

Pedagogical Innovation, Educational Management Efficiency, Stakeholder Collaboration

Budi Santoso^{1*}, Kholil Bisyri 

^{1,2} Universitas Kh Mukhtar Syafaat Blokagung Banyuwangi

ABSTRAK

Penelitian ini bertujuan untuk menganalisis bagaimana inovasi pedagogis dapat berperan sebagai katalis dalam meningkatkan efisiensi manajemen pembiayaan pendidikan di SMP Plus Darussalam Blokagung. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk menganalisis peran inovasi pedagogis dalam efisiensi manajemen pembiayaan di SMP Plus Darussalam Blokagung. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah, guru, staf administrasi, dan orang tua, observasi pembelajaran, serta analisis dokumen pendukung seperti rencana anggaran dan laporan keuangan. Analisis data dilakukan secara induktif, meliputi reduksi, penyajian, dan penarikan kesimpulan, sehingga hubungan antara inovasi pedagogis, teknologi, dan manajemen keuangan dapat terungkap secara kontekstual dan sistematis, sekaligus memberikan rekomendasi strategi pendidikan yang adaptif dan efisien. Hasil Penelitian ini menunjukkan bahwa inovasi pedagogis, integrasi teknologi, dan kolaborasi stakeholder secara simultan berperan penting dalam meningkatkan efisiensi manajemen pembiayaan pendidikan di SMP Plus Darussalam Blokagung. Metode project-based learning dan bahan ajar digital mengoptimalkan sumber daya, sementara teknologi memfasilitasi pemantauan anggaran secara real-time, transparan, dan akuntabel. Kolaborasi antara kepala sekolah, guru, dan orang tua mendukung perencanaan anggaran tepat sasaran dan implementasi inovasi pembelajaran. Temuan ini menegaskan bahwa strategi pendidikan yang inovatif, adaptif, dan kolaboratif tidak hanya meningkatkan efisiensi dan kualitas pembelajaran, tetapi juga memperkuat keberlanjutan operasional sekolah

Kata Kunci : Inovasi Pedagogis, Efisiensi Manajemen Pendidikan, Kolaborasi Stakeholder

ABSTRACT

This study aims to analyze how pedagogical innovation can act as a catalyst in improving the efficiency of education financing management at SMP Plus Darussalam Blokagung. This study uses a qualitative approach with a case study design to analyze the role of pedagogical innovation in the efficiency of financing management at SMP Plus Darussalam Blokagung. Data were collected through in-depth interviews with the principal, teachers, administrative staff, and parents, classroom observations, and analysis of supporting documents such as budget plans and financial reports. Data analysis was conducted inductively, including reduction, presentation, and conclusion drawing, so that the relationship between pedagogical innovation, technology, and financial management could be revealed contextually and systematically, while also providing recommendations for adaptive and efficient education strategies. The results of this study indicate that pedagogical innovation, technology integration, and stakeholder collaboration simultaneously play an important role in improving the efficiency of education financing management at SMP Plus Darussalam Blokagung. Project-based learning methods and digital teaching materials optimize resources, while technology facilitates real-time, transparent, and accountable budget monitoring. Collaboration between the principal, teachers, and parents supports targeted budget planning and the implementation of learning innovations. These findings confirm that innovative, adaptive, and collaborative educational strategies not only improve the efficiency and quality of learning but also strengthen the school's operational sustainability.

Keywords:

Pedagogical Innovation, Educational Management Efficiency, Stakeholder Collaboration

1. INTRODUCTION

In the era of globalization and digital transformation, education faces increasingly complex pressures, especially related to limited resources and demands for learning quality (Kusuma & Muharom, 2025). Social facts show that many educational institutions, especially at the middle and primary levels, still face a gap between pedagogical innovation and financial management efficiency

*Corresponding author

E-mail addresses: author1@email.com (First Author)

(Prihatin & Sutangsa, 2025). Teachers and education staff are often forced to adapt new learning methods without adequate budget support, while parents and communities demand more optimal learning outcomes (Hendrik Dewantara, 2024).

This phenomenon creates a structural dilemma where learning innovation can be hampered by the limitations of non-adaptive financing management (Putri, 2025). In addition, social and cultural changes, including increased awareness of the quality of education and access to technology, are fueling the need for more flexible and creative management approaches (Putri, 2025). In this context, the integration of pedagogical innovation as a catalyst for financing management is not only a strategic need, but also reflects a social response to economic pressures, societal aspirations, and technological developments.

This social fact confirms that the success of education is not only determined by the quality of teaching, but also by the ability of institutions to utilize resources effectively through innovation and adaptive financial management, resulting in a positive impact on students, teachers, and the educational community at large (Damayanti & Ridwan, 2024). Previous research shows a close relationship between pedagogical innovation and education financing management as a determining factor for the effectiveness of educational institutions.

