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ECONOMIC EFFICACY: EXPLORING DECISION- MAKING IN ISLAMIC SCHOOL BUDGETING FOR ENHANCED RESOURCE ALLOCATION

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Abstract

Making the right decisions in determining Islamic School budgets is a key element to secure the efficiency and sustainability of the education system. The purpose of this study is Economic Efficacy: Exploring Decision-Making in Islamic School Budgeting for Enhanced Resource Allocation. This research method is based on a qualitative approach that allows researchers to understand in depth the context of decision making in Islamic School budgeting. The results of this study show that decision making in Islamic School budgeting plays a key role in the economic effectiveness of education resource allocation. Several key findings highlight the complexity and variety of factors influencing the decision-making process, including education priorities, government policies, and pressure from stakeholders. The results of this study show that Data analysis and the use of accurate information have proven essential in ensuring effective decision making.

Islamic Schools that use solid data to evaluate student performance and the effectiveness of educational programs tend to make better decisions in budget allocation.

Keywords: *Economic Efficacy, Decision Making, Islamic School Budgeting, Resource.*

1. Introduction

In the ever-evolving world of education, the dynamics of Islamic School budget management have become an increasingly urgent center of attention. As the complexity of modern educational demands increases, from improving academic outcomes to providing additional facilities and services to students, the pressure to achieve optimal outcomes with limited resources is increasingly felt. During these challenges, making the right decisions in determining Islamic School budgets is a key element to secure the efficiency and sustainability of the education system.¹ In a context where every dollar counts, the right decisions in budget allocation affect not only management efficiency, but also their direct impact on the quality of the student learning experience. With limited resources, priority selection and smart use of education funds are a must. Therefore, decisions made in determining Islamic School budgets must be based on careful analysis, careful planning, and a deep understanding of the specific needs of Islamic Schools and their educational communities.²

It is in this context that the importance of economic effectiveness is clearly expressed. Economic effectiveness in Islamic School budget management is not just about pursuing savings, but also optimizing every dollar invested in order to provide maximum returns for all stakeholders, be it students, teachers, or Islamic School staff. With smart budget management and wise decision-making, the potential to improve the quality of education and meet diverse educational needs can be realized more efficiently. Therefore, a deep understanding of how Islamic School budgeting decisions affect economic effectiveness is crucial in shaping the future of sustainable and inclusive education.³ Islamic School budget management cannot be reduced to mere numbers and financial statements. More than that, Islamic School budget management is an art and science that involves identifying key needs, assessing educational priorities, and allocating resources intelligently to achieve desired outcomes. In this context, the decision-making process in determining Islamic School budgets becomes very vital, because it determines the direction and impact of financial policies taken. The decisions made not only affect the financial aspect, but also create a direct impact in the classroom,

¹ Beryl Odonkor and others, 'The Impact of AI on Accounting Practices: A Review: Exploring How Artificial Intelligence Is Transforming Traditional Accounting Methods and Financial Reporting', *World Journal of Advanced Research and Reviews*, 21.1 (2024), 172–88 <<https://doi.org/10.30574/wjarr.2024.21.1.2721>>.

² Hans Georg Eichler and others, 'Use of Cost-Effectiveness Analysis in Health-Care Resource Allocation Decision-Making: How Are Cost-Effectiveness Thresholds Expected to Emerge?', *Value in Health*, 7.5 (2004), 518–28 <<https://doi.org/10.1111/j.1524-4733.2004.75003.x>>.

