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Transparency, Accessibility, and Teacher Perception of School Operational Assistance Fund Management

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ABSTRACT

Purpose: This study examines the influence of transparency and accessibility of School Operational Assistance (BOS) fund financial information on teacher perceptions in a public elementary school in Makassar, Indonesia, and evaluates whether these two constructs operate independently or complementarily in shaping stakeholder trust.
Methodology: A quantitative explanatory design was employed using saturated sampling of all teachers at one SPF public elementary school. Of twenty distributed questionnaires, seventeen valid responses were analyzed through multiple linear regression with the assistance of SPSS.
Results: Transparency did not significantly influence teacher perception (t = -0.009, sig = 0.993), whereas accessibility exerted a positive and significant effect (t = 4.320, sig = 0.001). Simultaneously, both variables significantly influenced teacher perception (F = 9.396, sig = 0.003), explaining 57.3 percent of its variance.
Conclusions: Accessibility, rather than transparency alone, is the dominant driver of positive teacher perception, although the two constructs jointly generate stronger explanatory power, reinforcing stakeholder theory's emphasis on usable information access.
Limitations: The single-site design, small sample, and cross-sectional data restrict generalizability and causal inference.
Contributions: The study extends financial accounting theory by positioning accessibility as a distinct antecedent of stakeholder perception rather than a mere extension of transparency, and offers practical guidance for schools and education authorities seeking to design more usable financial disclosure mechanisms for teachers as internal stakeholders of public education funding.

Keywords: *Accessibility, BOS Fund, Public Sector Accounting, Teacher Perception, Transparency*

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1. Introduction

Education remains a cornerstone of national development, and the financing mechanisms that support it are frequently scrutinized as indicators of governance quality (Rakhman & Wijayana, 2021). In Indonesia, the government has channeled School Operational Assistance funds, commonly known as Dana BOS, to elementary and secondary education units since 2005 to fulfill the constitutional mandate that the state finance basic education (Sine, Tunti, & Rafael, 2021). These funds are intended to cover non-personnel operational needs, including instructional materials, facility maintenance, and learning activities (Rakhmawati, 2018). While the policy embodies a clear commitment to equitable access to education, the annual expansion of BOS allocations has not automatically translated into improved education quality, largely because governance quality at the school level has not kept pace with the scale of disbursement (Fathirah, Nirwana, & Haliah, 2024).

Two principles are widely regarded as the foundation of sound BOS fund management: accountability and transparency (Ginting, 2023). Transparency requires schools to openly disclose the source, amount, planning, realization, and accountability of funds to all stakeholders, including teachers (Wiguna, Kartini, & Nurmilah, 2024). Genuine transparency is theorized to build public trust and deter misuse of public resources (Langella, Anessi-Pessina, & Bracci, 2023). Yet audits conducted by Indonesia's Supreme Audit Agency continue to uncover irregularities such as fictitious reporting and weak internal oversight (Rakhmawati, 2018), suggesting that the volume of disbursed funds bears little relationship to the quality of their administration. Field-level evidence indicates that many BOS fund managers struggle to prepare adequate accountability reports, largely due to limited accounting literacy and frequently revised technical guidelines (Simanjuntak, Nafiati, & Hendaryati, 2024). This divergence between the normative expectation of transparent, accountable management and the operational reality of Indonesian public elementary schools constitutes the empirical starting point of the present study.

From a financial accounting perspective, transparency materializes through the quality of documents prepared by the school treasurer, including the general ledger, subsidiary ledger, and budget realization reports. The availability of complete, accurate, and accessible financial information is a core indicator of transparency (Batubara, 2024). Teachers, as internal stakeholders of public education funding, are entitled to examine these records to confirm that BOS transactions are properly recorded and reported. However, disclosure alone does not guarantee that stakeholders can meaningfully use the information that is disclosed (Bertot, Jaeger, & Grimes, 2010). Accessibility, understood as the ease with which teachers can obtain, retrieve, and comprehend financial information, has therefore emerged as a parallel and arguably underexamined determinant of stakeholder perception in public sector accounting (Bannister & Connolly, 2014). Evidence from Sine et al. (2021) shows that publishing reports on school bulletin boards and websites increases public trust, yet many schools have not adopted open publication practices, leaving teachers with limited practical means of obtaining transparent information (Ginting, 2023).

