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ISLAMIC SCHOOL FINANCIAL MANAGEMENT BASED ON QS. AL-ISRA 26–27: THE PERSPECTIVE OF FAKHR AL-RAZI'S INTERPRETATION

Bunga Wardatul Jannah¹, Diningrum Citraningsih²

Email address: bungawardatul123@gmail.com¹, diningrum.citra@gmail.com²

Affiliation: STAI Terpadu Yogyakarta¹²

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Abstract

Effective, efficient, and accountable financial management is a fundamental aspect in realizing quality education in Islamic schools, and this is in line with the message of QS. Al-Isra' verses 26–27. This study applies a qualitative approach through a literature study method, with the main sources being Tafsir Fakhr Ar-Razi and relevant scientific articles published in the last five years. The results of the study indicate that ideal education fund management can be achieved through the implementation of four management functions (POAC): directed planning, clear organization, targeted implementation, and transparent supervision. Specifically, the interpretation of Fakhr al-Din al-Razi emphasizes that the prohibition of tabdzir is not limited to material waste, but includes the use of assets that deviate from the right purpose and are not oriented towards the benefit, so that fund management requires both moral and rational responsibility. Although there are still various obstacles in its implementation, this finding confirms that the application of Qur'anic values can strengthen financial management practices so that they are more professional and support the improvement of the quality of education as a whole. Therefore, this research serves as an important reference for Islamic school managers in optimizing financial practices to be more structured, sustainable, and able to create an educational environment that is trustworthy, productive, inclusive, and oriented towards the success of students and the wider community.

Keywords: Qur'anic Ethics, Management (POAC), Educational Financial Management, QS. Al-Isra', Tafsir Fakhr Ar-Razi.

Abstrak

Pengelolaan keuangan yang efektif, efisien, serta akuntabel merupakan aspek fundamental dalam mewujudkan pendidikan bermutu di sekolah Islam, dan hal ini selaras dengan pesan QS. Al-Isra' ayat 26–27. Penelitian ini menerapkan pendekatan kualitatif melalui metode studi pustaka, dengan sumber utama berupa Tafsir Fakhr Ar-Razi serta

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artikel ilmiah relevan yang dipublikasikan dalam lima tahun terakhir. Hasil penelitian menunjukkan bahwa pengelolaan dana pendidikan yang ideal dapat dicapai melalui penerapan empat fungsi manajemen (POAC): perencanaan yang terarah, pengorganisasian yang jelas, pelaksanaan yang tepat sasaran, serta pengawasan yang transparan. Secara khusus, penafsiran Fakhr al-Din al-Razi menegaskan bahwa larangan *tabdzir* tidak terbatas pada pemborosan material, tetapi mencakup penggunaan harta yang menyimpang dari tujuan yang benar dan tidak berorientasi pada kemaslahatan, sehingga pengelolaan dana menuntut tanggung jawab moral sekaligus rasional. Meskipun masih terdapat berbagai kendala dalam implementasinya, temuan ini menegaskan bahwa penerapan nilai-nilai Qur'ani mampu memperkuat praktik manajemen keuangan sehingga lebih profesional dan mendukung peningkatan mutu pendidikan secara menyeluruh. Oleh karena itu, penelitian ini menjadi referensi penting bagi pengelola sekolah Islam dalam mengoptimalkan praktik keuangan agar lebih terstruktur, berkelanjutan, serta mampu menciptakan lingkungan pendidikan yang amanah, produktif, inklusif, dan berorientasi pada keberhasilan peserta didik maupun masyarakat luas.

Kata Kunci: Etika Qur'ani, Manajemen (POAC), Pengelolaan Keuangan Pendidikan, QS. Al-Isra', Tafsir Fakhr Ar-Razi.

A. Introduction

A good educational environment is a key factor in supporting the achievement of national education goals and the formation of student character (Ubaidah et al. 2023). Education plays a crucial role in national development, particularly in Islamic schools, which emphasize not only academic achievement but also character development and noble morals in students (Tampubolon et al. 2024). Careful planning, strict implementation, and clear oversight are some of the components of successful financial management that significantly impact the improvement of educational quality. Each of these financial management components helps optimize the use of resources to achieve educational goals. Furthermore, to ensure that everyone is accountable for financial management, it is crucial to determine who is responsible for what. This will increase the accountability of educational institutions (Barlian, Permana, and Mahmudah 2022).

