



## Edu-Finance Management Model in BOS Fund Management to Create Financial Well-Being

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### Abstract

The purpose of this study is to analyze the implementation of BOS fund management and to design an edu-finance management model in order to achieve school financial well-being. The research approach used was a qualitative approach. Data sources consisted of BOS fund managers and school principals. Data collection techniques included FGDs with BOS fund managers; interview; and documentation. Data analysis techniques used the Miles and Hubermans model including data reduction, data presentation and drawing conclusions and verification. The conclusion of this research is that the compilers of school financial planning and work programs are made only to fulfill administrative requirements; the implementation of financial management in the management of BOS fund is still low; in making accountability reports, many do not understand the evidence documents that must be prepared and financial management training has not been carried out in accordance with the needs. After being given edu-finance training, the BOS fund managers understand the preparation of work programs, the use of BOS fund based on a priority scale, and the preparation of accountability reports along with the files that should be prepared.

### How to Cite

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## INTRODUCTION

The phenomenon of financial literacy during the Industrial Revolution 4.0 is very important for someone in making decisions, especially those related to daily activities such as making decisions to save or to invest in order to achieve predetermined goals. Financial literacy is not only beneficial for the individual himself but also for the sustainability of a country's economic system. Financial literacy plays a key role in achieving financial well-being. Financial literacy will help someone to have targeted and coherent financial goals based on a priority scale (Zemtsov et al., 2015). Thus, financial well-being defines by financial behavior and income flow generated by basic assets. Financial behavior is the outcome of financial literacy and knowledge, financial attitudes and financial management. Zafarghandi, Nayebzadeh, and Khakpour (Yolanda & Moon, 2017) states that financial well-being is a level of economic sufficiency, so when an individual feels insufficient with his economy or financial condition, he will not feel financial well-being even though he is not in impulse buying. To achieve financial well-being, each school is encouraged to make choices that will determine financial goals in managing School Operational Assistance (BOS) fund so that they are efficient and effective for school survival in achieving financial well-being.

The process of achieving financial prosperity also requires financial planning (Aulia et al., 2019). Currently, the financial planning capacity of the Indonesian people is still minimal (Nabhani, 2016). Only a small proportion are able to discipline in budgeting. Citi Indonesia in its research revealed that only 32% of Indonesians are able to set a budget and have the discipline to manage finances based on a budget or in short, have a good financial planning. In addition, the Citi survey also revealed that only around 44% of Indonesians have sufficient financial reserves for the next three months and only 26% of Indonesians have mature retirement plans. The third National Survey of Financial Literacy and Inclusion

conducted by the Financial Services Authority (OJK, 2019) showed that the financial literacy index reached 38.03% and the financial inclusion index 76.19%. This means that Indonesians tend to have money for consumptive activities so that managing finances wisely is still not optimal (Yuliani et al., 2019).

Cummins (Yushita, 2017) revealed that one's ability to manage finances is one of the important factors for achieving success in life. In order to manage finances wisely, you must first be able to regulate the cash flow of the income you get. The size of school admissions cannot be used as a benchmark. Schools with large receipts of funds, if the expenditure is excessive, it will generate debt and on the other hand, schools with small receipts of funds, if they are good at managing their expenses, will actually generate investment.

Wisely managing finances by managing expenses does not have to be stingy in spending money, but must make efforts so that expenses do not exceed what they should be. In order to manage all expenses, one must reduce unnecessary bills, cut unnecessary expenses or cover unnecessary expenses. Many schools are not aware that they are being extravagant, so that no matter how much school revenue or income they get, it will always be less because expenses are not properly and smartly managed. Edu-finance management in managing BOS fund very important (Resawanda & Afriansyah, 2019) in realizing the implementation of school financial management where schools are given the authority to seek and to utilize various sources of funds according to the needs and interests of the school, in order to support educational goals (Sari et al., 2018). The level of transparency and accountability is still low, the management of BOS fund by schools is marked by not being published or having never been audited by the Inspectorate regarding BOS fund. The inspectorate carries out supervision of the School Operational Assistance (BOS) fund, namely financial audits and investigative audits (Utama et al., 2019). In order to create financial well-being, good financial management knowledge is needed,

where many processes in financial management activities are planning, organizing, directing, coordinating, and controlling or controlling