³ Hanane Alloui and Youssef Mourdi, 'Exploring the Full Potentials of IoT for Better Financial Growth and Stability: A Comprehensive Survey', *Sensors*, 23.19 (2023) <<https://doi.org/10.3390/s23198015>>.

on the student learning experience, and on the teacher's ability to provide quality education.⁴

A deep understanding of the decision-making process in determining Islamic School budgeting is very important because it involves complex and often diverse considerations. This involves considering the various educational needs and challenges faced by Islamic Schools, planning the use of resources considering the priorities that have been set, as well as ensuring that every dollar invested has the maximum impact on the achievement of educational goals. With a deep understanding of this process, education stakeholders can make smarter decisions, which in turn can improve the effectiveness of budget use and provide tangible benefits to students' learning experience as well as overall quality of education.⁵

In this introduction, we will explore the concept of economic effectiveness in the context of education, with a particular focus on decision-making regarding Islamic School budgeting. The concept of economic effectiveness not only involves efficient budget management, but also includes strategies to maximize the value of every dollar invested in education. As such, we will explore how good decision-making in Islamic School budgeting can improve effective resource allocation⁶. Proper decision making not only leads to efficiency in the use of funds but can also minimize waste. By deeply understanding educational needs and priorities, and applying careful analysis, education stakeholders can allocate resources smarter, focusing investments in areas that make the greatest impact on student learning outcomes. In addition, wise decision-making in Islamic School budgeting can promote the judicious use of every dollar invested in education, by ensuring that every expenditure is based on real needs and has significant added value to the learning process.⁷

Through a deep understanding of the concept of economic effectiveness and its application in decision making related to Islamic School budgeting, it is hoped that we can build a more efficient, inclusive, and sustainable education system. Thus, education can be a valuable investment in the future of future generations, providing a sustainable positive impact on society. Through a deeper understanding of the importance of decision-making in Islamic School budgeting, we can explore the potential to formulate better strategies to achieve educational goals efficiently and effectively. Making the right decisions in budget allocation is not only key to managing resources wisely, but also allows us to identify new opportunities and respond to challenges that arise amid changing educational dynamics. By understanding that every decision in Islamic School budgeting has long-term implications on the quality of education, we can take a more proactive and planned approach. This allows us to allocate resources more intelligently, align educational priorities to actual needs on the ground, and ensure that every decision

⁴ Sergiu Gherghina, Paul Tap, and Sorina Soare, 'Participatory Budgeting and the Perception of Collective Empowerment: Institutional Design and Limited Political Interference', *Acta Politica*, 58.3 (2023), 573–90 <<https://doi.org/10.1057/s41269-022-00273-4>>.

⁵ John Danilo Pedraza López and Derly Caterine Rodríguez Munevar, 'Relevance of Public Budget Management, Use and Allocation of Resources', *Journal of Namibian Studies : History Politics Culture*, 33 (2023), 4586–95 <<https://doi.org/10.59670/jns.v33i.1163>>.

⁶ Shaleen Khanal and Panchali Guha, 'Exploring the Relationship between School-Based Management and School Climate Using PISA Data', *Asia Pacific Education Review*, 24.4 (2023), 617–31 <<https://doi.org/10.1007/s12564-023-09846-0>>.

⁷ Juan Pablo Martínez Guzmán, 'Can Gender-Responsive Budgeting Change How Governments Budget?: Lessons from the Case of Ecuador.', *Public Administration*, November 2022, 2023, 1–17 <<https://doi.org/10.1111/padm.12926>>.

is based on accurate data and a deep understanding of their impact on students and the learning environment.⁸

By formulating better decision-making strategies related to Islamic School budgeting, we can build a stronger foundation for educational advancement. This includes developing budget models that are responsive to change, implementing effective risk management practices, and increasing collaboration between various stakeholders inside and outside the Islamic School. Thus, we can optimize the use of educational resources, strengthen the quality of learning, and increase the chances of success for each student.⁹

2. Research Method

This research method is based on a qualitative approach that allows researchers to understand in depth the context of decision making in Islamic School budgeting.¹⁰ Case studies were chosen as the main method because they provide an opportunity to investigate the phenomenon holistically in a real context. In sample selection, we consider variations in the size, geographic location, and level of education of Islamic Schools to ensure a wider representation of various educational situations. Data will be collected through in-depth interviews with key stakeholders, such as principals, administrators, finance staff, and Islamic School board members, as well as through direct observation. The data analysis process will use a thematic analysis approach, which allows the identification of patterns, themes, and trends that emerge from the data. To strengthen validity, data triangulation will be performed by comparing and harmonizing findings from different data sources. Reliability will be strengthened through independent analysis by other researchers and checking the consistency of findings. This research will be carried out in accordance with the principles of research ethics, by ensuring privacy, confidentiality, and protection of research participants. It is hoped that through this method, this research can provide deep insights into decision-making in Islamic School budgeting and its impact on economic effectiveness in the allocation of educational resources.¹¹