Every school or educational institution needs to implement an effective and efficient financial management system to maximize the use of all available resources. This management includes the management of educational funds, both from the government and from community participation, with the primary goal of supporting the learning process. Furthermore, the budget must be allocated for the development of educational facilities to create a comfortable and productive learning environment. Furthermore, the welfare of teachers and other educational staff also requires attention, given their crucial role in the delivery of education. Through good financial management, resources can be used in a targeted manner, thus impacting the overall improvement of educational quality (Nuraini Asriati 2024).

In Surah Al-Isra' verses 26–27, Allah SWT strictly forbids wastefulness (*tabdzir*) and even refers to those who do so as "brothers of Satan." This prohibition

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demonstrates the importance of the principles of caution and responsibility in using the wealth that Allah has bestowed upon humans. Waste reflects an attitude of ingratitude and an inability to manage blessings wisely, thus potentially causing harm to both oneself and the social environment. Through this verse, Allah reminds every individual to be able to place the use of wealth according to the right needs and goals, and to avoid excessive behavior that does not bring benefits (Pratama & Al Rosid, 2025). The moral message contained therein also serves as a basis for humans to apply the values of efficiency, balance, and responsibility in every aspect of life, including in managing personal and institutional finances, so that blessings and mutual benefit are realized (Mughtar 2025).

However, in practice, many educational institutions still face challenges in optimal financial management, resulting in poor educational quality. Schools with limited budgets often face obstacles in meeting operational needs, such as facility maintenance, textbook procurement, and the provision of learning tools. This situation is further complicated when management lacks adequate budget management competency. Consequently, misappropriation and inefficient use of funds often occur, ultimately worsening the school's financial condition and hindering improvements in educational quality. Therefore, improving managerial capacity is crucial for educational institutions to manage their finances more effectively and effectively (Nuraini Asriati 2024) .

Good financial management not only ensures the availability of facilities and infrastructure, but also ensures the utilization of funds appropriately in accordance with the values of the Qur'an. This is in line with the principles contained in QS Al-Isra' verses 26-27 which emphasize the importance of fulfilling rights to those entitled and avoiding *wasteful behavior* . In the context of education, this principle serves as a guideline so that every policy and use of funds is carried out wisely, transparently, and efficiently. This study also refers to the interpretation guide in the book of *Fakhru Ar-Razi* as a reinforcement of the sharia perspective in the financial management of Islamic schools. Furthermore, this study not only examines theoretical aspects, but also analyzes financial management practices that have been implemented in several Islamic schools, so it is hoped that it can provide applicable recommendations for school administrators. With financial management in accordance with sharia principles, the quality of Islamic education is expected to continue to be improved so as to produce a superior, knowledgeable, and moral generation.

This research is based on two main theoretical foundations, namely George R. Terry's Management Theory (1958) and Stewardship Theory. According to George R. Terry in his book *Principles of Management*, management consists of four main functions *Planning, Organizing, Actuating, and Controlling* known by the abbreviation POAC, as the basis for applying management principles to achieve organizational goals effectively and efficiently (Rifaldi Dwi Syahputra and Nuri Aslami 2023). Meanwhile, stewardship theory positions management as a party

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trusted to act in the interests of the public and stakeholders, emphasizing responsibility and commitment in realizing common goals (Amerieska, Narsa, and Ningsih 2023) . By combining these two theories, this research seeks to analyze educational financial management strategies that are not only administratively efficient but also reflect Islamic ethical values as contained in the Qur'an, so that financial management can be carried out professionally, transparently, and based on moral responsibility.