Financial establishment is usually synonymous with the infrastructure supporting the learning process, optimally utilizing infrastructure (Puspayani, 2012) in order to achieve an optimal learning process. Government assistance in the form of BOS given to schools should be able to be accounted for by the school and managed in accordance with the BOS technical guidelines set by the government. Therefore, school financial management is very important in relation to the implementation of school activities (Adillah, 2016). Management (Rifa'i & Fadhli, 2013) is an effort to move people in the organization to do something to achieve goals

The BOS program is a government program to alleviate common government problems in the education sector. According to the Ministry of Education and Culture, BOS aims to provide assistance to schools in order to free education costs for poor students and make it easier for other students, so that they get qualified education services (Depiani, 2015). The function is to help SD, SMP and SMA/ SMK students from an economic perspective, so they could get an education service equal to those who are financially afford it.

The BOS fund program was developed based on previous related programs such as school-based management (MBS) apart from the reduction in fuel subsidies. Because BOS funds are channeled directly to schools, the role of school principals in BOS management is particularly important in the design and implementation of the school revenue and expenditure budget plan. Apart from having seven main tasks and functions called EMAS-LEC (Educator, Manager, Administrator, Supervisor, Leader, Entrepreneur, dan Climate creator) (Usman, 2014), the principal now plays a role in BOS management. In this case, there are actually many models that can be developed by school principals in managing BOS so that they succeed in meeting manage-

ment standards.

Starting in 2019 the government has made changes to the objectives, approach and orientation of the BOS program, from expanding access to improving quality. The School Operational Assistance Fund (BOS) underwent a change in the distribution mechanism from transfers to districts/ cities in 2011 to transfers to provinces in 2017. This is because in 2017 the policy had many mistakes and frauds that occurred in it. Some of them are related to a lack of understanding of the flow of funds to be applied, the complexity of transactions that must be carried out transparently and actually,

Based on the findings of the BPKP, it is revealed that: the quality of BOS financial accountability reports is still low and the lack of financial knowledge possessed by BOS fund managers is evident in their inability in terms of financial management, especially in recording/ bookkeeping procedures. Good management of BOS fund is a success for schools in managing BOS funds, through a systematic collaborative process starting from planning, implementation, to evaluation. In the context of implementing SBM implementation in schools, it is hoped that BOS fund can be managed in a transparent and accountable manner. One of the factors that influence the success of the BOS program is the management of the funds and all resources available in the BOS program. Referring to research results Ismail & Sumaila (2020) shows that the implementation of financing management in the management of BOS fund in MAN 1 Bitung is manifested in the functions of planning, implementation, and supervision.

Many problems arise both in the planning process, its implementation and the evaluation and reporting of BOS fund management as happened in Senior High Schools in the city of Singkawang in terms of managing the BOS fund. In preparing the budget plan for the use of BOS fund, the planning is made by the principal and the treasurer only. At the stage of using funds, some schools violated technical guidelines because they did not

understand how to manage them, there was often a mismatch between what was planned and its realization. Another problem that occurred was in the process of making an accountability report for the use of BOS fund, for instance many of the document proof to verify the accountability are not eligible in the examiner's point of view.

Giving education on the management of BOS fund has to be systematic, integrated, and sustainable manner regarding financial literacy. Increased financial literacy is expected as a contribution to financial system stability, reducing vulnerabilities in the financial system and developing effective decisions on financial resources. Financial management capabilities in terms of funding are including sources, how to obtain them, and making simple financial reports, for instance a balance sheet.

Financial well-being is a financial institution which be the dream of all individuals or schools in achieving efficiency and effectiveness in the management of BOS fund for the benefit of the learning process. Financial security will provide a sense of security for the owner (Consumer Financial Protection Bureau, 2015). To achieve financial well-being, each individual or school is encouraged to make choices that will determine the financial goals of each individual or school in every aspect of the activity.