3. Finding and Discussion

Finding

This research presents several important findings that provide an in-depth understanding of decision-making in Islamic School budgeting and its implications for the effectiveness of educational resource allocation. One of the main findings is that the decision-making process in determining Islamic School budgeting is strongly influenced by several complex and diverse factors. These factors include education priorities set by Islamic Schools, government policies regarding budget allocation, as well as pressures coming from various stakeholders such as Islamic School boards, parents, and communities.

⁸ Jeffrey Pfeffer and Gerald R. Salancik, 'Organizational Decision Making as a Political Process: The Case of a University Budget', *Administrative Science Quarterly*, 19.2 (2019), 135 <<https://doi.org/10.2307/2393885>>.

⁹ Daniel Nordholm, Wieland Wermke, and Maria Jarl, 'In the Eye of the Storm? Mapping out a Story of Principals' Decision-Making in an Era of Decentralisation and Re-Centralisation', *Journal of Educational Administration and History*, 55.4 (2023), 420–40 <<https://doi.org/10.1080/00220620.2022.2104823>>.

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta., 2019).

¹¹ Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta CV, 2018).

In this context, principals and administrators play a central role in determining budget allocations that are in line with the vision, mission, and educational goals of the Islamic School. They must consider not only academic needs, but also the needs of infrastructure, facilities, and extracurricular programs. In addition, in making decisions, they must take into account the availability of existing funds and the urgency of other needs that may arise, such as infrastructure improvements or the procurement of learning equipment.

In the context of increasingly complex dynamics within Islamic Schools, budget decision-making also requires a deep understanding of changes in government policy regarding education funding and their implications for Islamic Schools. Principals and administrators must be able to navigate these various policies wisely to ensure optimal budget allocation according to the needs of the Islamic School and students. Through a deep understanding of the factors that influence decision-making in Islamic School budgeting, education stakeholders can develop smarter and more sustainable strategies in managing available resources to achieve better educational outcomes.

This research emphasizes the importance of using accurate data and analysis as a foundation in the decision-making process related to Islamic School budget allocation. Findings from the study show that Islamic Schools that rely on solid data to evaluate student performance as well as the effectiveness of educational programs are more likely to make better decisions in budget allocation. By having access to detailed and relevant data, principals and administrators can make more informed decisions, identify urgent needs, and allocate resources effectively to support Islamic School educational goals.

In addition to the importance of data, the study also highlights the important role of collaboration between various stakeholders in the budget decision-making process. Involving Islamic School boards, finance staff, and teachers in budget discussions and decision-making has benefits in ensuring broad representation of different perspectives. This kind of collaboration not only ensures that decisions taken reflect shared needs and priorities, but also increases transparency and accountability in the decision-making process. Thus, through the use of robust data and collaboration between stakeholders, Islamic Schools can ensure that budget allocations are made effectively and meet overall educational needs.

This research confirms the importance of the involvement of the education community in the decision-making process regarding Islamic School budget allocation. It was found that Islamic Schools that are able to involve parents, students, and other community members in budgeting have a tendency to achieve better results in improving the efficiency and effectiveness of resource use. Engaging the education community is not just about meeting participation requirements, it's also a strategy that can lead to more relevant and sustainable decisions. Parental involvement in the budget decision-making process allows them to provide first-hand insight into students' needs and aspirations. Thus, the decisions taken will be more in line with the needs of students and able to have a greater impact in achieving educational goals. In addition, involving students in this process can provide valuable learning experiences, strengthen a sense of ownership of the Islamic School, and raise awareness of the importance of prudent budget management.¹²

¹² John Danilo Pedraza López and Derly Caterine Rodríguez Munevar.