Transparency and accessibility are conceptually complementary rather than substitutable. Transparency ensures the existence of complete and honest information, while accessibility ensures that such information can actually reach and be understood by its intended users (Jusasni, Siregar, & Nasution, 2023). Without accessibility, transparent information remains theoretically available but practically inert, since teachers cannot act upon what they cannot locate or interpret. Conversely, without transparency, accessible channels convey little value because the information flowing through them may be inaccurate or incomplete. This interdependence implies that studying either construct in isolation risks mischaracterizing how stakeholder perception is actually formed at the school level.

Empirical research on this relationship remains fragmented. Muhlasin, Muchtar, and Wijanto (2024) found that BOS fund management and budget transparency jointly and significantly influence teacher performance, while Rohman, Nurkhin, and Mukhibad (2024) demonstrated that financial management transparency positively affects teacher work motivation. A systematic review by

Simanjuntak, Nafiati, and Hendaryati (2024) further confirmed that transparency and effectiveness in education fund management contribute meaningfully to education service quality and stakeholder participation. These studies collectively suggest that the higher the transparency and accessibility of financial information, the more favorable teachers' perceptions of BOS fund management are likely to be. Yet none of these studies has quantitatively tested transparency and accessibility as simultaneous, distinguishable predictors of teacher perception within a single explanatory model.

Epistemologically, teacher perception of BOS fund management cannot be reduced to a purely normative or technical phenomenon. School financial reality is not experienced uniformly; it is constructed through the meanings that stakeholders assign to the information available to them (Moutinho & Gomes, 2021). Teachers are not passive recipients of financial disclosures but active interpreters who evaluate information through the lens of their own knowledge, experience, and workplace relationships. Understanding how teachers interpret transparency and accessibility is therefore essential to explaining why perceptions of BOS fund management vary even under a uniform national regulatory framework. Much of the existing literature approaches this issue from a narrowly technical angle, namely the effectiveness of fund utilization or compliance with reporting formats, and has not empirically tested how transparency and accessibility jointly shape the perceptions of teachers as a specific class of internal stakeholder.

Comparative evidence from international public financial management research reinforces the plausibility of distinguishing accessibility from transparency as separate constructs. Rodriguez Rodriguez, Munoz, and Hernandez (2013) found that the determinants of government financial transparency across a sample of local administrations were shaped as much by the technological infrastructure available to disseminate information as by the underlying disclosure policy itself, implying that the same disclosure regime can produce markedly different stakeholder experiences depending on how accessible its outputs are. Fung, Graham, and Weil (2023) argue that transparency policies frequently fail to achieve their intended accountability effects when the targeted audience lacks either the technical capacity or the practical channels needed to interpret disclosed information, a phenomenon they describe as the gap between targeted transparency and genuine public understanding. Within the Indonesian school finance context, this gap is plausibly more pronounced for teachers than for professional auditors or school committees, since teachers are rarely trained in financial reporting conventions and typically encounter BOS related disclosures only incidentally, through bulletin boards, staff meetings, or informal conversations with the school treasurer.

The socio-institutional context of Indonesian elementary education adds further urgency to this inquiry. Teachers, particularly those in non-urban schools, are frequently excluded from budget planning and reporting processes, producing an information asymmetry between school administrators and instructional staff (Suwardhiti, Diatmika, & Yuniarta, 2024). As reporting systems grow more complex without a corresponding improvement in teachers' access to or understanding of them, friction emerges between the normative right of teachers to know and the practical capacity of schools to communicate that knowledge effectively. Resolving this friction requires empirical evidence, not merely regulatory prescription.

Building on this gap between regulatory expectation and field practice, and on the absence of research that models transparency and accessibility as simultaneous predictors of teacher perception, this study adopts a quantitative explanatory approach to test the partial and simultaneous influence of transparency and accessibility of BOS fund financial information on teacher perception. The novelty of this study lies in conceptualizing accessibility as an independent variable distinct from transparency within a single regression model applied to elementary school teachers, a specification that has received limited empirical attention in Indonesian public sector accounting research. Theoretically, the study extends stakeholder theory and the broader financial disclosure literature by clarifying the differentiated roles that disclosure and usability of information play in shaping internal stakeholder trust. Practically, the findings are intended to guide schools and education authorities in designing financial reporting mechanisms that are not only transparent in principle but genuinely accessible to teachers in daily practice.