Financial management training is an effective way to help improve financial literacy for BOS fund managers (Asuquo, et al. 2014). Training can provide real change, facilitate and enable schools to grow, expand and develop skills, especially in the field of financial management and can even increase profitability (Taylor, 2013). One of the factors influencing the success of the BOS program (Fitri, 2014) is the management of funds and all resources in the BOS program. Besides having no prior financial management training, most Principals hardly have any formal managerial and leadership training (Phyliters et al., 2018)

Based on the explanation above from various theoretical studies and research that have been carried out, the purpose of this stu-

dy is to improve the financial literacy skills of BOS fund managers including tracking problems arising in financial management, analyzing needs in understanding financial literacy and effective financial management training models to educate BOS fund managers as an effort to improve financial literacy skills in a systematic, comprehensive and sustainable manner in order to achieve school financial well-being in the future, especially in senior high schools in Singkawang city.

## METHODS

Based on the research title that has been stated above, namely "Edu-Financial Management Model to create Financial Well-being in the management of BOS funds for Senior High Schools in Singkawang City", the focus of research related to these issues is: Financial literacy is knowledge of BOS fund managers' understanding of the concept of literacy. Finance is measured by savings, investment, financial planning; and Edu-Financial Management are all school activities related to how to obtain, use and allocate funds and manage owned assets to achieve school financial stability goals. The indicators used are funding decisions, investment decisions and school asset management decisions.

The research approach of the Edu-Finance Management Model used a qualitative approach. The place of research in relation to the management of financial literacy training was at the Senior High School in the city of Singkawang. The selection of informants in this study using purposive sampling, namely determining key informants or certain social situations that are full of information in accordance with the focus of the researcher on purpose. Sources of data used in the study were BOS fund managers and school principals in Singkawang Senior High School. In this study, researchers used FGD data collection techniques and interviews. The Focus Group Discussion was done to the BOS manager while the interview technique was conducted with the principal, furthermore the data was sup-

ported by related documents.

Qualitative data analysis techniques using the Miles and Hubermans model include data reduction, data presentation and drawing conclusions and verification. Test the validity of the research data in relation to designing a financial management training model for BOS managers at high schools in Singkawang using a credibility test through extended observations.

## RESULT AND DISCUSSION

Management can be likened to management. Management is a process of regulating and utilizing resources owned by the organization through the cooperation of members to achieve organizational goals effectively and efficiently (Husaini & Fitria, 2019). Management can also be interpreted as to do something to make it more appropriate so that it is more useful. School finances need to be managed properly. It is important to manage school finances so that the obtained funds can be used effectively and efficiently. The implementation of the BOS program itself is listed in Permendikbud No.1 of 2018 concerning technical instructions for the use of BOS fund. This research was conducted at high schools in the city of Singkawang with a total of 15 schools. The researcher's consideration took this location because the understanding of BOS managers in Singkawang High Schools needs to be improved so that they could be accountable for the use of BOS fund.

**Table 1.** Characteristics of Informants Based on Status School

No.	School Characteristics	Frequency	%
1	State School	10	67,67
2	Private School	5	33,33
Total		15	100

Source: Processed Primary Data (2019)

Based on the results of data collection on the object of research at the Singkawang City Senior High School regarding the BOS fund manager, the data is obtained in Table 1.

The government carries out accreditation to assess the feasibility of a program or educational unit. In addition to improving the quality of education, school accreditation serves as feedback in efforts to empower and develop the performance of school members in order to implement the vision, mission, goals, objectives, strategies and school programs. (Setyaningsih, 2017). Accreditation can be said to be a school self-evaluation, because in the assessment of school accreditation, it must be able to meet several standard criteria that have been determined according to related regulation.

**Table 2.** Characteristics of Informants Based on School Accreditation Status

No.	Accreditation Criteria	Frequency	%
1	Accreditation A	7	46,67
2	Accreditation B	5	33,33
3	Accreditation C	3	20
Total		15	100

Source: Processed Primary Data (2019)

**Table 3.** Characteristics of Informants Based on Education Level

No.	Education Level	Frequency	%
1	Senior High School	2	13,33
2	Bachelor (S1) in Economics	1	6,67
3	Bachelor (S1) in Other fields	12	80
Total		15	100

Source: Processed Primary Data (2019)

A higher level of education indicates that a person is committed to learning and

applying information, ideas, theories and formulas to achieve goals. In the world of work, the level of education is often used as material for qualifications or prerequisites, besides that, the level of education is used as a view in distinguishing a person's intelligence level.