In addition, the involvement of wider community members is also important to create strong support for Islamic School budget decisions. By involving community members, Islamic Schools can expand support networks and gain valuable input from multiple perspectives. This not only increases transparency and accountability, but also strengthens bonds between Islamic Schools and surrounding communities, creating opportunities for sustainable partnerships in support of education.

Thus, the involvement of the education community in budget decision making is a strategic and meaningful step in improving the efficiency and effectiveness of the use of educational resources. This creates an opportunity to generate more student-oriented, more open, and more sustainable decisions, which in turn will have a greater positive impact on the entire education ecosystem.

Overall, the results of this study show that decision-making in Islamic School budgeting plays a key role in achieving economic effectiveness in the allocation of educational resources. By accounting for a variety of factors, using solid data, and involving all stakeholders, Islamic Schools can make smart, sustainable decisions to support better education goals.

Discussion

Budgeting Process in Educational Institutions

The process of determining the budget in educational institutions is an important foundation in the management of financial resources to achieve the desired educational goals. The initial stage in this process is budget planning, during which educational institutions formulate educational goals, set program priorities, and identify associated resource needs. Discussions between principals, Islamic School boards, teachers, and administrative staff are often an integral part of this planning process. Through dialogue and collaboration between various stakeholders, educational institutions can gather the information needed to identify urgent needs and prioritize programs to be funded.¹³

The next step in the budgeting process is data collection and analysis. The data needed to support effective decision-making can include students' academic performance, infrastructure needs, operational costs, and other relevant factors. Careful data analysis helps educational institutions to understand trends, challenges, and opportunities, enabling them to make informed and informed decisions.¹⁴

Once the data is analyzed, the next stage is prioritization and budget allocation. This process involves selecting the programs to be financed, determining how much resources will be allocated to each, and considering the availability of funds as well as the relative urgency and impact of each program. Decision-making in this stage often involves compromises and adjustments between different needs and priorities, requiring strong cooperation between all relevant parties.

Finally, the budgeting process also involves ongoing supervision and evaluation. Through continuous monitoring and evaluation of resource use and program performance, educational institutions can ensure that budgets are used efficiently and

¹³ Michael F. Drummond and others, 'Key Principles for the Improved Conduct of Health Technology Assessments for Resource Allocation Decisions', *International Journal of Technology Assessment in Health Care*, 24.3 (2008), 244–58 <<https://doi.org/10.1017/S0266462308080343>>.

¹⁴ G Glasgow and others, 'Behavioural Finance: Exploring the Psychology and Economic Aspects of Financial', 7.3 (2023), 50–64.

effectively. Periodic evaluations also allow educational institutions to adjust their budget strategies according to changing needs and conditions.

Thus, the budgeting process is not only about the allocation of financial resources, but is also an important step in strategic planning and decision-making in educational institutions. Through collaboration, rigorous data analysis, and ongoing evaluation, educational institutions can ensure that their financial resources are used optimally to support the achievement of set educational goals.

After planning, the next step is data collection and analysis. Data on student performance, facility needs, estimated operating costs, and other factors are collected and analyzed to understand trends, urgent needs, and savings opportunities. Accurate and detailed data analysis is the foundation for making the right decisions in budget allocation.

Once the data is analyzed, educational institutions should set priorities and allocate resources according to identified needs. This involves making decisions about how much to allocate to various educational programs and initiatives, as well as considering factors such as urgency, impact, and availability of funds.

Once the budget is approved and implemented, the final step is supervision and evaluation. Supervision of expenditures and evaluation of program performance are carried out periodically to ensure that budgets are used efficiently and effectively. This evaluation is important to evaluate the achievement of educational goals and determine if there are any changes that need to be made in the allocation of resources.

