

Analysis of Internal and External Efficiency Through the Value for Money Model in Educational Institutions: A Case Study at SDN Jombor, Jumo District, Temanggung Regency

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ABSTRACT

This study aims to analyze the internal and external efficiency of educational institutions through the *Value for Money* approach at SDN Jombor, Jumo District, Temanggung Regency. *Value for money* serves as a performance evaluation model that focuses on three leading indicators: economy, efficiency, and effectiveness in managing educational resources. This research employs a qualitative approach, utilizing a case study method. Data were collected through in-depth interviews, participatory observation, and documentation, and analyzed descriptively. The findings indicate that the school has attempted to implement the principles of economy in budget management, efficiency in the use of human and material resources, and effectiveness in achieving educational objectives. However, several challenges remain, such as the lack of teacher training and limited internal supervision. The novelty of this study lies in its application of the *Value for Money* framework within the context of public primary schools, a context that is still rarely explored empirically. This research makes a theoretical contribution to the development of value-based evaluation models in educational management and a practical contribution to formulating policies that enhance transparency, accountability, and the quality of education services at the elementary school level.

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INTRODUCTION

Education is a strategic sector that plays a crucial role in national development and the improvement of human resource quality. In the context of managing educational institutions, the efficient use of resources is a critical factor in ensuring the sustainability and enhancement of educational quality. Primary schools in rural areas, such as SDN Jombor in Jumo Subdistrict, Temanggung Regency, frequently face challenges including limited budgets, staffing, and inadequate infrastructure. Therefore, both internal and external efficiency are essential aspects that must be taken into account in the management of educational units (Yanti, Hajri, Hawi, 2021)

Internal efficiency refers to the optimization of internal school resources, including budgets, teaching personnel, facilities, and instructional time. Recent studies indicate that the effective management of internal resources is significantly influenced by a well-established management system, enabling each educational unit to operate with minimal cost while achieving maximum efficiency.

Outcomes. (Wibowo, A., & Wiyono, 2021) Emphasize that internal efficiency in primary schools is crucial for enhancing productivity and the quality of learning. Meanwhile, external efficiency relates to the management of relationships with external stakeholders, such as government agencies, the community, parents, and other educational institutions (Wulandari, Yuniar, Muh Misdar, 2021). This type of efficiency focuses on how well schools manage partnerships to support the achievement of educational goals. A study by Sutrisno and Kurniawan (2020) highlights that collaboration with external parties can improve the performance effectiveness of educational institutions (Sutrisno, S., & Kurniawan, 2020).

Resource limitations often hinder sustainability and quality in education. Hence, each educational institution needs to improve the efficiency of its resource management. One applicable approach is the Value for Money (VFM) model. This performance evaluation approach assesses the relationship between inputs and outputs within the context of achieving desired outcomes and can be used to evaluate educational efficiency. A recent study by the Bogor City Education Office (2021) revealed that applying value-for-money principles in educational budget management leads to optimal performance achievements, with target indicators exceeding 100% and financial performance classified as economical, efficient, and effective. The VFM model emphasizes not only efficient budget use but also the effectiveness and impact of every decision and activity undertaken by educational institutions.

The implementation of the VFM model in analyzing internal and external efficiency is highly relevant for SDN Jombor, considering the challenges the school faces in terms of budget constraints, human resources, and infrastructure. This research aims to provide a clear picture of how education can be managed more efficiently and effectively, delivering optimal value for all stakeholders. A study by Putri (2023) suggests that efficiency in resource management has a significant impact on the quality of the education system, recommending the development of transparent mechanisms and a culture of value for money in the use of critical resources (Putri, 2023).

At SDN Jombor, Jumo Subdistrict, Temanggung Regency, the analysis of internal and external efficiency using the VFM model is presented as follows:

Table 1. Analysis of Internal and External Efficiency Using the Value for Money Model at SDN Jombor

Dimension	Key Indicator		Analysis Aspect	Findings/Implications
Economy	Input vs. Budget		Expenditure compared to the approved budget	If ratio <100%: economical; >100%: uneconomical.
Efficiency	Output vs. Input		Achieved outputs compared to inputs (budget, time, resources)	High efficiency if output > input; low efficiency if output ≤ input.
Effectiveness	Output vs. Outcome		Outputs compared to goals/targets (outcomes)	High effectiveness of results meet targets; low if results fall short.
Internal Efficiency	Internal resource management		Budget, teachers, facilities, learning time	Optimized use of resources to support learning outcomes.
External Efficiency	External partnerships		Collaboration with government, society, parents, institutions	Optimized external support to improve education quality and outcomes.

