

Assistance in Financial Administration Management and Student Affairs at Madrasah Diniyah

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ABSTRACT

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This community service research aims to improve the management of financial administration and Santri at Madrasah Diniyah. This research focuses on implementing a more structured and transparent system to improve financial accountability and the organization of student activities. The method used in this study is Participatory Action Research (PAR), which involves the active participation of madrasah managers and staff in the training and implementation process. The results of the study show that there has been a significant improvement in financial management, with the implementation of a more transparent and efficient digital financial recording system. In addition, the management of student activities becomes more organized with a clear schedule and systematic evaluation. However, challenges related to limited resources are still a major obstacle in sustaining these improvements. The study concludes that ongoing support and resource development are indispensable for long-term success. Further research may explore the application of this practice in other educational institutions in rural areas.

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INTRODUCTION

The existence of Islamic educational institutions, such as madrasah diniyah, plays a crucial role in the development of human resources in Indonesia, especially in rural areas. Madrasah Diniyah is not only a place to teach religious knowledge, but also serves to shape the character of students based on Islamic religious values (Utami et al., 2023; Monalisa et al., 2024). The education provided in madrasah diniyah generally includes spiritual and moral aspects that are very important in shaping the young generation who have good morals and can compete in an increasingly complex global world.

However, despite its vital role, many madrasas face major challenges in managing financial administration and santri activities properly and professionally. In many places, including in rural areas, administrative management is often carried out simply and manually, without a structured system or procedure (Indana et al., 2023; Suharsono & Nur Efendi, 2020). This results in irregularities in financial records, unclarity in the use of funds, and a lack of effective evaluation of budget use. This problem often hinders the smooth operation of madrasas and even has the potential to interfere with the quality of education provided to students.

One of the main problems found was the lack of adequate managerial skills among madrasah managers. Madrasah managers, most of whom come from religious education circles and not from managerial backgrounds, often have difficulty in applying the principles of good organizational management. For example, transparent and accountable financial management is still a major problem in many madrasas. Lack of knowledge on how to manage funds efficiently and effectively leads to the use of funds that are not optimal and risky to the continuity of madrasah operations (Manijo et al., 2024). In addition, the management of santri related to religious and educational activities is still not optimal due to limitations in the managerial and adequate use of technology (Nugroho et al., 2023; Rojudin, 2023; Wiriani et al., 2022).

Madrasah Diniyah Al-Ichsan Petungombo, located in Petungombo Hamlet, Sepawon Village, Plosoklaten District, Kediri, is an Islamic educational institution that plays an important role in producing the next generation of the nation who are moral and insightful. However, like most madrasas in Indonesia, Madrasah Diniyah Al-Ichsan faces various challenges in managing financial administration and santrian. Most of the administrative management in this madrasah is still carried out manually, which causes irregularities in recording, fund management, and budget evaluation.

The impact of these problems is very real. Without professional administrative management, madrasas cannot run smoothly, and the quality of education provided to students is disturbed (Besari, 2023; Faiz et al., 2023; Zuhdi et al., 2024). This shows the importance of efforts to improve the managerial skills of madrasah managers, especially in terms of financial management and santri activities. In this context, success in improving managerial and administrative skills will have a major impact on improving the quality of education provided by madrasas, as well as on the sustainability and development of the madrasah itself.

The management of financial administration and santrian in Islamic educational institutions is greatly influenced by the implementation of a good and structured managerial system. The implementation of a transparent and efficient administrative system will greatly contribute to increasing the accountability and credibility of the institution. Transparency in financial management can increase public and parental trust, while efficiency in financial

administration ensures optimal use of funds. In addition, good administrative management will reduce waste and ensure the sustainability of the Institution's operations (Choironi et al., 2024; Khotimah et al., 2024). The planned santri management can strengthen the character of students and support the achievement of educational goals (Azmi et al., 2022; Rahmawati et al., 2022). Well-managed santri activities can create a more conducive environment for students learning and spiritual development.

Adequate managerial skills are also an important element in ensuring the success of madrasah management. Madrasah managers who have managerial skills in financial management can make more appropriate decisions in managing budgets and santri activities (Siregar & Yusron, 2024). The use of technology can speed up and simplify the administrative process so that managers can access information more efficiently and effectively (Anggraini & Zamroni, 2024; Purwanto & Wafa, 2023). The importance of implementing a good administrative system, transparency, and a clear understanding of educational goals to improve the quality of operations and learning in madrasas, as well as ensure the achievement of better educational goals.

