

FORMULATING THE VISION, MISSION AND GOALS OF ISLAMIC EDUCATIONAL INSTITUTIONS BY MEASURING EVALUATION AND THE ROLE OF LEADERSHIP

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Abstract: *Islamic educational institutions have an important role to play in leading students to success in the future. To achieve this goal, a clearly formulated vision, mission and objectives are needed and implemented with the right strategy. The leadership of school principals and stakeholders has a role to play in ensuring that the vision and mission are not just a slogan, but also realised in every aspect of education. However, reality shows that many schools face challenges in integrating the vision, mission and goals into educational programs due to the lack of systematic evaluation and weak understanding of stakeholders. This study uses the library research method by collecting and analysing reference sources, such as books, scientific journals, and relevant articles. The study was conducted through literature identification, critical review, and systematic analysis of previous findings. The results show that visionary leadership, structured evaluation, and active participation of all school elements are the main factors in the successful implementation of the vision and mission. Therefore, data-based decision-making strategies and continuous evaluation are needed to improve the effectiveness of education management.*
Keywords: *Vision; Mission; School Goals; Evaluation; Leadership; Decision Making.*

Introduction

In the context of Islamic education, the existence of vision and mission is not only understood as an administrative instrument, but is a reflection of the value orientation, direction of goals, and long-term commitment carried out by an educational institution. The vision and mission become the starting point in developing institutional strategies, as well as the foundation in shaping the character and direction of student development in accordance with holistic Islamic values. Islamic educational institutions need a formulation of vision and mission that is able to describe the future expectations to be realized, as well as the philosophical and practical reasons for the existence of the institution. Therefore, the vision and mission must not only be formulated clearly and realistically, but also must be internalized in every layer of the organization so that it can be used as a common reference in achieving the educational ideals that have been set. The school is one of the main bridges that deliver students, it requires an agency that can form a clear and detailed vision and mission, so that it can be used as a guide for the entire school community in achieving success. (Romlah & Kamaludin, 2023a) vision and mission is a commitment that has been set by the organization. the opinion of Fred R. David vision is statemen in which it is a depiction of the state and influence of the organization so that it will be realized in the future. Mission is a structure that can be interpreted as the reason that means the institution was created and this is aimed at issues that have focused on the institution. the mission is compiled in the main thing and achieved by an organization in order to achieve the initial goals that have been implemented. (Anisa & Rahmatullah, 2020)

One of those who are very instrumental in making decisions about the school's vision and mission is the school coordinator and all school stakeholders. The principal must be able to respond to decisions with good skills, so that the decisions that have been taken can run according to the desired corridor. In the decision-making process itself, the principal must have skills in gathering information, finding smart ways to make decisions, choosing, and being able to manage and provide consequences if the decision is taken.

Reality shows that the formulation and implementation of vision and mission in various educational institutions are said to still face a number of challenges. (Supian, Mu'in, & Zohriah, 2024) In practice, the vision and mission that have been clearly arranged, it is not uncommon to find discrepancies between the goals envisioned

and the realization in the field. Factors that can be known are the lack of systematic evaluation of the achievement of the vision and mission, the weak understanding of all stakeholders about the importance of the vision and mission in the school program. One gap that corresponds to this is the lack of structured evaluation to measure the extent to which the vision and mission have been effectively implemented. Most schools are successful in implementing the vision and mission, but do not see indicators of effective strategies in integrating the vision and mission into school programs. (Mohune & Tola, 2019)

The lack of structured evaluation to measure the extent to which the vision and mission have been effectively implemented, shows that many schools do not have clear performance indicators to assess the success of their vision and mission. (Zulfa & Nugraha, 2024) Selain itu proses evaluasi seringkali bersifat formalitas tanpa memberikan umpan balik yang konstruktif untuk perbaikan berkelanjutan. Dalam pengelolaan pendidikan islam, strategi pengambilan Keputusan menjadi tantangan kepala sekolah dan para pemangku kepentingan sekolah. Mereka seringkali dihadapkan dengan dilema dalam membuat Keputusan yang sejalan dengan visi dan misi Lembaga pendidikan. kurangnya pelatihan dalam keterampilan manajerial, keterbatasan pemahaman konflik kepentingan, rendahnya partisipasi aktif dari seluruh komunitas sekolah menjadi salah satu hambatan tersendiri dalam proses pengambilan Keputusan ini. (Mohune & Tola, 2019)

