

The Effect of Education Funding Sources on Increasing Student Learning Outcomes at Manado 7 State High School

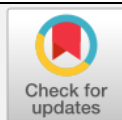
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ABSTRACT

This research aims to determine the source of education funding and the magnitude of the influence of these sources of educational funding on student learning outcomes. The expected benefits from this research include practical benefits, which can serve as a reference for readers and become a means for this research to explore economic education theories, and theoretical benefits as inputs for Education Office. This research used a descriptive method with correlational techniques, in which the data collected were analyzed with a correlation formula. The population was all students who received BKM (Bantuan Keluarga Miskin or Poor Family Assistance) scholarships, and the sample was taken from the entire population. The research results showed that students' average potential was satisfactory, and education funding significantly influenced student achievement. Apart from the education funding factors, learning achievement is also determined by other factors, such as student perseverance.

Keywords: Education Funding Sources; Learning Outcomes; Manado 7 State High School; Student Achievement; Student Perseverance

1. Introduction

The current education development, which the government and the community are still driving, aims to prepare human resources (HR) as reliable in the national development process. Schools' coordination and harmonization of resources are carried out automatically (independently) through several management inputs to achieve school goals within the national education framework by involving all interest groups directly related to schools in the decision-making process. This effort continues to create students who have superior and professional abilities as community members. In addition, they are expected to have a leadership spirit that is responsive to development needs, have competent competencies in science and technology, sincerely serve, and have a sense of responsibility for Indonesia's future (Slamet, 2000).

Development in education has an important part of the strategy to achieve the expected goals. Educational development must involve all available resources to maximize output to create a positive and deep influence on stakeholders (Novitasari et al., 2020).

In carrying out the development of the nation and state, high-achieving high school graduates, who receive education and training in various fields, can apply their knowledge in jobs that require it (Mulyasa, 2002). The current reality is that many students, especially at Manado 7 State High School, have good academic abilities but have difficulty financing their studies at school. They come from weak economic backgrounds, causing students' interest in learning to be disrupted or self-motivation no longer appearing.

The students who have studied at Manado 7 State High School have experienced difficulties meeting their study needs in module fees, study facilities, transportation costs, and others.

The government has taken a policy by providing study allowances and various types of scholarships by looking at the abovementioned problems. One of them is the Poor Family Assistance (Bantuan Keluarga Miskin) scholarship to the school. By itself, students get the opportunity to take advantage of the study allowance provided by the government.

Scholarships are social welfare assistance provided by the government or the private sector to students to finance their study needs. The provision of these scholarships is intended to stimulate and encourage their learning outcomes to increase as expected by each school because students, as a school community, are highly expected to contribute to the nation and state.

The Poor Family Assistance Scholarship (BKM), distributed through a collaboration between the Manado 7 State High School and the Ministry of Education and Culture, can help 68 BKM scholarship recipients with a total scholarship fund Rp390,000/6 months (sixty-five thousand rupiahs per month). This scholarship is expected to help students who have problems or problems in financing their studies at Manado 7 State High School.

BKM scholarship recipients are expected to be able to allocate the funds obtained for their educational needs, for example, to buy learning modules, without wasting too much on activities that do not support achievement improvement. This can indirectly reduce the burden on parents in financing any educational needs while in school. In this way, what is expected can be realized, namely good achievement.

The pre-survey of students receiving BKM scholarships at Manado 7 State High School found several problems, including utilization problems and lack of management in managing the scholarship funds. Following the applicable provisions, the scholarship is prioritized for students who have good achievements and come from a weak/low-income economy (based on a certificate from the local Lurah/Village Head that the person concerned is underprivileged). However, from the survey, of the 168 students who received the BKM scholarship, only 75%

had good achievements. Therefore, students who receive these scholarships are expected to be able to allocate scholarships according to what is expected.