The purpose of this service is to assist in the management of financial administration and sanitation at Madrasah Diniyah Al-Ichsan Petungombo, with the hope of increasing the efficiency and transparency of fund management, as well as improving the management of sanitarian activities. Through this assistance, it is hoped that madrasah managers can be more professional in running the organization so that the quality of education and the sustainability of madrasas are more guaranteed.

Good administrative management will have a positive impact on the quality of learning, the sustainability of the institution, and the welfare of managers and students. Therefore, mentoring based on a good understanding of financial administration and proper managerial management is expected to improve the existing system, so that Madrasah Diniyah Al-Ichsan can function more optimally in educating and guiding the younger generation. Thus, this community service research not only aims to provide practical solutions to existing problems but also to strengthen the position of Madrasah Diniyah Al-Ichsan as an educational institution that can contribute to improving the quality of Islamic education in Indonesia, especially in the Kediri area.

METHOD

This research uses a Participatory Action Research (PAR) approach that prioritizes the active participation of all stakeholders in the research and decision-making process (Cornish et al., 2023; Dahal, 2023). This technique was chosen because it allows close collaboration between the service team and the target community, namely the manager of Madrasah Diniyah Al-Ichsan, to identify problems, plan solutions, and implement and evaluate actions taken together. The design of this research is participatory and action-based, with a

focus on community empowerment and continuous improvement in the management of financial administration and Santrian in madrasas (Brown, 2024; De Oliveira, 2023). This approach is expected to create sustainable changes that are relevant to the local needs in the madrasah. For more details below, it will be presented in the form of a table that describes the planning cycle in community service research.

Table 1. Planning Cycle

Siklus	Activities	Activity Description	Implementation Time
Cycle 1: Problem Identification and Planning	Identify the problem	Identify existing problems related to the management of financial administration and santri activities at Madrasah Diniyah Al-Ichsan through interviews and observations.	Week 1
	Focus Group Discussion (FGD)	Group discussions to explore the root of the problem and formulate specific improvement goals with madrasah managers, teachers, and other related parties.	Week 2
	Preparation of an Action Plan	Formulate solutions and action plans to improve financial administration management and santri activities.	Week 3
Cycle 2: Implementation and Implementation of Actions	Financial Management Training	Provide training on transparent and efficient financial administration management to madrasah managers.	Week 4
	Implementation of the Administration System	Implement a new financial administration system that is more efficient and transparent in madrasas.	Week 5
	Student Management Training	Provide training on structured santri management to improve the quality of santri activities.	Week 6
Cycle 3: Evaluation and Reflection	Observation and Evaluation of Actions	Observe the implementation of the new system and evaluate the impact on the management of the administration and activities of the santri institution.	Week 7
	Reflection and Discussion	Conduct reflection with madrasah managers and staff to assess the effectiveness of the actions that have been implemented.	Week 8
	Preparation of Recommendations	Prepare recommendations for further improvement and sustainability of administrative	Week 9

Siklus	Activities	Activity Description	Implementation Time
		and santri management in madrasahs.	

The informants in this study include all managers and staff of Madrasah Diniyah Al-Ichsan Petungombo, including madrasah heads, teachers, and students involved in santri activities. Data collection was carried out using several techniques, including interviews with madrasah managers and related staff to explore existing problems, direct observation of administrative management practices and santri activities, and focus group discussions (FGD) to dig deeper into information about challenges and solutions that can be implemented. In addition, data is also collected through documentation of financial statements and administrative records in madrasahs (Romlah, 2021; Suprayitno et al., 2024).

The data analysis techniques used in this study include content analysis for data from interviews and documentation, thematic analysis for data from FGD, and participatory reflection involving all relevant parties to evaluate and reflect on the actions that have been implemented (Asipi et al., 2022; Fadli, 2021). This research was carried out in several cycles consisting of problem identification, solution planning, implementation of actions, evaluation of results, and preparation of recommendations for further improvement. By using the PAR approach, this research is expected to make a significant contribution to improving the management of financial administration and santrian at Madrasah Diniyah Al-Ichsan, as well as empowering madrasah managers to design and implement more effective and sustainable solutions.

