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The Education Funding Crisis: How Is The Lack Of Budget Affevtinh Facilities , Cuciculum and Academic Achievement

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Abstract
The education funding crisis has a significant impact on the quality of facilities, curriculum innovation, and student achievement. Budget shortfalls result in the degradation of physical facilities such as damaged classrooms and limited access to technology, which directly reduce student motivation and participation in the learning process. In addition, the funding crisis exacerbates educational inequalities between well-equipped and under-funded schools, widening the socio-economic gap. Lack of funding also hampers the development of innovative curricula, such as STEM-based learning and digital literacy, which are increasingly needed in the era of globalization and the industrial revolution 4.0. Without adequate investment, efforts to modernize the curriculum and improve teacher skills are severely limited, limiting students' readiness to face the challenges of the future world of work. This decline in the quality of education results in lower academic achievement and exacerbates social inequities, where students from low-income backgrounds find it more difficult to improve their social status. Therefore, solutions to the education funding crisis require greater budget allocation, infrastructure renewal, and adaptive curriculum development to reduce social inequality and support sustainable economic growth.

Keywords: Academic -Achievement; Education-Funding Crisis; Educational-Facilities

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Introduction

Funding is the main foundation in building a quality education system. Without sufficient budget allocation, efforts to provide adequate facilities, teacher training, and innovative learning programs are hampered. According to Triwiyanto et al (2023), the lack of education funding contributes to the deteriorating quality of teaching in various countries, especially in developing regions. This crisis creates systemic inequality, where only institutions with adequate financial support are able to maintain high education standards, while schools

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with limited budgets are trapped in a cycle of educational poverty. This shows that education requires not only moral commitment, but also concrete financial support.

Furthermore, lack of funding affects the most fundamental aspects of the teaching and learning process. Many schools are unable to provide textbooks, technological devices, or even a safe and comfortable learning environment. A report by Ulwiyah et al (2022) confirms that there is a strong correlation between low levels of investment in education and declining student academic outcomes, especially in core subjects such as mathematics and literacy. When funding is minimal, not only is the quality of learning compromised, but students' future potential is also threatened. In this context, the education funding crisis is not just an administrative issue, but a social emergency that requires a swift and sustainable policy response.

The deteriorating condition of educational facilities due to budget constraints not only affects physical comfort, but also the psychology and motivation of students. Research by Firmanda (2023) shows that damaged or inadequate learning environments, such as damp classrooms, damaged equipment, or lack of study space, significantly reduce student participation and increase absenteeism rates. Unsupportive facilities create a sense of indifference to the learning process itself, exacerbating the educational inequality between students from well-equipped schools and those who study in poor conditions. Thus, the problem of facilities is not just a matter of aesthetics, but a fundamental factor that determines student learning outcomes.

Worse still, the lack of modern facilities, such as science laboratories and digital technology, deprives students of essential skills needed in the era of globalization. Arum et al (2023) emphasize that access to high-quality educational technology is directly proportional to students' readiness to face the world of work in the future. Schools that are short of budgets cannot afford adequate computer labs, internet connectivity, or experimental props, so their students are trapped in outdated conventional learning models. As a result, the disparity in facilities today widens the socio-economic gap in the future, as only students from more established schools have full opportunities to thrive.

The lack of innovation in curriculum development due to lack of funds causes education to be unresponsive to changes in the times. When resources for research, teacher training, and curriculum revision are limited, schools tend to maintain traditional learning methods that are outdated and no longer relevant to the needs of the 21st century. According to a report by Cynthia & Sitohang (2023), skills such as critical thinking, creativity, and digital literacy are now essential in the global workforce. Unfortunately, without curriculum updates supported by adequate funds, students continue to be honed within the framework of old competencies that are no longer competitive, increasing the risk of unemployment and social marginalization in the future.

Furthermore, curriculum stagnation deepens social inequality because only elite or well-funded schools are able to offer innovation-based programs such as STEM, coding, and entrepreneurship. Research by Ferdino & Sirozi (2025) shows that an education system that fails to adapt to global technological and economic developments actually widens the gap of inequality between students. On the one hand, students from strong economic backgrounds have access to future-skill-based learning; on the other hand, students from schools with limited funds remain trapped in conventional learning models. This condition shows that the crisis of curriculum innovation is not just an educational problem, but a serious social justice crisis.