In connection with the above facts, this research examines how education funding influences student learning outcomes at Manado 7 State High School, titled "The Effect of Education Funding Sources on Increasing Student Learning Outcomes at Manado 7 State High School". As for the identification of problems, namely the unclear use of BKM, sources of education funding that are not regular and do not meet the needs of students, and learning outcomes that have not been maximized.

The problem discussed and became the focus of this research is the source of education funding to improve learning outcomes in Manado 7 State High School students. The formulation of the problem of this research is whether there is an effect of education funding on improving student learning outcomes of State 7 Manado Senior High School.

This research is expected to enrich knowledge and scientific development at the theoretical level, especially in scientific studies of the relationship with the source of education funding at Manado 7 State High School.

2. Literature Review

Conceptually, education funding includes efficiency, commonly called cost-effectiveness, and external efficiency or cost benefits. The benefits of education funding in question are to build attitudes, skills, and abilities in students. There are two main things contained in the calculation of education investment, namely:

- 1) Investments must be able to create capabilities with economic value beyond their intrinsic value, and
- 2) The value of its ability.

In addition, according to [Fattah \(2006\)](#), the components of education funding include:

- a) Improving student learning outcomes,
- b) Maintenance and replacement of educational infrastructure,
- c) Provision of learning tools,
- d) Treatment,
- e) Class facilities,
- f) School management,
- g) The slow development of education,
- h) Community demands for improvement of the national education system,
- i) Government policy to accommodate all children aged 7 to 12 years at the basic education level as well as nine years of compulsory education,
- j) Increased mastery of science and technology, etc.

In economics, costs refer to sacrifices in reasonable money incurred, follow every production process, and are difficult to avoid. The education funding funds provided must be used sparingly for the smooth teaching and learning process. If not, the expenditure in question can be called a waste.

If viewed from the perspective of HR as an element of capital (Human Capital), education funding is the main factor that determines a person's success, economically and socially. The value of education is a moral asset, where the skills and knowledge gained from the educational process are investments and require community participation ([Koster, 2000](#)).

Education funding is an effort to raise funds for operational activities and the development of the world of education (Republik Indonesia, 2003). For that reason, the purpose and objective of providing scholarships are to increase and equalize learning opportunities for good achieving students who have limited financial abilities or not. In addition, education funding is intended to encourage and strengthen the learning spirit of high-achieving students so that they continue the learning process until it is finished. With this, it is hoped that they will be triggered and motivated to reach their highest achievements. Lastly, education funding is also intended to reward students who excel in reasoning, welfare, interests, and talents. In this context, it demands the active role of parents and the community to feel they have the school and are also responsible for students' success in learning (Mulyasa, 2002).

Learning outcomes are an inseparable part of the learning success obtained by students. A student can be successful if he has a high enough score. Many factors influence the success of learning. Each factor has an effect that is very dependent on its interaction with other factors. One of the teacher's competencies is assessing student achievement for teaching purposes.

Learning outcomes result from applying the expansion of various kinds of potential skills or a person's capacity. The behavior of a human being, both in the form of motor skills, mastery of knowledge, and thinking skills, can be used to assess the mastery of their learning outcomes. In a school environment, student learning outcomes can be assessed from the extent to which they master the subjects they take. The tool used to assess student learning outcomes is called a learning outcome test which teachers often prepare as a form of assessment for each subject in each semester (Sukmadinata, 2011).

The process and student learning outcomes depend not only on the school, its structure, pattern, and curriculum content. Instead, it largely depends on the competence of teachers as their instructors and mentors. Competent teachers have more abilities in creating a fun and effective learning atmosphere. They are also better able to organize their classes to optimize the students' learning process (Mulyono, 2003).

Learning outcomes are also various abilities that exist in students after gaining experience in learning. There are two kinds of approaches that can be applied in the implementation of teaching and learning in schools, namely:

- 1) A learning approach that prioritizes learning outcomes from teaching that departs from the theory of the psychology of power, Herbert's psychology and behaviorism, and
- 2) An approach that prioritizes learning outcomes and accentuates the learning process.