Previous research researched by Pamungkas, (2025) emphasized that the application of digital technology-based learning methods can increase the efficiency of school budget use through reducing printing costs and optimizing teaching resources. Furthermore, research by Sarnoto & PdI, (2025) revealed that the integration of adaptive financial management strategies with pedagogical innovations contributes to improving the quality of student learning as well as teacher satisfaction in the learning process. Local research by Jayadiah et al., (2024) In pesantren-based secondary schools, it was found that educational institutions that successfully implement learning innovations, such as project-based learning and collaborative learning, were able to allocate budgets more efficiently and transparently, thus creating a balance between the quality of education and the availability of resources.

Other findings by Karmila et al., (2025) emphasizing the importance of the role of pedagogical innovation as a catalyst in the management of education finances, especially in schools that face budget constraints. Overall, previous research confirms that the synergy between learning innovation and financing management not only increases the effectiveness of education, but also becomes an adaptive strategy that is able to face social, economic, and technological challenges in the contemporary educational environment, including at SMP Plus Darussalam Blokagung.

The novelty of this research lies in an integrative approach that links pedagogical innovation with the efficiency of education financing management, which was previously rarely studied holistically, especially in the context of pesantren-based high schools such as SMP Plus Darussalam Blokagung. Most previous studies have emphasized aspects of learning innovation or financial management separately, but this study places pedagogical innovation as a major catalyst influencing the effectiveness of education budget allocation and use.

In addition, this study highlights real practices in the field, where teachers and education personnel are faced with the challenges of limited resources, demands for learning quality, and social dynamics of the community, thus requiring adaptive and creative financing management strategies. By examining the interaction between learning method innovation, technology utilization, and financial management efficiency, this study offers a new perspective in the contemporary educational literature. The findings are expected to not only make a theoretical contribution to the development of education management, but also provide practical recommendations for educational institutions in optimizing resources, improving the quality of student learning, and supporting the sustainability of school operations effectively.

This research aims to analyze how pedagogical innovation can act as a catalyst in improving the efficiency of education financing management at SMP Plus Darussalam Blokagung. The research gap arises from the limited studies that integrate learning innovation with financial management simultaneously, especially in the context of pesantren-based high schools, where resource challenges and demands for learning quality are increasingly complex. This research is expected to fill the literature gap by presenting a holistic perspective that emphasizes the synergy between pedagogical innovation and school budget management. It is hoped that the research findings will not only enrich theoretical understanding of the relationship between learning methods and financing management,

but also provide practical recommendations for principals, teachers, and stakeholders in optimizing resources, improving the quality of education, and supporting the sustainability and operational effectiveness of institutions.

2. METHOD

This study uses a qualitative approach with a case study design to analyze the role of pedagogical innovation in improving the efficiency of education financing management at SMP Plus Darussalam Blokagung. The qualitative approach was chosen because it allows for an in-depth understanding of real practices, the experiences of teachers, principals, and stakeholders related to learning innovations and school budget management. Data was collected through in-depth interviews with principals, teachers, administrative staff, and parent representatives, as well as direct observation of the learning process and the school's financial management (Sulistiyo, 2023 ; Nartin et al., 2024). Supporting documents, such as budget plans, financial statements, and pedagogical innovation programs, are also analyzed to strengthen the validity of the data (Mulyana et al., 2024).

Data analysis techniques use inductive models, including data reduction, data presentation, and conclusion drawn, so that the pattern of the relationship between pedagogical innovation and financing management efficiency can be revealed systematically (Roosinda et al., 2021). Data analysis techniques use inductive models, including data reduction, data presentation, and conclusion drawn, so that the pattern of the relationship between pedagogical innovation and financing management efficiency can be revealed systematically This study emphasizes the local context of pesantren and the characteristics of SMP Plus Darussalam Blokagung as a secondary education institution, so that the research findings can illustrate the interaction between learning innovation, technology adaptation, and contextual financial management. With this approach, the research is expected to be able to answer the research gap that has been limited to separate analysis between learning innovation and financing management, as well as provide practical recommendations for the development of efficient, adaptive, and sustainable educational strategies (Kusumastuti & Khoiron, 2019).

3. RESULT AND DISCUSSION

Result

Pedagogical Innovation Encourages Resource Optimization

The findings of this study show that pedagogical innovation is able to encourage the optimization of school resources, so that the efficiency of education financing management can be achieved. In the context of SMP Plus Darussalam Blokagung, the application of project-based learning methods and the integration of digital technology is the main strategy to reduce dependence on traditional learning media, such as printed books, stationery, or physical modules, which previously sucked up a large portion of the budget. Teachers can utilize digital teaching materials, online platforms, and local learning resources to deliver materials effectively, so that the quality of learning is maintained and even increased, even though the use of the budget is more efficient. The results of the interviews support these findings. The principal explained,

"By utilizing digital learning platforms, we can reduce the cost of printing books and physical props. Students are actually more active and creative because they can access the material interactively."

