

EXPLORING EDUCATION FINANCING FOR STUDENTS IN THE MADRASAH IBTIDAIYAH TEACHER EDUCATION PROGRAM: A QUALITATIVE STUDY

Wildan Saugi¹, Purwoko², Warma³, Widyatmike Gede Mulawarman⁴

Sultan Aji Muhammad Idris State Islamic University Samarinda, Indonesia¹, Ministry
of Religious Affairs of the Republic of Indonesia², University of Mulawarman,
Indonesia^{3,4}

Email: w.saugi@uinsi.ac.id¹, pwoko180@gmail.com², warman@fkip.unmul.ac.id³,
widyatmike@fkip.unmul.ac.id⁴

ABSTRACT

This study aims to explore the financing of education for students of the Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda. Using a qualitative approach, this study collected data through in-depth interviews, which enabled the exploration of students' experiences and perspectives on sources of financing, challenges faced, and adaptation strategies applied. The results identified three main categories: Financing Sources, which show the important role of parental support and scholarships; Financial Challenges, which include rising tuition fees and limited access to scholarships; and Adaptation Strategies, which reflect students' efforts in managing finances and seeking additional opportunities. The findings highlight the complexity of the financial situation faced by students and the importance of better support from educational institutions. The implications of this research suggest the need for policies that create more equitable access to financial resources for students, as well as institutional support to help overcome the challenges involved in financing education. This research contributes to the understanding of the financial context of Islamic education, especially in higher education in Indonesia.

Keywords: Scholarships, Madrasah Ibtidaiyah, Financing of Education, Financial Challenges

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pembiayaan pendidikan bagi mahasiswa Program Studi Pendidikan Guru Madrasah Ibtidaiyah di UINSI Samarinda. Dengan pendekatan kualitatif, penelitian ini mengumpulkan data melalui wawancara mendalam, yang memungkinkan penggalian pengalaman dan perspektif mahasiswa mengenai sumber pembiayaan, tantangan yang dihadapi, serta strategi adaptasi yang diterapkan. Hasil penelitian mengidentifikasi tiga kategori utama: Sumber Pembiayaan, yang menunjukkan peran penting dukungan orang tua dan beasiswa; Tantangan Finansial, yang mencakup kenaikan biaya pendidikan dan keterbatasan akses terhadap beasiswa; serta Strategi Adaptasi, yang mencerminkan upaya mahasiswa dalam mengelola keuangan dan mencari peluang tambahan. Temuan ini menyoroti kompleksitas situasi finansial yang dihadapi mahasiswa dan pentingnya dukungan yang lebih baik dari lembaga pendidikan. Implikasi penelitian ini menyarankan perlunya kebijakan yang menciptakan akses yang lebih merata terhadap sumber daya finansial bagi mahasiswa, serta dukungan institusi untuk membantu mengatasi tantangan yang ada dalam pembiayaan pendidikan. Penelitian

ini berkontribusi pada pemahaman tentang konteks finansial pendidikan Islam, khususnya dalam dunia pendidikan tinggi di Indonesia.

Kata kunci: Beasiswa, Madrasah Ibtidaiyah, Pembiayaan Pendidikan, Tantangan Finansial

INTRODUCTION

Financing education is an important factor that determines access to and success in higher education. The ability to finance education is often a key determinant of the opportunities available to students, particularly in developing countries.¹ Islamic educational institutions, such as madrasah ibtidaiyah teacher education study programmes, have a strategic role in determining the direction of educational development and addressing broader social challenges.² In Indonesia, these institutions contribute significantly to human resource development, especially in areas where the education system still requires special attention.³ In this context, the Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda is an important pathway for individuals who aspire to contribute to the basic education sector. However, the financial burden faced by students in this programme suggests the need for a deeper understanding of how education financing affects their academic journey.

Higher education students, particularly those enrolled in specialised study programmes such as Madrasah Ibtidaiyah Teacher Education Study Programme, often face significant financial challenges. Limited scholarship opportunities, socioeconomic pressures, and reliance on family support further exacerbate this situation.⁴ Whilst educational funding plays an important role in shaping students' academic experiences

¹Benny C. Benny dan S Umaprabha, "Inevitability of Financial Education Among Students in the Current World," SSRN Scholarly Paper (Rochester, NY: Social Science Research Network, 22 September 2023), <https://doi.org/10.2139/ssrn.4580493>; Helsi Febrianti dkk., "Education Financing in Realizing Quality Education," *International Journal of Educational Dynamics* 5, no. 2 (30 Juni 2023): 281–88, <https://doi.org/10.24036/ijeds.v5i2.426>; Farah Naz, Muhammad Ahmed Farooqui, dan M. Ishaq Bhatti, "Sustainable Solution to Finance Education in Developing World: Education Development Bank," *JISR Management and Social Sciences & Economics* 21, no. 2 (30 Juni 2023): 22–40, <https://doi.org/10.31384/jisrmsse/2023.21.2.2>.

²Supriadi Supriadi, As'ad Isma, dan Jamrizal Jamrizal, "Kajian Dan Interkoneksi Manajemen Pendidikan Islam Terhadap Poleksosbud Di Indonesia," *El-Ghiroh : Jurnal Studi Keislaman* 21, no. 2 (30 September 2023): 127–43, <https://doi.org/10.37092/el-ghiroh.v21i2.490>.

³M. Ali Haidar, Mizanul Hasanah, dan Muhammad Anas Ma'arif, "Educational Challenges to Human Resource Development in Islamic Education Institutions," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 366–77, <https://doi.org/10.31538/munaddhomah.v3i4.309>.