During the entire budgeting process, it is important to ensure transparency and stakeholder engagement. Involving parents, students, teachers, and other community members in discussions and decision-making can increase support, reduce conflict, and ensure broad representation of different perspectives. Thus, the right budgeting process can help educational institutions manage their financial resources more efficiently and effectively, and support the achievement of better educational goals.

The process of determining budgets in educational institutions brings a deep understanding of the way financial resources are managed to achieve set educational goals. The first stage in this process is budget planning, which involves identifying educational goals, program priorities, and associated resource needs. Discussions between various stakeholders, including principals, Islamic School boards, teachers, and administrative staff, are key in this planning stage. The next step is data collection and analysis. Data on student performance, facility needs, estimated operational costs, and other relevant factors are collected and analyzed to understand trends, urgent needs, and savings opportunities. Accurate and detailed data analysis plays an important role in making evidence-based and efficient decisions.

Once the data is analyzed, educational institutions should set priorities and allocate resources according to identified needs. This involves making decisions about how much to allocate to various educational programs and initiatives, as well as considering factors such as urgency, impact, and availability of funds. The final step in the budgeting process is supervision and evaluation. This includes monitoring expenditure and program performance to ensure that budgets are used efficiently and effectively. Periodic evaluations are needed to evaluate whether educational objectives are being achieved and whether any changes are needed in resource allocation.

During the entire budgeting process, it is important to ensure transparency and stakeholder engagement. Involving parents, students, teachers, and other community

members in discussions and decision-making can increase support, reduce conflict, and ensure broad representation of different perspectives. Thus, the right budgeting process can help educational institutions manage their financial resources more efficiently and effectively, as well as support the achievement of set educational goals

Allocating Resources Effectively

Efficient allocation of resources within educational institutions necessitates a strategic approach to planning and management. To begin with, educational institutions must delineate clear priorities and objectives concerning their educational mission. This entails formulating a comprehensive vision, mission, and set of goals that serve as the guiding framework for decision-making regarding resource allocation. Establishing a cohesive vision provides a roadmap for the institution, outlining its overarching purpose and direction. By articulating specific objectives and targets, educational institutions can effectively channel their efforts towards achieving desired outcomes. Moreover, a well-defined vision facilitates alignment among stakeholders and fosters a shared sense of purpose within the institution. With a clear vision in place, educational leaders can systematically assess the needs and requirements of various programs and initiatives, thereby facilitating informed decision-making regarding resource allocation. Ultimately, a coherent vision not only enables educational institutions to optimize the utilization of resources but also enhances their ability to adapt and thrive in an ever-evolving educational landscape.¹⁵

Following the establishment of goals, educational institutions must undertake a systematic evaluation of their needs and priorities. This process entails a thorough assessment of various aspects of the institution to identify areas requiring immediate attention and resource allocation. By scrutinizing existing programs, services, and infrastructure, educational institutions can pinpoint critical areas where resources are urgently needed to facilitate the attainment of educational objectives. Moreover, this evaluation enables institutions to discern which programs or initiatives align most closely with their overarching goals and mission. By prioritizing these initiatives, educational leaders can ensure that resources are directed towards endeavors that yield the greatest impact on student success and institutional development. Additionally, this evaluation serves as an opportunity for institutions to identify weaknesses or deficiencies in their infrastructure, curriculum, or support services. By addressing these shortcomings, educational institutions can enhance their capacity to deliver high-quality education and support the diverse needs of their students effectively. Overall, a systematic evaluation of needs and priorities is indispensable for enabling educational institutions to allocate resources judiciously and maximize their effectiveness in advancing educational excellence.¹⁶

In addition to evaluating needs, educational institutions must also consider aspects of efficiency and effectiveness in allocating resources. This includes ensuring that every dollar invested provides maximum added value in achieving educational goals. Effective use of resources can involve improving operational efficiency, developing

¹⁵ Yi Wu, 'Consumption Decision Making Changes After COVID-19 Outbreak Among Youths in China: COVID-19 Impact on Consumer Behavior Change Survey', *Journal of Education, Humanities and Social Sciences*, 8 (2023), 1200–1208 <<https://doi.org/10.54097/ehss.v8i.4452>>.