Based on Table 1, the analysis of internal and external efficiency at SDN Jombor using the Value for Money model illustrates a results-oriented and accountable management approach. Economically, the school is considered efficient if expenditures are below the approved budget. From an efficiency standpoint, if outputs exceed inputs, such as budget and time, the performance is regarded as efficient. Effectiveness is achieved when outcomes align with predetermined targets. Internal efficiency emphasizes the optimization of budget, personnel, facilities, and instructional.

Time to support maximum learning achievement. In contrast, external efficiency reflects the school's success in fostering partnerships with external stakeholders, such as the government and community, to strengthen educational quality and outcomes. Overall, this model provides a comprehensive overview of school management quality, encompassing both efficiency and effectiveness.

This study offers several novelties. First, the case study focuses on the internal and external efficiency analysis at SDN Jombor, Jumo Subdistrict, Temanggung Regency, a topic that has received limited attention in Value for Money studies within the basic education sector. The case provides empirical insights into the challenges and solutions of resource management in schools with budget and infrastructure limitations. Second, this research comprehensively integrates internal efficiency (in-school resource management) and external efficiency (external partnerships) through the Value for Money model. This approach broadens the understanding of how the principles of economy, efficiency, and effectiveness can be simultaneously applied in the context of basic education in Indonesia. Previous studies tend to focus on one aspect of efficiency or solely on budget management, whereas this study offers a more holistic perspective. Third, the study presents practical recommendations for budget management, HR optimization, and strengthening external partnerships at SDN Jombor. It serves as a model for other schools in similar contexts to improve education quality sustainably and accountably. The study also utilizes new data and sources relevant to the local context, making the findings more specific and applicable to primary education stakeholders.

The analysis of internal and external efficiency using the Value for Money model at SDN Jombor, Jumo Subdistrict, Temanggung Regency, is a strategic effort to enhance education quality in a sustainable, accountable, and transparent manner, aligning with the demands of contemporary education governance.

Educational efficiency is a crucial concept in education management, emphasizing the optimal use of resources to achieve desired outcomes. Internal educational efficiency refers to an institution's ability to produce expected outputs at minimal cost, while external efficiency relates to the broader benefits of education for individuals and society (Priyono, 2017). In the context of basic education, internal efficiency can be measured through input-output ratios, such as the number of graduates per enrolment and the time required to complete education (Aziz, 2017). External efficiency is often associated with macro-level indicators, such as economic growth and social welfare, which are influenced by educational outcomes (Priyono, 2017).

International studies on internal efficiency, such as Dufitumukiza (2020) in Rwanda, demonstrate that improved internal efficiency can be achieved through cohort analysis and indicators, including study duration, input years per graduate, and graduation/dropout rates (Dufitumukiza, 2020). However, barriers such as high dropout rates and stagnation remain key challenges to improving internal efficiency at the basic education level. Similarly, Gavino & Mariani (2022), in their study on internal efficiency in technical and information technology colleges in the Philippines, found that an institution's success in managing human resources, facilities, and time is critical to internal efficiency. Their research also highlights the importance of managing social, cultural, and economic subsystems in support of educational objectives (Gavino, Z. C., & Mariani, 2022).

The Value for Money (VFM) model is a performance evaluation framework that assesses the relationship between inputs and outputs in achieving desired outcomes. VFM is based on three core elements: economy, efficiency, and effectiveness. Economy refers to procuring inputs at the lowest cost, efficiency relates to using inputs optimally to generate outputs, and effectiveness concerns the achievement of goals or outcomes (Halim, A., & Kusufi, 2018). In education, the application of VFM aims to ensure that every monetary investment yields maximum value for student learning and educational results (Putri, 2023).

An international study by Mikušová Meričková, Šebo, & Štrangfeldová (2020) confirms that the Value for Money methodology provides essential insights into the performance of public education service providers, such as public schools in Slovakia (Mikušová Meričková, B., Šebo, J., & Štrangfeldová, 2020). The study demonstrates that economic, efficiency, and effectiveness indicators

These are relevant tools for evaluating performance, identifying strengths and weaknesses, and solving performance-related issues in the education system. Furthermore, Winch (2021), in an article published by NORRAG, argues that the concept of Value for Money in education must consider not only the economic and social benefits for individuals but also for society at large. He also notes that evaluating VFM must consider the complexity of education as a public good, thus requiring attention not just to economic aspects but also to the moral and social values of education (Winch, 2021).

