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Study on Higher Education Vision Statement: Case from State Islamic Universities in Indonesia Andi Arif Rifa'i Raden Mas Said State Islamic University of Surakarta, Indonesia Priyango Karunia Rahman State Islamic Institute of Bangka Belitung, Indonesia This study aims to explain the formulation of the vision of State Islamic universities in Indonesia. Most universities choose the word excellence in structuring their vision, followed by the phrase competitive (20%), internationally reputable, leading, Islamic character, and others. There is no UIN whose vision contains complete criteria from measurable success indicators, explanation of specialization, and time of achievement.

INTRODUCTION Since 2016, the number of internet users globally has reached 3.24 billion people out of a total world population of 7.39, meaning that 44% of the world's population uses internet facilities. Based on internet usage data, 2.31 billion are social media users and 1.79 use cell phones as hardware. Indonesia country as a country with a total population of 259 million people turns out that 88 million (33.98%) population included in the internet user group, 79 million (30.5%) of whom are active users of social media, and 66 million use cellphones in their social media activities (Rudito & Sinaga, 2017). The increasing number of internet users should be the concern of universities in communicating their vision to their stakeholders. In addition, with the high digital literacy of the community, universities need to develop a vision for the demands of the times. IR 4.0 and the digital steroid era are not only provided opportunities but can also be challenging when we are unable to appear competitive in today's global competition. Klaus Schwab predicted that the presence of the industrial revolution 4.0 would drown (eliminate) some works. The loss of employment is caused by various technologies or artificial intelligence that have replaced the role of workers. According to the McKinsey analysis, 800 million jobs have been lost from this earth by 2030 because automatic robots will replace them (A. Malik, 2019). The data released by the Central Statistics Agency in February 2018 shows that the number of unemployed graduates in Indonesia reached 789 thousand people or 6.31%. The big question is, is Indonesia ready to face this era and future eras? What should be done by universities to determine the direction of development in meeting this era? The various

conditions presented by IR 4.0 should be the basis for various educational institutions developing their institutions. Therefore, learning from developmental concepts in organizational theory, organizational vision plays a role in the institutional movement. In general, in developing a strategy, each organization always starts with conducting market and resource analysis, then continues with the organization's vision and mission establishment (Tanković, 2013). In line with that, according to Julián David Cortés-Sánchez, vision and mission are the most frequently used tools in strategic planning, in the context of universities adopted from the business world since the 1980s (Cortés-Sánchez, 2017). With the challenges of world development, which are increasingly difficult to predict, the change in vision orientation is interesting to study comprehensively from various sectors, likely higher education. Change development in the direction of higher education in responding to IR 4.0 can be assessed through its vision. Changing the vision and mission of tertiary institutions, especially the state Islamic universities (UIN) in Indonesia, is a necessity to responses the challenges of changing times so that the reorientation of this vision is interesting for further study. The superiority of Islamic tertiary institutions in Indonesia is one of the visual thoughts of Muslim intellectuals in seeing the challenges of the times. The development of a university that focuses on science and religion is an inseparable unit that gives birth to the integration of science and revelation. This study has the main objective of explaining the condition of the vision of state Islamic universities in Indonesia, thereby showing its relevance to the demands of the times.

LITERATURE REVIEW Higher Education Strategies in Facing the Industrial Revolution 4.0 The industrial revolution 4.0 (IR 4.0) implies a fundamental change in many ways, especially in information technology (Mulya, 2018). The 17th century (1784) was the first milestone in the industrial revolution. This industrial revolution began with the contribution of science with the discovery of water and steam-powered machines (Nurwardani, 2018). This period was that mechanization began to replace the function of human power. Referring to the history of the industrial revolution 1.0 that the first discovered in Great Britain, the industrial revolution happened spontaneously, and no government intervention was found, which is the main characteristic