Previous research shows that the successful implementation of vision and mission is important to measure the extent to which the vision and mission are implemented by all elements of the school. The outline shows that visionary leadership, effective communication, and active participation of all stakeholders show the urgency of the process of formulating and evaluating the vision and mission. Research also shows that schools that routinely evaluate their vision and mission tend to be more nimble in dealing with changes and thus more effective in achieving the educational goals that have been decided. (Mohune & Tola, 2019)

Islamic education is a system that not only aims to transfer knowledge, but also to form character, moral values, and noble morals in students. In the midst of global dynamics and the times, Islamic education institutions are required to have a clear direction through the formulation of a vision, mission, and goals that are relevant, measurable, and based on Islamic values. Vision serves as a projection of the future of the institution, describing the dream and ideal direction to be achieved. The mission, on the other hand, becomes a concrete elaboration of the vision in the form of tasks, commitments, and action plans that must be implemented. Meanwhile, the purpose of Islamic education, in depth, reflects a philosophical understanding of humans, the universe and science, and becomes a reference in the overall educational process.

This article aims to explore the formulation of the vision, mission and goals of Islamic educational institutions through discussion and critical analysis of existing theoretical arguments. Each argument is examined in terms of its strengths and weaknesses, both in conceptual and implementative aspects, in order to find theoretical gaps that can be further developed. This process is carried out systematically by discussing the scientific framework of Islamic education, testing the relevance of the hypotheses that have developed, and concluding strategic patterns and principles that can be applied by Islamic educational institutions today. In addition, this article also places leadership as an important variable in the successful implementation of the vision, mission and goals of the institution. Leadership is not only administrative, but also transformative, i.e. able to move all components of the school to realize the ideal educational goals. Therefore, this study is expected to contribute ideas for education managers, researchers, and policy makers to formulate the strategic direction of Islamic education that is more contextual, morally oriented, and responsive to the challenges of the times.

The results show that evaluating and measuring the success of the formulation of vision and mission is an important aspect in the management of Islamic education institutions. (Romlah & Kamaludin, 2023a) Appropriate decision-making strategies also play a major role in supporting the effectiveness of educational governance. Vision and mission should not just be a slogan, but need to be realized in real practice in the school environment. This study aims to examine how vision, mission and goals are effectively evaluated and measured, and to explore decision-making strategies that support optimal implementation. The main focus is on the role of the principal and stakeholders in implementing the vision and mission and how strategic decisions can drive the achievement of educational goals. It was found that the evaluation process of vision and mission formulation is still unstructured and tends to be a formality. The principal's leadership is decisive in directing all elements of the school to be able to implement the vision and mission, especially in building an Islamic school culture. Data-based and collaborative decision-making strategies are proven to be more effective, but the lack of understanding from educators is the main obstacle. Therefore, a more systematic evaluation is needed, increasing the leadership capacity of the principal, and involving all parties in the school. Hopefully, these findings can contribute to improving the quality

of governance of Islamic education institutions.

Method

The method used in this study is a library research approach. This involves collecting and critically reviewing secondary sources such as books, peer-reviewed journals, academic articles, and institutional reports relevant to the research topic. Data were sourced using reference management tools and academic search engines, including Publish or Perish (Harzing), Google Scholar, Mendeley, and Zotero. The study followed a systematic procedure: (1) identifying relevant literature based on key themes; (2) conducting a critical appraisal to evaluate the credibility, relevance, and limitations of each source; (3) organizing the literature into thematic tables for clarity; and (4) synthesizing the findings to draw conceptual conclusions aligned with the research objectives. However, it is important to note that this study is conceptual in nature and does not include empirical validation through fieldwork or primary data collection. As such, future research is recommended to complement these theoretical findings with empirical studies involving stakeholders such as school principals, teachers, or policy-makers.