Learning outcomes are not only in the form of knowledge skills but also the skills and abilities to see, examine and solve problems, plan, and organize a division of labor. As a result, activities, and products created from learning activities can be assessed.

Several internal and external determinants deserve more attention to encourage teaching and learning activities to support the creation of conditions that give birth to an optimal learning outcome. Internal factors include health, intelligence and talent, motivation and interest, and learning methods. The external factors consist of family, school, and community (Slameto, 2003).

Physical and spiritual health has a very significant influence on learning ability. The physical condition of a person who is always unhealthy can cause him not to be passionate about learning. Likewise, suppose a person's spiritual health is not good, such as having a mental disorder, feeling disappointed, or experiencing conflict with someone. In that case, it is enough to cause disturbances in the learning process or can reduce students' enthusiasm for

learning. Therefore, it is very important to maintain health for each individual, both physical and mental health, maintaining body strength, freshness of mind, and enthusiasm for learning.

In addition, someone with good intelligence (high IQ) in general will find it easier to learn with results that also tend to be good. Vice versa, someone with low intelligence will tend to be difficult to digest lessons and slow to think. This causes their learning outcomes to be unsatisfactory. Talent also has a big influence on learning success. For example, someone with a certain talent for sports will be easier, smarter, and faster in that field than those who do not have talent. So, someone with high intelligence and talent in the field he is studying, his learning process will not find significant obstacles and find success easily when compared to those who only have talent without high intelligence.

Motivation and interest are also two psychological aspects that also have a big influence on the achievement of student learning outcomes. Interest can arise from an attraction either from outside or within a person. A high enough interest in something is invaluable capital in obtaining something of interest. Concerning the learning process, interest can arise due to many things, such as the desire to raise dignity or get a good job and a happy life. A high interest in learning creates good achievements. Otherwise, low interest in learning creates low achievement.

Motivation is not the same as interest. It is a force that moves and encourages someone to do an activity. The motivation that comes from within (intrinsic) is an impulse that comes from the heart, generally caused by an understanding of the importance of something. The motivation from outside (extrinsic) is a stimulus from outside a person (environment), such as parents, teachers, community members, and friends.

Another thing that also influences a person's learning outcomes is how they learn. How to learn without considering health, physiological, technical, and psychological factors, will produce results that are not so pleasant.

Family is the first external factor that plays a very important role in the success of children's learning. The educational background, income, harmony of parents, and the intimate bond between parents and children are some factors that determine a child's learning achievement.

School conditions are another external factor that determines student learning success. Teacher competence, the suitability of the curriculum with the competence of children, teaching methods, conditions of supporting facilities and equipment, rooms, implementation of school rules, the number of students in class, and so on, are integral parts that influence the level of student learning success.

The social environment, including the community, neighbors, and playmates where students live, greatly influences their learning outcomes. The condition of the community in an environment with poor economic conditions and children dropping out of school and unemployment greatly affects student learning activities.

From the analysis above, we can summarize that the source of education funding or scholarships is a government program as a form of "subsidies" in education. Scholarships must be realized by scholarship recipients, especially BKM scholarships, by making the best possible use of their study needs.

This funding can be utilized in various ways, such as buying learning materials or meeting needs to support the students' learning process. On this basis, it is hoped that scholarships will help students improve their learning outcomes.

The provision of BKM scholarships is expected to function as a motivator and encouragement, and a fighting ethic to students to always work hard and study tenaciously to

keep getting achievements every semester. However, the scholarships obtained were not used effectively. As a result, the purpose of the scholarship, which was expected to improve learning outcomes, could not be achieved optimally. For example, the module fee is not used to buy a module but for other purposes. So that during the semester, the student does not have a module used as a reference for study purposes.

So it is hoped that the scholarship funds can have positive implications on student learning outcomes and have a positive effect on the way students learn, interest, and motivation to learn by utilizing these funds effectively to maintain interest or a good way of learning. The hypothesis proposed in this study is "There is an influence of the education funding sources on improving student learning outcomes at Manado 7 State High School".