of the success of the industrial revolution (A. Malik, 2019). Industrial revolution 4.0 began with the emergence of the 2.0 and 3.0 industrial revolutions. The Industrial Revolution 2.0 occurred in the 18th century, precisely by 1870 (Nurwardani, 2018); this period is proof of the enormous benefits of science for human life and the period of human dependence on technology (Susianto, 2018). In this era, mass production utilized electrical energy indicated by electric machines to produce industrial products (A. Malik, 2019). These developments in the industrial world have an indirect impact on efforts to change educational development. In responding to the IR 4.0 challenges, tertiary institutions must develop effective strategies, both institutionally and their programs to create acceptable graduates. Therefore, organizations and academics of higher education institutions must build strategy through analysis of strengths, weaknesses, opportunities, and threats in responding to the challenges of change from IR 4.0. To be able to survive in the competitive era of IR 4.0, higher education must equip its human resources (personnel and graduates) with the following ten essential skills; 1. Complex problem solving; is the ability to solve complex problems. 2. Critical thinking; is the ability to think critically and rationally. 3. Creativity; is the ability and willingness to continue to innovate and find unique ideas. 4. People management; is the knowledge of leaders, the ability to manage and utilize human resources right on target. 5. Coordinating with others; the ability to work in teams and with people outside the organization. 6. Emotional intelligence; is the ability to control emotions. 7. Judgment and decision-making are the ability to conclude the situation at hand and make decisions in any case. 8. Service orientation; the desire to help and serve others (have a service orientation). 9. Negotiation; ability to speak, negotiate and convince others. 10. Cognitive flexibility; is the ability to arrange knowledge spontaneously, in many ways, and adapt in many situations (H. K. Malik, 2019). Superior skills, according to Malik, can only be built through good behaviour, increasing individual competence, and a spirit of literacy. It can be done through education and learning from cross-border experiences (A. Malik, 2019). Therefore, the challenge for educators is how to teach in a multicultural society, teaching constructs meaning, teaching for active learning, teaching,

and accountability, teaching, and choice, teaching with new perspectives related to abilities, teaching, and technology. The implications of teaching will form the four characters of 21st-century learning: critical thinking and problem solving, creativity and innovation, collaboration and innovation (critical thinking and problem solving, creativity and innovation, collaboration, and communication) (Suwandi, 2018). Based on Tankovic's opinion, the organizational strategies formulated with the first stages of market and source analysis then change to the vision and mission. That strategy design is according to; the organizational needs, the specificity of the vision, and the mission (Tanković, 2013). Therefore, with the changes caused by IR 4.0, higher education needs to respond by reviewing its vision and mission according to current conditions.

Formulation of Higher Education Vision

The vision of an organization or institution contains a philosophy that guides the goals, core beliefs, and a real picture of the organization's future. Vision and mission are interrelated (Tanković, 2013), where the vision presents projections of the organization's future, while the mission explains the purpose and reasons for the organization's existence. Therefore, the sentence from the vision and mission must explain the future and goals of the organization. Vision must also guide the organization in choosing the next strategy (Papulova, 2014). Following the vision concept, the university's vision must be clear, easy to understand and can be used as a reference for the goals of all stakeholders. The organizational vision is a short statement describing medium and long-term goals (3 - 10 years). In addition, that vision has an external orientation, in the sense of expressing what the world wants or receives (Kaplan, 2009). So that the function of that vision, according to Lucas, is as a guide, reminder, inspiration, controller, and liberator (Cortés-Sánchez, 2017). Organizational vision has a position in the strategic management of an organization generally seen as a future picture. Therefore, the vision is an advantage **that the person, team, or organization wants to** achieve as best as possible. So that this vision can guide and perpetuate the existence of the organization (Papulova, 2014). The vision of Higher Education based on the literature review above is a strength for organizations in developing their strategies to deal with changes or demands of the

situation. Therefore, a clear vision will provide a clear picture of the goals to be achieved by higher education organizations in the future. By reading the university's vision, stakeholders get a clear picture of its future. Vision Dimensions of Higher Education

According to Collins and Porras, the Vision dimensions of an organization have two key components: an ideological foundation and a vision (dream) of the future. Fundamental ideology provides reasons for organizational existence, persistent traits, and authentic identity. The future vision describes the state of the organization for a period of 10 to 30 years. Therefore, the organizational vision must challenge and stimulate their efforts (Tanković, 2013). The steps in the vision development: 1. Utilize intuition to find the organization's vision. 2. Creating a team (using a team approach) to develop a vision 3. Using a rational approach and adapting to other organizational vision (Papulova, 2014).