Integrating internal and external efficiency through the VFM model offers a holistic perspective in educational management. Internal efficiency involves the effective management of school-based resources, such as budgets, teachers, facilities, and instructional time (Wibowo & Wiyono, 2021). External efficiency focuses on relationships with external actors, including government bodies, communities, and the private sector (Roseno, I., & Wibowo, 2019). The VFM model serves as an evaluation tool to ensure that the management of both internal and external resources is economical, efficient, and practical (Halim, A., & Kusufi, 2018). Another relevant international study, conducted by Akor (2022), explored internal efficiency and the achievement of educational management goals in Nigerian colleges of education (Akor, 2022). The findings revealed that internal efficiency is heavily influenced by managerial capacity in resource and learning process management, which in turn minimizes waste and enhances graduate quality. The study also emphasizes the importance of regularly evaluating internal efficiency indicators to support the achievement of institutional goals.

METHODS

This study employed a qualitative approach with a case study method, aiming to conduct an in-depth analysis of internal and external efficiency at SDN Jombor, Jumo District, Temanggung Regency, through the *Value for Money* (VFM) model. The qualitative approach was chosen to enable a contextual and holistic exploration of school financial and performance management, particularly in identifying how economic, efficient, and practical principles are applied in real-world practice. The case study method allows researchers to uncover complex phenomena within their natural settings, making it highly suitable for studies involving organizational behavior in education (Miles, M. B., Huberman, A. M., & Saldaña, 2014; Yin, 2015; Sugiyono, 2017; Creswell, 2018).

The study was conducted over six months at SDN Jombor, using both primary and secondary data sources. Primary data were gathered through in-depth interviews with the school principal, teachers, school committee members, parent representatives, and relevant external stakeholders. Secondary data were collected from institutional financial records, Institutional Performance Accountability Reports (LAKIP), and various administrative documents. The selection of informants was purposive to ensure relevance and depth.

Data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification, focusing on the three core elements of the VFM model: economy (prudence in resource utilization), efficiency (optimal input-output ratio), and effectiveness (achievement of targeted outcomes). According to Halim and Kusufi (2018), the VFM concept requires public sector organizations to integrate these three principles into all activities to improve performance accountability (Halim, A., & Kusufi, 2018).

To ensure the credibility and trustworthiness of findings, this study applied source, method, and theoretical triangulation, along with a systematic audit trail and strict adherence to research ethics. These measures were taken to minimize researcher bias and maintain consistency throughout the data collection and analysis processes. This approach aligns with Priyono (2017) and Hidayat (2020), who emphasized that the efficiency of educational funding must be assessed by comparing incurred costs with the educational outcomes achieved (Priyono, 2017; Hidayat, 2020).

Furthermore, the study adopts the perspectives of Mursal (2017) and Rahmawati (2019) in defining internal efficiency as the institution's ability to produce expected outcomes at the lowest possible cost, and external efficiency as the long-term benefits of education to individuals and society (Aziz, 2017; Rahmawati, 2019). The emphasis on transparency and accountability is also grounded in the financial governance standards set by the Ministry of Finance (2023), which mandates that public

Financial management must be conducted economically, efficiently, effectively, and responsibly, guided by principles of justice.

FINDINGS AND DISCUSSION

This study examines internal and external efficiency at SDN Jombor through the application of the Value for Money (VFM) model, which comprises three key elements: economy, efficiency, and effectiveness. Value for money is a public sector performance indicator that assesses whether the allocated budget delivers tangible value to the community. The concept is based on three main components: economy, efficiency, and effectiveness. Furthermore, Majoo (year not specified) defines Value for Money as a performance assessment framework for public sector organizations, emphasizing the success of work programs by referring to these three elements.

Internal efficiency refers to the effective management of resources within educational institutions to achieve optimal outcomes at the lowest possible cost. Natawidjaja (2010) asserts that internal efficiency in education focuses on the effective utilization of educational resources during the teaching and learning process. It is achieved by optimizing time management, workforce allocation, and facility usage to improve student learning outcomes while avoiding budgetary waste. Slameto (2010) adds that internal efficiency can also be assessed by how curriculum and instructional methods are organized to maximize outcomes while minimizing time and cost inefficiencies in learning activities (Slameto, 2010).