Findings and Discussion

Findings

The word "vision" comes from the English vision, which means vision, dream, or picture. Etymologically, it also refers to a deep and clear understanding of future goals. Vision reflects how to get to the heart of the matter. In this case, the vision must be formulated briefly, concisely, and clearly, not just thinking or ideals, but reflecting a broad, deep, and future-oriented meaning. Vision according to KBBI is The ability to see to the heart of the matter and have foresight. Vision statements are made in the present, but are oriented towards future plans and goals. (Romlah & Kamaludin, 2023a)

Vision according to Cucu Romlah and Kamaludin is a realistic picture in the future that wants to be realized within a certain period of time. The vision statement itself becomes a communication tool to explain the reason for the organization's existence, stakeholder relationships, as well as the main objectives of performance in terms of growth and development. In the school context, the vision describes the ideal profile expected in the future, taking into account the opportunities and challenges that may arise. clarity, unambiguous, and become a unifying benchmark for all parties in the organization of the vision. (Romlah & Kamaludin, 2023b) Meanwhile, according to Masiono et al, vision is an ideal picture of the future that reflects the dreams, aspirations and goals of the organization for long-term sustainability and success. The vision must be clear, inspiring, and motivating for all members of the organization in realizing it. (Mesiono, Nasution, & Putri, 2024) According to Aisyah Mardiyah, vision is a collection of words that describe the ideals, plans, hopes, or desires for the future of an organization. Vision can also be likened to what is desired in a particular organization to achieve its goals. Vision is a long-term goal that will be shown, a future dream that will be studied by all elements of the school. This makes the school vision a source of motivation and pride for students.

In Law Number 20 of 2003 concerning the national education system explains the formulation of a vision, namely a vision is not a fact but a picture of the future that can provide direction to every element in the organizational institution and encourage it to provide good performance. (Akmal & Wahira, 2024) We need to know, the principal has an important role in formulating the school vision and is assisted by all school stakeholders. This is done so that the vision that has been determined can be easily evaluated and carried out properly by all stakeholders of the school institution. In Islamic educational institutions, the principal becomes a role model who integrates Islamic values in educational practices, and builds a joint commitment to achieve the formulated educational goals. ("View of View of the Importance of Formulating Vision and Mission in Educational Institutions," n.d.)

In this case, data-based decision making has proven to be more effective in improving the achievement of educational goals. For example, principals can formulate academic and non-academic evaluation results that can be used to adjust school policies. Data that can be analyzed such as student achievement, attendance rates, and stakeholder satisfaction to determine future improvement steps. Involving stakeholders in making decisions. Establish an ongoing monitoring and evaluation system to ensure that the policies that have been implemented remain appropriate and effective.

In the context of Islamic education management, the formulation of vision, mission and goals cannot be separated from the strategic role of institutional leaders, especially school principals. Leadership plays a central role in bridging ideal values with real practices in the field. The literature shows that the effectiveness of educational institutions is strongly influenced by the leadership style applied. One leadership approach that is relevant to the

development needs of Islamic education institutions today is transformational leadership. The principal as a transformational leader plays a role in transforming personal vision into a shared vision that inspires the entire school community. In carrying out this role, the principal not only sets the direction, but also builds collective commitment to make the vision a reality. The transformational leadership process can be seen in several key aspects, such as:

1. **Attributed Charisma:** The principal must be able to build trust and demonstrate convincing leadership so that all school members feel confident in the vision set.
2. **Idealized Influence:** Models the values that support the school vision, inspiring teachers, students and staff to commit to a common goal.
3. **Inspirational Motivation:** Encouraging and energizing the school community to work with enthusiasm in achieving educational goals.
4. **Intellectual Stimulation:** Encouraging innovation and critical thinking in designing strategies to achieve a better school vision.
5. **Individualized Consideration:** Understanding the needs, potentials, and aspirations of each individual within the school environment in order to optimally develop their capacities(2012).