3. Research Methodology

The method used in this research is the descriptive method. Correlational techniques are also used to obtain a full picture of the influence of educational funding sources on improving learning outcomes.

The descriptive method is related to fact-finding by applying the correct interpretation (Nazir, 2005). Descriptive researchers observe problems that arise in people's lives and study certain procedures and situations, including attitudes, relationships, activities, processes, and views that are currently happening and the effects of a phenomenon. Sometimes classification and research on emerging phenomena are carried out by first setting standards or norms. From here, not a few experts also call this descriptive method a normative survey (Nazir, 2005).

The independent variable (x) is the source of tuition fees, with indicators of cost of living, modules, and learning facilities. The dependent variable (Y) is Student Learning Outcomes with an average score indicator on the test results.

The population in this study were all students who were recipients of BKM scholarships at Manado 7 State High School, totaling 68 students with details of class 1 students, 22 students, class 2, 26 students, and class 3, 20 students. Because all can reach the population of this study, this study does not do sampling but is a population study.

This technique is used to get accurate data from the two variables above, namely the Education Funding Sources and the Learning Outcomes of Manado 7 State High School students. In addition, observation techniques are used to prevent data errors and research variables that have been obtained from the two techniques above. The questionnaire technique was also applied by distributing a list of questions about the Education Funding/Scholarship to respondents. Lastly, the documentary technique is done by taking data on student learning outcomes (data already available) in the form of grades.

The data obtained were processed by correlational techniques. The steps for processing the data are as follows:

- 1) Looking for the regression equation formed $= a + bx$,
- 2) Calculate the correlation coefficient with the formula:

$$r = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum X_i^2 - (\sum X_i)^2\} \{n\sum Y_i^2 - (\sum Y_i)^2\}}}$$

where,

R_{xy} = Correlation between variables X and Y

X = Score on variable X

Y = Score on variable Y

ΣX = Total score of variable X

ΣY = Total score variable Y

3) Testing the Correctness of the Correlation Coefficient, with the formula $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

where,

t_{count} = t_{value}

r = Correlation coefficient value

n = Number of samples

The test rules are 1) if $t_{\text{count}} \geq t_{\text{table}}$ then rejects H_0 means significant, and 2) if $t_{\text{count}} \leq t_{\text{table}}$ then accept H_0 means insignificant.

4. Results and Discussion

The results of the analysis carried out in this research obtained:

n = 58

ΣX = 3919

ΣX^2 = 289403

ΣXY = 29530

ΣY = 423

ΣY^2 = 3127

The formula used is:

$$\begin{aligned} a &= \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma X.Y)}{N \Sigma X^2 - (\Sigma X)^2} \\ &= \frac{(423)(289403) - (3919)(29530)}{58(289403) - (3919)^2} \\ &= \frac{122\,417\,469 - 115\,728\,070}{16\,785\,374 - 15\,358\,561} \\ &= \frac{6\,689\,399}{1\,426\,813} \\ &= 4.68 \end{aligned}$$

then $a = 4.68$,

$$\begin{aligned} b &= \frac{N \Sigma X.Y - (\Sigma X)(\Sigma Y)}{N \Sigma X^2 - (\Sigma X)^2} \\ &= \frac{58(29530) - (3919)(423)}{58(289403) - (3919)^2} \end{aligned}$$

$$\begin{aligned}
 &= \frac{1712740 - 1657737}{16785374 - 15358561} \\
 &= \frac{55003}{1426813} \\
 &= 0.04
 \end{aligned}$$

then $b = 0.04$

So the regression equation obtained is:

$$\begin{aligned}
 &= a + bx \\
 &= 4.68 + 0.04x
 \end{aligned}$$

4.1. Correlation Coefficient Analysis

The correlation function determines the extent to which the variables in one variable are related to one or more variables. Other factors are based on the correlation coefficient (Arikunto, 2006).