The grade VII teacher added,

"The project-based learning method makes me more flexible in using resources. The previous budget for photocopies of teaching materials can now be diverted to student experiment activities."

Meanwhile, the administrative staff stated,

"The application of technology makes it easier to record and distribute learning resources, so that budget allocation becomes more controlled and on target."

Based on all these interviews, it can be seen that pedagogical innovation not only has a positive impact on the quality of the teaching and learning process, but also serves as a mechanism for

the efficient use of school budgets. In other words, pedagogical innovation is a catalyst that allows schools to optimize existing resources, balance between educational quality and financial limitations, and support the sustainability of educational institutions' operations.

The Use of Technology as a Catalyst for Financial Efficiency

The second finding in this study highlights that the use of technology plays a catalyst in school financial efficiency, especially through the integration of online learning platforms and digital administration systems. At SMP Plus Darussalam Blokagung, the application of this technology not only supports the teaching and learning process, but also accelerates monitoring and budget management, so that financial management becomes more transparent, accountable, and responsive to school needs. Data analysis shows that the use of digital systems allows the recording of financial transactions, the distribution of learning resources, and the monitoring of budget use to be carried out in real-time. This minimizes the risk of waste and clarifies the allocation of funds according to the priorities of learning activities.

The results of the interviews support these findings. The principal explained,

"With a digital administration system, we can monitor budget expenditures directly and adjust the allocation according to learning needs. This process is faster, neater and more transparent than ever before."

Based on all the interviews, it can be seen that technology serves as a strategic tool to optimize financial management, increase transparency, and support data-driven decision-making. Thus, technological integration is not only pedagogical innovation, but also an important instrument in improving the financial efficiency and operational sustainability of educational institutions.

Stakeholder Collaboration Supports Budget Efficiency

The findings of this third study emphasize that stakeholder collaboration plays an important role in supporting school budget efficiency. At SMP Plus Darussalam Blokagung, good communication and coordination between principals, teachers, and parents have proven to make it easier to plan budgets and use funds in a targeted manner. Data analysis shows that any pedagogical innovations implemented can be integrated with existing budget allocations without incurring an excessive additional burden. This collaboration includes regular discussions on the priorities of learning activities, management of operational funds, and adjustments to the use of resources according to the needs of students and teachers. This participatory approach ensures that financial decisions are not only efficient, but also support the sustainability of innovative learning programs.

The results of the interviews support these findings. The Principal stated,

"By involving teachers and parents in budget planning, every innovative learning activity can be implemented without exceeding the capacity of available funds. We can plan priorities and adjust resources realistically."

Based on all the interviews, it can be seen that stakeholder collaboration not only increases transparency and participation, but also becomes a strategic mechanism to optimize budget utilization, support learning innovation, and maintain a balance between the quality of education and the efficiency of school financial management.

Discussion

Pedagogical Innovation Encourages Resource Optimization

The interpretation of these findings shows that pedagogical innovation plays a dual role, namely not only improving the quality of learning but also being an efficiency mechanism in the management of school resources (Akhyar et al., 2024). The use of project-based learning methods and the integration of digital technology allows teachers to make optimal use of teaching materials and learning resources, so that budget needs for traditional media can be reduced without reducing the effectiveness of learning. A theoretical perspective supports this through the principle of educational resource management, where pedagogical innovation serves as leverage to increase productivity and operational efficiency (Jazuli & Sukhoiri, 2025).

Previous studies by Sunarni & Ibrahim, (2025) It shows that the application of technology in learning can reduce the cost of printing and distributing materials, but this study expands this understanding by emphasizing the integration of pedagogical innovation as a catalyst in the context of pesantren-based high school financing management. In addition, these findings are in line with the theory of strategic management of education which emphasizes the importance of alignment between learning methods, resource allocation, and institutional goals (Pratiwi et al., 2025).theories.

In other words, pedagogical innovation does not stand alone as a teaching technique, but functions as a strategic instrument that affects financial efficiency as well as academic quality. This interpretation reinforces the conclusion that schools can leverage innovative approaches to balance budget constraints with dynamic learning needs, thereby resulting in synergies between the quality of education, efficient financial management, and the operational sustainability of the institution. Thus, these findings make a theoretical and practical contribution to the literature on the relationship between pedagogical innovation and education financing management.