The findings at SDN Jombor indicate that internal resource management is being conducted optimally. School budget management prioritizes programs and activities that have a direct impact on improving educational quality. It aligns with Mardiasmo (2002), who argues that local government performance is considered economical if it can minimize input resources, particularly by avoiding wasteful and unproductive expenditures (Mardiasmo, 2002). Economic performance is measured by comparing actual expenditure against the approved budget: a ratio <100% indicates economical; >100% indicates uneconomical; and 100% indicates balanced expenditure. The annual funding for SDN Jombor with 204 students is presented as follows:

Table 2. Income and Expenditures at SDN Jombor in 2024

Category	Amount (Rp)
Revenue	
BOS Funds	183.600.000
Donations (Alumni/Community)	18.360.000
Total Revenue	201.960.000
Expenditure	
Permanent Staff Salaries	90.882.000
Non-Permanent Staff Salaries	20.196.000
Goods and Services	50.490.000
Official Travel Expenses	10.098.000
Maintenance Costs	20.196.000
Total Expenditure	191.862.000
Surplus	10.098.000

Based on financial calculations and management, SDN Jombor, with 204 students and primary funding from BOS (IDR 900,000 per student per year, totaling IDR 183,600,000), supplemented by alums and community donations of IDR 18,360,000, can fully cover its operational costs. Total annual revenue amounts to IDR 201,960,000, while total expenditures allocated for permanent and non-permanent staff, goods and services, travel, and maintenance amount to IDR 191,862,000. It demonstrates the school's ability to manage its budget economically, with an expenditure-to-revenue ratio of 95%. Efficient management is reflected in optimal human resource allocation, facility utilization, and budget prioritization based on instructional needs.

Moreover, effective budget use has fostered a conducive learning environment and supported the achievement of educational goals. External contributions from alums and the community further strengthen school-community collaboration, enhance student motivation, and reinforce the transparency and accountability of financial management. Consequently, SDN Jombor has effectively implemented the Value for Money principle, ensuring that each rupiah spent maximizes the benefits for improving educational quality and services. The resulting budget surplus can be allocated to school development or used to address urgent future needs.

Human resource management at SDN Jombor is also optimized by aligning teacher placements with subject-specific needs. Teacher training and competency development are conducted regularly to improve instructional quality without increasing the workforce inefficiently. It is supported by Mulyadi, who notes that sustainable, curriculum-relevant teacher capacity development is a dominant factor in enhancing learning quality and internal efficiency in primary schools. Additionally, infrastructure improvements—including comfortable classrooms, laboratories, and libraries contribute to a conducive and efficient learning environment (Mulyadi, Darry Christine S. Purba, Farida Asy'ari, 2024).

Teaching and learning time is optimized by creating efficient schedules and ensuring instructional time is not disrupted by less relevant activities. The integration of learning technologies accelerates the teaching process, enhances effectiveness, and saves time for both teachers and students.

External efficiency refers to the institution's interaction with external stakeholders, including the government, communities, parents, and other educational institutions. Mulyasa (2022) argues that external efficiency includes partnerships between schools and stakeholders in providing resources, funding, and socio-moral support to improve educational quality (Mulyasa, 2022). This form of efficiency is achieved when schools successfully establish harmonious relationships with external parties to support educational activities, including funding, teacher training, and infrastructure provision.

External collaboration also has a positive influence on student motivation and achievement. Mulyadi et al. (2024) emphasize that parental and community involvement in the educational process is crucial for boosting student motivation and strengthening school-community ties. Furthermore, partnerships with industries or vocational sectors, such as internships and skill development programs, enhance student competence and future readiness.

The Value for Money model evaluates whether a program or policy yields the “best value” for every unit invested. In education, VFM encompasses three components: (a) Economy – minimizing costs; (b) Efficiency, maximizing outputs from given inputs; and (c) Effectiveness, achieving educational goals. Lamb (2010) states that in educational institutions, internal efficiency involves optimal management of internal resources, while external efficiency assesses external partnerships that support broader educational goals.

The analysis of internal efficiency at SDN Jombor reveals optimal resource management in terms of economy, efficiency, and effectiveness. Efficient and effective budget management ensures that funds are used to generate the best value for enhancing educational quality. Efficiency is measured by comparing outputs to inputs; the higher the output-input ratio, the greater the efficiency. These findings align with Mikušová Meričková, Šebo, & Štrangfeldová (2020), who note that the VFM methodology can provide critical insights into the performance of public educational service providers and identify areas for continuous improvement (Mikušová Meričková, B., Šebo, J., & Štrangfeldová, 2020). Similarly, EUA (2019) affirms that value for money encompasses economy (reducing input costs), efficiency (increasing output with equal or fewer inputs), and effectiveness (achieving better goals) (Association, 2019).