The correlation formula is as follows:

$$\begin{aligned}
 r &= \frac{N \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \\
 r &= \frac{58(29530) - (3919)(423)}{\sqrt{\{58(289403) - (3919)^2\} \{58(3127) - (423)^2\}}} \\
 r &= \frac{1712740 - 1657737}{\sqrt{\{16785374 - 15358561\} \{181366 - 178929\}}} \\
 r &= \frac{55003}{\sqrt{1426813.2437}} \\
 r &= \frac{55003}{\sqrt{3477143281}} \\
 r &= \frac{55003}{58967,30} \\
 r &= 0.93 \text{ and } r^2 = 0.86 \text{ or } 86\%
 \end{aligned}$$

To measure r (based on data), the correlation index does not produce a negative sign. This indicates a unidirectional and very high influence between the X and Y variables, as can be seen from the calculation of the r results, which is 0.93. So, based on these data, the value of r has a positive and very high correlation index.

4.2. Relationship Significance Correlation Coefficient

The purpose of testing the significance of the correlation coefficient is to find out whether the influence of these variables has a meaning. In testing the significance level of the correlation coefficient, the t -test with a confidence level of 0.04 is used as follows:

$$\begin{aligned} \text{Formula } t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ r &= 0.93 \\ r^2 &= 0.86 \\ n &= 58 \\ \alpha &= 0.04 \\ \text{Then } t &= \frac{0.93\sqrt{58-2}}{\sqrt{1-0.86}} \\ t &= \frac{0.93\sqrt{56}}{\sqrt{0.14}} \\ t &= \frac{6.95}{0.37} \\ t &= 18.78 \end{aligned}$$

Hypothesis Ho = Correlation coefficient is not significant

Hypothesis Ha = Significant correlation coefficient

The value of t table for the error level is 0.04 with n = 58 obtained 0.00068 (18.78 > 0.00068). It can be concluded that there is a positive and significant effect of 18.78 between education funding and learning outcomes. So the hypothesis (Ho) in this study is rejected, and Ha is accepted.

The research results on Manado 7 State High School, Minahasa Regency students showed that their average potential was quite good. The research results also prove that student learning outcomes are significantly influenced by education funding and other factors such as the level of seriousness of the students.

The sampled students in this study were able to place and utilize their education funding. In this case, it was used to buy modules (teaching materials), transportation costs, housing costs (based on research results). From the questionnaire results, it can be concluded that learning outcomes are increasing.

Student learning outcomes of Manado 7 State High School, Minahasa Regency based on data obtained from the average value of the 2017 odd semester student report cards, showed that of the entire sample consisting of three classes, the highest average score was nine (9) while the average score was nine (9) the lowest is six (6).

Based on the data analysis and hypothesis testing results, the research hypothesis is accepted: there is a real influence between education funding and learning outcomes. Variable Y (Learning Outcomes) has a significant effect, where the value of t count = 18.78 and the value of t table = 0.00068. This means that t count > from t table (18.78 > 0.00068) where the results of the regression analysis calculation show the magnitude of the influence between two variables (X and Y). The value of Y = 4.68 + 0.04X and r = 0.93 indicates that the variable Education Funding and Learning Outcomes has a positive influence. This concludes that education funding is closely related to learning outcomes. To see the level of educational funding attachment with student learning outcomes, the coefficient of determination or r² = 0.86 or 86% implies that education funding influences learning outcomes, and other factors outside of this research determines the rest. Thus the hypothesis in this research is accepted.

5. Conclusion

Based on the research results obtained within the limits of the research, it can be concluded that there is an effect of education funding on improving student learning outcomes Manado 7 State High School, Minahasa Regency. This means that if educational funding assistance increases, the student's achievement will also increase. The results of calculations with a t-test of 18.78, t_{criteria} of 0.00068 with a significance level of 0.04 or 18.78 0.00068, then the working hypothesis is accepted.

Starting from the conclusions above, to improve learning outcomes, students must be able to allocate educational funding assistance as well as possible. In addition, students should pay attention to education funding by referring to the goals to be achieved, namely achieving maximum learning outcomes.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

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