

## **STRATEGIC DECISION MAKING IN ISLAMIC SCHOOLS WITHOUT SPP BASED ON BOS FUNDS**

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### **Abstract**

This study aims to analyze the process of strategic decision-making in the management of Islamic schools that do not charge tuition fees (SPP) and rely on the School Operational Assistance Fund (BOS) as the main source of funding. The focus of this research is to understand how policies and important decisions are made by school management in dealing with various resource limitations. The research method used is a qualitative approach with data collection techniques through interviews with teachers at SDIT Bani Daud Curug-Kota Serang. Through this method, the researcher obtained a deeper understanding of decision-making practices that occur within the school environment. The results of the study indicate that teachers are actively involved in the decision-making process through deliberation forums and regular school meetings. In these forums, teachers have the opportunity to express their opinions, provide input, and offer solutions to various problems faced by the school. This participation reflects the implementation of participatory management, which provides opportunities for educators to contribute to determining school policies. In addition, the implementation of flagship programs such as the Qur'an memorization (tahfidz) program has been running well due to the support and active role of teachers in guiding and motivating students. However, the school also faces several challenges, particularly the limitations of facilities and infrastructure such as sports facilities, as well as limited resources due to the absence of tuition fees. Therefore, a participatory and deliberation-based decision-making model becomes an important strategy in maintaining the sustainability of educational programs in schools with limited funding.

**Keywords:** Decision-Making, Islamic School, BOS Fund, Educational Management, Teacher Participation.

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis proses pengambilan keputusan strategis dalam pengelolaan sekolah Islam yang tidak memungut biaya SPP dan mengandalkan Dana Bantuan Operasional Sekolah (BOS) sebagai sumber pendanaan utama. Fokus penelitian ini adalah untuk memahami bagaimana kebijakan dan keputusan penting diambil oleh pihak sekolah dalam menghadapi berbagai keterbatasan sumber daya. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara terhadap guru di SDIT Bani Daud Curug-Kota Serang. Melalui metode ini, peneliti memperoleh gambaran yang lebih mendalam mengenai praktik pengambilan keputusan yang terjadi di lingkungan sekolah. Hasil penelitian menunjukkan bahwa guru dilibatkan secara aktif dalam proses pengambilan*

*keputusan melalui forum musyawarah dan rapat sekolah yang dilakukan secara berkala. Dalam forum tersebut, guru memiliki kesempatan untuk menyampaikan pendapat, memberikan masukan, serta menawarkan solusi terhadap berbagai permasalahan yang dihadapi oleh sekolah. Partisipasi guru ini menunjukkan adanya penerapan manajemen partisipatif yang memberikan ruang bagi tenaga pendidik untuk berkontribusi dalam menentukan kebijakan sekolah. Selain itu, implementasi program unggulan seperti program tahfidz Al-Qur'an dapat berjalan dengan baik berkat dukungan serta peran aktif guru dalam membimbing dan memotivasi siswa. Namun demikian, sekolah juga menghadapi beberapa tantangan, terutama keterbatasan sarana dan prasarana seperti fasilitas olahraga serta keterbatasan sumber daya akibat tidak adanya pungutan SPP. Oleh karena itu, model pengambilan keputusan yang partisipatif dan berbasis musyawarah menjadi strategi penting dalam menjaga keberlangsungan program pendidikan di sekolah dengan keterbatasan pendanaan.*

**Kata kunci:** Pengambilan Keputusan, Sekolah Islam, Dana BOS, Manajemen Pendidikan, Partisipasi Guru.

## INTRODUCTION

Decision-making is a key function in educational management and is inseparable from the role of leadership. Every policy adopted by educational institution leaders will have a significant impact on the sustainability of school programs, the quality of the learning process, and student development. Appropriate decisions can help educational institutions achieve their stated goals effectively and efficiently. Conversely, inappropriate decisions can lead to various problems in the implementation of educational programs, such as decreased learning motivation, limited facilities, and even reduced public trust in the school. Therefore, the decision-making process must be carried out carefully, considering various aspects related to the needs of the school and students (Efendi & Sholeh, 2023).