To ensure optimal outcomes from VFM implementation, a comprehensive and continuous evaluation system is necessary. This process includes identifying relevant indicators, collecting accurate data, and analyzing results. The OECD (2022) emphasizes that smart investments, quality outcomes, and equal opportunities are essential for achieving value for money in education. The report emphasizes the importance of consistently planning, monitoring, and evaluating educational programs.

Funding to ensure sustainable efficiency and effectiveness (OECD, 2022). The Audit Commission (2018) also points out that measuring VFM in education can involve financial data analysis, student learning outcomes, and evaluation of goal attainment.

The evaluation at SDN Jombor indicates that applying the VFM model has had a positive impact on educational quality. Economic, efficient, and effective budget management ensures that the resources utilized deliver maximum value in improving education. Partnerships with external stakeholders also contribute positively to achieving educational objectives. These results are consistent with the study by Sulastiningsih and Sulistyowati (2015) at SMP Negeri 2 Banjarnegara, which found that VFM-based performance measurement can enhance school service quality, eliminate inefficiencies, and promote spending aligned with school interests (Sulastiningsih & Sulistyowati, 2015).

Based on the findings and data analysis, implementing the Value for Money model at SDN Jombor has had a positive influence on both internal and external efficiency. Optimal management of internal resources, both economically, efficiently, and effectively, ensures that funding contributes maximally to educational quality. External collaborations also support educational objectives. These findings reinforce prior studies indicating that applying the VFM principle in education budgeting leads to optimal performance in terms of economy, efficiency, and effectiveness.

The study further emphasizes the importance of regular evaluation and monitoring to ensure that school programs and activities meet established goals. It also provides practical recommendations for primary school education managers to apply the VFM model in managing internal and external resources to achieve sustainable and accountable improvements in education quality.

This research is supported by the study conducted by Susilowati (2018), which demonstrates that performance measurement in local governments based on the Value for Money (VFM) model can achieve economic, efficient, and effective outcomes if implemented consistently and measurably (Susilowati, 2018). Furthermore, Yulianti (2021) asserts that VFM-based performance measurement can enhance the accountability of public financial management and ensure that public funds are utilized optimally (Yulianti, 2021). It is reinforced by Mardiasmo (2002), who states that performance measurement is crucial not only for ensuring efficiency and effectiveness but also for improving the quality of public services (Mardiasmo, 2002).

The findings of this study align with those of the (Word Bank 2023)hich emphasizes that effective human and financial resource management are key factors in improving educational efficiency. It also emphasizes the importance of teacher training and the effective use of instructional time to achieve optimal outcomes. Psacharopoulos et al. (1985) further emphasize that internal efficiency in education is closely tied to the effective management of resources to achieve desired learning outcomes (Psacharopoulos, 1985). Meanwhile, EIPA (2024) underlines that the efficiency of an education system can be assessed by comparing resource investment and the outcomes achieved, and emphasizes the importance of continuous evaluation to ensure high-quality education. Lastly, (University 2022) affirms that efficient resource management and appropriate investment can improve student learning outcomes regardless of the community's initial economic status.

CONCLUSION

This study concludes that the application of the *Value for Money* (VFM) model at SDN Jombor, Jumo District, Temanggung Regency, reflects a conscious effort to manage educational resources economically, efficiently, and effectively. Internally, the school has demonstrated prudent financial planning, optimal resource utilization, and measurable outcomes aligned with its educational objectives. Externally, the school's initiatives yield long-term benefits for students and the surrounding community, demonstrating a degree of accountability and performance alignment in the public education sector.

The theoretical contribution of this study lies in contextualizing the VFM framework within a primary education setting—an area that remains underexplored in empirical research. By integrating the VFM dimensions into a school-level case study, this research enriches the academic discourse on

performance-based management in the public sector, particularly in the education sector. The novelty of this study also stems from its methodological approach, which combines qualitative inquiry with accountability frameworks often used in financial governance.

Recommendations for future research include comparative studies involving multiple schools to examine the scalability of VFM implementation. Practically, educational institutions and policymakers are encouraged to adopt VFM principles systematically to enhance transparency, efficiency, and educational impact at the local level.

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