⁴Norhaslinda Daud, Norlia Mat Norwani, dan Rohaila Yusof, "Students Financial Problems in Higher Education Institutions," *International Journal of Academic Research in Business and Social Sciences* 8, no. 10 (9 November 2018): 1558–65; José Amilton Joaquim dan Luísa Cerdeira, "Financial Accessibility in Cost-Sharing Policies in Higher Education in Mozambique," *International Journal of Research -GRANTHAALAYAH* 8, no. 9 (26 September 2020): 71–86, <https://doi.org/10.29121/granthaalayah.v8.i9.2020.1403>.

and outcomes, there is little literature that addresses the specific financial challenges faced by Students of Madrasah Ibtidaiyah Teacher Education Study Programme. This group of students often come from diverse socio-economic backgrounds and pursue programmes of study that, while important, often do not receive the same level of policy attention or funding as other general education programmes.⁵ The lack of comprehensive data on their experiences creates a gap in understanding the specific strategies students use to fund their education.⁶ This emphasises the importance of more focused research.

This study aims to explore how students enrolled in UINSI Samarinda Madrasah Ibtidaiyah Teacher Education Study Programme finance their education. By analysing the strategies, challenges and opportunities that students face, this study aims to provide a holistic understanding of the factors that influence their financial decisions. In addition, this research is also expected to provide recommendations to policy makers and managers of educational institutions, so that more inclusive and supportive financing mechanisms can be formulated. Ultimately, this research contributes to the broader discourse on equal access to education in the context of higher education in developing regions.

The main theory underlying this study is Psacharopoulos & Woodhall's education financing theory which divides education financing into two main components: private costs (personal or family costs) and social costs (support from society or government).⁷ This approach is relevant in analysing the various sources of financing used by Students of Madrasah Ibtidaiyah Teacher Education Study Programme, whether they come from families, scholarships, or institutional support. Using this theoretical framework, this study explores how students manage their financing, the challenges they face, and the support they receive from various parties. This theory also forms the basis for designing research instruments, including interviews, observation, and documentation, to reveal the dynamics of education financing in depth.

⁵Radomir Mitic dan Gregory Wolniak, "Examining the Associations Between Financial Conditions and Study Abroad in Diverse, Low-income College Students," *Journal of Student Financial Aid* 51, no. 3 (20 September 2022), <https://doi.org/10.55504/0884-9153.1800>.

⁶Alyson Vaaler, Lauren Reiter, dan Ash E. Faulkner, "They Seek, but Do They Find? Investigating the Financial Information-Seeking Behavior of College Students," *College & Research Libraries* 82, no. 2 (3 Maret 2021): 267, <https://doi.org/10.5860/crl.82.2.267>.

⁷Amrit Thapa, Jinusha Panigrahi, dan Iris BenDavid-Hadar, "Economics and Finance of Education: Review of Developments, Trends, and Challenges," dalam *Annual Review of Comparative and International Education* 2019, vol. 39 (Emerald Publishing Limited, 2020), 71–88, <https://doi.org/10.1108/S1479-367920200000039011>.

Although higher education financing has been widely studied, most of the existing research tends to focus on general education programmes or public universities.⁸ Research that addresses the financing experiences of students in Islamic education programmes, particularly in regional institutions, is still very limited. In addition, existing research often uses a quantitative approach, thus lacking the ability to describe the direct experiences of students and the adaptation mechanisms they use. This study addresses this gap by using a qualitative approach to explore the experiences of Students of Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda.

This research is important because it highlights the student financing experience in a specific but significant area, namely Islamic-based teacher education programmes. The qualitative approach used allows for an in-depth exploration of challenges and strategies that often go unnoticed in quantitative research. The findings of this study are expected to have significant implications for policy makers, educational institutions, and scholarship granting organisations by highlighting the specific needs of Students of Madrasah Ibtidaiyah Teacher Education Study Programme. In addition, this study makes a theoretical contribution by expanding the discourse of education financing to include the perspectives of students in Islamic education, thus enriching the global understanding of access to higher education.

RESEARCH METHODS

This research uses a qualitative approach that aims to deeply understand the phenomenon of student education financing of Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda. The qualitative approach was chosen because of its ability to explore the subjective experiences, perspectives, and meanings given by the research subjects to the phenomenon under study.

Research Design

This research design is a phenomenological study, which focuses on exploring students' direct experiences in facing the challenges of financing education. Through this design, the research seeks to understand the strategies, constraints and solutions they use from their own perspectives.

⁸Jinusha Panigrahi, "Financing of Private Higher Education Institutions in India," dalam *India Higher Education Report 2021* (Routledge India, 2022).

Research Subject

The subjects of this study consisted of 33 5th semester students enrolled in the Madrasah Ibtidaiyah Teacher Education Study Programme Study Programme at UINSI Samarinda. Their selection was based on adequate academic experience and a deep understanding of financial challenges. At this stage, students are ready to share their experiences and are faced with important decisions regarding internship placements as well as future careers.

Research Procedures

The research was conducted in several stages. First, the researcher identified the research subjects and developed interview guidelines based on the literature review and research objectives. Next, in-depth interviews were conducted in person or online, using semi-structured techniques to provide flexibility in the exploration of relevant issues. Field observations were conducted to understand the social context of the students, and supporting documents were analysed to strengthen the findings. The procedure concluded with a data analysis process that took place simultaneously with data collection.

Ways to explore education financing

The exploration of education financing was carried out by exploring students' experiences regarding the main sources of financing, such as family support, scholarships, or part-time jobs. It also explores financial challenges, including obstacles in obtaining funding sources. Furthermore, it is necessary to explore adaptation strategies, including personal financial management, utilisation of local resources, and decision-making related to education. This approach aims to understand financing patterns holistically from the students' perspective.