2. Literature Review and Hypotheses Development

2.1 Stakeholder Theory and Public Sector Financial Disclosure

Stakeholder theory posits that organizations are accountable to a broad constituency of parties whose interests are affected by organizational decisions, extending managerial responsibility beyond shareholders or, in the public sector, beyond central budget authorities (Van, 2015). Applied to public education financing, stakeholder theory reframes teachers, parents, and school committees as legitimate claimants on financial information, not merely passive beneficiaries of budgetary decisions made elsewhere (Moutinho & Gomes, 2021). The theory further predicts that the quality of a stakeholder's perception of an organization's financial governance is contingent on the extent to which that stakeholder can obtain and interpret relevant information, an argument that has become increasingly salient as public institutions adopt digital reporting mechanisms (Bertot, Jaeger, & Grimes, 2010). Ackerman (2004) conceptualization of social accountability similarly emphasizes that citizen and stakeholder oversight of public resources is only meaningful when channels for monitoring are genuinely open and usable, a point that has been echoed in more recent public sector accounting scholarship examining Indonesian local government reporting (Rakhman & Wijayana, 2021).

Contemporary public sector accounting research increasingly treats transparency and accessibility as related but analytically separable constructs. Almquist, Grossi, van Almquist, Grossi, van Helden, and Reichard (2013) argue that public sector governance rests on accountability mechanisms whose effectiveness depends on both the completeness of disclosed information and the practical means by which stakeholders can access it. Heald's influential distinction between upward, downward, inward, and outward transparency, as discussed in Langella, Anessi-Pessina, and Bracci (2023), further demonstrates that transparency is not a monolithic property of an organization but a multidirectional flow whose usefulness depends on the audience receiving it. For internal stakeholders such as teachers, downward and inward transparency, information flowing from school administrators to staff, is of particular relevance, since these are the channels through which financial accountability is experienced in daily institutional life.

2.2 Transparency of BOS Fund Management

Transparency in BOS fund management refers to the openness of information regarding the source, amount, planning, use, realization, and accountability of funds to all relevant stakeholders (Ginting, 2023). At the level of implementation, transparency is typically operationalized through the timely preparation and publication of budget plans, cash books, and realization reports (Ginting, 2023). Digital transformation has expanded the theoretical scope of transparency considerably; e-government initiatives now allow stakeholders real-time access to financial data through websites and online dashboards, which several scholars argue fosters far greater transparency than paper-based bulletin board disclosures alone (Bannister, & Connolly, 2014; Munoz, Bolívar, & Hernández, 2016). Nevertheless, empirical findings on BOS fund transparency in Indonesian schools remain mixed. Ginting (2023) found that transparency was reasonably well established at the planning and implementation stages but weak in the publication of financial reports to a broader stakeholder audience. Wiguna, Kartini, and Nurmilah (2024) similarly reported that transparency was present in planning and reporting documentation but constrained by limited public dissemination and low community involvement. Simanjuntak, Nafiati, and Hendaryati (2024) added that accountability and transparency efforts, while generally adequate, required strengthening in supervisory capacity and financial management competence.

A second stream of research links transparency directly to organizational and individual outcomes. Innawati, Dewi, and Partiwi (2024) found that transparency and internal oversight positively and significantly influenced the effectiveness of BOS fund management, while accountability alone showed no significant effect, a counterintuitive finding that underscores the primacy of disclosure practices over formal compliance procedures. Rakhmawati (2018) demonstrated that effectiveness, accountability, and transparency together exert a significant, positive influence on BOS fund management outcomes. In contrast, Batubara, Nasution, and Yanti (2023) documented that transparency at a junior secondary school in Natal Regency remained suboptimal because financial reports were rarely displayed on school information boards, illustrating how transparency can remain a policy aspiration rather than an operational reality in resource-constrained school environments. At the level of individual well-being, Rohman, Nurkhin, and Mukhibad (2024) found that transparency in financial management positively and significantly affected teacher work motivation, suggesting that transparency's influence extends beyond administrative compliance into the psychological experience of school staff. Collectively, this literature confirms that transparency is theoretically central to sound BOS fund governance, yet its empirical effects on stakeholder perception, particularly among teachers, are inconsistent across contexts, indicating the presence of moderating or complementary factors not yet fully specified in existing models.