**Table 4.** Characteristics of informants Based on the tenure of BOS Managers

No.	Age Range	Frequency	%
1	13 years old	6	40
2	4 - 6 Years	5	33,33
3	7 - 9 Years	4	26,67
Total		15	100

Source: Processed Primary Data (2019)

Changes in the workforce, the increasingly diverse workforce with different skills, values and attitudes requires training to equalize their attitudes and behavior towards work. Therefore, training on the management of boss funds is very important, because it will have an impact on school performance.

**Table 5.** Characteristics of Informants Having Received Training

No.	Have Attended Training	Frequency	%
1	Have been training	3	20
2	Never had training	12	80
Total		105	100

Source: Processed Primary Data (2019)

Results of Forum Group Discussion (FGD) and interviews imply that the most basic problems, especially in high school and equivalent in the city of Singkawang, are related to financial management, financing and financial accountability reporting. In this study, edu-finance management in BOS Fund management includes planning, use or utilization, data recording, reporting and accoun-

tability allocated to run schools with the aim of showing orderly financial administration so that its management can be accounted for in accordance with applicable regulations. One of these problems is lack of financial literacy which is reflected in their inability to practice complete accounting records (Ukeje, 2018)

FGDs and interviews with central and regional BOS Managers in Singkawang City Public and Private High Schools, was formulated based on the FGD and interviews that have been conducted, the edu-finance training emphasizes on work planning or programs. The success or failure of the boss's fund management depends on the ability to make work programs. Financial planning is the first phase of financial management, which means management of total cash flows which are needed in order to provide the necessary funds, to predict the overall inflow and outflow of funds, to perform financial control not only on the current, but also on the future financial and business events as well (Grozdanovska et al., 2017)

Planning for the use of BOS fund begins with the preparation of a School Budget and Income Plan (RAPBS), which is a plan for obtaining education funding from various sources of income as well as an annual work program consisting of a number of routine activities as well as several other activities accompanied by details financing plan for one fiscal year. The results of the FGD regarding the steps for preparing the School Revenue Budget Plan (RAPBS), namely: (1) an inventory of activities for the coming year, both detailed activities and development activities based on the evaluation of the implementation of the previous year, analysis of needs for the following year and input from all school members school members and school committee members; (2) Inventory of financing sources; (3) Compiling a complete school activity plan (RKS) based on step 1 and step 2. The principal makes an RKS table consisting of serial number columns, activity descriptions, target columns, detailing funds from various sources and column amounts. The table



is filled in according to the existing columns; (4) The principal's School Revenue Expenditure Budget Plan creates a School Income Expenditure Budget Plan table consisting of columns, namely the revenue plan column and the amount, the plan column and the amount, the expenditure plan column and the amount. The table is filled in and signed by the principal and head of the school comet. The steps for preparing the School Revenue Budget Plan are carried out by determining what activities will be carried out for the coming year. Then it is analyzed and adjusted to the school's financial condition. How much is needed to carry out these activities. In the preparation of the School Revenue Budget Plan (RAPBS) it is necessary to do so in accordance with the guidelines and guidelines for School Operational Assistance (BOS) funds set by the government. This is very important to do because it is related to the next school accountability in the preparation of the School Budget Plan (RAPBS). It is necessary to do so in accordance with the guidelines for the School Operational Assistance (BOS) fund set by the government. This is very important to do because it is related to later school accountability in the preparation of the School Budget Plan (RAPBS).

According to Koontz O'Donell, planning is the most basic management function (Husaini & Fitria, 2019). Planning for BOS fund is prepared in the form of a plan for the use of BOS funds, which is prepared by the school principal and the BOS treasurer (Mas-yitah, 2019). From the research results, it was found that most of them did not involve teachers as a whole. This means that only the principal and treasurer make the fund planning. There are still many arrangements for the use of funds that have not adjusted to school work programs and work programs made by schools have not yet complied with the standard components of school accreditation and the intensity of school needs. School managers should do planning for the use of BOS fund (Fitri, 2014). The main thing to do is prepare the RAPBS. The RAPBS is a plan to ob-

tain education financing from various sources of income as well as an annual work program consisting of a number of routine activities and several other activities accompanied by detailed financing plans in one fiscal year.