Strategic Formulation of the Mission in Islamic Educational Institutions

Aminatul Zahroh states that the mission is a set of actions that are calculated to realize the vision that has been realized. Edward Salis asserts that the mission statement serves as a clear guide for the present and future and is closely linked to the vision. Briefly, the mission outlines the actions or directions to be followed to realize the vision. When considering an institution's responsibilities, a mission statement can be understood as a list of actions or procedures that must be undertaken to fulfill the institution's vision. In other words, the mission statement outlines the actions the organization must take to fulfill its vision. Mission statements are now an important component of education. In accordance with the vision that has been set, the mission must also be embodied in the essential actions needed to take advantage of opportunities within the organization. The mission is an extension of the vision and serves as a guide in designing the organization's strategies and activities. The mission is more detailed than the vision, because it clearly explains the tasks and roles of the organization, as well as being the basis for the distribution of tasks to members so that they can contribute according to their roles. The successful implementation of the mission determines the achievement of the organization's vision. In the context of Islamic education, the mission should reflect efforts to improve the quality of education and the formation of noble morals. The mission should also pay attention to the relationship and interaction between students and teachers. In addition, the mission of Islamic education needs to be aligned with national education policies, not only normative, but also describe the specific goals that Islamic education institutions want to achieve..(Intan Rahmayuni Syafitri, Halimahturrafiah, Sucipto, Nellitawati, & Ahmad Sabandi, 2023)(Mohune & Tola, 2019)(Hafizin & Herman, 2022a)

In formulating the educational mission, it is necessary to consider the main tasks of the school and related parties so that the school's behavior is easily understood by stakeholders and does not hinder the running of the school. The mission reflects the identity of the institution and explains the reason for its existence to internal and external parties. While the formulation of a vision and mission is often a laborious and contentious process among school leaders, its implementation is often less than optimal. If the vision and mission are only made as a formality, the results will be disappointing and have no real impact on the development of the school. (Hafizin & Herman, 2022b) Many organizations formulate vision and mission only as documents without real steps to achieve them. If the formulation of vision and mission only ends up as decoration without clear implementation, then this will have a negative impact on the sustainability of a school institution. One way to ensure that the mission is implemented by the institution is to use balanced scored, a method that links the mission with key performance indicators. In this way, the vision and mission do not only become statements on paper, but actually guide strategic planning and evaluate organizational performance(“ Function and Effect of Vision and Mission on an Organization SD Negeri 02 Pulau Besar | OPTIMAL Journal of Economics and Management,” n.d.).

Developing Strategic Objectives for Islamic Educational Institutions

After the school vision and mission have been formulated in a participatory manner and reflect the aspirations of all school members, the next strategic step is to set more operational and measurable objectives. These objectives become the bridge between the ideal statement in the vision and mission and the real implementation in educational policies and programs. In the education management literature, objectives serve as indicators of institutional performance and as a direction for the entire implementation of the teaching and learning process. Objectives should be realistic, structured and refer to the applicable education quality standards. The school's four-year objectives are

developed in accordance with the National Education Standards (SNP) and Minimum Service Standards (MSS) after the formulation of the vision and objectives. Therefore, school objectives are basically the actions taken to achieve the planned school vision. Permendiknas No. 19/2007 describes the following as school objectives:

- a. Define the level of quality to be achieved in the medium term (four years);
- b. Referring to the vision, mission and goals of national education and relevant to the needs of society;
- c. Refer to the graduate competency standards set by the government and school;
- d. Considering feedback from various interested parties, including the madrasah committee, and determined through a meeting of the board of educators led by the madrasah head.
- e. To formulate school goals, it should be done together with the stakeholders. The active participation of all stakeholders is very important, because it is a major factor in the success of the school. In formulating school goals, the following should be considered: ("Ali Mustofa Strategy Management Practicum March 2023," n.d.)
 - 1) Based on the aspects of the evaluation results that must be improved, improved or achieved in the next four years.
 - 2) Based on minimum service standards (SPM, Permendiknas 12/2010) or national standards of education (SNP, PP No. 19/2005).
 - 3) Referring to the school's vision, mission and goals.
 - 4) Oriented towards school improvement and development, including strengthening the capacity of madrasahs to develop and deliver knowledge to learners, and fostering collaboration based on trust.
 - 5) Covers not only the expectations of service providers, but also service users.

Table 1
Comparative evaluation assessment data in 2025 and 2029

Education standards	Current state of the school (year 2025)	School goals (year 2029)
content	The school only has two extracurricular activities and does not have a structured work program.	The school develops six extracurricular activities with a more systematic, continuous and sustainable program.
process	Four out of eight teachers have not received training on innovative, interactive and fun learning methods.	All education personnel have participated in training on learning methods that are more creative, inspiring and motivating for students.
Graduate competencies	The school has a 100% graduation rate with an average national standardized school exam score of 6.5.	The school maintained a 100% graduation rate with the average UAMBN score increasing to 8.0
	Students' average national exam score is 6.2	Average student exam score increases to 8.0
Educators and education personnel	One of the teachers does not have an S-1 qualification, while the other three teachers do not have teaching certification.	All teachers have a minimum qualification of S-1 and have educator certification.