Data Collection Technique

Data were collected through three main techniques: interviews, observation and documentation. In-depth interviews were conducted through semi-structured interviews to explore students' experiences and perceptions of financing their education. Observations were made in the campus environment and students' social lives to understand their conditions contextually. Documentation was conducted to analyse documents such as scholarship policies, administrative records, and academic reports to complement the primary data.

Data Collection Instruments

This data collection instrument is based on Psacharopoulos & Woodhall's theory that emphasises the analysis of education financing through the perspectives of private costs (private costs borne by individuals or their families) and social costs (costs borne by society or institutions).⁹ Interviews focused on how students manage their financial challenges, whether through family support, community support, or external sources such as scholarships. Observations focused on identifying the socio-economic situation of students and the campus environment that supports or hinders education financing. Furthermore, documentation focused on identifying concrete evidence related to private costs and social costs.

Data Analysis Technique

The data analysis technique in this study uses the interactive model of Miles, Huberman, and Saldana¹⁰, which involves three main stages: data condensation, data presentation, and conclusion drawing. Data condensation was conducted by summarising, filtering, and focusing relevant data from interviews, observations, and documentation, so that only information that was in accordance with the research objectives was analysed further. The summarised data was then presented in the form of tables and descriptive narratives to provide a clear and structured picture of the financing of Madrasah Ibtidaiyah Teacher Education Study Programme UINSI Samarinda students' education. The final stage was conclusion drawing, where patterns and themes that emerged from the data were analysed in depth to understand the challenges, strategies and sources of financing used by students. The resulting conclusions were verified through triangulation to ensure the validity and reliability of the findings.

RESEARCH RESULTS AND DISCUSSION

This study aims to explore the financing aspects of education for students of the Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda. In the midst of rising education costs and increasingly complex academic demands, it is important to understand the various sources of financing available to students, the challenges they face in obtaining education, and the adaptation strategies they employ to

⁹Thapa, Panigrahi, dan BenDavid-Hadar, "Economics and Finance of Education."

¹⁰Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publications, 2014).

overcome financial limitations. Through in-depth analyses, this study divides the results into three main sections: first, Financing Sources, which explains the contribution of various sources to the sustainability of students' studies; second, Financial Challenges, which identifies the various barriers students face in terms of education costs; and third, Adaptation Strategies, which describes the proactive steps students take to respond to these financial challenges. By relating these findings to the broader context, it is hoped that the results of this study can provide valuable insights for policy makers, scholarship managers, and educational institutions in formulating more effective solutions for students.

1. Source of Financing

Students of the Madrasah Ibtidaiyah Teacher Education study programme at UINSI Samarinda access various sources of funding to support their studies. The main sources are identified as government and campus scholarships, which provide significant financial support in covering tuition fees and daily needs. In addition, financial support from family is also an important pillar, with many students receiving assistance from their parents. Some students choose to work part-time as an additional way to fund their education. The combination of scholarships, family support, and side jobs form a crucial financing structure for students in achieving their academic goals.

Table 1. Financing Sources

Subcategory	Description/Findings	Impact experienced by students
From Parents	Most students rely on their parents as the main source of funds for their education.	Financial stability is gained, but it can be a source of anxiety if the family's financial situation declines.
Government Scholarships	Some students receive government scholarships to finance their education.	Reduces the financial burden, but may not be enough for all of life's needs.
Scholarships from Campus	Campus scholarships also contribute to financing the education of some students.	Provides additional support, but coverage and depth are often lacking.
Part-time Job	Financing from part-time jobs only contributes to a few students.	It may not be enough to make ends meet and may cause additional stress if you have to work while studying.
Scholarship and Parents Combined	Combined scholarships and parental support only help a few students.	Limited operations and lack of flexibility in the face of financial challenges.
Loans	No student relies on loans as a source of funding.	-

This table presents an analysis of the sources of education financing used by Madrasah Ibtidaiyah Teacher Education Study Programme UINSI Samarinda students. In the context of higher education, sources of financing play an important role in determining students' ability to complete their studies successfully. This table covers a variety of sources, ranging from parental financial support to scholarship opportunities, as well as part-time jobs taken by students. Through an in-depth understanding of these sources, we can identify challenges that students may face in terms of financing their education.

a. Domination of Financing from Parents

Students of Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda rely on their parents as the main source of education funding. This reliance suggests that family support plays an important role in ensuring the continuity of their children's education. However, this can also be a double-edged sword; if the family's financial condition deteriorates, students will face significant difficulties in continuing their studies. Coleman's Family Resource Sustainability Theory emphasises that family support is not only financial but also emotional which can affect academic achievement.¹¹ In addition, research by Sultana et al.¹², Guo¹³, and Gana et al.¹⁴ revealed that college students who depend on family support have higher rates of academic success, but also showed that this dependence can be detrimental to their independence. The findings of Azahra et al.¹⁵ noted that

¹¹Kefeng Yang, "The Influence of Family Socioeconomic Status, Cultural Capital and Extra Curricular Study on Students' Academic Achievement," *Journal of Advanced Research in Education* 2, no. 4 (3 Juli 2023): 34–40; Josipa Roksa dan Peter Kinsley, "The Role of Family Support in Facilitating Academic Success of Low-Income Students," *Research in Higher Education* 60, no. 4 (1 Juni 2019): 415–36, <https://doi.org/10.1007/s11162-018-9517-z>; Shyam Krishna dan Manish Bhatnagar, "Role of Family in Educational Attainment and Upward Mobility," *Educational Administration: Theory and Practice* 30, no. 5 (2 Mei 2024): 556–62, <https://doi.org/10.53555/kuey.v30i5.2883>.