FINDING AND DISCUSSION

Improved Financial Administration Management

Before the research was carried out, the management of financial administration at Madrasah Diniyah Al-Ichsan was still carried out manually. This practice often hinders transparency, efficiency, and accountability in fund management, which is critical in ensuring the sustainability of educational institutions' operations. Based on the results of an interview with the head of the madrasah, he said, "We often have difficulties in recording income and expenses, sometimes mistakes occur and there is no clear system to track existing funds." The management of financial administration in Islamic educational institutions have the potential to harm managers and worsen the image of the institution in the eyes of the community.

In the training provided in the first cycle, madrasah managers began to realize the importance of implementing a more systematic and transparent administrative system. The results of observations during the first cycle show that madrasah managers are starting to try to be more open and organized in

managing funds. The secretary of the madrasah said, "After the training, we began to realize how important transparency is in finance. We must be able to manage funds better and be able to explain the flow of funds to the community and parents of students." Implementation of managerial systems in educational institutions can improve the flow of funds and allow managers to better supervise and evaluate the use of funds. The implementation of transparent financial management in Islamic educational institutions can increase the accountability of managers and improve trust in the community.

In the second cycle, a digital financial management system was implemented to replace the previously used manual methods. The results of interviews with managers in the second cycle showed that they felt more confident in managing financial administration. The madrasah treasurer stated, "Now, we can see our income and expenses more clearly, and the financial statements can be accessed directly at any time, this is very helpful for us in managing funds." The use of software such as Ms. Excel for financial transaction recording allows for more accurate, efficient, and accessible recording. As stated by Wardil et.al. and Hasanudin et.al. In his research, the application of digital systems in the management of financial administration in Islamic educational institutions can accelerate the recording process and increase financial transparency. The results of the implementation of this system at Madrasah Diniyah Al-Ichsan show that financial recording has become more organized, and madrasah managers can easily track the income and expenses that occur. In addition, the use of this system also encourages increased transparency, which in turn increases public trust in the financial management of madrasahs.

The results of observations in the second cycle also showed positive changes in the management of student activities. Previously, student activities were not well organized, but after the implementation of a more structured system, the schedule of student activities became clearer, and the evaluation of activities was carried out systematically. One of the teachers said, "With a structured schedule, we can better monitor the activities of students and can provide more objective evaluations." Thus, the implementation of this digital system has given positive results in improving financial efficiency and transparency as well as the management of student activities at Madrasah Diniyah Al-Ichsan. Public trust in madrasahs is also seen to be higher, which can ultimately contribute to the sustainability of the institution's operations and the achievement of better educational goals.

More Structured Management of *Santri* Activities

Before the intervention, the activities of students at Madrasah Diniyah Al-Ichsan were not well organized. Based on the results of an interview with the head of the madrasah, he revealed, "Previously, student activities were often carried out without a clear schedule, and we had difficulty monitoring their development. Without a structured curriculum, we cannot ensure that every

student gets a holistic experience." The lack of systematic planning and management in the activities of students can hinder the development of their potential, both spiritually and intellectually. The research also emphasized the importance of developing a comprehensive curriculum to maximize student learning and character development.

Through a focus group discussion (FGD) approach and student activity management training, madrasah managers begin to understand the importance of a clear structure in the management of student activities. The results of observations in the first cycle show that madrasah managers have begun to compile a well-organized daily activity schedule. The Deputy Head of the Madrasah revealed, "This training is very helpful for us in planning and organizing student activities. We can more easily monitor their progress, and a more structured schedule of activities provides clarity for students." In addition, The importance of good activity management to create a productive learning environment, especially in religious education that focuses on the overall character development of students.

In the second cycle, the new student activity management system was implemented, where the manager began to document every activity carried out by the students and monitor their progress. Structured evaluation of student activities can help increase the effectiveness of learning programs in madrasahs. During the training process, madrasah managers learn to assess the effectiveness of the activities carried out through more measurable results-based evaluations. The head of the santri section stated, "We now have a clearer system to evaluate the progress of students. For example, we evaluate at the end of every month to find out if the activities carried out are under their development goals."

Student activities are now more organized and structured, with a clear schedule and an evaluation system implemented. The activities of the students become more focused on developing their spiritual, social, and intellectual aspects. As one of the students said, "We now know our activity schedule clearly, and we feel more directed in learning." The system implemented also provides space for managers to conduct monitoring and evaluation more effectively. As a result, the students are more involved in activities that support their development, and the success of the management of these activities is reflected in the improvement of the quality of student participation in various activities organized by the madrasah.