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In the context of Islamic educational institutions, the decision-making process is not based solely on managerial considerations but also on Islamic values. Principles such as deliberation, justice, responsibility, and the common good form the basis for determining policies. Deliberation is an important method because it provides an opportunity for various parties within the school environment to express opinions and provide input. Thus, the resulting decisions are expected to be wiser and more acceptable to all parties involved in educational activities. This aligns with Islamic teachings, which emphasize the importance of togetherness and justice in every action (Hidayat & Sari, 2025).

Deliberation is an important method because it provides an opportunity for various parties within the school environment to express their opinions and provide input. This ensures that decisions are made more thoughtfully and are accepted by all parties involved in educational activities.

Several educational institutions currently implement a policy of not charging tuition fees from students and rely on the School Operational Assistance Fund (BOS) as their primary source of funding. This policy aims to provide broader opportunities for the community to access education, especially for families with limited financial resources. With this policy, schools strive to reduce financial barriers that often hinder children from continuing their education.

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Through the use of School Operational Assistance (BOS) funds, schools can meet various operational needs, such as providing learning resources, teaching activities, and supporting teaching staff. Furthermore, the no-tuition policy reflects educational institutions' commitment to realizing the principle of equal access to education for all. Thus, schools strive to provide a more inclusive, equitable, and open education system for all, regardless of students' economic background. This policy is expected to increase educational participation and encourage the creation of higher-quality human resources (Mustofa, 2024).

However, the no-tuition policy also presents various challenges in managing educational institutions. Dependence on BOS funds often forces schools to manage their budgets more carefully and efficiently. Limited funding can impact the provision of facilities and infrastructure, the development of school programs, and improving the quality of educational services. Therefore, schools need a sound management strategy to ensure optimal educational programs continue to operate even with limited resources. These strategies can include diversifying funding sources, increasing community participation, and strengthening collaboration with external parties (Hidayat, 2024).

In these conditions of limited funding, informed and participatory decision-making is crucial. Teacher involvement in the decision-making process can help schools gain diverse perspectives, ideas, and more effective solutions to address existing problems. As the spearhead of education, teachers have direct experience in the learning process, making their input highly relevant for policymaking. With teacher participation, decisions are not only top-down but also bottom-up, thus better reflecting real-world needs (Sari, 2025; Aini).

Based on this background, this study aims to analyze the strategic decision-making process in Islamic schools that do not charge tuition fees and the role of teachers in supporting the success of school programs, ensuring the continued success of educational

activities. This analysis is expected to contribute to the development of Islamic educational management theory and serve as a practical reference for educational institutions in formulating more effective, efficient, and Islamically compliant policies (Efendi & Sholeh, 2023).

## **METHOD**

This study used a qualitative approach with in-depth interviews. A qualitative approach was chosen because it provides a more comprehensive understanding of social and educational phenomena occurring in the school environment, particularly regarding decision-making patterns and internal institutional dynamics. The interview was conducted with a teacher at SDIT Bani Daud Curug, Serang City, who is directly involved in educational activities and plays a role in the school's decision-making process (Creswell, 2018; Efendi & Sholeh, 2023). The research instrument consisted of a list of interview questions systematically compiled to gather information on three main aspects: (1) teacher involvement in decision-making, (2) school program implementation, and (3) teacher perceptions of the school's sustainability without tuition payments. These questions were designed to elicit in-depth, reflective responses and reflect teachers' real-life experiences in carrying out their roles and responsibilities (Yusuf & Widodo, 2020; Hasan & Ali, 2019).