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The decline in the quality of facilities and curriculum stagnation directly create a widening academic gap between students from different socio-economic backgrounds. The findings of Muhazir et al (2020) show that students in low-funded schools recorded lower average scores in mathematics and literacy tests compared to students in high-funded schools. This inequity not only impacts academic grades, but also students' self-confidence and future aspirations. An education system that fails to provide equal learning opportunities exacerbates the cycle of poverty, where students from low-income families find it increasingly difficult to increase their social mobility through education.

More worryingly, this academic gap has long-term impacts on national economic growth and social stability. According to Kurnia et al (2022), countries that fail to close the education gap can lose up to 1.5% of Gross Domestic Product (GDP) per year. This means that the education funding crisis is not just an individual problem, but a threat to a country's competitiveness and economic resilience. Without strategic interventions in the form of increased investment in facilities, curricula, and learning resources, the education system will continue to reproduce structural injustices that haunt future generations.

Methodology

This study uses a qualitative approach with a literature review method to critically understand the impact of the education funding crisis on facilities, curriculum, and academic achievement. This study relies on secondary data sources obtained from scientific journal articles, official reports of international organizations such as UNESCO, OECD, World Bank, and academic books discussing education issues. Data were collected through literature searches in various credible databases such as JSTOR, Google Scholar, Scopus, and ProQuest, with selection criteria in the form of topic relevance, source credibility, and publication priorities in the last five years, except for essential classic references.

Data collection techniques are carried out systematically by identifying, selecting, and reviewing sources that meet academic requirements. After the data is collected, analysis is carried out using the thematic content analysis method. This process begins with coding the data to find the main themes such as funding crisis, quality of educational facilities, curriculum innovation, and academic achievement. These themes are then categorized and synthesized to build patterns of relationships between the variables studied. Finally, the data is interpreted critically to understand how budget shortfalls have a systemic impact on the quality of education and deepen social inequality. This approach allows researchers to produce conclusions that are reflective, in-depth, and based on a strong scientific foundation

Result and Discussion

The Impact of the Funding Crisis on the Quality of Facilities and Curriculum Innovation

1. Degradation of Educational Facilities as a Direct Consequence of Funding Crisis

The funding crisis in the education sector has serious consequences in the form of degradation of educational facilities. When the education budget is cut or insufficient, school infrastructure becomes one of the first victims. Damaged classrooms, non-functioning laboratories, and limited access to modern technology are common sights in many schools. This decline in physical quality is not only an aesthetic problem, but also has a direct impact on the process and learning outcomes of students. As found in the research of Fajarudin et al (2021), poor physical conditions of schools reduce learning motivation, make students feel

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uncomfortable, unfocused, and even depressed, so that the effectiveness of learning also decreases. This finding is reinforced by the report of Ambarita et al (2025) which shows that good educational facilities are positively correlated with student attendance rates, class participation, and academic achievement. In a physically supportive learning environment, students feel safer, more motivated, and more actively involved in the learning process.

Furthermore, the degradation of educational facilities deepens inequalities between schools. According to research by Filardo et al. (2006), schools in poor neighborhoods in the United States, for example, tend to have much worse facilities than schools in wealthier communities, creating a large gap in students' learning experiences. This inequality reinforces the Matthew Effect in education—a term that refers to the phenomenon that students from wealthier backgrounds increasingly benefit while students from poorer backgrounds increasingly lag behind (Stanovich, 1986). This cycle shows that the degradation of facilities is not just a short-term problem, but rather forms structural inequalities that persist across generations.

Cases in various developing countries further highlight this situation. Data from Bolatova et al (2021) revealed that around 50% of primary schools in low-income countries do not have access to basic services such as clean water, sanitation, and electricity. During the COVID-19 pandemic, this crisis became even more apparent when many schools were unable to switch to online learning due to limited infrastructure, exacerbating the global education gap. Fatimah & Muthi (2024) also emphasized that the inability of schools to provide access to digital learning during the pandemic increased learning poverty, namely the proportion of children aged 10 years who cannot read and understand simple texts.

