the budget are also rarely carried out. This finding explains that the preparation of the school budget was probably done unilaterally by the principal and his team without involving, or minimum involvement other teachers.

Regarding the ability of each indicator to explain its influence on budgeting participation can be seen in the following figure.

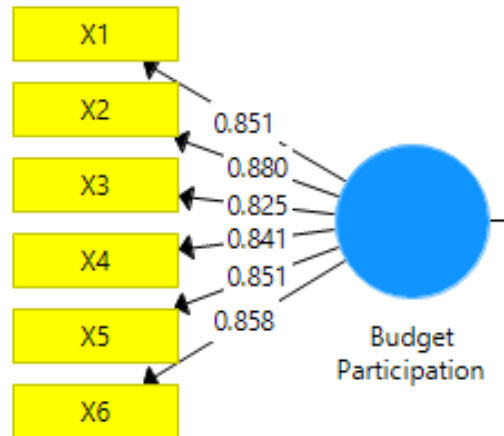


Fig. 1. Path Coefficient of Budget Indicator

The influence of each indicator in explaining the budget participation variable is shown in Figure 1. Based on this figure, it can be seen that each indicator has a fairly high influence in explaining the budget participation variable. The highest influence is on the indicator of involvement in budget revision. This shows that in the process of preparing the school budget and its implementation, budget revision is the most important factor that influences the determination of the school budget and its implementation. In principle, the preparation of the school budget is inseparable from the assumptions underlying the preparation of the budget. Local economic conditions, inflation, student demographics are examples of assumptions underlying school budgeting. These assumptions mean that school budgets cannot be prepared with great accuracy and are relatively vulnerable to change. This condition causes the budget always to be subjected to changes or often referred to as budget revisions.

In the budgeting cycle, a specific time is usually set aside for budget revisions. Given the dynamic condition of the environment, it is necessary to adjust the school budget to respond changes in the environment and changes in the assumptions used previously in the preparation of the budget. In terms of this study, budget revision is the strongest factor explaining teachers' participation in budgeting. While the discussion of teachers' ideas in the budget is the factor that has the smallest path coefficient, which means that the indicator is the factor that has the lowest influence in explaining the budget participation variable.

3.2 Discussion

This study aims to determine descriptively the role or participation of teachers in budgeting in the school. The results of data testing show that teacher involvement in school budgeting is still relatively minimal. The answers given by teachers as respondents of this study show that teachers feel they have no influence in the preparation of school budgets. Even if there is, the influence is very small in contributing ideas related to the school budget. This means that teachers' involvement in budgeting is still minimal, which means that the preparation of the budget is more charged to the principal and his budget team.

In its implementation, the school budget is set out in the form of a School Revenue and Expenditure Budget Plan (RAPBS) or School Activity and Budget Plan (RKAS), which is a form of financing plan used as a guideline in collecting school financial resources and what will be financed in the educational process that runs at school. Teachers, who are involved in almost all activities related to the education process in schools, should be involved in making school activity plans and budgets [23]. The development of work today demands creativity and innovation capabilities of human resources in order to be able to compete in the job market. Teachers as parties involved in the process of shaping the workforce have the responsibility of designing creative and innovative teaching and learning activities in order to meet the demands of the growing world of work. This creativity requires funds that will help teachers succeed in the planned programs/activities. For example, teachers can put the program in the budget in the form of class project activities, mini research or other activities that support the improvement of students' academic and character as a provision for them when they enter the job market.

This condition demands the managerial ability of school principals in determining budget policies [1]. The ability of school principals to translate education programs into financial equivalents in budgeting is very important, especially to achieve educational goals. However, considering that teachers are the ones who are directly involved with students and the learning activities carried out by students, budgeting should not only be done by principals and treasurers, especially in terms of academic activities, because teachers really understand the ins and outs of academic activities that will be carried out at school. Teacher participation in assisting budget planning and implementation will be able to help achieve goals, especially in helping academic achievement and the formation of good character in students optimally.

This study found that the ideal conditions in the preparation of school budgets were still not achieved. The results showed that teacher involvement in budget preparation was still very minimal. Descriptively, the lowest indicator in budget participation is teacher involvement in budget preparation and teacher involvement in budget revision. This means that teachers feel that they are not involved either in budget preparation or in budget revision.

In its implementation, the budget is flexible, meaning that if in the course of implementing activities it turns out that adjustments must be made to activities, the budget can be revised by following certain procedures. Such as using an incrementalism budgeting approach that allows for revisions within the current fiscal year [18]. It must be realised that in the implementation of activities, sometimes the amount of costs used may not be the same as the budget, either less or more than the amount previously budgeted. If in the implementation there is a difference with the budget plan, then the school can make budget revision.

Budget revisions are also often made because the basic concept in budget preparation is inseparable from assumptions or estimates [3]. The price of goods or services, the need for goods or services, inflation, and economic conditions are examples of aspects that require assumptions or estimates in budgeting. This study found that teachers felt that they were not involved in budget revision. This is consistent with the finding that teachers do not feel involved in budgeting. If teachers are not involved in budget preparation, of course this condition is directly proportional to budget revision, where teachers are also not involved in budget revision.

Through the analysis of priority forms of public policy, public budgeting and its stages of formulation, debate, implementation, and control remain the subject of study both inside and outside the academic community [19]. Budget participation is still a fascinating subject of discussion in public and private settings, including educational establishments [5]. This is because the budget in public sector institutions, including schools, is a crucial issue that

demands accountability and transparency, so public involvement in its preparation is something that cannot be denied. The results of this study illustrate the importance of teacher involvement in the preparation of school budgets.

4 Conclusion

Based on the results of the data analysis, descriptively, this study found that teachers have relatively minimal involvement in the preparation of school budgets. The preparation of the school budget was mostly determined by the principal and the budget team that was formed. Basically, teachers were engaged in creating the budget for the school, but the involvement was carried out at the beginning when the data collection meeting related to the budget to be prepared. Involvement at the beginning and only in the form of data collection as a basis for budgeting is likely to cause teachers to feel less involved in the preparation of school budgets. The findings of this study are expected to provide suggestions to school principals regarding the portion of teachers' roles in budgeting so that teachers feel they have significant involvement in school budgeting.

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