The interviews were conducted face-to-face and of sufficient duration to allow for in-depth exploration of each aspect. The researchers endeavored to create a conducive atmosphere so that informants felt comfortable expressing their views, experiences, and criticisms of school policies. The data obtained were then fully transcribed and analyzed using descriptive analysis techniques. Descriptive analysis was chosen because it is suitable for describing qualitative data in narrative form, depicting patterns, trends, and challenges faced by schools (Miles, Huberman, & Saldaña, 2014; Suryana & Ramdhani, 2022). Through this analysis, the research sought to identify the extent of teacher involvement in the decision-making process, how school programs are implemented, and how teachers perceive the sustainability of schools without funding from tuition fees. The results of the analysis are expected to provide a clearer picture of the role of educational management at the elementary school level, while also highlighting the challenges that arise in maintaining the sustainability of educational institutions (Rahman & Latif, 2024; Hidayat & Sari, 2025).

## **RESULTS AND DISCUSSION**

### **Teacher Involvement in Decision-Making**

According to interviews with teachers at SDIT Bani Daud Curug, Serang City, it was found that teachers are significantly involved in the decision-making process within the school. This involvement is demonstrated through regular meetings or discussion forums held by the school. In these forums, school leaders invite teachers to discuss various issues related to educational activities, the implementation of school programs, and efforts to

improve the quality of learning. These meetings serve as an important communication platform between school leaders and educators in formulating policies to be implemented.

Teachers are not only present as meeting participants but are also given ample opportunity to express their opinions, ideas, and suggestions related to various issues facing the school. Active teacher participation in discussion forums is a crucial part of the decision-making process within the school. Through these discussions, teachers can share their experiences, perspectives, and findings from their classroom learning activities. This is crucial because teachers interact directly with students on a daily basis, providing a deeper understanding of their conditions, needs, and learning difficulties. Furthermore, teachers can provide insight into challenges that arise in the learning process, whether related to teaching methods, learning resources, or student characteristics. Therefore, teacher input can be invaluable for school management in formulating policies and making decisions that are more appropriate, effective, and aligned with real-world needs.

Teacher participation in decision-making reflects the application of participatory management principles in the management of educational institutions. Participatory management is an approach to organizational management that provides opportunities for organizational members to participate in the planning, implementation, and evaluation of activities (Muhammad, 2023). In the context of educational institutions, teacher involvement in the decision-making process can increase a sense of responsibility and ownership over school policies. When teachers feel involved in the process, they tend to be more committed to supporting and implementing the agreed-upon policies.

Furthermore, teacher involvement also benefits school management by providing diverse perspectives. Each teacher brings diverse experiences and backgrounds, allowing them to offer a different perspective on a problem (Legi, 2018). This diversity of perspectives can enrich the policy formulation process, resulting in more comprehensive decisions that take into account various relevant aspects. Interview results also indicated that teachers felt the opinions they expressed in meetings were genuinely considered by school leaders. This creates a positive impression for teachers, as they feel valued and recognized as an important part of the school's decision-making process. When teachers' opinions and input are taken seriously, it can increase their sense of responsibility and involvement in implementing various school programs.

This situation indicates that communication between school leaders and educators is effective, open, and mutually respectful. This working relationship creates a conducive atmosphere for harmonious cooperation within the school. School leaders not only act as primary decision-makers but also as facilitators, providing space for dialogue, discussion, and the exchange of ideas among all members of the school organization (Legi, 2018). With open communication, it is hoped that every policy taken will be more targeted and aligned with the needs of the school and students.

Good communication between school leaders and teachers is crucial in creating a conducive work environment. When communication is effective, various issues that arise

can be discussed openly and the best solutions sought together. This can also reduce the potential for conflict that may arise from differences of opinion in the implementation of school programs.

From an Islamic educational perspective, teacher involvement in decision-making is also in line with the principle of deliberation, which is highly recommended in Islamic teachings. Deliberation is a process of collective discussion to reach an agreement that is in the best interest of all (Ridho et al., 2024). By applying the principle of deliberation in school management, it is hoped that decisions made will not only consider administrative aspects, but also the values of justice, togetherness, and the common good. Thus, it can be concluded that teacher involvement in the decision-making process at school is a crucial factor in supporting the successful management of educational institutions. Active teacher participation not only helps school leaders formulate more appropriate policies but also fosters a sense of shared responsibility in implementing planned educational programs.