Fakhrudin al-Razi (d. 606 AH/1210 CE) is known as one of the leading scholars in the fields of interpretation, theology, and philosophy. Through his monumental work, *Mafātīḥ al-Ghayb*, also called *al-Tafsīr al-Kabīr* , he presents a comprehensive interpretation of the Qur'an with linguistic, theological, philosophical, and Sufi approaches. As an Ash'ari theologian and expert in the ushul fiqh of the Shafi'i school, he attempted to combine the arguments of revelation (naql) and reason ('aql), while rejecting both anthropomorphism and excessive rationalism. His method of interpretation is analytical (tahlīlī), encompassing discussions of linguistic aspects, *asbāb al-nuzūl*, as well as theological and philosophical debates. In his interpretation, he also examines and compares the views of scholars such as at-Tabari, az-Zamakhsyari, and al-Ghazali before presenting his own critical synthesis. The distinctive characteristics of his interpretation are seen in the use of logic (mantīq), dialectics (jadal), and the ta'wīl approach in understanding the mutasyābihāt verses, with the integration of various disciplines, although some consider his discussion style to be quite long and detailed (Fitri et al. 2025).

Against this backdrop, this research is expected to serve as a reference for Islamic school administrators in formulating better financial management strategies, as outlined in Surah Al-Isra', verses 26-27, and contribute to the development of Islamic education in Indonesia. While previous research discussed the differences between the meanings of *tabdzir* and *israf*, this study combines the two and discusses financial management strategies in educational institutions to achieve quality education.

B. Method

This study employs a qualitative approach through a literature review method to collect and analyze data related to financial management strategies in educational institutions. The data sources used are divided into two categories: primary data obtained from the book *Tafsir Fakhr ar-Razi*, volume 7, and secondary data sourced from scientific articles indexed by Google Scholar over the past five years (2020–2025).

A systematic literature search was conducted through the Google Scholar database using the keywords "*educational financial management strategy*", "*transparency and accountability*", and "*financial management* ." Based on the initial search results, 25 articles were found to be relevant to the research focus.

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The selection process involved screening titles and abstracts, followed by a full *-text review* to ensure the articles align with the research focus. Based on inclusion criteria, which included topic suitability, year of publication, and availability of full manuscripts, 11 articles were selected for use in the final analysis.

Meanwhile, the exclusion criteria in this study include: (1) articles that are substantially irrelevant to the study of educational financial management strategies; (2) articles that cannot be accessed in full text form; (3) articles in the form of opinions, blogs, or non-academic publications that have not gone through a *peer-review process* ; and (4) articles published outside the time period specified in the research limitations.

The data analysis in this study was conducted using a *Systematic Literature Review* (SLR) approach to identify key themes related to efficiency, transparency, and accountability in financial management. To ensure the validity of the findings, this study employed source triangulation techniques and conducted repeated literature searches to ensure data consistency, credibility, and validity.

This study aims to: (1) identify various financial management strategies discussed in contemporary literature related to improving the quality of education; and (2) analyze the relationship between these strategies and the values contained in QS. Al-Isra' verses 26–27 based on *Fakhru Ar-Razi's interpretation* .

C. Results and Discussion

Synthesis of Literature Findings on Financial Management Strategies

Based on an analysis of 11 articles that passed the systematic selection process, several important findings were obtained regarding educational financial management strategies. These articles describe various financial management approaches deemed effective in educational institutions, encompassing the planning, implementation, and evaluation stages. Overall, the study results indicate that financial management practices implemented effectively, efficiently, transparently, and accountably contribute significantly to improving the quality of education. A summary of these findings is presented in Table 1 below.

Table 1. List of Selected Articles Related to Financial Management Strategies, Transparency, and Accountability in Education