Developing an organizational vision (according to Kaplan, Norton, and Barros Jr.), we must understand the criteria for good vision. Good vision contains at least five criteria, including (Kaplan, 2009); 1) measurable indicators of success, 2) the precise (appropriate) definition and clarity of specialization, and 3) duration of implementation or achievement (example: five years). These three criteria can be seen in the Leeds University Vision, which contains: 1. The measured success indicators are "to become the 20th world university ranking", 2. The appropriate definition (niche definition) is "integrating world-class research, scholarship, and education "and 3. The time for achievement is 2015 (Kaplan, 2009). These three criteria in the Leeds University Vision contain: (1) The measured success indicators are "to become the 20th world university ranking", (2) The appropriate definition (niche definition) is "integrating world-class research, scholarship, and education "and (3) The time for achievement is 2015 (Kaplan, 2009). In line with the above concept, the vision contains messages for members of the organization as well as people outside the organization, so the vision statement must describe three main components, including; 1) improve message clarity, 2) add specific definitions related to success, and 3) set a time frame for achieving success (Kaplan, 2009). Differences in culture, perspective, approach, and other factors between one university and another make it different in formulating an

organizational vision. Therefore, the length, shortness, and complexity of vision statements differ from one organization to another. Various references indicate that the vision statement contains elements, such as; easy to understand, easy to remember, positive value, motivating, inspiring, interesting people, challenging, and future-oriented (Papulova, 2014). MATERIALS AND METHODS The approach used in this study is quantitative, with descriptive analysis techniques (Fraenkel et al., 2015). This study uses a sample of State Islamic Universities in Indonesian terms known as Universitas Islam Negeri (UIN). The university's vision was accessed through the university's official website in 2021 (with domain ac.id.). The distribution of universities web links (data sources) is in table 1 below:

TABLE 1. DATA SOURCES No Universities Web Page 1 UIN Alauddin Makassar

<https://www.uin-alauddin.ac.id/> 2 UIN Maulana Malik Ibrahim Malang <https://www.uin-malang.ac.id/> 3 UIN Sunan Ampel Surabaya <https://w3.uinsby.ac.id/> 4 UIN Sunan Gunung Djati Bandung <https://uinsgd.ac.id/> 5 UIN Sunan Kalijaga Yogyakarta <https://uin-suka.ac.id/> 6 UIN Syarif Hidayatullah Jakarta <https://www.uinjkt.ac.id/> 7 UIN Walisongo Semarang <https://walisongo.ac.id/> 8 UIN Antasari Banjarmasin <https://www.uin-antasari.ac.id/> 9 UIN Imam Bonjol Padang <https://uinib.ac.id/> 10 UIN Mataram <http://uinmataram.ac.id/> 11 UIN Raden Intan Bandar Lampung <https://www.radenintan.ac.id/> 12 UIN Sultan Maulana Hasanuddin Banten <http://uinbanten.ac.id/> 13 UIN Sulthan Thaha Saifuddin Jambi <https://uinjambi.ac.id/> 14 UIN Ar-Raniry Banda Aceh <https://uin.ar-raniry.ac.id/index.php/id> 15 UIN Raden Fatah Palembang <https://radenfatah.ac.id/> 16 UIN Sulthan Syarif Kasim Riau Pekanbaru <https://uin-suska.ac.id/> 17 UIN Sumatera Utara Medan <https://uinsu.ac.id/> Based on table 1 shows that there are 17 UIN in Indonesia. Based on these data, of the 17 State Islamic Universities (UIN) in Indonesia, two UINs did not publish their vision on the university's official website. The two UINs are UIN Mataram (<http://uinmataram.ac.id/visi-dan-misi/>) and UIN STS Jambi (<https://uinjambi.ac.id/#>), therefore than this study does not include both in the analysis. To answer the formulation of the research problem, the analysis in this study focuses on the following three criteria: 1. The number of words used in the formulation of the vision 2. The number of targets stated in the vision formulation 3.