¹²Iqra Sultana, Ayesha Allah Ditta, dan Aqsa Atta, "Influence of Family Dynamics and Peer Pressure on Academic Performance: The Mediating Role of Self-Esteem in Pakistan," *Contemporary Issues in Social Sciences and Management Practices* 3, no. 3 (12 Agustus 2024): 12–23, <https://doi.org/10.61503/cissmp.v3i3.178>.

¹³Chengzhe Guo, "The Evolutionary Concordance Between Adolescent Self-Control and Academic Achievement: The Moderating Effect of Family Background," *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 17 September 2024, 1–11, <https://doi.org/10.70082/esiculture.vi.791>.

¹⁴Marta Gana, Dana Rad, dan Camelia Daciana Stoian, "Family Functioning, Parental Attachment and Students' Academic Success," *Journal of Infrastructure, Policy and Development* 8, no. 1 (18 Desember 2023): 2565, <https://doi.org/10.24294/jipd.v8i1.2565>.

¹⁵Hanifa Khoirunnisa Azahra, Dewi Sartika, dan Muhamad Arif Saefudin, "Pengaruh Parental Career-Related Behavior Terhadap Kesulitan Pengambilan Keputusan Karir Siswa SMA Kelas 12 Di Kota Bandung," *Bandung Conference Series: Psychology Science* 4, no. 2 (5 Agustus 2024): 1078–84, <https://doi.org/10.29313/bcps.v4i2.12964>.

students who are overly dependent on their parents are often unprepared for financial challenges when they step into the world of work.

b. The Role of Scholarships in Financing Education

The report shows that scholarships contribute to the education funding of a number of students, mostly from government scholarships and some from campus scholarships. Although scholarships are helpful, the amount is still considered insufficient to fulfil all students' financial needs. The Education Financing Theory by Psacharopoulos & Woodhall in Patrinos explains that education is an investment that relies on maximum cost and maximum benefit.¹⁶ Research by Sitnikova shows that adequate education financing through scholarships can reduce dropout rates and increase student retention.¹⁷ In addition, findings by Hoang emphasise that better access to scholarships can have a positive impact on educational equity, but there is still uncertainty resulting in a lack of clarity for many students about the opportunities available.¹⁸

c. Limitations of Alternative Financing

The research findings show that few students rely on part-time work as a source of funding. This indicates that although there are opportunities to earn extra income, many students struggle to find time to work while studying. Tiger's Time Management Theory indicates that students who work part-time tend to have difficulties in dividing a balanced time between work and study.¹⁹ Research by Rahayu and Warastri also revealed that students involved in part-time work often experience stress and lack of time to study adequately.²⁰ The findings of Višnjić et

¹⁶Harry Anthony Patrinos, "The Returns to Education: Paper presented by the Invited Speaker Dr. Harry Patrinos," *Εκπαίδευση, Δια Βίου Μάθηση, Έρευνα και Τεχνολογική Ανάπτυξη, Καινοτομία και Οικονομία* 3 (4 September 2024): 1–14, <https://doi.org/10.12681/elrie.7034>.

¹⁷Valeriya Sitnikova, "Scholarships for International Students as a Way to Ensure the Right to Education (Including Case Studies)," *Verejná Správa a Spoločnosť* 24/2023, no. 1 (30 Juni 2023), <https://doi.org/10.33542/VSS2023-1-8>.

¹⁸Anh-Duc Hoang, "Fantastic Educational Gaps and Where to Find Them: A Review of Research in Educational Equity and Equality," *Journal of International Education and Practice* 2, no. 4 (31 Desember 2019): 28, <https://doi.org/10.30564/jiep.v2i4.1309>.

¹⁹Steve Agnew, "Chapter 21: Examining the Nexus between Part-Time Work, Government Financial Support and Academic Achievement for University Students," 2023, <https://www.elgaronline.com/edcollchap/book/9781800888074/book-part-9781800888074-36.xml>.

²⁰Mega Sri Rahayu dan Annisa Warastri, "Hubungan Antara Beban Kerja Dan Coping Stress Pada Mahasiswa Yang Bekerja Secara Part Time," *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 11 (3 November 2024): 5697–5710, <https://doi.org/10.47467/reslaj.v6i11.5264>.

al. support this, suggesting that involvement in part-time work can affect students' overall academic performance.²¹

2. Financial Challenges

The financial challenges faced by Students of Madrasah Ibtidaiyah Teacher Education Study Programme are diverse and complex. Rising tuition fees and higher living expenses create a heavy burden for students, which often cannot be fully covered by existing scholarships. Limited information regarding additional scholarship opportunities is also one of the perceived barriers, resulting in frustration and anxiety related to financial uncertainty. High transport costs, especially for students living far from campus, further exacerbate the situation and can affect their attendance and engagement in academic and social activities on campus.

Table 2. Financial Challenges

Subcategory	Description/Findings	Impact experienced by students
Rising tuition fees	The increase in tuition fees and living expenses has put students under pressure.	Increases anxiety which impacts learning concentration and mental health.
Scholarship Limitations	Many students experience difficulties in obtaining additional scholarships.	Causes frustration and creates a sense of hopelessness regarding financial planning.
Transport Costs	High transport costs add to the financial burden, reaching Rp 500,000 per month for those who live far away.	Affects class attendance and involvement in campus activities.