### **School Program Implementation**

In addition to discussing teacher involvement in decision-making, this study also highlights the implementation of programs run by the school. Based on interviews, one of the flagship programs focused on development at the school is the Quran memorization program. This program aims to develop students who not only possess strong academic abilities but also develop an understanding and closeness to the Quran, the primary source of Islamic teachings. The Quran memorization program is implemented in a structured manner and is an important part of school learning activities. Students are given the opportunity to memorize the Quran in stages according to their individual abilities. The memorization process is carried out under direct guidance from teachers who are competent in the field of memorization. Teachers serve not only as instructors but also as guides and motivators for students in the process of memorizing the Quran, which requires patience and consistency.

Based on interviews, the school's memorization program ran smoothly and effectively. The success of this program is inseparable from the active role of teachers in assisting students throughout the learning process. Teachers serve not only as instructors but also as mentors, providing guidance and motivation to students in memorizing the Quran. In practice, teachers strive to create a comfortable and enjoyable learning environment to increase student interest and motivation to participate in memorization activities. Furthermore, teachers employ various approaches to assist students in memorization, such as group repetition of verses, gradual memorization, and individual guidance for students experiencing difficulties. Teachers also provide moral support and encouragement to students so they don't give up easily when facing challenges in the memorization process. With this support, students become more confident and enthusiastic about improving their memorization. This demonstrates the crucial role of teachers in the success of the school's memorization program.

Teachers also strive to implement various learning methods to help students memorize the Quran more effectively and effectively. Selecting the right method is a crucial factor in supporting the success of the tahfidz program in schools. During the learning process, teachers strive to adapt methods to the abilities and characteristics of students to make the memorization process easier to understand and less boring. One method used is the method of continuously repeating verses to help students remember and strengthen their memorization. Furthermore, teachers implement group learning so that students can help, remind, and motivate each other during the memorization process. This activity also fosters a sense of togetherness and a passion for learning among students. Furthermore, teachers conduct regular evaluations to monitor students' memorization progress and identify any difficulties they encounter. Through this approach, students can memorize the Quran in a gradual, focused, and more systematic manner, thereby improving and maintaining their memorization.

In addition to the role of teachers, the successful implementation of school programs is also influenced by support from school management. The school pays significant attention to the implementation of the tahfidz program by allocating dedicated time within the teaching schedule and providing guidance to teachers on implementation strategies. This support demonstrates the school's strong commitment to developing education based on Islamic values. The school also strives to improve the quality of teachers so they can optimally carry out their duties and responsibilities in the educational process. Improving teacher quality is a crucial step in ensuring that learning activities at the school run smoothly and deliver optimal results for students (Fitri Lastini<sup>1</sup>, Sutama<sup>2</sup>, 2024). Therefore, the school continues to encourage teachers to continuously develop their professional skills.

Efforts to improve teacher quality are carried out through various means, such as providing guidance from school leaders, holding internal discussions among teachers, and sharing experiences related to effective learning strategies and methods. Furthermore, school leaders also provide motivation and moral support to keep teachers enthusiastic in carrying out their duties as educators (Legi, 2018). This mutually supportive work environment is expected to encourage teachers to continuously learn and improve their competencies. With this support, teachers are expected to be able to teach better, more creatively, and professionally, guiding students to achieve their desired educational goals.

The implementation of the tahfidz program also has a positive impact on student character development. Through Quran memorization activities, students not only learn to recite and memorize the holy verses, but also understand the moral and spiritual values contained therein. This can help shape students' character by being religious, disciplined, and having a responsible attitude in carrying out their obligations as students. Therefore, the implementation of school programs, supported by the active role of teachers and the commitment of school management, can significantly contribute to improving the quality of education at the institution.