The main target (core vision) that is most widely used in the formulation of the vision

RESULTS Analysis of UIN's Vision Formulation Based on the Use of Words The first data analysis in this study is based on the number of words used in the university vision. The results are in the following figure: **FIGURE 1 NUMBER OF WORDS IN UIN'S VISION** Figure 1 above shows that UIN SUSKA Riau is the university that uses the most words (the longest) in formulating its vision. Meanwhile, UIN North Sumatra (SU) (North Sumatra) is the UIN with the shortest, which only uses five words in their vision statement (it reads: "Society Learns Based on Islamic Values"). As if grouped into three classes of intervals; long (20 - 27 words), medium (12 - 19 words), and short (5 - 11 words), then the description is as in table 2 below: **TABLE 2 WORD COUNT OF UIN VISION**

Criteria	Word Interval	Frequency (F)	Percentage (P)
Long	20 - 27 words	2	13.33
Medium	12 - 19 words	5	33.33
Short	5 - 11 words	8	53.33
Total	15	100.00	

Table 2. above shows the level of complexity of the vision statements of 15 UINs in Indonesia. When referring to the criteria that vision must be easy to understand and easy to remember (Papulova, 2014), it can be concluded that 13% of vision is Long (complex) or difficult to remember, 33% is sufficient (moderate) easy to remember, and 53% is simple (short) or easy to remember.

Analysis of UIN's Vision Formulation Based on the Number and Description of Targets The analysis of the targets (goals) and their descriptions are listed (stated or written) in the university's vision, which aims to explain the direction of the goals of each UIN. In detail, it can be seen in Table 3 below: **TABLE 3 NUMBER OF TARGETS AND DESCRIPTIONS IN THE VISION**

No. Universities	Description	Number of Target
1 UIN Syarif Hidayatullah Jakarta	World Class University (WCU)	1
2 UIN Sunan Kalijaga	Excellence and leading in the guidance and development of Islam and science	2
3 UIN Maulana Malik Ibrahim Malang	Excellence, reliability, competitiveness, and international reputation.	4
4 UIN SMH Banten	excellence and leading in global science integration	2
5 UIN Sumatera Utara (SU)	Islamic Learning Society	1
6 UIN Sunan Gunung Djati Bandung	A superior and competitive university based on Revelation	2
7 UIN Radeh Fatah Palembang	University with international standard, national mindfulness and Islamic character	3
8 UIN Ar-Raniry Banda Aceh	Excellence in the development and	

integration of science, science, technology and art 2 9 UIN SUSKA Riau Top choice university at world level 1 10 UIN Sunan Ampel Surabaya Excellence and competitive by international standards 2 11 UIN Raden Intan Lampung International reference university in the development of integrative-multidisciplinary Islamic science with an environmental perspective 1 12 UIN Walisongo Semarang Research University 1 13 UIN Imam Bonjol (IB) Padang Competitive Islamic University at ASEAN level 1 14 UIN Alauddin Makasar Center for Enlightenment and Transformation of Science and Technology 2 15 UIN Antasari Banjarmasin Excellent university and has good character. 2 Total 27 Table 3 above shows that in the vision target of UIN Maulana Malik Ibrahim Malang, that has the most (disclosed) targets in its vision (4 targets). In sequence, then UIN Raden Fatah Palembang with 3 targets, and UIN Alauddin Makasar, UIN Antasari, UIN Sunan Gunung Djati, UIN Sunan Ampel Surabaya, UIN SHM Banten and UIN Sunan Kalijaga Yogyakarta all with 2 targets. Meanwhile, UIN Syarif Hidayatullah Jakarta, UIN Sumatera Utara (SU), UIN Ar-Raniry Banda Aceh, UIN SUSKA Riau, UIN Raden Intan Lampung, UIN Walisongo Semarang, and UIN Imam Bonjol (IB) with one target in their vision statement. The university vision should be easy to understand and easy to remember. Other criteria that are also important are future-oriented, motivating, inspiring, interesting, challenging (Papulova, 2014). So that the direction of UIN development goals can be seen based on its vision and target selection, the results of the target analysis can be seen in Figure 2 below: FIGURE 2

CORE-VISION OF UIN Based on Figure 2 above, the core vision of 15 UINs, shows that the statement of excellence university is the most widely used target. The other targets are also often mentioned: competitive, leading, international reputation, Islamic character, etc.