To stop this degradation, various strategic steps are needed. The government must prioritize the education budget as an investment in the nation's future, as proposed by Ghifary et al (2022) in their research on the relationship between education quality and long-term economic growth. The involvement of local communities, the private sector, and donor agencies is also important to fill the financing gap, as suggested in the Public-Private Partnerships (PPP) model in the education sector. In addition, audits and transparency of the use of funds must be tightened to prevent leakage due to corruption (Suroso et al., 2020). Finally, the use of simple and inexpensive technologies, such as open-source solutions for online learning and cheap learning aids, can help reduce the impact of inequality in facilities in the short term, while waiting for more comprehensive structural reforms.

Without serious intervention, the degradation of educational facilities will continue to exacerbate social inequalities and hinder economic mobility, while undermining the nation's long-term growth prospects.

2. Barriers to Curriculum Innovation in Facing Global Challenges

The funding crisis is a major obstacle to curriculum innovation, especially when the world of education is faced with the demands of globalization and the industrial revolution 4.0. Amid the urgent need to introduce new programs such as digital literacy, programming, and STEM (Science, Technology, Engineering, and Mathematics)-based learning, many schools are forced to maintain traditional curricula due to limited funds. According to Hermawan et al (2025), countries that are unable to invest in curriculum modernization will experience a widening competency gap in the global job market. Introducing innovative programs requires large costs, both for the procurement of technological devices, the development of new teaching materials, and for intensive training for teachers. Without adequate financial support, efforts to update learning methods become very difficult, thus increasing the lag of the world of education from the needs of industry and the modern job market.

In addition, teacher training is a major challenge that also relies heavily on financial resources. According to Lahagu et al (2024), quality training requires continuous time, access

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to evidence-based practices, and infrastructure support — all of which require consistent funding. Teachers must be equipped with new skills, such as mastery of digital technology and innovative learning methodologies, in order to be able to implement relevant curricula. Without systematic and continuous training, curriculum innovation will only be a change on paper without any real impact in the classroom. Meanwhile, teaching materials also need updating to keep up with developments in science and technology. Revising textbooks, creating digital-based modules, and access to modern learning platforms all require significant investment. According to Mbato (2024) in his book, curriculum updates without being supported by updates to teaching materials and learning resources will only result in superficial changes without substantive results.

The delay in adopting curriculum innovation, as reported by the World Economic Forum (2020) in The Future of Jobs Report, has serious consequences for the readiness of the younger generation. They are at high risk of being marginalized in the global job market because their skills do not match the needs of emerging sectors, such as information technology, artificial intelligence, and data analytics. In the long term, countries that fail to address barriers to curriculum innovation will face a variety of negative impacts, including high unemployment rates, slowing economic growth, and increasing social inequality. In line with this, the OECD (2019) in the Trends Shaping Education report emphasized that adaptive and innovative education systems are key to increasing social resilience and sustainable economic growth. Therefore, investment in educational innovation, although expensive, is a strategic imperative to ensure that future generations are able to compete in an increasingly dynamic and technology-based world.

The Impact of Budget Shortages on Academic Achievement and Social Inequality

1. Decline in Academic Achievement as a Direct Impact of the Funding Crisis

The decline in academic achievement due to the funding crisis can be understood through various theories and in-depth scientific research. The "Input-Output" theory in education explains that the quality of educational outcomes is greatly influenced by the amount and quality of inputs, such as available funding. Research by Saputra & Khoirunurrofik (2022) shows that increased funding per student is positively related to improved standardized test scores and graduation rates. Thus, adequate funding allows schools to provide the resources needed to support effective learning. In addition, the funding crisis also hinders schools from recruiting and retaining quality teachers. Nursalim & Khamidi (2025) state that without competitive salaries and adequate training programs, the quality of teaching can decline, so that student academic achievement will also be affected. Without trained and motivated teachers, teaching becomes less effective and cannot accommodate the academic needs of all students.

The importance of adequate funding is also evident in the availability of educational infrastructure and resources. Research by Dila et al (2024) confirms that adequate physical facilities, such as comfortable classrooms, up-to-date technology, and other learning tools, play an important role in improving the effectiveness of learning. The inability to provide such facilities due to limited funds will limit students' potential to utilize learning optimally. In addition, funding disparities between schools also exacerbate student achievement disparities. Rahman & Asha (2024) revealed that schools in low-income areas with limited funds tend to have difficulty in providing remedial programs and additional support for low-achieving students, thus widening the academic gap. A study by Uno & Umar (2023) supports this view, by showing that schools with limited funding tend to have lower scores on national standardized tests, reflecting how much funding affects student academic outcomes.