No	Title	Author & Year	Method	Findings
1	School Financial Management Strategies to Increase Resource Efficiency.	Dini Melinda Ayu, Re Girindrattta, Nida Nurfaillah, Firyal Fariz and Malki Al Mashur. 2024.	Qualitative.	Several strategies that can be applied in financial management include comprehensive budget planning, improving managerial capabilities, utilizing information technology, implementing strict internal supervision and audits, and developing various funding sources (Ayu et al. 2024).
2	BOS Fund Management Strategy to Achieve School Financial Efficiency and Effectiveness.	Sufia Shalehah, Viony Dwi Arfa, Ermita and Fifin Wildanah. 2025.	Qualitative.	Effective strategies in managing School Operational Assistance (BOS) funds include systematic planning of fund use, improving the competence of teaching staff, repairing and maintaining educational facilities and infrastructure, providing relevant teaching materials, developing an adaptive curriculum, and increasing the active participation of students and parents in the educational process (Shalehah, Arfa, and Wildanah 2025).
3	Digital-Based School Financial Administration System to Improve Educational Effectiveness.	Andreki Ariesta, Alfikri Pratama, Ermita and Fifin Wildanah. 2025.	Qualitative.	Financial administration includes the process of managing, recording, planning, using, and accounting for funds which plays an important role in increasing the efficiency and effectiveness of achieving organizational goals (Ariesta, Pratama, and Wildanah 2025).

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4	Transparent and Accountable School Financial Management.	Faras Abiyu, Fadhilah, Andreki Ariesta and Davin Malik Alfaruqi. 2025.	Qualitative.	Transparency demands openness in conveying financial information, while accountability emphasizes responsibility for the use of funds that can be accounted for legally, administratively, and morally (Abiyu, Ariesta, and Alfaruqi 2025) .
5	Financial Management Strategy in Improving the Welfare of Integrated Islamic Elementary Schools in Banjarmasin.	Riinawati and Ahmad Salabi. 2024.	Qualitative.	The positive impact is seen in the increase in student welfare through appropriate allocation of funds, support for extracurricular activities, and improvements and enhancements to educational facilities (Riinawati and Ahmad Salabi 2024).
6	Educational Financial Management in Increasing the Efficiency and Effectiveness of Resources.	Rusti Wulaningsih and Nuraini Asriati. 2024.	Qualitative.	Good financial management in educational institutions plays a crucial role in improving the quality of education. Furthermore, implementing transparency and accountability in budget use is key to efficient and reliable management (Nuraini Asriati 2024).
7	The Role of the School Committee in Participation Financing Education at MTs Al Hidayah West Purwokerto	Esti Rahayuningsih, and Nurfuadi. 2024.	Qualitative.	The school committee has a crucial role in budget planning, financial oversight, and ensuring the achievement of educational goals through active participation and transparent and accountable decision-making (Rahayuningsih and Nurfuadi 2024) .
8	Accountability and Transparency of School Operational Assistance (BOS) Fund Management in	Nurul Widiana Amin, Eni Indriani, and	Qualitative	The implementation of the accountability principle requires schools to be accountable for every use of BOS funds transparently and in accordance with regulations. Based on observations, the

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	Elementary Schools in Mataram District in 2021.	Yusli Mariadi. 2022.		implementation of BOS fund accountability at SDN 7 Mataram, SDN 12 Mataram, and SDN 36 Mataram has been running well and meeting the established accountability indicators (Nurul Widiana Amin, Eni Indriani, and Yusli Mariadi 2022) .
9	The Influence of Financial Literacy, Financial Planning, and Financial Attitudes on Personal Financial Management	Febri Aulia Artha and Kartiko Adi Wibowo. 2023.	Qualitative	All independent variables, including financial literacy, financial planning, and financial attitudes, partially and simultaneously have a major impact on how a person manages their finances (Artha and Wibowo 2023) .
10	The Role of School Committees in Improving School Quality.	Firman, Halima, and Arfin. 2022.	Qualitative.	The role of the School Committee in improving the quality of education at SMP Negeri Satap 4 Lasolo Kepulauan, North Konawe Regency includes: (1) coordinating and collaborating with the school, (2) being involved in the preparation and implementation of school programs, (3) participating in the supervision and management of school financial funds, and (4) helping to accommodate and convey community aspirations to the school (Firman, Halima, and Arfin 2022) .
11	Leadership Collaboration Between School Principals in the Development of Facilities and Infrastructure at	Maglon Ferdinand Banamtuan, and Soleman Baun. 2021.	Qualitative.	The principal plays an important role in seeking support from various parties, both internal and external, so that the sustainability of school programs and activities can run effectively,

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Based on Table 1, the majority of studies place transparency and accountability as the dominant aspects influencing the improvement of educational quality. The emphasis on transparency implies that educational institutions need to submit financial reports and budget utilization openly, so that stakeholders can conduct effective monitoring and evaluation. On the other hand, accountability emphasizes the obligation of educational administrators to be accountable for every policy and expenditure they make (Abiyu et al. 2025) . The implementation of these two principles enables educational institutions to build public trust while creating a climate conducive to the learning process. Thus, transparency and accountability are understood not only as administrative principles but also as essential foundations for realizing quality and sustainable education.