Positive Response to Training and Implementation

The training provided to improve the management of financial administration and student activities at Madrasah Diniyah Al-Ichsan received a very positive response from madrasah managers and staff. Most of the training participants revealed that they gained new knowledge that could be applied directly in madrasah operations. For example, the head of the madrasah said, "This training opened our insight into the importance of a transparent and

efficient administrative system. We have come to know new ways to record finances and plan student activities better."

The results of observations on the implementation of the training showed that the trainees were very enthusiastic about learning the material provided, especially regarding the use of software for financial recording and planning student activities. The madrasah treasurer who participated in the training said, "We now feel more confident to implement a digital system in managing finances. By using this software, we can more easily monitor transactions and create more detailed financial reports." The application of technology in the management of financial administration in Islamic educational institutions not only increases efficiency but also strengthens the transparency and accountability of managers.

Nevertheless, the desire to change the way of working and improve the quality of madrasah management remains high. The results of the interview with the head of the madrasah showed, "Despite the challenges, we are still committed to continuing to learn and trying to implement a better system. We believe that with good management, Madrasah Diniyah Al-Ichsan will be more advanced." Although the implementation of changes in the financial management and activities of students in madrasahs faces various obstacles, the sustainability of training and mentoring can help educational institutions to overcome these challenges, provided that there is a commitment from all relevant parties to continue to adapt to the new system.

Financial recording is carried out manually without a clear system, reducing transparency and efficiency, while the activities of students are not well structured and without evaluation to monitor their development. After mentoring through training and implementation of the new system, there have been significant changes. Madrasah managers began to use digital systems in financial recording that increased transparency and made reporting easier, while student activities became more organized with a clear schedule and the implementation of an evaluation system. While the response to these changes has been overwhelmingly positive, the challenge of limited resources remains a major obstacle to fully implementing the changes. Overall, mentoring has succeeded in improving the quality of financial administration management and student activities, having a positive impact on the quality of education and managerial in madrasahs, but managers still need to overcome limited resources to ensure the sustainability of these changes.

Table 2. Results Before and After Mentoring

Aspects	Before Mentoring	After Mentoring	Change
Financial Administration Management	Management is done manually, there is no organized system, and recording is not transparent	Management using a structured digital system, more transparent and efficient recording	Increased financial transparency, efficiency, and accountability

Aspects	Before Mentoring	After Mentoring	Change
Income and Expenditure Recording	Entries and withdrawals are recorded manually without a clear system	Recording is done with more efficient and organized software	More accurate management, making financial reporting easier
Financial Transparency	Lack of transparency in fund management	Increased transparency with the use of digital systems	Increased parental trust
Management of Santri Activities	Student activities are not organized, the activity schedule is unclear, and there is a lack of evaluation	The activities of the students are more structured with a clear schedule and evaluation	Increased student involvement and development
Evaluation of Santri Activities	There is no evaluation system to assess the progress of students	Implementation of an evaluation system to assess the development of students	Ability to better monitor the progress of students
Response to Training	Limited participation, a large system of madrasah managers are not familiar with the system taught	The active participation, managers, and staff of the madrasah show great interest in training	Improvement of understanding and skills in the management of administration and student activities
Resource Limitations	Limited resources, especially in the implementation of digital systems and the organization of activities	The implementation of the system is easier, but it is still constrained by limited resources	Advanced support is needed to overcome resource constraints

Table 2 shows the significant changes that occurred after the mentoring was carried out at Madrasah Diniyah Al-Ichsan Petungombo Sepawon Kediri. Improvements in financial administration management, transparency, organization of student activities, and the implementation of an evaluation system are some of the positive impacts identified. While these changes have shown positive results, challenges related to resource constraints still need attention for the sustainability of the changes that have been implemented.

Discussion

The implementation of a digital system in financial administration management at Madrasah Diniyah Al-Ichsan, this change is a significant strategic step in building a more professional and accountable educational institution governance. The improvement of the managerial capabilities of madrasah managers, which is evident from the change in attitudes towards the importance of transparency and efficiency (Akhyar, 2024; Yusuf, 2023), shows that training and technology-based interventions are able to create institutional transformation that has a direct impact on financial management practices

(Salsabila & Firdaus, 2024; Sunarjo et al., 2024). This is also in line with the concept of good governance in educational institutions, where accountability and openness are the main foundations in gaining public trust and the sustainability of the institution's operations.