Facilities and infrastructure	The school does not have a regular maintenance system for classrooms, libraries, and other facilities.	The school implements a routine maintenance program for classrooms, libraries, and other facilities to support optimal learning processes.
management	School self-evaluation has not been completed accurately and has not been reviewed regularly.	The EDS is properly completed and reviewed periodically to ensure effective school management.
Financin	The school does not yet have EDS-based RKS and RKAS.	Schools Develop EDS-based RKS and RKAS to support transparent and accountable financial planning
assessment	Only assessment plans for grades I and IV are available, which refer to the core competencies and assessment standards of the 2013 curriculum.	The school has a comprehensive assessment plan for all grade levels in accordance with the core competencies and assessment standards.

In an effort to formulate the goals of Islamic education comprehensively, Islamic education experts have conducted various theoretical and philosophical studies to understand the direction and scope of ideal education. One of the figures who made a significant contribution in this regard is Hasan Langgulung. He tries to classify the objectives of Islamic education systematically so that it can be used as a reference in curriculum development and learning strategies. Hasan Langroll (1989) categorizes the objectives of Islamic education into three main categories, namely main objectives, broad objectives, and specific objectives. The following is his explanation:

1. This goal is absolute and is not affected by changes in time and space. This goal has absolute truth, this goal has been set in the Qur'an, as mentioned in Surah Adz-Dzariyat verse 56: "*And I did not create jinn and humans except that they worship Me.*" Therefore, worship as a whole becomes the ultimate goal in all aspects of life, including in education.
2. General objectives. Education aims to achieve changes in various aspects, such as attitudes, cognitive, emotional and psychomotor skills. General objectives are more useful and applicable to all students, in contrast to supreme objectives which are more philosophical in nature. Specific objectives, these objectives are a modified form of general objectives to make them more specific and appropriate to the needs. In this goal, the values of the highest goal are integrated with the knowledge, skills, behavior patterns, and norms developed in the general goal. Because they are relative, specific objectives can be adapted to the demands and needs of society as well as the overall goals of education. However, in order to remain in line with the main principles, these adjustments must remain in line with the highest values in Islamic education.(Alimatusakdia Panggabean, Ahmad Fachrizal, & Azizah Hanum, 2024).

The purpose of Islamic education must be in line with its essence. First, Islamic education is based on the belief that human life has a purpose, so students need to be guided to serve God. Second, the purpose of education must be in accordance with human nature, including values, talents, and interests in order to form optimal character. Third, Islamic education must be relevant to the needs of society, without ignoring local cultural values and the teachings of revelation. Fourth, Islamic education emphasizes the balance between the life of the world and the hereafter in order to achieve ultimate happiness. ("PURPOSE OF ISLAMIC EDUCATION," 2015).

Discussion

In building and managing Islamic education institutions, vision, mission and goals are not just administrative components that must be owned, but are the foundation that shapes the direction, strategy and quality of the institution's achievements in the short and long term. Based on the results of in-depth discussions with reference to classical and contemporary Islamic education literature, it can be concluded that the formulation of vision, mission and goals has a strategic position that is closely related to the role of leadership and the institutional evaluation process.

Discussion and Analysis of Arguments: Conceptual Strengths and Weaknesses

Vision, as explained by experts such as Tilaar and Mulyasa, is an ideal representation of the future of the institution. In Islamic education, the vision should be able to synergize two main dimensions: spirituality and professionalism. The main strength of a vision based on Islamic values is that it is not only oriented towards worldly material achievements, but also towards the benefits of the hereafter. However, its weakness arises when the vision is formulated without collective involvement or without considering external dynamics such as technological developments and the needs of local communities. A vision that is too normative and not applicable will be difficult to implement in the field. The mission, as a form of operationalization of the vision, is also an important subject of study in this discussion. The literature shows that a good mission must be able to describe the direction of action and strategy of the institution in a specific and measurable manner. The strength of the argument lies in the mission's ability to connect ideals (vision) with real practices in the field. However, the weakness occurs when the mission covers too many general matters and does not have clear indicators of success, so that program implementation becomes vague. The purpose of Islamic education, according to the literature as stated by Hujair AH. Sanaky and Munzir Hitami, includes the formation of the whole man (*insan kamil*) with an integral approach: cognitive, affective, and psychomotor. The advantage is that this approach is comprehensive and based on revelation (*sharia*), but the shortcomings arise in the process of measuring achievements. Because of its long-term orientation and non-material nature (e.g. morals and spirituality), this goal requires evaluation instruments that are more holistic and do not rely solely on academic assessments.