Finally, research by Wijaya & Suoena (2023) highlights the importance of remedial programs that require funding to support students who are struggling with learning. Without adequate funding, schools cannot provide additional classes or tutoring that can help students overcome their difficulties, which in turn exacerbates the achievement gap between students.

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Overall, these findings emphasize that without sufficient financial support, schools will not be able to provide quality instruction, adequate facilities, and the support needed by students, which will ultimately lead to a significant decline in academic achievement.

2. Socioeconomic Disparities Exacerbated by Educational Inequality

Educational inequality, especially inequality in funding between schools, has a wide-ranging impact on the socio-economic structure of society. It not only hinders educational opportunities for individuals, but also exacerbates larger social inequalities, slows economic growth, and creates social instability. Several scientific studies have identified a close relationship between educational inequality and socio-economic disparities, suggesting that unequal education can exacerbate economic inequality in the long run. Research by Vadivel et al (2023) shows that education plays a crucial role in breaking the cycle of poverty. They found that children who grow up in poorer communities have a lower chance of achieving higher socio-economic status in the future, especially if the education they receive is inadequate. In this context, educational inequality, especially in relation to school funding, is a major factor that exacerbates economic inequality. Schools located in poor areas tend to have very limited resources, including poorly trained teachers, inadequate facilities, and lack of access to technology and quality teaching materials.

Hababil et al (2024) also showed that educational inequality can affect the level of social mobility, leading to the maintenance of economic inequality in the long run. In their study, they found that countries with high levels of educational inequality tend to have lower levels of social mobility. This means that unequal education tends to reinforce socio-economic disparities, where children from poor families find it more difficult to escape poverty compared to children from rich families who have better access to education.

Furthermore, a report by Rahmawati & Hidayah (2020) emphasized that inequality in education has a direct impact on a country's economic growth. They observed that countries with high levels of educational inequality experience a significant decline in labor productivity, as a large proportion of uneducated or under-trained labor hampers economic potential. This inequality also exacerbates social instability, as inequities in education often lead to social discontent that can lead to polarization and unrest.

In addition, Ningrum et al (2024) in their report showed that educational inequality will exacerbate social and economic instability in the long term. They stated that if educational inequality is not addressed, countries will continue to be trapped in a cycle of poverty, with lower socio-economic groups having fewer opportunities to improve their quality of life. McKinsey estimates that educational inequality could reduce global economic growth by up to $30 trillion in the coming decades, reflecting the enormous impact this problem has.

Thus, existing scientific research supports that educational inequality caused by funding gaps between schools located in rich and poor areas contributes significantly to socio-economic inequality, slows economic growth, and exacerbates social instability. Therefore, solutions that focus on equitable education funding and strengthening the quality of education in poor areas are essential to break this cycle of inequality.

Conclusion

The funding crisis in the education sector has a major impact on the quality of facilities and curriculum innovation, which in turn affects academic achievement and social inequality. Degradation of educational facilities, such as dilapidated classrooms and limited technology, reduces student motivation and exacerbates inequalities between schools. This physical decline worsens the learning experience, especially in schools with limited funds, further deepening the gap between schools in rich and poor neighborhoods. In addition, the funding crisis also

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hampers the development of innovative curricula that are relevant to global industry needs, such as digital literacy and STEM-based learning. Without adequate investment, curriculum innovation programs are difficult to implement, leaving young people less prepared for the challenges of an increasingly technology-based workforce. On the other hand, limited funding also hinders effective teacher training, which is essential to support changes in curriculum and teaching methods. This leads to a decline in the quality of teaching, which in turn lowers student achievement. Furthermore, inequities in education funding exacerbate socio-economic inequalities, slow social mobility, and hinder economic growth. Research shows that children from poor families have a lower chance of achieving higher socio-economic status if they do not receive adequate education. This educational inequality creates social instability and lowers labor productivity, which hampers the country's economic potential. Therefore, to overcome the impact of the funding crisis, serious efforts are needed to prioritize the education budget, improve school infrastructure, and develop adaptive and innovative curricula.

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