This table illustrates the financial challenges that Madrasah Ibtidaiyah Teacher Education Study Programme UINSI Samarinda students face in their efforts to complete their education. These challenges include rising tuition fees, limitations in obtaining scholarships, and the burden of heavy transport costs. Understanding these challenges is crucial, as they can have a direct impact on students' mental health and their academic success. Therefore, an in-depth analysis of these challenges will help in formulating recommendations for better education policies.

a. Rising tuition fees

The rising cost of education is a major challenge for students, and this is also reflected in reports that students are feeling the pressure of rising tuition fees and

²¹Sonja Nidogon Višnjić, Katarina Pažur Aničić, dan Blaženka Divjak, “A Systematic Review of the Literature on Student Work and Academic Performance,” *Industry and Higher Education* 38, no. 5 (1 Oktober 2024): 473–84, <https://doi.org/10.1177/09504222241241974>.

living expenses. Research by Wicklow shows that this increase not only impacts on students' financial capabilities but also on their concerns about completing their studies.²² Bergstrom and Dodds' findings show that as tuition fees increase, the marginal utility of education decreases.²³ This may cause students to experience a lack of motivation to continue their studies. A study by Gu and Ferdaous also highlights that students in developing countries are particularly affected by tuition fee increases, which can hinder accessibility and equity in education.²⁴

b. Scholarship Limitations

Many students report difficulties in securing additional scholarships, suggesting that the availability and transparency of information regarding scholarships is still minimal. Research by He shows that students often do not get timely information about scholarships and other funding opportunities, causing stress and anxiety.²⁵ Blau's Social Exchange Theory can explain that without proper support in seeking information, students can feel alienated and disempowered.²⁶ Vasiliev and Merenkov also note that uncertainty in securing scholarships can hinder academic success, as students find it difficult to plan their finances.²⁷ This highlights the need for increased socialisation and transparency regarding scholarships by educational institutions.

c. Transport Costs

Students who live far from campus face high transport costs, contributing to an additional financial burden. Research by Pattillo shows that transport costs are one of the main factors affecting student attendance and engagement.²⁸ Cunha and Cadima's findings also indicate that transport costs can pose restrictions on student

²²Kate Wicklow, "Ensuring UK First-in-Family Students Get Full Value from HE during the Cost-of-Living Crisis," *Emerald Open Research* 1, no. 13 (5 Oktober 2022), <https://doi.org/10.1108/EOR-13-2023-0016>.

²³Katy Bergstrom dan William Dodds, "Using schooling decisions to estimate the elasticity of marginal utility of consumption," *Journal of Public Economics* 224 (1 Agustus 2023): 104948, <https://doi.org/10.1016/j.jpubeco.2023.104948>.

²⁴Qianran Gu dan Raii Ferdaous, "Will ChatGPT Make Education More Equitable in Developing Countries?," *Advances in Education, Humanities and Social Science Research* 7, no. 1 (20 September 2023): 379–379, <https://doi.org/10.56028/aehtsr.7.1.379.2023>.

²⁵Chen Yu He, "Navigating Stress, Anxiety, and Mentorship: Challenges for Students Working on Dissertations in the Pandemic Era," *Journal of Professional Teacher Education* 2, no. 1 (1 Juni 2024): 26–37, <https://doi.org/10.12928/jprotect.v2i1.856>.

²⁶Rehan Ahmad dkk., "Social Exchange Theory: Systematic Review and Future Directions," *Frontiers in Psychology* 13 (12 Januari 2023), <https://doi.org/10.3389/fpsyg.2022.1015921>.

²⁷Anton Anatolyevich Vasiliev dan Anatoly Vasilievich Merenkov, "Students' educational strategies in a situation of uncertainty," *Koinon* 4, no. 1–2 (2024): 39–48.

²⁸Gary Pattillo, "Fast Facts," *College & Research Libraries News* 83, no. 8 (8 September 2022): 371, <https://doi.org/10.5860/crln.83.8.371>.

participation in campus activities.²⁹ Findings by Hopson et al. highlight that students who have easy access to transport tend to have better academic experiences.³⁰ Therefore, solutions such as transport subsidies or student transport programmes should be considered to reduce this financial burden.

3. Adaptation Strategy

In the face of financial limitations, Students of Madrasah Ibtidaiyah Teacher Education Study Programme developed various proactive adaptation strategies. Some students learn to manage their budgets more wisely, reducing unnecessary expenses and prioritising the most basic needs. Many also actively seek information on additional scholarships and other sources of funding, although this sometimes does not yield the expected results. In addition, part-time jobs in between studies became an option for some students to support their living expenses. By adopting these strategies, students endeavour to balance their academic demands and financial needs, allowing them to continue their education despite various difficulties.

Table 3. Adaptation Strategy

Subcategory	Description/Findings	Impact experienced by students
Financial Management	Students learn to manage expenses wisely and reduce unnecessary costs.	Develop financial management skills that will be useful in the future.
Additional Scholarship Search	Some students are actively seeking additional scholarships although many have failed in their applications.	Generates frustration when applications fail, but shows initiative to seek better opportunities.
Relying on Side Jobs	Students engage in part-time work but may face pressure to juggle their time with studies.	It can be detrimental to mental health due to stress, but it also provides valuable work experience.

This table presents the adaptation strategies applied by Madrasah Ibtidaiyah Teacher Education Study Programme UINSI Samarinda students in dealing with the various financial challenges they experienced. Students demonstrated their flexibility in dealing with financial limitations by learning to manage expenses, seeking additional scholarship opportunities, and taking part-time jobs. Knowledge of how

²⁹Isabel Cunha dan Catarina Cadima, “Active Travel in the University Setting: Assessing the Effects of Social Behavior, Socioeconomics, and Spatial Location,” *Journal of Transport and Land Use* 17, no. 1 (16 Oktober 2024): 707–30, <https://doi.org/10.5198/jtlu.2024.2473>.