QS analysis. Al – Isra' verses 26-27 According to the Book of Fakhru Ar-Razi

Surah Al-Isra', which literally means the night journey, was revealed in the city of Mecca and consists of 111 verses, where the majority of scholars believe that all of the verses were revealed before the Prophet Muhammad ﷺ migrated to Medina (Wiranto and Akib 2022) . The verse not only emphasizes the prohibition of material waste, but also contains spiritual, social, and moral values that direct humans to use wealth and time wisely. Therefore, QS. Al-Isra' verses 26–27 are used as the main point of reference because they contain a message prohibiting waste as well as ethical connotations in wealth management (Mughtar 2025) . By understanding this context, analysis of the verses and interpretation of *Fakhru Ar-Razi* can be directed to formulate ethical principles relevant to the practice of educational financial management.

The verse that is the basis of this research is

وَأْتِ ذَا الْقُرْبَىٰ حَقَّهُ وَالْمِسْكِينَ وَابْنَ السَّبِيلِ وَلَا تُبَذِّرْ تَبْذِيرًا ﴿٣٦﴾ إِنَّ الْمُبَذِّرِينَ كَانُوا إِخْوَانَ الشَّيْطَانِ ﴿٣٧﴾ وَكَانَ الشَّيْطَانُ لِرَبِّهِ كَفُورًا ﴿٣٧﴾

"And give your due to close relatives, the poor and those on a journey; and do not squander (your wealth) wastefully. Indeed, these wasters are the brothers of Satan..." (QS. Al-Isra': 26-27).

The key phrase in this verse, "wala tubadzir tabdīran," emphasizes the prohibition of being wasteful, which causes damage and waste of wealth because it makes someone underestimate, care less, and allow their wealth to be damaged or destroyed, and such behavior is a form of waste of money that is clearly prohibited in Islamic teachings (Fitriani 2023) . Waste is referred to as the brothers of Satan—namely, brothers in extravagance, stupidity, neglect of obedience, and disobedience

to Allah—which shows how dangerous wasteful behavior is, so that understanding this interpretation encourages individuals to be more aware of the importance of wise wealth management (Muchtari 2025) .

Verses 26–27 of QS. Al-Isra' explain that “giving rights to relatives” is a general command (mujmal) understood by scholars as an obligation to provide for parents and children, while non-mahram relatives are only entitled to good social relationships such as affection, visits, and mutual assistance. Allah then forbids *tabdzir*, namely the act of destroying property and spending it excessively beyond reasonable needs, because wastefulness is a form of wasting Allah's blessings. This prohibition is emphasized by calling wasteful people “brothers of Satan,” namely people who resemble Satan in their bad behavior—using blessings not for Allah's pleasure, causing damage, and committing sins. Thus, this verse provides a strong warning that not fulfilling the rights of relatives, behaving wastefully, and using wealth for futile or immoral purposes, including actions that bring humans closer to the characteristics of Satan and are a form of disbelief in Allah's blessings, so this verse comes down as a warning to manage wealth properly and not use it for futile or immoral acts (2021) .

The interpretation of QS. Al-Isra' verses 26-27 emphasizes the importance of distributing wealth to those in need and teaches humans to use wealth wisely, not excessively, and always considering the balance between individual interests and the interests of society. In line with this principle, Islam emphasizes the importance of efficiency in the use of resources. Any form of waste is considered wasteful, which not only contradicts moral values but also reflects weak planning and management. Therefore, planned and measured management of assets is a key pillar in preventing the loss of benefits that should be generated. Carelessness in managing resources not only causes material losses but also has the potential to create economic imbalances and other social problems that harm society more broadly (Ulirrahmi n.d.).