In addition, the implementation of a digital system not only has an impact on financial management alone, but also brings positive changes in other managerial aspects such as planning and evaluation of student activities (Gong, 2024; Hishamudin et al., 2024). This shows that increasing capacity in one managerial area can encourage systemic improvements in other interrelated aspects. In this context, researchers see that the digitalization of financial administration is an important catalyst in creating a more orderly, professional, and quality-oriented work culture for educational services. Therefore, this intervention model can be recommended as a good practice that can be replicated in other Islamic educational institutions facing similar challenges in financial administration management.

The implementation of a more structured student activity management system brings real changes in the learning process and character building at Madrasah Diniyah Al-Ichsan. With a clear schedule and a measurable evaluation system, students become more disciplined and focused in participating in each activity that has been designed. Not only that, clarity in daily activities also helps teachers and administrators to more easily monitor the overall development of students. This situation creates a conducive learning environment, where each activity has a clear purpose and contributes to strengthening the religious, social, and intellectual values of students (Dacholfany et al., 2024; Hikmah & Zubaidah, 2024). Thus, systematic activity management is an important element in supporting the quality of learning in Islamic educational institutions.

In addition to increasing the effectiveness of activities, this system also strengthens communication between madrasah administrators and students. Students feel more appreciated because their involvement is monitored and directed in a positive and constructive way (Khayati, 2023; Yusuf, 2023). Routine evaluations provide opportunities for students to understand their strengths and weaknesses, so that they can make improvements independently. This encourages the growth of awareness and personal responsibility in students, which is an important part of character education (Nur et al., 2024; Zaman et al., 2023). In other words, this system not only regulates the schedule of activities (Alifah, 2023), but also instills important values that support the holistic and sustainable growth and development of students.

Proper management training can provide a significant improvement in the financial management and activities of students, improving the performance of managers and staff in carrying out their duties (Wang, 2022; Mulawarman et al., 2022). Despite the great desire to improve the management system in Islamic educational institutions, it is often the limitation of resources that is the main obstacle to its implementation (Sari et al., 2024). The implementation of the new

student activity management system has succeeded in improving the organization of activities and the involvement of students in the learning process. This success shows that good management of students' activities can have a positive impact on the formation of their character and spiritual qualities, which ultimately supports the goal of a more holistic and sustainable Islamic education.

The training provided has succeeded in improving the knowledge and skills of madrasah managers in managing financial administration and student activities. Although there are obstacles faced in the full implementation of this change, the enthusiasm and desire of the managers to improve the madrasah management system remains high. The successful implementation of the new system in Islamic educational institutions, there is a need for long-term support, both in terms of resources, ongoing training, and technical assistance (Izzah et al., 2024; Fathih & Muhlis, 2023; Wahyudin et al., 2024). With these steps, it is hoped that the management of madrasas can be carried out more efficiently and transparently, supporting the achievement of better educational goals.

Digitalization in the management of financial administration and management of student activities at Madrasah Diniyah Al-Ichsan has a significant positive impact on increasing the efficiency, transparency, and accountability of the institution. The implications of this finding confirm that the application of technology and targeted managerial training can be a strategic solution to overcome systemic weaknesses in Islamic educational institutions. Therefore, it is recommended that similar educational institutions begin to adopt a digital system in administrative management, supported by ongoing training that focuses on increasing human resource capacity.

CONCLUSION

Mentoring through the Participatory Action Research (PAR) approach at Madrasah Diniyah Al-Ichsan Petungombo Sepawon Kediri has succeeded in improving the management of financial administration and student activities. The main findings include increased transparency and financial accountability through the use of digital systems, as well as the preparation of a more structured and systematically evaluated student activity schedule. However, limited resources are still a major challenge in optimizing the implementation of change. Based on these findings, it is recommended that the strengthening of the managerial capacity of madrasah managers continue to be carried out through ongoing training, as well as the need for support from internal and external parties of the madrasah to ensure the sustainability of the system that has been implemented. Further research is recommended to expand the scope of the study to Islamic educational institutions in other rural areas and explore more deeply the supporting factors for the success of effective and sustainable Islamic education governance.

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