³⁰Laura M. Hopson dkk., “Transportation to School and Academic Outcomes: A Systematic Review,” *Educational Review*, 15 April 2024, <https://www.tandfonline.com/doi/abs/10.1080/00131911.2022.2034748>.

students adapt to challenging financial conditions can provide important insights for policy development and better support for them in the future.

a. Financial Management

Students of Madrasah Ibtidaiyah Teacher Education Study Programme demonstrate the ability to manage their expenses wisely. They have learned to budget and prioritise daily needs, such as food and transport. These skills are essential to help them remain productive in their studies despite financial limitations. Research by Tan et al. shows that financial education contributes to better resource management and smarter financial decisions among university students.³¹ Sulikah et al.'s findings on Financial Education explain that students who have knowledge and skills in financial management tend to make wiser expenditures and face fewer financial problems.³² These skills will be highly beneficial not only during their college years but also in their future.

b. Additional Scholarship Search

Some Students of Madrasah Ibtidaiyah Teacher Education Study Programme actively sought additional scholarship opportunities, although many of them failed in the application process. This shows a proactive effort to explore other sources of funding that can help them cover their education costs. The research by Sitnikova emphasises the importance of initiative in seeking scholarships as a way to improve access to higher education.³³ However, the findings by Taj et al. show that the uncertainty of securing additional scholarships can cause stress among students, which will greatly affect their academic performance.³⁴ This finding indicates that while seeking scholarships, students also need support and guidance to increase their chances of successful application.

³¹Xiawei Tan dkk., "Financial Education and Budgeting Behavior among College Students: Extending the Theory of Planned Behavior," *International Journal of Bank Marketing* ahead-of-print, no. ahead-of-print (15 November 2024), <https://doi.org/10.1108/IJBM-05-2024-0285>.

³²Sulikah Sulikah, Sulistyani Sulistyani, dan Rendika Valery, "The Role Of Financial Education In Improving Student Financial Management," *International Journal of Economics and Management Sciences* 1, no. 2 (22 Mei 2024): 174–80, <https://doi.org/10.61132/ijems.v1i2.58>.

³³Sitnikova, "Scholarships for International Students as a Way to Ensure the Right to Education (Including Case Studies)."

³⁴Saira Taj, Rabia Tabassum, dan Sumera Bibi, "Impact of Stress on the Academic Performance of University Students," *Research Journal for Societal Issues* 6, no. 2 (15 Juni 2024): 314–25, <https://doi.org/10.56976/rjsi.v6i2.232>.

c. Relying on Side Jobs

Students of Madrasah Ibtidaiyah Teacher Education Study Programme also engage in part-time jobs to earn extra income while continuing their education. Although only a few students take up part-time jobs, part-time jobs provide them with valuable experience outside of academic experience. However, it can also affect their mental health and academic performance. Tiger Time Management Theory indicates that students who work part-time tend to have difficulties in dividing a balanced time between work and study.³⁵ Research by Rahayu and Warastri also supports that students who work part-time often experience higher levels of stress due to the challenges of dividing time and energy.³⁶ Although part-time work offers practical experience, it is important for students to find ways to manage their time and ensure that the work does not interfere with their academic performance.

The results of this study make a significant contribution to the development of education financing theory, especially in the context of Islamic education in Indonesia. The findings show that support from parents is the main source of education financing for Students of Madrasah Ibtidaiyah Teacher Education Study Programme, which confirms the Family Resource Sustainability theory that emphasises the importance of emotional and financial support in achieving academic success.³⁷ The practical implications of these results suggest that education policy should pay more attention to the role of families in supporting education, as well as improving access to scholarships and other financial support. This contribution also points to the need for a more inclusive framework to support students' needs, potentially increasing participation and success in the basic education sector.

Although this study provides valuable insights into the financing of Students of Madrasah Ibtidaiyah Teacher Education Study Programme' education, there are a number of limitations that need to be noted. Firstly, the study was limited in scope to one educational institution, so the results cannot be generalised to all similar institutions across Indonesia. Secondly, the qualitative approach used allows for an in-depth

³⁵Agnew, "Chapter 21."

³⁶Rahayu dan Warastri, "Hubungan Antara Beban Kerja Dan Coping Stress Pada Mahasiswa Yang Bekerja Secara Part Time."

³⁷Roksa dan Kinsley, "The Role of Family Support in Facilitating Academic Success of Low-Income Students."

understanding of individual student experiences, but may reduce the ability to obtain quantitative data that shows broader trends. This limitation may affect the interpretation of the results, where the experiences expressed by some students may not be representative of the overall population. Therefore, further research covering more institutions and using mixed methods would provide a more complete picture.

The findings of this study have significant social and ethical implications, particularly in the context of using digital technologies for labour information and access. With students' increasing reliance on digital-based information to find scholarships and part-time jobs, there is a tendency for unequal access to information to emerge, which may favour some groups of students over others. Therefore, educational institutions and governments need to ensure that all students have equal and fair access to digital information and resources. In addition, attention should be paid to the ethical implications of managing student data on digital platforms, ensuring that personal data is protected and not misused by third parties. Awareness of these issues is important for creating a more inclusive and supportive educational environment for all students.

CONCLUSIONS

This study aims to explore the financing of education for students of the Madrasah Ibtidaiyah Teacher Education Study Programme at UINSI Samarinda and found that the majority of students rely on support from parents as the main source of financing, while government and campus scholarships contribute smaller amounts. These findings highlight the significant financial challenges that students face, such as rising tuition fees and limited access to additional scholarships, which can hinder their academic success. The value of this study lies in its contribution to the understanding of education financing theory in the context of Islamic education, as well as the use of qualitative methods that allow for an in-depth exploration of students' individual experiences related to financing and the adaptation strategies they employ. However, this study has limitations in terms of coverage involving only one institution, so the results cannot be generalised to all students in various similar institutions. Therefore, further research is recommended to use mixed methods and cover more institutions, so as to provide a more comprehensive picture of education financing in higher education in Indonesia.