2.3 Accessibility of Financial Information and Stakeholder Perception

Accessibility refers to the ease with which stakeholders can obtain, retrieve, and comprehend financial information once it has been disclosed (Suwardhiti, Diatmika, & Yuniarta, 2024). Whereas transparency addresses what information exists and whether it is disclosed, accessibility addresses whether stakeholders can practically use that information in their evaluative judgments (Bertot et al., 2010). This distinction has gained prominence in the digital governance literature, where scholars argue that the proliferation of open data portals and online financial dashboards has shifted the central challenge of public accountability from disclosure to usability (Bannister & Connolly, 2014). A report that is technically public but embedded in dense, jargon-laden documents or buried within an inaccessible portal offers little practical value to a teacher attempting to understand how BOS funds were allocated during a given semester.

Empirical findings on accessibility in the Indonesian education finance context are consistently positive. Suwardhiti, Diatmika, and Yuniarta (2024) demonstrated that the accessibility of BOS fund reports significantly and positively influenced school committee perceptions, mediated by financial accountability. Jumiari and Sujana (2024) found that the accessibility of financial reports had a positive and significant effect on the accountability of BOS fund management in elementary schools in Buleleng Regency. Khaerunisa, Fatmasari, and Ahdi (2024) further showed that accessibility of financial reports positively influenced perceived transparency itself, suggesting a reinforcing rather than a purely additive relationship between the two constructs. Using a mixed methods approach, Perdana (2022) found that the relaxation of BOS fund disbursement policy had a favorable effect on educational accessibility, particularly with respect to student participation and completion rates, extending the relevance of accessibility beyond financial reporting into broader questions of educational equity. This body of research consistently positions accessibility as a robust predictor of stakeholder-level outcomes, though none of these studies has isolated its effect specifically on elementary school teacher perception using inferential statistical methods within a model that simultaneously accounts for transparency.

2.4 Teacher Perception, Performance, and Motivation

Teacher perception in the context of BOS fund management refers to the views, evaluations, and psychological responses of teachers to how financial information is disclosed and communicated within their school (Waluyo, Harsono, & Suyatmini, 2023). Using descriptive qualitative methods, Waluyo et al. (2023) found that teacher perceptions of transparency and accountability in school financing were positively associated with perceived improvements in performance, trust, and service quality. Muhlasin, Muchtar, and Wijanto (2024) provided quantitative confirmation that BOS fund management and budget transparency simultaneously and positively affect teacher performance, reinforcing the proposition that school financial governance is a meaningful antecedent of workforce-level outcomes. Rohman, Nurkhin, and Mukhibad (2024) extended this line of inquiry by linking transparency directly to teacher motivation, while Asnah and Jasrial (2023) found, using quantitative descriptive methods, that teacher perceptions of BOS fund utilization were favorable across categories ranging from new student admissions to library provisioning. Taken together, this literature establishes teacher perception as a consequential outcome variable shaped by school financial governance, yet, consistent with the two preceding sections, no prior study has modeled the simultaneous, partial contribution of transparency and accessibility to this outcome using inferential regression techniques at the elementary school level.

2.5 Comparative and Systematic Perspectives on Fund Transparency

Systematic reviews of public sector accounting transparency provide a broader theoretical backdrop against which the present study can be situated. Simanjuntak, Nafiati, and Hendaryati (2024), through a systematic literature review and thematic synthesis, confirmed that transparency and effectiveness in education fund management significantly contribute to improved education service quality, learning outcomes, and stakeholder participation. Sari and Muslim (2023), applying systematic review guidelines to a broader corpus of public sector accounting literature, found that regulatory frameworks, digital transformation, and stakeholder engagement jointly shape the effectiveness of transparency and accountability mechanisms, echoing findings from international public financial management research (Munoz, Bolívar, & Hernández, 2016; Rodriguez, Munoz, & Hernandez, 2013). Hidayat and Tolla (2021), using a phenomenological approach, found that transparency and accountability in BOS fund utilization were well implemented through quarterly reporting, meetings, and access to the national e-BOS platform, while demonstrated quantitatively that school transparency exerts a positive, significant, and substantively large effect on organizational trust, explaining approximately 60.5 percent of its variance. These studies provide robust theoretical and empirical grounding for the importance of transparency in education fund governance but do not specifically examine how transparency and accessibility jointly shape teacher perception within the Indonesian elementary school context.