Integrating Financial Management Strategies with the Values of QS. Al-Isra 26–27 (Based on POAC)

Based on an analysis of the various literature reviewed, this study identifies four main themes in financial management strategies that contribute to improving the quality of education. These four themes are then mapped within George R. Terry's management theory framework, which encompasses the functions of Planning, Organizing, Actuating, and Controlling (POAC).

This research does not only stop at mapping the managerial functions, but also integrates them with the values contained in QS. Al-Isra' verses 26–27 as interpreted by Fakhr al-Din al-Razi. After previously being presented in the form of a thematic table, in this section each function of the POAC is described in more depth to show the normative relevance between the principles of modern management and the prohibition of *tabdzir* and *israf* in the perspective of the Qur'an. Thus, educational

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financial management is not only understood as an effective and accountable practice administratively, but also as an effort that is in line with the values of moral and religious responsibility.

1. Targeted Financial Planning (*Planning*)

Financial planning is an essential competency for every individual in achieving their financial goals. Without systematic and targeted planning, the realization of these goals can potentially be hampered and lead to uncertainty in financial management. Furthermore, the lack of adequate planning can trigger unexpected expenses that can disrupt financial stability (Artha and Wibowo 2023) . According to Andreki's research, financial management is a systematic effort to regulate all activities related to an organization's financial system so that available financial resources can be used effectively, efficiently, and productively to support the achievement of organizational goals, particularly in the field of education (Ariesta et al. 2025) . According to Sufia Shalehah, planning serves as a guideline for the implementation, control, and supervision of educational activities to ensure they run according to established goals. It will be effective if supported by an education financing system that aligns with predetermined targets (Shalehah et al. 2025) .

The values contained in QS. Al-Isra' 26–27 have strong relevance to the practice of educational financial management, especially in the aspect of school budget preparation (Ayu et al. 2024) . According to Fakhr Ar-Razi's interpretation, *tabdzir* is not only defined as the waste of money in general, but also as the use of assets that is not in accordance with the intended purpose (2021) . In this regard, it is important to understand that waste can occur in various forms, such as excessive spending or unplanned use of funds. This shows that errors in planning the use of assets can have a negative impact on both society and individuals. Therefore, waste occurs not only when funds are used excessively, but also when funds are used without careful planning and not used for the public interest.

In educational financial management, poor planning can lead to mismanagement. Inappropriate financial management of government aid programs results in poor quality education and reduces stakeholder awareness of how funds are used. Therefore, inappropriate budgeting and disproportionate allocation of funds can lead to ineffective resource use (Shalehah et al. 2025) . This contradicts Quranic principles that mandate the wise and judicious use of wealth.

Therefore, sound financial planning is not only an essential skill for everyone, but also a prerequisite for a good education. To ensure responsible and efficient resource management, it is crucial to understand and apply Quranic principles, such as the prohibition on extravagance. It is crucial for all parties to work together to create a realistic and targeted budget, as inaccuracies in planning can lead to waste that is detrimental to both society and individuals. Educational institutions

can achieve their goals and create financial stability that supports the sustainability of education by implementing a systematic approach that involves all parties.

2. Organizing Fund Management (*Organizing*)

The school committee acts as a liaison between the madrasah and the community, and functions in fundraising and preparing budget plans to support the implementation of activities and the development of educational facilities and infrastructure (Rahayuningsih and Nurfuadi 2024) . According to research by Maglon Ferdinand Banamtuan, the school committee acts as a *controlling agency*, namely an institution that carries out social oversight functions for schools. This supervision is preventive in nature and places more emphasis on social aspects, such as when schools prepare RKAS or accountability reports to the community (Banamtuan and Baun 2021) . Some roles that must be carried out by the School Committee in an effort to improve the quality of education in schools are: (1) establishing coordination and cooperation with the school, (2) participating in the preparation and implementation of school programs, (3) supervising and playing a role in the management of school financial funds, and (4) helping to accommodate and convey community aspirations to the school (Firman et al. 2022) .