## **Teachers' Perceptions of the Tuition-Free School Policy**

The school policy of not charging tuition fees from students is a key characteristic of the management of the educational institution that was the subject of this study. Based on interviews, most teachers viewed this policy as a positive step because it provides broader educational opportunities to the community. By eliminating tuition fees, people from various economic backgrounds can access education without the burden of high school fees. This policy is considered very helpful for families with limited income, ensuring their children can still receive a decent education. In addition to providing easier access to education, the tuition-free policy also demonstrates the school's commitment to supporting the principle of educational equity. The school strives to create an inclusive learning environment so that all children have equal opportunities to learn and develop. Although the school's funding source is largely dependent on government assistance, such as educational operational funds, efforts are still made to ensure effective and high-quality learning.

When compared to several Integrated Islamic Elementary Schools (SDIT) that charge relatively high tuition fees, this policy certainly presents significant differences. SDITs that charge high fees generally have more comprehensive facilities, a variety of excellent programs, and more adequate learning support. However, the high cost of education often prevents everyone from accessing these institutions. Conversely, schools without tuition fees are more open to all levels of society, although in some aspects, facilities and programs may still need further development to maintain educational quality. The policy without tuition fees also reflects the school's commitment to providing an inclusive and service-oriented education. The school strives to be an institution open to all levels of society, regardless of the economic circumstances of the students' parents. This certainly differs from some other SDITs that charge relatively high tuition fees, including monthly tuition fees, construction costs, and various additional program costs. In these schools, greater funding availability typically allows for the provision of more comprehensive educational facilities, such as more modern classrooms, adequate sports facilities, laboratories, and a wider range of student development programs.

However, the no-tuition policy also has its own consequences for school management. One of the main challenges faced is limited funding sources to support various educational activities. Because schools do not charge tuition fees from students, most operational needs must be met through School Operational Assistance (BOS) funds provided by the government. These funds are used to support various school needs, such as learning activities, procurement of educational facilities, and school administration. This situation requires schools to manage their budgets more carefully, transparently, and efficiently to ensure all school needs are met. School management needs to conduct thorough planning in determining the priority of funding to ensure educational activities continue to run smoothly. Furthermore, schools must be able to utilize existing resources optimally so that budget constraints do not hinder the learning process.

In this situation, collaboration between school leaders, teachers, and the entire school community is crucial. Through good communication and coordination, every school program can be planned and implemented more effectively. With proper management, the no-tuition policy can still support the provision of quality education while providing broader learning opportunities for the community. These funding limitations impact the provision of school facilities and infrastructure. Based on interviews with teachers, some school facilities are still relatively limited, thus not fully supporting learning activities. One example is inadequate sports facilities. Limited sports fields or equipment prevent physical education lessons from always being implemented optimally. In some situations, teachers must adapt their teaching methods to the available facilities to ensure learning can continue despite limited resources.

Nevertheless, teachers strive to creatively manage learning activities so that students can still participate effectively in sports activities. Limited facilities do not hinder teachers from carrying out the learning process effectively. Teachers strive to adapt their teaching methods to the available facilities. For example, teachers utilize open spaces within the school environment for sports activities, such as the schoolyard or fields around the school. Furthermore, teachers also use various simple tools as alternatives in physical education learning activities. These tools can be simple, handcrafted equipment, or utilize items easily found in the surrounding environment. With this approach, learning activities can still proceed smoothly despite limited facilities.

These teachers' efforts demonstrate a high level of commitment and responsibility in carrying out their duties as educators. They not only focus on existing limitations but also strive to find solutions so that students continue to have a meaningful and enjoyable learning experience that supports their physical development and skills. This situation is certainly different from some Integrated Islamic Elementary Schools (SDIT), which charge higher tuition fees. These schools generally have greater financial support and are able to provide more comprehensive educational facilities. In terms of sports facilities, for example, many SDITs have spacious, well-maintained sports fields equipped with adequate sports equipment. These facilities allow for more optimal and well-programmed implementation of physical education learning activities and extracurricular sports activities.