Scientific Deepening and Hypothesis Testing

The initial hypothesis in this discussion is that Islamic education institutions that formulate their vision, mission and goals in a participatory manner and based on Islamic values have stronger competitiveness and resilience in the face of changing times. To test this hypothesis, literature from Islamic education management studies and the implementation of education policies in madrasah and Islamic schools were referenced. The results of the review show that schools with a transformative vision and principals who are visionary leaders - as described in transformational leadership theory - are more successful in leading their institutions to continuous improvement. Principals who were able to link the vision with concrete actions, such as curriculum development, strengthening student character and empowering teachers, showed better institutional achievement than those who did not.

The test also shows that institutions that have clear missions and goals, and conduct regular evaluations, are able to adapt to external challenges such as the digitalization of education and changes in national policies. In contrast, institutions whose vision is elitist or does not reach the needs of learners tend to stagnate.

Leadership Role in Vision Implementation and Evaluation

Kepemimpinan Leadership in Islamic education plays a central role in the process of formulating and realizing the vision, mission and goals. The literature confirms that principals function not only as administrators, but also as cultural shapers and guardians of the institution's direction. Strong leadership is reflected in the ability to formulate strategic policies based on the vision, and to manage the implementation of the mission through the organization of resources and learning programs. Evaluation is an integral aspect of strategic planning. Without measurable and structured evaluation, the vision and mission will only become static documents. Therefore, Islamic education institutions need to build a reflection-based and evidence-based evaluation system. This evaluation involves quantitative and qualitative instruments to assess the extent to which the institution's goals are achieved as a whole- both in scientific and character aspects.

Conclusion

The most important finding resulting from this literature review confirms that the existence of vision, mission and goals in Islamic educational institutions will not be able to have a significant impact and function optimally if it is not accompanied by effective leadership, as well as an evaluation system that is carried out consistently and continuously. One of the things that is quite surprising, and has only really been realized through an in-depth review of various sources of literature, is the fact that although formally many educational institutions have formulated vision and mission statements that seem ideal and theoretically sound, in reality these documents are often no more than administrative formalities. When not supported by the involvement of school principals who play an active role strategically as transformational leaders, the vision and mission lose their operational meaning and fail to inspire the real direction of the institution's movement. This condition reflects a significant gap between normative strategic planning and real implementation in daily institutional practice. This fact also raises the importance of reviewing the assumption that the formulation of vision and mission automatically reflects the direction and quality of institutional management, whereas its realization is highly dependent on the quality of leadership and the monitoring system attached to its implementation. The scientific contribution of this research lies

in strengthening the perspective that places the role of school principals not merely as administrative managers, but as key actors in bridging the idealism of the vision and mission with field practices. This paper confirms some of the previous findings on the importance of the role of leadership in the management of Islamic education, but also highlights more sharply that even a good vision and mission can fail if not accompanied by transformational leadership that is active in strategizing and building a culture of evaluation. In addition, this research contributes confirmation that the goals of Islamic education, if formulated with reference to the basic concepts of man, science and nature according to Islamic values, can be a strong foundation for the direction of development of educational institutions that are relevant to the needs of the times.

However, this study has several limitations. First, this study is based on a literature review without a field study, so the findings obtained are conceptual and have not been confirmed empirically. Secondly, the references used tend to focus on formal Islamic-based education and have not touched on non-formal education institutions or pesantren in their wide variety. Third, the differences in leadership influence based on the level of education (for example, between primary, secondary and tertiary levels) have not been analyzed, nor have the variations in gender, age or cultural background of school principals been considered. Therefore, further research is needed that accommodates empirical studies with larger samples, a wider variety of institutions, and in-depth qualitative and quantitative approaches. With more comprehensive follow-up research results, more appropriate and data-based Islamic education policies will be easier to formulate.

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