**Figure 1.** FGD on Edu-finance Management, BOS Management in Public Senior High Schools in Singkawang City  
Source: Processed Primary Data (2019)

The implementation of the School Operational Assistance Fund (BOS) in schools must be based on an agreement and joint decision between the school BOS management team, the teacher board and the school committee, which must be registered as one of the sources of revenue in the School Revenue Budget Plan (RAPBS). From the results of the FGD on edu-finance management, the BOS's fund manager understood what had to be done in implementing the use of school operational assistance funds based on RAPBS in accordance with the implementation guidelines and established rules. Even though in reality the implementation is not always the same as the school's needs because there are many other school needs are not covered by BOS based on manuals and guidelines, the BOS fund managers must refer to the existing and applicable guidelines and rules. At the stage of using the funds that were carried out, it had already referred to the BOS technical guidelines for 2019, however there were still some schools that violated technical guidelines due to the lack of understanding of the managers or their treasurers regarding these instructions. There is often a mismatch between what is planned and its realization.



**Figure 2.** FGD on Edu finance Management, BOS Management in Private Senior High Schools in the city of Singkawang  
Source: Processed Primary Data (2019)

At the reporting stage for the accountability of BOS fund, all managers can present a report on the use of funds in a format that has been adjusted by fund providers, both central and local governments. Evaluation consists of several activities aimed at making implementation according to plan. In order to achieve accountability and transparency in the implementation of the School Operational Assistance (BOS) program, including evaluation through the monitoring and supervision stages, the aim is to supervise the SMA or not for the BOS program. Evaluation of budget execution supervision is carried out with the aim of knowing: (1) the suitability of budget execution with the stipulated provisions and in accordance with the applicable procedures; (2) conformity achieved both in related fields, administrative and technical operations with the stipulated regulations; (3) effective and efficient use of existing facilities (human, cost, equipment and organization). The implementation of BOS fund faced by schools is more in the process of preparing the accountability report for it, which is always determined by the time of the completion report dateline. In this accountability report we also attach the BOS-K3 general cash book format, BOS-K4 cash auxiliary book, BOS-K5 bank cash book, BOS-K6 tax cash book and BOS-K7. (4) Supervision by the principal of the school is done by asking for cash outlays and balances, checking the BOS general cash book, cash auxiliary book, bank subsidiary book, and subsidiary book. The most problems only occurred during the reporting, namely the do-

document of proof for accountability in accordance with the wishes of the examiner. Especially for BOS managers or treasurers who are still new, most of them have never been audited by BPKP or ITJEN. In addition, many of them have not attended technical training for financial accountability. The training they had received from the provincial office was only about managing BOS fund. That the principals' training influences financial management to a very large extent and there is a very strong relationship between management training and effectiveness of financial management (Phyliters et al., 2018)

In general, the BOS program for Senior High Schools aims to realize affordable and quality education services for all levels of society. The School Revenue Budget Plan (RAPBS) is prepared by the principal by involving the treasurer, chairman and committee of the comet, the teacher council and the parents of students (Helnikusdita, 2016). The implementation of financial management in the management of BOS funds, both central and regional, still does not involve teachers in preparing financial planning, meaning that planning is only prepared by the principal and the teachers involved as BOS managers or treasurers only (Andiawati, 2017). The current phenomenon is the lack of attention of managers / leaders regarding financial management in a school. Therefore, in preparing the planning, the BOS Fund does not refer to the work program made. Likewise, with the implementation of BOS fund management, there are still many schools whose financial management is not in accordance with the instructions from the BOS. In implementation, (Widyatmoko & Suyatmini, 2017) the management of BOS funds must be guided by the Technical Guidebook for the Use of BOS funds issued by the Ministry of Education and Culture as the technical ministry responsible for implementing and managing the BOS program. This is done because many activities are made that are not in accordance with work programs that refer to school accreditation standards.

In the context of implementing SBM



implementation in schools, it is hoped that BOS fund can be managed in a transparent and accountable manner (Widyatmoko & Suyatmini, 2017). Even so, there are several schools that have referred to the work programs made by the school principal, but the work programs made have not prioritized the main needs based on the priority scale that must be met at the school. Many unplanned activities were issued as a result of which the realization was often not in line with the plans that had been prepared.