2.6 Synthesis, Research Gap, and Positioning of the Present Study

The reviewed literature converges on several points of agreement. First, BOS fund management is a multidimensional governance challenge that cannot be addressed through technical compliance measures alone. Second, transparency, accountability, and accessibility consistently emerge as determinants of stakeholder-level outcomes, whether measured as trust, motivation, performance, or perception. Third, quantitative studies have generally been effective at estimating the magnitude of relationships between variables but have rarely incorporated accessibility as an independent predictor alongside transparency; qualitative and descriptive studies, meanwhile, provide contextual depth but seldom test causal or explanatory hypotheses statistically.

Based on this synthesis, three specific gaps remain unaddressed. First, the majority of existing studies examine transparency and accountability as a pair, while research that simultaneously incorporates accessibility as an independent variable alongside transparency remains scarce, particularly at the elementary school level. Second, much of the available evidence relies on descriptive qualitative methods, leaving a shortage of inferential statistical research capable of estimating the partial and simultaneous magnitude of these relationships. Third, the dominant technical-normative framing of prior research has produced policy recommendations that under-theorize accessibility as a distinct driver of stakeholder perception, treating it, at best, as an implicit component of transparency rather than a construct warranting separate empirical attention.

The present study addresses these three gaps through a quantitative explanatory design that estimates the partial and simultaneous influence of transparency and accessibility of BOS fund financial information on teacher perception. Its contribution is twofold. Academically, it extends financial accounting and stakeholder theory by empirically differentiating accessibility from transparency as a predictor of internal stakeholder perception, a distinction that has conceptual support in the digital governance literature but limited empirical testing in Indonesian elementary education settings. Practically, the study's findings are intended to inform the design of school financial reporting policies that are not only compliant with disclosure regulations but genuinely usable by teachers as an internal stakeholder group whose engagement is essential to the legitimacy of public education financing.

2.7 Hypotheses Development

Based on the theoretical framework and empirical evidence from previous studies, this study proposes three hypotheses to examine the influence of transparency and accessibility on teachers' perceptions of BOS fund management. Transparency and accessibility are considered key dimensions of accountable and effective public financial governance that may shape teachers' evaluations of BOS fund management practices. Accordingly, the following hypotheses are formulated:

> *H_1:* Transparency has a positive and significant effect on teacher perception regarding the management of BOS funds
>
> *H_2:* Accessibility has a positive and significant effect on teacher perception regarding the management of BOS funds
>
> *H_3:* Transparency and accessibility simultaneously have a positive and significant effect on teacher perception regarding the management of BOS funds

3. Methodology

This study employed a quantitative approach with an explanatory research design, selected because the research objective required measuring the numerical and statistical influence of independent variables on a dependent variable and testing formally stated hypotheses. Quantitative explanatory research is appropriate when investigators seek to test causal relationships between variables through structured numerical data collection and inferential statistical analysis (Sugiyono, 2017). Specifically, this design allowed the study to test two independent variables, transparency (X_1) and accessibility (X_2), against one dependent variable, teacher perception (Y), using multiple linear regression to estimate the magnitude of each variable's partial and simultaneous influence. The explanatory design was chosen over purely descriptive alternatives because the research question was fundamentally causal in orientation: it asked not merely whether transparency and accessibility exist within the school's financial governance system, but whether and to what extent variation in these constructs explains variation in how teachers perceive that system.