The Use of Technology as a Catalyst for Financial Efficiency

An interpretation of these findings shows that technology acts as a strategic catalyst in the school's financial efficiency, allowing SMP Plus Darussalam Blokagung to optimize budget allocation and use in real-time. The integration of online learning platforms and digital administration systems facilitates the monitoring of financial transactions, the distribution of learning resources, and the management of budgets in a transparent, accountable, and responsive manner (Rosmala, 2024). A theoretical perspective supports this through the educational resource management framework, which emphasizes the use of technology as an instrument to increase operational effectiveness and efficiency (Saputra et al., n.d.; Wibowo & Fasa, 2025)

Research conducted by (Melinda et al., 2023) highlighting the role of technology in supporting learning and cost efficiency, however, this study expands that understanding by emphasizing the direct relationship between technology, pedagogical innovation, and school financing management in the context of Islamic boarding schools. In addition, these findings show that technology is not only an administrative support tool, but also a link between learning planning, budget management, and data-driven decision-making, so that schools can adjust the allocation of funds according to the priorities of activities (Nurfani et al., 2025).

This interpretation emphasizes that the strategic application of technology produces a double synergy, namely improving the quality of the teaching and learning process while minimizing waste and increasing financial efficiency. Thus, these findings make a theoretical contribution by emphasizing the importance of technology integration in pedagogical innovation and financing management, while offering practical implications for educational institutions in managing resources in an adaptive, effective, and sustainable manner.

Stakeholder Collaboration Supports Budget Efficiency

The interpretation of these findings confirms that stakeholder collaboration is a strategic factor in improving the efficiency of school budgets, while supporting the implementation of pedagogical innovations in a sustainable manner. At SMP Plus Darussalam Blokagung, good communication and coordination between principals, teachers, and parents allows for more targeted planning and utilization of funds. Theoretical perspectives support these findings through participatory concepts in education management, which emphasizes that the involvement of various parties in decision-making can improve transparency, accountability, and effectiveness of resource allocation (Sabdono et al., 2025). Previous research by Suryaman, (2025) highlighting the importance of the role of teachers and parents in supporting learning innovation, but this study expands that understanding by emphasizing the direct relationship between stakeholder collaboration and financing management efficiency.

Data analysis shows that active stakeholder engagement not only facilitates efficient budget distribution, but also allows for the adjustment of learning strategies according to students' needs without burdening additional budgets (Sentanu et al., 2024; Zeho et al., 2024). This interpretation shows that stakeholder collaboration functions as an adaptive mechanism that balances the quality of education and financial limitations, as well as an instrument to strengthen the sustainability of institutional operations. Thus, these findings make a theoretical contribution by emphasizing the integration of social-participatory aspects in school financial management, while offering practical

implications for principals and stakeholders to utilize collaboration as a strategy in optimizing resources, supporting pedagogical innovation, and achieving sustainable education management efficiency.

4. CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that pedagogical innovation, technological integration, and stakeholder collaboration simultaneously play an important role in improving the efficiency of education financing management at SMP Plus Darussalam Blokagung. First, pedagogical innovation through project-based learning methods and the use of digital teaching materials allows the optimization of school resources, so that budget needs for traditional media can be reduced without reducing the quality of learning.

Second, the use of technology as a catalyst for financial efficiency makes it easier to monitor, record, and distribute budgets in real-time, increasing transparency, accountability, and responsiveness of school financial management. Third, collaboration between school principals, teachers, and parents supports targeted budget planning, facilitates the implementation of pedagogical innovations, and balances the quality of education and financial limitations.

These findings show that the integration of pedagogical innovation, technology, and stakeholder collaboration not only impacts the efficiency of resource management, but also strengthens operational sustainability and overall quality of education. Theoretical perspectives support these findings, emphasizing the importance of alignment between learning methods, technology utilization, resource management, and stakeholder participation to achieve educational efficiency and effectiveness. Thus, this research makes a practical and theoretical contribution, confirming that innovative, adaptive, and collaborative education management strategies can be a catalyst in creating more efficient, productive, and sustainable schools.

5. ACKNOWLEDGE

The author would like to express sincere gratitude to all parties who contributed to the completion of this research. Special appreciation is extended to the leadership, teachers, and administrative staff of SMP Plus Darussalam Blokagung for their openness, cooperation, and valuable support during the data collection process. The author also thanks the parents and other stakeholders who willingly shared their perspectives and experiences, which greatly enriched the analysis of this study. Appreciation is further conveyed to academic supervisors and colleagues for their constructive feedback, guidance, and encouragement throughout the research process. Finally, heartfelt thanks are given to family and close associates for their continuous moral support and motivation. Without the collective contributions and support of these individuals and institutions, this research would not have been completed successfully.

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