Integrating science and religion (revelation) is the basis for Indonesia's State Islamic University (UIN) development. However, based on data analysis, only two UINs clearly state the spirit of integration, as follows: 1. UIN Syarif Hidayatullah Jakarta, with the vision; "to become a world-class university with the excellence of scientific, Islamic and Indonesian integration". 2. UIN Ar-Raniry Banda Aceh, with its vision; "To become a university that excels in developing and integrating Islamic science, science, technology, and arts". In the

concept and target of scientific integration, UIN Ar Raniry Aceh expressly displays the message of integration in its vision (integration of science, science, technology, and art). Furthermore, UIN Syarif Hidayatullah Jakarta clearly states "integrated science, Islam, and local wisdom (Indonesianness)".

DISCUSSION AND CONCLUSIONS

Data analysis referring to the concepts offered by Kaplan, Norton, and Barros Jr., then from the vision of 5 UINs. Kaplan et al. used three components: measurable success indicators, appropriate definition (specialization), and implementation time (Kaplan, 2009). So, it can be concluded that there is no single UIN in Indonesia whose vision contains measurable success indicators as its target (core vision), as shown in Figure 2. Whereas the UIN that defines (explains) its specialization is only 8 UIN as follows:

1. To become a world-class university with excellence in scientific, Islamic, and Indonesian integration (UIN Syarif Hidayatullah Jakarta).
2. Excellence and Foremost in Integration and Development of Islam and Science for Civilization (UIN Sunan Kalijaga Yogyakarta)
3. To become a leading and well-known Islamic University in integrating global knowledge (UIN SHM Banten).
4. Learning society used Islamic values (Islamic Learning Society) (UIN Sumatera Utara).
5. To become a State Islamic University that is superior and competitive based on the revelation of guiding knowledge in the framework of moral behaviour in ASEAN in 2025 (UIN Sunan Gunung Djati Bandung).
6. To become a university that excels in developing and integrating science, technology, and Islamic arts (UIN Ar Raniry Banda Aceh).
7. Excellent Research University of Science-based Islamic for Humanity and Civilization in 2038 (UIN Walisongo Semarang).
8. The realization of the State Islamic University as the first choice higher education institution in the world to develop integrated Islamic teachings, science, technology, and arts in 2023 (UIN SUSKA Riau).

The target stated in the UINs vision must be realized, like in the research conducted by Beem et al. concluded that the vision can be used as a reference for producing relevant and effective teaching resources and designing relevant forms of institutional support (Van den Beemt et al., 2020). This means that the vision must have clear objectives, assist development programs, and involve internal institutional stakeholders (Sgoutas-Emch et al., 2021). The vision of the integration of science and

religion developed by the majority of UIN must be supported by opening a general study program, which is in line with research findings from Cynthia A. Wells Messiah (Wells, 2016). Based on the results of this study, it concluded that in the face of the Industrial Revolution 4.0 (IR.4.0) era, in formulating its vision, UIN in Indonesia has not specified measurable targets in its vision statement. Meanwhile, the number of words in the vision statement in several UINs still needs the ability to read from internal stakeholders and especially external universities to capture the contents of the vision. In addition, there are still UINs in the digital era that has not yet displayed their vision statement on digital pages (websites), so it will be difficult for external university stakeholders to explore digital traces related to UIN's philosophy (vision). The use of the word "excellence" in the vision statement of UINs is the most widely used word, followed by the word "competitive, internationally reputable, Leading, has Islamic character and others.". However, there is no UIN that explains the word measured quantitatively.

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