REFERENCES

- Agnew, Steve. "Chapter 21: Examining the Nexus between Part-Time Work, Government Financial Support and Academic Achievement for University Students," 2023. <https://www.elgaronline.com/edcollchap/book/9781800888074/book-part-9781800888074-36.xml>.
- Ahmad, Rehan, Muhammad Rafay Nawaz, Muhammad Ishtiaq Ishaq, Mumtaz Muhammad Khan, dan Hafiz Ahmad Ashraf. "Social Exchange Theory: Systematic Review and Future Directions." *Frontiers in Psychology* 13 (12 Januari 2023). <https://doi.org/10.3389/fpsyg.2022.1015921>.
- Azahra, Hanifa Khoirunnisa, Dewi Sartika, dan Muhamad Arif Saefudin. "Pengaruh Parental Career-Related Behavior Terhadap Kesulitan Pengambilan Keputusan Karir Siswa SMA Kelas 12 Di Kota Bandung." *Bandung Conference Series: Psychology Science* 4, no. 2 (5 Agustus 2024): 1078–84. <https://doi.org/10.29313/bcsps.v4i2.12964>.
- Benny, Benny C., dan S Umprabha. "Inevitability of Financial Education Among Students in the Current World." SSRN Scholarly Paper. Rochester, NY: Social Science Research Network, 22 September 2023. <https://doi.org/10.2139/ssrn.4580493>.
- Bergstrom, Katy, dan William Dodds. "Using schooling decisions to estimate the elasticity of marginal utility of consumption." *Journal of Public Economics* 224 (1 Agustus 2023): 104948. <https://doi.org/10.1016/j.jpubeco.2023.104948>.
- Cunha, Isabel, dan Catarina Cadima. "Active Travel in the University Setting: Assessing the Effects of Social Behavior, Socioeconomics, and Spatial Location." *Journal of Transport and Land Use* 17, no. 1 (16 Oktober 2024): 707–30. <https://doi.org/10.5198/jtlu.2024.2473>.
- Daud, Norhaslinda, Norlia Mat Norwani, dan Rohaila Yusof. "Students Financial Problems in Higher Education Institutions." *International Journal of Academic Research in Business and Social Sciences* 8, no. 10 (9 November 2018): 1558–65.
- Febrianti, Helsi, Yenni Aulia, Septiara Yolanda, dan Yahya Yahya. "Education Financing in Realizing Quality Education." *International Journal of Educational Dynamics* 5, no. 2 (30 Juni 2023): 281–88. <https://doi.org/10.24036/ijeds.v5i2.426>.
- Gana, Marta, Dana Rad, dan Camelia Daciana Stoian. "Family Functioning, Parental Attachment and Students' Academic Success." *Journal of Infrastructure, Policy and Development* 8, no. 1 (18 Desember 2023): 2565. <https://doi.org/10.24294/jipd.v8i1.2565>.
- Gu, Qianran, dan Raii Ferdaous. "Will ChatGPT Make Education More Equitable in Developing Countries?" *Advances in Education, Humanities and Social Science Research* 7, no. 1 (20 September 2023): 379–379. <https://doi.org/10.56028/aehtsr.7.1.379.2023>.
- Guo, Chengzhe. "The Evolutionary Concordance Between Adolescent Self-Control and Academic Achievement: The Moderating Effect of Family Background." *EVOLUTIONARY STUDIES IN IMAGINATIVE CULTURE*, 17 September 2024, 1–11. <https://doi.org/10.70082/esiculture.vi.791>.
- Haidar, M. Ali, Mizanul Hasanah, dan Muhammad Anas Ma'arif. "Educational Challenges to Human Resource Development in Islamic Education Institutions."

- Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 366–77. <https://doi.org/10.31538/munaddhomah.v3i4.309>.
- He, Chen Yu. “Navigating Stress, Anxiety, and Mentorship: Challenges for Students Working on Dissertations in the Pandemic Era.” *Journal of Professional Teacher Education* 2, no. 1 (1 Juni 2024): 26–37. <https://doi.org/10.12928/jprotect.v2i1.856>.
- Hoang, Anh-Duc. “Fantastic Educational Gaps and Where to Find Them: A Review of Research in Educational Equity and Equality.” *Journal of International Education and Practice* 2, no. 4 (31 Desember 2019): 28. <https://doi.org/10.30564/jiep.v2i4.1309>.
- Hopson, Laura M., A. D. Lidbe, M. S. Jackson, E. Adanu, X. Li, P. Penmetse, H. Y. Lee, A. Anderson, C. Obuya, dan G. Abura-Meerdink. “Transportation to School and Academic Outcomes: A Systematic Review.” *Educational Review*, 15 April 2024. <https://www.tandfonline.com/doi/abs/10.1080/00131911.2022.2034748>.
- Joaquim, José Amilton, dan Luísa Cerdeira. “Financial Accessibility in Cost-Sharing Policies in Higher Education in Mozambique.” *International Journal of Research -GRANTHAALAYAH* 8, no. 9 (26 September 2020): 71–86. <https://doi.org/10.29121/granthaalayah.v8.i9.2020.1403>.
- Krishna, Shyam, dan Manish Bhatnagar. “Role of Family in Educational Attainment and Upward Mobility.” *Educational Administration: Theory and Practice* 30, no. 5 (2 Mei 2024): 556–62. <https://doi.org/10.53555/kuvey.v30i5.2883>.
- Miles, Matthew B., A. Michael Huberman, dan Johnny Saldana. *Qualitative Data Analysis*. USA: SAGE Publications, 2014.
- Mitic, Radomir, dan Gregory Wolniak. “Examining the Associations Between Financial Conditions and Study Abroad in Diverse, Low-income College Students.” *Journal of Student Financial Aid* 51, no. 3 (20 September 2022). <https://doi.org/10.55504/0884-9153.1800>.
- Naz, Farah, Muhammad Ahmed Farooqui, dan M. Ishaq Bhatti. “Sustainable Solution to Finance Education in Developing World: Education Development Bank.” *JISR Management and Social Sciences & Economics* 21, no. 2 (30 Juni 2023): 22–40. <https://doi.org/10.31384/jisrmsse/2023.21.2.2>.
- Panigrahi, Jinusha. “Financing of Private Higher Education Institutions in India.” Dalam *India Higher Education Report 2021*. Routledge India, 2022.
- Patrinos, Harry Anthony. “The Returns to Education: Paper presented by the Invited Speaker Dr. Harry Patrinos.” *Εκπαίδευση, Δια Βίου Μάθηση, Έρευνα και Τεχνολογική Ανάπτυξη, Καινοτομία και Οικονομία* 3 (4 September 2024): 1–14. <https://doi.org/10.12681/elrie.7034>.
- Pattillo, Gary. “Fast Facts.” *College & Research Libraries News* 83, no. 8 (8 September 2022): 371. <https://doi.org/10.5860/crln.83.8.371>.
- Rahayu, Mega Sri, dan Annisa Warastri. “Hubungan Antara Beban Kerja Dan Coping Stress Pada Mahasiswa Yang Bekerja Secara Part Time.” *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 11 (3 November 2024): 5697–5710. <https://doi.org/10.47467/reslaj.v6i11.5264>.
- Roksa, Josipa, dan Peter Kinsley. “The Role of Family Support in Facilitating Academic Success of Low-Income Students.” *Research in Higher Education* 60, no. 4 (1 Juni 2019): 415–36. <https://doi.org/10.1007/s11162-018-9517-z>.

- Sitnikova, Valeriya. "Scholarships for International Students as a Way to Ensure the Right to Education (Including Case Studies)." *Verejná Správa a Spoločnosť* 24/2023, no. 1 (30 Juni 2023). <https://doi.org/10.33542/VSS2023-1-8>.
- Sulikah, Sulikah, Sulistyani Sulistyani, dan Rendika Valery. "The Role Of Financial Education In Improving Student Financial Management." *International Journal of Economics and Management Sciences* 1, no. 2 (22 Mei 2024): 174–80. <https://doi.org/10.61132/ijems.v1i2.58>.
- Sultana, Iqra, Ayesha Allah Ditta, dan Aqsa Atta. "Influence of Family Dynamics and Peer Pressure on Academic Performance: The Mediating Role of Self-Esteem in Pakistan." *Contemporary Issues in Social Sciences and Management Practices* 3, no. 3 (12 Agustus 2024): 12–23. <https://doi.org/10.61503/cissmp.v3i3.178>.
- Supriadi, Supriadi, As'ad Isma, dan Jamrizal Jamrizal. "Kajian Dan Interkoneksi Manajemen Pendidikan Islam Terhadap Poleksosbud Di Indonesia." *El-Ghiroh : Jurnal Studi Keislaman* 21, no. 2 (30 September 2023): 127–43. <https://doi.org/10.37092/el-ghiroh.v21i2.490>.
- Taj, Saira, Rabia Tabassum, dan Sumera Bibi. "Impact of Stress on the Academic Performance of University Students." *Research Journal for Societal Issues* 6, no. 2 (15 Juni 2024): 314–25. <https://doi.org/10.56976/rjsi.v6i2.232>.
- Tan, Xiawei, Jing Jian Xiao, Kexin Meng, dan Jiuping Xu. "Financial Education and Budgeting Behavior among College Students: Extending the Theory of Planned Behavior." *International Journal of Bank Marketing* ahead-of-print, no. ahead-of-print (15 November 2024). <https://doi.org/10.1108/IJBM-05-2024-0285>.
- Thapa, Amrit, Jinusha Panigrahi, dan Iris BenDavid-Hadar. "Economics and Finance of Education: Review of Developments, Trends, and Challenges." Dalam *Annual Review of Comparative and International Education 2019*, 39:71–88. Emerald Publishing Limited, 2020. <https://doi.org/10.1108/S1479-367920200000039011>.
- Vaaler, Alyson, Lauren Reiter, dan Ash E. Faulkner. "They Seek, but Do They Find? Investigating the Financial Information-Seeking Behavior of College Students." *College & Research Libraries* 82, no. 2 (3 Maret 2021): 267. <https://doi.org/10.5860/crl.82.2.267>.
- Vasiliev, Anton Anatolyevich, dan Anatoly Vasilievich Merenkov. "Students' educational strategies in a situation of uncertainty." *Koinon* 4, no. 1–2 (2024): 39–48.
- Višnjić, Sonja Nidogon, Katarina Pažur Aničić, dan Blaženka Divjak. "A Systematic Review of the Literature on Student Work and Academic Performance." *Industry and Higher Education* 38, no. 5 (1 Oktober 2024): 473–84. <https://doi.org/10.1177/09504222241241974>.
- Wicklow, Kate. "Ensuring UK First-in-Family Students Get Full Value from HE during the Cost-of-Living Crisis." *Emerald Open Research* 1, no. 13 (5 Oktober 2022). <https://doi.org/10.1108/EOR-13-2023-0016>.
- Yang, Kefeng. "The Influence of Family Socioeconomic Status, Cultural Capital and Extra Curricular Study on Students' Academic Achievement." *Journal of Advanced Research in Education* 2, no. 4 (3 Juli 2023): 34–40.