The interpretation of Surah Al-Isra' verses 26-27 emphasizes the importance of distributing wealth to those who do not have it. The verse also teaches people to use wealth wisely, always considering the balance between personal and public interests (Ulirrahmi n.d.) . According to Fakhr Ar-Razi's interpretation, wealth must be given and used in a proper manner and not misused because waste is a form of wasting Allah's blessings (2021) .

In the context of education, the school committee plays an active role in the preparation of the annual budget plan by conducting a comprehensive assessment of the school's needs and then allocating funds based on priorities, such as facility renovation and the procurement of learning materials, to ensure that all aspects of the school's operations receive adequate funding support (Rahayuningsih and Nurfuadi 2024) . This will minimize the potential for mismanagement, as funds are managed through an organized and accountable system.

Therefore, school committees play a crucial role as a bridge between the madrasah and the community, supporting effective education delivery through fundraising, budget planning, and social oversight of school program implementation. Furthermore, school committees actively contribute to establishing funding priorities and ensuring adequate resource allocation to improve educational quality, facilities, and infrastructure.

3. Effective Implementation and Utilization of Funds (*Actuating*)

School financial implementation is the process of implementing a previously prepared budget plan while remaining open to adjustments based on evolving

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needs and conditions (Intan and Zulkarnain 2023) . According to Faras Abiyu (2025), schools need to understand their funding sources whether from the government, the community, or other sources and are required to manage them in accordance with applicable budgets and regulations. Through a one-stop shop system, funds are received directly by the treasurer and used according to the needs of the planned program, with each program having a clear person in charge (Abiyu et al. 2025) . Furthermore, according to Nurul Widiani (2022), the management of BOS funds must be carried out transparently by involving all stakeholders, such as parents, committees, and teachers, in budget preparation and reporting. This openness is in accordance with (Ministry of Education and Culture of the Republic of Indonesia 2021) which emphasizes the importance of transparency as a primary principle, while also in line with the results of previous research that emphasizes the need for stakeholder participation and compliance with regulations so that the management of BOS funds is accountable and in accordance with regulations (Nurul Widiani Amin et al. 2022) .

According to Al-Isra', verses 26–27, *tabdzir* and *israf* should be avoided when using wealth. The terms *israf* and *tabzir* are related, meaning that both actions lead to futile results. According to Imam Malik, waste is taking wealth from the proper way but spending it in an inappropriate way, so that it becomes wasted while *israf* is doing something beyond the limits that should be sufficient and appropriate, but continuously exaggerating it until it becomes futile and useless for one's position (Fitriani 2023) . According to the interpretation of Fakhr Ar-Razi, this verse provides a strong warning about disobeying the rights of relatives, wasteful actions, and useless use of wealth (2021) .

Therefore, to ensure that existing funds are used effectively, school financial reports must be prepared in a transparent, participatory manner, and in accordance with regulations. Transparent financial reports allow the community and stakeholders to clearly see and evaluate how resources are being used. Furthermore, community participation in financial management can increase engagement and ownership of education, fostering a sense of shared responsibility. Strict regulations are also essential to prevent budget misuse and ensure funds are used according to their intended purpose. Overall, this method not only makes administrators more accountable but also builds public trust in educational financial management. Ultimately, this improves the overall quality of education.

4. Financial Supervision, Transparency, and Accountability (*Controlling*)

Education funding plays a crucial role in achieving educational goals and must be managed through sound planning to ensure targeted outcomes. The School Operational Assistance (BOS) program represents government support for school operational costs to ensure quality education. BOS funds are used transparently and accountably through an agreement between the BOS

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Management Team, the Teachers' Council, and the School Committee (Soro et al. 2023) . Schools must strive for and implement the principles of accountability and transparency within good governance to reduce and prevent irregularities. Therefore, the community and government must participate in planning and overseeing school operations (Nurul Widiyana Amin et al. 2022) .