In order to improve financial literacy towards a school's financial well-being, school financial managers and school principals need knowledge related to how to manage school finances. Based on the need assessment of the problems faced by the managers of BOS SMA fund in the city of Singkawang, data on training needs were obtained. Financial literacy for school financial managers can be improved through training including planning, implementation and follow-up. In an organization that pays attention to productivity, education and training are the most important facts. With education and training, it is hoped that everyone can improve their skills and expertise (Bariqi, 2018). In general, training is not merely to improve job skills, it can help employees take greater responsibility for their jobs. The more skilled BOS fund managers managing BOS fund based on procedures and target, they can improve the school quality.

The design of the financial literacy training model in this study is aimed at managers of BOS fund in senior high schools and is made according to the needs of school financial managers. The main thing that was resolved was to find solutions to the most basic problems related to BOS fund management in schools, namely from the creation of work programs or school budget plans, the implementation of financial accountability reporting work programs. Next, identify training needs in order to solve problems that BOS fund managers have in schools so that training can be effective. (Arshad et al., 2015) Once human resources become skilled, knowledgeable

and have a commitment, the performance of human resources can increase and can make a good contribution to the company.

Links with school financial planning. This section is an activity that requires knowledge and skills. School financial planning is a work guideline for treasurers in managing school finances. Planning is described as one of organizations' management functions and actually the core function of organization management (Jeseviciute-Ufartiene, 2014). The planning process for BOS fund management must involve the principal as the person in charge, the school treasurer, the teacher board, and the school committee. The planning process begins with compiling RAKS by the management team of BOS, teachers, and school committees and several stakeholders.

The next stage is financial management. A good financial management can be the strong foundation for realizing highly accredited schools. For this reason, school financial managers must know how to organize financial and human resources, in order to manage financial activities properly, so as to be able to make accountable accountability reports and minimize the errors in financial reporting. The management of BOS fund must be based on an agreement and joint decision between the BOS School Management Team, the Teacher Council, and the School Committee, the revenue must be registered as one of the sources of revenue in the RKAS/ RAPBS, it could be from the local government or other legitimate sources. BOS financial managers must also be able to make good decisions so that every decision taken can produce effective and beneficial results. With good and professional school financial management governance, schools can reach the financial well-being that can prosper teachers and students. Regular BOS fund received by schools are used to finance the operational implementation of education in schools such as library development; New Student Admissions Activities; Intra-curricular and extra-curricular learning activities; Examination and Test Activities; Procurement of Consumables; Power and

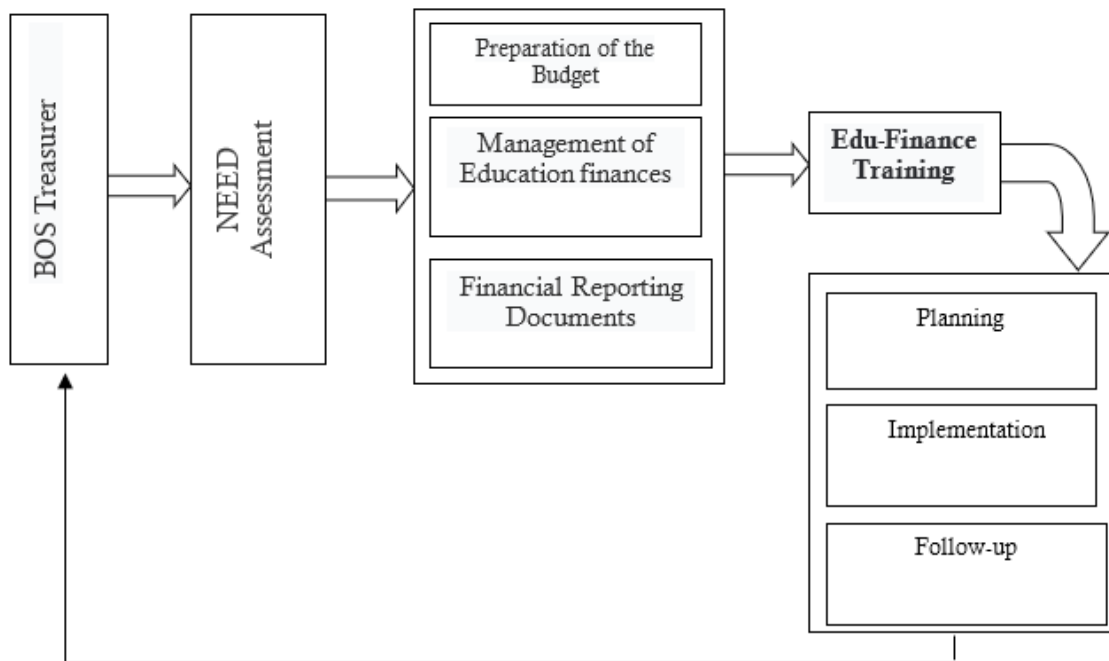
Services Subscription; School Care; Salary, Monthly Honorarium; Teacher Professional Development; Helping Poor Students; BOS Management Payments; Purchase of Computer Equipment (Ministry of Education and Culture of the Republic of Indonesia, 2020). If the school has good financial capacity, the complete facilities to support student learning activities can be fulfilled properly. The more complete the learning facilities, the easier it will be to carry out learning activities.