The study was conducted at a public elementary school operating under the Regional Public Service Agency (SPF) scheme in Makassar City, South Sulawesi Province, a school selected because it is an active, officially registered recipient of BOS funds with a teaching staff of fewer than thirty individuals, a condition that permitted the use of saturated sampling covering the entire population rather than a probabilistic subsample. Data collection took place over one month, structured into four phases: instrument preparation and pilot testing, questionnaire distribution, data collection, and statistical analysis and reporting. Of twenty questionnaires distributed directly to teachers, seventeen were completed with valid, non-missing responses, yielding a return rate of 85 percent. All variables were measured using a five-point Likert scale, and each construct was operationalized through indicators derived from prior literature: transparency was measured through the openness of planning, implementation, and reporting practices (Ginting, 2023), accessibility was measured through the ease of obtaining, locating, and comprehending financial information across available media (Suwardhiti, Diatmika, & Yuniarta, 2024), and teacher perception was measured through indicators of information acceptance, trust, and evaluative judgment regarding fund management (Waluyo, Harsono, & Suyatmini, 2023). Instrument validity was assessed using Pearson product-moment correlation against a critical value of 0.482 (df = 15, alpha = 0.05), and reliability was assessed using Cronbach's alpha with a minimum acceptable threshold of 0.60. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity diagnostics, were conducted prior to hypothesis testing, and hypotheses were evaluated using partial t-tests and a simultaneous F-test, supplemented by the coefficient of determination to assess overall explanatory power. All statistical procedures were executed using SPSS software.

4. Results and Discussion

4.1 Result

The research was conducted at a public elementary school established in 1986, accredited A, and recognized with a provincial Adiwiyata environmental award in 2022. The school employed eighteen teachers serving 336 students, a ratio of approximately one teacher to twenty-eight to thirty students, and managed its BOS funds through a team comprising the principal, the BOS treasurer, teaching staff, and the school committee. Descriptive statistical analysis of the three research variables is presented in Table 1.

Table 1. Descriptive statistics of research variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Transparency (X_1)	17	20	25	24.65	1.222
Accessibility (X_2)	17	21	25	23.94	1.478
Teacher Perception (Y)	17	20	25	24.00	1.620

As shown in Table 1, mean scores across all three variables were consistently high relative to the maximum possible score of 25, ranging from 23.94 to 24.65, while relatively small standard deviations indicated that teacher responses were homogeneous rather than widely dispersed. Instrument validity testing, using a critical value of 0.482, resulted in the exclusion of two transparency items whose correlation coefficients fell below this threshold and two additional items exhibiting perfect collinearity with a retained item; the transparency construct was therefore represented by three valid items in the final model, while accessibility and teacher perception retained five valid items each. Reliability testing produced Cronbach's alpha values of 0.980 for transparency, 0.753 for accessibility, and 0.755 for teacher perception, all exceeding the 0.60 threshold conventionally used to establish internal consistency.

Classical assumption testing indicated that residuals departed from normality (Kolmogorov-Smirnov significance below 0.001 for all variables), a result that warrants cautious interpretation given the small sample size of seventeen respondents, though multiple linear regression is generally considered robust to moderate normality violations under such conditions (Ghozali, 2018). Multicollinearity diagnostics showed tolerance values of 0.993 and variance inflation factors of 1.007 for both independent variables, indicating no problematic collinearity, and scatterplot analysis of standardized residuals showed no discernible funnel or wave pattern, indicating the absence of heteroscedasticity.

The partial t-test for transparency yielded a coefficient of -0.009 against a critical value of 2.131 with a significance level of 0.993, well above the 0.05 threshold, leading to the rejection of H_1 and indicating that transparency did not significantly predict teacher perception in this sample. The partial t-test for accessibility yielded a coefficient of 4.320 against the same critical value, with a significance level of 0.001, resulting in the acceptance of H_2 and confirming a positive, statistically significant relationship between accessibility and teacher perception. The simultaneous F-test produced a value of 9.396 against a critical value of 3.738, with a significance level of 0.003, leading to the acceptance of H_3 and confirming that transparency and accessibility jointly exert a significant influence on teacher perception even though transparency alone does not. The coefficient of determination analysis showed an R value of 0.757 and an R square value of 0.573, indicating that transparency and accessibility together explained 57.3 percent of the variance in teacher perception, with an adjusted R square of 0.512 and a standard error of the estimate of 1.132, leaving the remaining variance attributable to factors outside the scope of the present model.