Furthermore, the availability of comprehensive supporting facilities also provides opportunities for students to develop their interests and talents in sports and other activities outside of classroom learning. Extracurricular programs can be offered in a more diverse and structured manner thanks to the support of adequate facilities. The difference in facilities between schools that do not charge tuition fees and Integrated Islamic Elementary Schools (SDIT), which charge relatively high tuition fees, is one consequence of the different funding sources available to each institution. Schools that receive greater funding, whether from tuition payments or other sources, have greater opportunities to develop various educational facilities and infrastructure. With adequate funding, schools can provide more comfortable learning spaces, complete sports

facilities, laboratories, adequate libraries, and various other supporting facilities that can improve the quality of the learning process.

In contrast, schools that do not charge tuition fees are typically more reliant on government grants and other limited funding sources. This situation forces schools to be more selective in prioritizing budget allocations to ensure primary educational needs are met. Therefore, schools are required to manage existing resources effectively and efficiently. Despite limited facilities, schools strive to carry out learning activities as well as possible. Teachers and school management frequently implement various innovations and adjustments to ensure optimal teaching and learning processes and provide maximum benefits for students.

Nevertheless, teachers strive to carry out their duties responsibly as educators. They recognize that limited facilities are not an excuse to reduce the quality of classroom learning. Therefore, teachers strive to maximize the use of available facilities and seek alternative solutions to ensure the learning process continues smoothly. Under these limited conditions, teachers are required to be more creative and innovative in designing engaging learning activities that meet students' needs. Teacher creativity is a very important factor in creating a fun and meaningful learning atmosphere for students (Fitri Lastini<sup>1</sup>, Sutama<sup>2</sup>, 2024). Teachers often develop simple yet effective learning methods, such as utilizing the surrounding environment as a learning medium, using simple teaching aids, and encouraging students to be more active in learning activities. In this way, students can still gain meaningful learning experiences even though the facilities available are not as comprehensive as in other schools.

In situations like this, collaboration between school leaders, teachers, and the entire school community is crucial. Through strong collaboration, various limitations can be overcome together. Schools can provide mutual support, share ideas, and find appropriate solutions to improve educational activities at the school. Overall, teachers' perceptions of the tuition-free school policy are quite positive, despite the challenges they face. Teachers understand that the policy has a very good goal: to provide broader educational opportunities to the community, especially for families with limited financial resources. Therefore, teachers remain committed to supporting this policy by carrying out their duties professionally and with dedication, and striving to provide the best education for their students.

## **CONCLUSION**

Based on the research results, it can be concluded that the decision-making process at SDIT Bani Daud Curug, Serang City, is carried out in a participatory manner through a deliberation mechanism involving teachers. This decision-making pattern demonstrates a democratic culture within the school environment, where each teacher has the opportunity to express opinions, ideas, and experiences gained during the learning process. Teacher involvement in meeting forums not only enriches perspectives in policy-making but also strengthens a sense of ownership of the educational institution. Thus, the resulting

decisions are more representative and able to address real needs on the ground. Furthermore, the school's flagship program, Quran memorization, is successful thanks to the active role of teachers in guiding and motivating students. Teachers serve not only as instructors delivering material but also as spiritual guides and motivators, assisting students in gradually achieving memorization targets. This dual role demonstrates that educational management at the school is oriented not only toward academic aspects but also toward character building and strengthening religious values. This aligns with the school's vision of producing graduates who are both accomplished and possess noble morals.

However, the school's tuition-free policy presents unique challenges. Limited financial resources impact the procurement of facilities and infrastructure, maintenance, and development of educational programs. This situation demands more creative and innovative management strategies, for example, through optimizing collaboration with external parties, fundraising, or maximizing local resource utilization. With the right strategies, schools can maintain the quality of educational services despite limited funding. Overall, the results of this study confirm that participatory, deliberation-based educational management can increase institutional effectiveness. Teacher involvement in decision-making strengthens commitment to the resulting policies, while their active role in flagship programs supports the achievement of educational goals. Furthermore, the financial challenges arising from the tuition-free policy are a crucial factor that must be addressed through managerial innovation. Therefore, the scope of educational management in this school can be viewed as a key foundation for developing the quality and effectiveness of the institution, as well as a reflection of how the values of participation, commitment, and creativity can contribute to educational sustainability.

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