The last part is the accountability for the management of School Operational Assistance (BOS) funds. (Healy & Palepu, 2001) Financial reporting and disclosure will continue to be a rich field of empirical inquiry. The BOS School Team must report all use of the distribution of Regular BOS fund at each stage into the Ministry's reporting system via the website namely [bos.kemdikbud.go.id](http://bos.kemdikbud.go.id) (Ministry of Education and Culture of the Republic of Indonesia, 2020). The results showed that the accountability process for managing BOS funds through the BOS reporting process was carried out by the school treasurer. However, there are still many BOS fund tre-

asurers who do not understand the receipt documents that must be prepared in the form of an accountability letter. The treasurer in BOS governance must make several books, namely a general cash book, a general cash assistant book, a bank assistant book, a tax assistant book, otherwise it will have various adverse impacts on schools. In addition, schools must also make a quarterly report on the realization of the use of BOS fund (BOS-K7 and BOS-K7A Forms) at the end of each quarter for monitoring and audit purposes, making an annual report which is a compilation of reports on the use of BOS funds every quarter to be submitted to SKPD, bookkeeping in an orderly manner (Form BOS-K3, BOS-K4).

### CONCLUSION

Based on the results of research in relation to the edu-finance management model in the management of BOS fund in Singkawang High Schools to improve financial well-being, the following conclusions are obtained: (1) in preparing school financial planning, the BOS treasurer still does not involve all teachers and



**Figure 3.** Edu-finance Model Design BOS Management in Public and Private Senior High Schools in Singkawang City  
Source: Processed Primary Data (2020)

is only done by the school principal and treasurer. The plans that have been prepared have not fully referred to the school accreditation standards. The work program made by the principal simply fulfills the administrative requirements as a leader, the preparation is still not looking at the priority scale that must be prioritized; (2) the implementation of financial management in BOS financial management in Singkawang Senior High Schools is still low due to low financial literacy knowledge and the education background of financial managers is vary, many of them come from departments other than economics and some of them originating from high schools and religious teachers; (3) in the accountability report activities, there are still many BOS fund treasurers who do not understand the receipt documents that must be prepared in the form of an accountability letter which results in problems during the inspection by the Financial and Development Supervisory Agency and the Inspectorate General; (4) the financial management training carried out by DINAS and related agencies is still not relevant with the needs of school financial managers, especially in preparing plans to accountability documents for the use of BOS funds;

Based on a needs analysis that includes financial management, financing/ capital, entrepreneurship, and using the principles of planning, implementation and evaluation management. Several things that can be recommended in relation to the edu-finance management model to improve financial literacy; integrated, comprehensive and continuous training can be carried out with competent instructors in their fields. The content and delivery of material have to be communicative easy to be. Policy makers are expected to involve MSME actors in making policies so that the policies made can be more implementable in schools; In preparing financial planning, all teachers should be involved, refer to the financing component of school accreditation standards and pay attention to technical guidelines for the use of BOS funds. The school should determine that the school finance manager

or BOS treasurer has at least an educational background in economics and accounting. In order for establishing an accountable school financial accountability reports and minimizing errors during audit activity, school treasurers should be included in financial management training from agencies related to the financial sector. On the side of the Singkawang City education office, it is necessary to evaluate the training activities that should be integrated, comprehensive and sustainable with related parties such as the BPKP and the tax office with competent instructors in their fields. Content and methods of delivery of material use communicative language and are easily understood by participants

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