4.2 Discussion

The finding that transparency did not significantly predict teacher perception diverges from several prior studies, including Waluyo, Harsono, and Suyatmini (2023), who reported a positive relationship between perceived transparency and teacher trust, and Jusasni, Siregar, and Nasution (2023), who found that transparency positively and significantly affected the effectiveness of BOS fund management in Makassar City. However, the present result is consistent with Batubara, Nasution, and Yanti (2023), who found that transparency at a junior secondary school in Natal Regency remained suboptimal due to inadequate publication of financial reports on school information boards. Several explanations may account for this divergence. First, teachers in the studied school may have already developed a baseline level of institutional trust that is largely insensitive to marginal variation in disclosed transparency, a pattern consistent with theoretical accounts of trust as a relatively stable, slow-changing construct once established within small organizational units. Second, the modest sample size of seventeen respondents constrains the statistical power available to detect a true but small effect, a limitation acknowledged explicitly in the methodology. Third, after validity testing excluded two of the original five transparency items due to weak or redundant correlations, the retained three-item measure may have captured only a narrow slice of the broader transparency construct, namely the openness of planning documentation, while leaving other dimensions such as public dissemination and post-implementation accountability reporting comparatively underrepresented. Rather than concluding that transparency is unimportant to BOS fund governance in general, a more precise interpretation is that transparency, as measured in this specific instrument and this specific school, did not differentiate teachers who already held broadly favorable expectations of school administration.

The positive and significant effect of accessibility, by contrast, aligns closely with an emerging body of research on the practical usability of financial disclosures. Suwardhiti, Diatmika, and Yuniarta (2024) found that BOS report accessibility positively influenced school committee perceptions, mediated through financial accountability, while Jumiari and Sujana (2024) and Khaerunisa, Fatmasari, and Ahdi (2024) each found that accessibility positively predicted downstream accountability and transparency outcomes respectively. The consistency of these findings across different stakeholder groups, school committees, financial administrators, and, in this study, teachers, suggests that accessibility operates as a relatively stable predictor of favorable stakeholder perception across the Indonesian education finance landscape. A plausible mechanism underlying this effect is that accessible information allows teachers to translate abstract budget figures into a concrete understanding of how BOS funds support the instructional activities they conduct daily, thereby fostering a sense of inclusion and recognition as legitimate stakeholders rather than passive recipients of administrative decisions (Ackerman, 2004). This interpretation is consistent with stakeholder theory's core proposition that perceived fairness and trust are shaped less by the sheer existence of information than by a stakeholder's practical capacity to engage with it (Bertot, Jaeger, & Grimes, 2010).

The simultaneous significance of transparency and accessibility, despite transparency's non-significant partial effect, illustrates the complementary rather than substitutive relationship between the two constructs discussed in the literature review. This pattern mirrors findings by Rakhmawati (2018), who demonstrated that transparency exerts influence when considered jointly with other governance dimensions rather than in isolation, and by Sine, Tunti, and Rafael (2021), who showed that transparency combined with active publication practices meaningfully improved public trust in school fund management. Conceptually, this suggests that transparency functions as a necessary precondition that establishes the substantive content of financial disclosure, while accessibility functions as the operational mechanism through which that content becomes usable; neither construct alone is sufficient to fully explain teacher perception, but together they account for a substantial proportion of its variance. The remaining unexplained variance, approximately 42.7 percent, points toward other plausible determinants not incorporated into the present model, including accountability practices, supervisory quality, the professional competence of fund managers, and individual teacher characteristics such as tenure, educational background, and prior exposure to financial administration (Almquist, Grossi, van Helden, & Reichard, 2013; Moutinho, & Gomes, 2021). These findings collectively affirm that in the context of Indonesian public elementary school financial governance, the mere existence of transparent information is insufficient; that information must additionally be structured, communicated, and delivered in a manner that is genuinely usable by teachers if it is to translate into positive stakeholder perception and durable institutional trust.