¹⁶ Gonzalo Pardo-Beneyto and María Angeles Abellán-López, 'Participatory Budgeting for Young People as Democratic Socialisation: An Approach to the Case of Spain', *Children and Society*, 37.5 (2023), 1555–75 <<https://doi.org/10.1111/chso.12690>>.

innovative educational programs, or investing in staff training to improve teaching quality.

In addition, transparency and stakeholder participation are also important in the resource allocation process. By involving all relevant parties, including Islamic School boards, parents, teachers, and community members, educational institutions can ensure that decisions regarding resource allocation are based on a comprehensive understanding of existing needs and priorities.

Thus, effective allocation of resources in educational institutions involves a series of steps that include setting clear goals, evaluating needs and priorities, increasing efficiency and effectiveness, and stakeholder engagement. With an integrated and sustainable approach, educational institutions can ensure that their financial resources are used optimally to support the achievement of set educational goals.

Data analysis is an important step in effective resource allocation. Data on student performance, test results, attendance, and other factors must be carefully analyzed to understand related trends and needs. In addition, flexibility is also required in this process. Educational institutions must be able to adjust the allocation of resources in accordance with changing needs and conditions that occur.

Wise financial management is an important aspect in allocating resources. Educational institutions must ensure that financial management is carried out carefully, considering available budgets, planned expenditures, and the achievement of long-term goals. The involvement of all stakeholders is also crucial. Involving the Islamic School board, parents, students, and community members in the decision-making process about resource allocation is important to ensure equitable representation and a comprehensive understanding of needs and priorities.¹⁷

Finally, regular evaluation and monitoring are necessary to ensure effective allocation of resources. This evaluation includes an analysis of the performance of educational programs, the efficient use of resources, and the achievement of educational goals that have been set. By paying attention to these aspects, educational institutions can develop more effective strategies in the allocation of their resources, which will support the achievement of better educational goals and the improvement of the overall quality of education.

Cost-Effectiveness Analysis

Cost-effectiveness analysis (CEA) stands as a cornerstone method in evaluating policies and programs, particularly within the realm of education. Its primary objective is to gauge the benefits reaped from a given program or policy against the costs invested. In the educational landscape, CEA offers a structured approach to measure the efficacy of initiatives or policies in attaining their intended educational objectives. By meticulously assessing the relationship between costs and outcomes, CEA enables policymakers and stakeholders to make informed decisions regarding resource allocation and program implementation. This systematic framework not only enhances accountability but also facilitates the optimization of limited resources to maximize educational impact. In essence, CEA serves as a vital tool for ensuring that educational

¹⁷ Rafael Fernández and others, 'A Decision-Making Framework for School Infrastructure Improvement Programs', *Structure and Infrastructure Engineering*, 0.0 (2023), 1–20 <<https://doi.org/10.1080/15732479.2023.2199361>>.

investments yield the greatest possible returns in terms of student achievement and societal advancement.¹⁸

First and foremost, the process of Cost-effectiveness analysis (CEA) necessitates the thorough gathering of extensive data concerning both the costs and benefits intrinsic to the educational program under scrutiny. This entails a meticulous examination and categorization of various costs linked with program implementation, encompassing expenses like personnel salaries, infrastructure development, and administrative overheads. By meticulously identifying and quantifying these costs, CEA offers a transparent view of the financial investments required for program execution. Conversely, when it comes to assessing program benefits, CEA focuses on tangible outcomes that directly correlate with educational improvement. These benefits may manifest as enhancements in student academic performance, elevated graduation rates, or measurable advancements in key skills and competencies. The essence of CEA lies in its capacity to discern and quantify the relationship between these costs and benefits, enabling policymakers to ascertain the efficiency and efficacy of educational interventions.¹⁹