In line with this, research by Dini Melinda Ayu shows that one of the important elements in school financial management is public trust. This is built through effective communication with various parties and stakeholder involvement in long-term planning, which results in shared support, trust, and commitment to the school's strategic goals (Ayu et al. 2024) . This finding is reinforced by Faras Abiyu's findings that the principles of transparency and accountability are key pillars in school financial management because they ensure education funds, including BOS funds, are managed responsibly and used in the most effective way to improve the quality of education (Abiyu et al. 2025) , and by Riinawati's findings that long-term investment planning is supported by transparent and accountable financial management. Transparency helps stakeholders understand the use of funds, while accountability ensures program sustainability and improves the quality of education (Riinawati and Ahmad Salabi 2024) .

In QS. AL-Isra' 26-27 wasteful people are referred to as the brothers of Satan namely brothers in extravagance, ignorance, neglect of obedience, and disobedience to Allah which shows how dangerous wasteful behavior is, so that understanding this interpretation encourages individuals to be more aware of the importance of wise wealth management (Mughtar 2025) . According to Fakhr Ar-Razi's interpretation, this prohibition is emphasized by calling wasteful people "brothers of Satan," namely people who resemble Satan in their bad behavior—using blessings not for the pleasure of Allah, causing damage, and committing sins (2021) .

Research by Rusti Wulaningsih shows that the lack of transparency in school fund management is often caused by weak oversight and accountability, both at the school level and at the education office. Accountability, however, is closely related to transparency and strict oversight, as schools that implement accountability mechanisms effectively tend to maximize the use of funds appropriately and in accordance with established budget plans. Therefore, the notion that "wasteful people are the brothers of the devil" emphasizes the relevance of the *Controlling function* , namely the need for oversight and evaluation to prevent expenditures from leading to detrimental actions (Nuraini Asriati 2024) .

As an affirmation, Fakhr Ar-Razi explains that QS. Al-Isra' 26–27 emphasizes the obligation to fulfill the rights of relatives while avoiding wasteful behavior (2021) , which is the essence of proper wealth management. This verse

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raises managerial values in the form of the need for careful budget planning, frugal resource control, and the application of the principles of efficiency and effectiveness in all forms of expenditure (Shalehah et al. 2025). Furthermore, the verse emphasizes the principles of trust and public responsibility, especially in the context of educational financial management. By making Qur'anic values a foundation, the educational process can be more sustainable and with integrity. Therefore, this verse is worthy of being used as a reference in integrating Qur'anic teachings into educational financial management practices. Understanding the contents of this verse not only directs attention to the technical aspects of management, but also the ethical and spiritual dimensions. Overall, the values contained provide strong guidelines for fair and responsible management, and have the potential to provide broad benefits for improving the quality of education and community welfare.

D. Closing

This study demonstrates that the four pillars of management (POAC)—planning, organizing, implementing, and monitoring—can be used to understand educational financial management. It has been shown that improving educational services and increasing public trust are supported by a well-targeted budget, a clear division of tasks between the management team and the principal, and clear oversight and implementation. Principals of Islamic educational institutions have many practical responsibilities. They must ensure that budgets are designed to improve educational quality, ensure that financial reporting is transparent, and establish a financial monitoring system based on administrative audits and trustworthiness audits. Therefore, educational financial management can balance contemporary management principles with Qur'anic spiritual principles.

This study has limitations in the use of exegetical sources, as it relies solely on Fakhr Ar-Razi's explanation. This limitation indicates the need for further research comparing this verse with other exegesis, such as *Ruḥul Ma'ānī* or *Ibn Kathir's exegesis*, to broaden the interpretative perspective. By involving various exegesis, the analysis of Qur'anic values in educational financial management will be more in-depth and rich. Furthermore, further research should be enriched with an empirical approach in Islamic schools to make the results more contextual and applicable. Findings based on field data will provide a concrete picture of the implementation of financial management strategies that align with Qur'anic principles and allow for evaluation of their effectiveness. Therefore, the development of subsequent studies is expected to provide a more meaningful contribution to the practice of educational financial management through a combination of theoretical studies and actual implementation in the field.

Ultimately, this study confirms that ideal educational financial management integrates modern managerial principles with Quranic values. This synergy not only

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results in professional and transparent governance but also ensures the use of funds in a trustworthy, targeted manner, and oriented towards improving the quality of education.

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Bunga Wardatul Jannah¹, Diningrum Citraningsih²