These results also carry implications for how public sector accounting theory conceptualizes the relationship between disclosure and stakeholder trust. Much of the classical accountability literature treats transparency as a largely unidimensional construct whose presence or absence is sufficient to explain variation in stakeholder confidence (Almquist et al., 2013). The present findings suggest a more differentiated model in which transparency establishes the substantive content of accountability while accessibility determines whether that content is actually absorbed into stakeholders' evaluative judgments. This differentiated view is consistent with international evidence showing that digital dissemination channels, rather than disclosure policy alone, are often the binding constraint on effective public accountability (Munoz, Bolívar, & Hernández, 2016; Rakhman, & Wijayana, 2021). For Indonesian elementary schools operating with limited administrative capacity, this implies that investments in accessible communication formats, such as simplified summaries, visual budget breakdowns, or scheduled verbal briefings during staff meetings, may yield larger gains in teacher trust than incremental improvements to the formal completeness of financial reports. This is not to suggest that transparency itself is dispensable; rather, the findings indicate that transparency functions as a necessary but latent condition whose value is only realized once accessibility barriers are removed, a sequencing that has direct implications for how schools and education authorities prioritize limited administrative resources when designing financial communication strategies for teachers as internal stakeholders.

5. Conclusions

5.1 Conclusion

This study examined the partial and simultaneous influence of transparency and accessibility of BOS fund financial information on teacher perception at a public elementary school in Makassar City. Three principal conclusions emerge from the analysis. First, transparency, as operationalized through a validated three-item measure of planning and implementation disclosure, did not exert a statistically significant influence on teacher perception, suggesting that the mere existence of disclosed financial information is not, by itself, sufficient to shape how teachers evaluate school fund governance. Second, accessibility exerted a positive and statistically significant influence on teacher perception, indicating that the ease with which teachers can obtain, retrieve, and understand financial information is a more consequential driver of favorable stakeholder perception than disclosure alone. Third, transparency and accessibility jointly and significantly influenced teacher perception, together explaining 57.3 percent of its variance, confirming that the two constructs operate in a complementary rather than substitutive relationship. Taken together, these findings position accessibility as the more empirically dominant construct in this context while reaffirming that stakeholder theory's central proposition, that perception and trust are shaped by the practical usability of information as much as by its formal existence, retains explanatory relevance in the specific setting of Indonesian public elementary education finance.

5.2 Research Limitations

Several limitations qualify the interpretation and generalizability of these findings. The study was conducted at a single school with a saturated sample of only seventeen valid respondents, restricting the transferability of results to schools with different institutional characteristics, such as rural schools, foundation-based private schools, or schools whose administrators possess formal accounting training. The cross-sectional design captured teacher perception at a single point in time, June 2026, and cannot account for changes in perception that may follow shifts in BOS disbursement policy, treasurer turnover, or evolving financial literacy among staff. The modest sample size also constrains the statistical power of the analysis, increasing the risk that true but small effects, particularly for transparency, went undetected, and residual non-normality, while tolerable under conventional regression assumptions for small samples, further counsels caution in generalizing point estimates beyond the studied context. Finally, the transparency construct, reduced from five to three items following validity testing, may not have comprehensively captured all theoretically relevant dimensions of transparency, particularly those relating to public dissemination and post-implementation accountability reporting, raising the possibility that the null result for transparency partly reflects measurement limitations rather than the complete absence of a substantive relationship.

5.3 Suggestions and Directions for Future Research

Future research should extend this line of inquiry along several dimensions. Researchers are encouraged to replicate this model across multiple schools with varied institutional characteristics, including public and private, urban and rural, and foundation-based and government-operated institutions, to establish whether the dominance of accessibility over transparency observed here generalizes across the broader population of Indonesian elementary schools. Larger samples would also permit more robust tests of normality and enable the use of structural equation modeling to examine accessibility and transparency as components of a broader latent governance construct rather than as isolated predictors. Longitudinal designs that track teacher perception across multiple disbursement cycles would help clarify whether the observed null effect for transparency is a stable feature of teacher evaluation or a transitional artifact of a particular budget period. Future studies might also incorporate additional explanatory variables such as accountability, supervisory oversight, fund manager competence, and principal leadership style, and could productively combine quantitative regression with qualitative methods such as in-depth interviews or focus group discussions to explore the interpretive processes through which teachers construct their perceptions of school financial governance. Comparative studies contrasting teacher perception across public and private schools, or across urban and rural contexts, would further enrich understanding of how institutional and geographic context moderates the relationship between financial disclosure practices and stakeholder trust.

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