Furthermore, after the data is collected, a comprehensive analysis is conducted to evaluate the relationship between the costs incurred and the benefits derived from the educational program. This analysis can be performed using a variety of statistical and econometric methods to quantitatively measure the impact of the program. For example, linear regression can be used to measure the relationship between program costs and improved student academic outcomes.²⁰

One important aspect of CEA is efficiency measurement. Efficiency refers to the extent to which the educational program or policy provides maximum benefits at minimal cost. Using CEA, educational institutions can evaluate whether the funds spent on a program provide benefits commensurate with the costs incurred. In addition, CEA also allows educational institutions to compare the effectiveness of different alternative programs or policies in achieving the same educational goals. By comparing the relative costs and benefits of different options, educational institutions can make more informed decisions about resource allocation.²¹

However, it is important to remember that CEA has some limitations. For example, some educational program benefits may be difficult to quantitatively measure, such as increased student motivation or improved social skills. In addition, CEA provides only one point of view in the decision-making process, and other factors such as ethical values and fairness must also be considered. Overall, cost-effectiveness analysis is a useful tool for educational institutions to measure the impact and efficiency of educational programs or policies, as well as make more informed decisions about

¹⁸ Stan Sclove, Data Entry, and Data Issues, 'Consumer Financial Decision Making: Where We've Been and Where We're Going', 8.4 (2005), 1–6.

¹⁹ Dileep Reddy Goda, Vishal Reddy Vadiyala, and Sridhar Reddy Yerram, 'Dynamic Programming Approaches for Resource Allocation in Project Scheduling: Maximizing Efficiency under Time and Budget Constraints', March 2024, 2023 <<https://doi.org/10.18034/abcjar.v12i1.722>>.

²⁰ Emilda Sulasmi, Indra Prasetia, and Arief Aulia Rahman, 'Government Policy Regarding Education Budget on The Posture of The State Budget (APBN)', *Journal for Lesson and Learning Studies*, 6.1 (2023), 142–51 <<https://doi.org/10.23887/jlls.v6i1.60171>>.

²¹ G. Valliamah Shoma Vally and Khadijah Daud, 'The Implementation of School Based Management Policy: An Exploration', *Procedia - Social and Behavioral Sciences*, 172 (2015), 693–700 <<https://doi.org/10.1016/j.sbspro.2015.01.421>>.

resource allocation. By using CEA, educational institutions can maximize the benefits of the resources available to achieve the set educational goals ²².

4. Conclusion

In the study "Economic Efficacy: Exploring Decision-Making in Islamic School Budgeting for Enhanced Resource Allocation", we found that decision making in Islamic School budgeting plays a key role in the economic effectiveness of education resource allocation. Several key findings highlight the complexity and variety of factors influencing the decision-making process, including education priorities, government policies, and pressure from stakeholders. Data analysis and the use of accurate information have proven essential in ensuring effective decision making. Islamic Schools that use solid data to evaluate student performance and the effectiveness of educational programs tend to make better decisions in budget allocation. In addition, collaboration between various stakeholders, including Islamic School boards, financial staff, and teachers, is also an important factor in ensuring transparency and effectiveness of decision-making.

The involvement of the education community has also proven beneficial in ensuring successful Islamic School budget decision-making. Islamic Schools that involve parents, students, and community members in the decision-making process tend to achieve better results in improving the efficiency and effectiveness of resource use. In conclusion, this study highlights the importance of data-driven decision making, collaboration between stakeholders, and community involvement in ensuring economic effectiveness in the allocation of educational resources. By understanding the factors that influence decision-making and applying best practices in Islamic School budgeting, educational institutions can optimize the use of their resources to achieve set educational goals.

²² Praveen Thokala and others, 'Multiple Criteria Decision Analysis for Health Care Decision Making - An Introduction: Report 1 of the ISPOR MCDA Emerging Good Practices Task Force', *Value in Health*, 19.1 (2016), 1–13 <<https://doi.org/10.1016/j.jval.2015.12.003>>.

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