

Optimizing the Vision and Mission of Schools in Learning Leadership Based on Action Learning Schools

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ABSTRACT

Vision and mission are the ultimate goals that serve as guidelines for school activities and serve as the basis for the strength of quality service to students. However, many schools only make the vision and mission merely exist but do not become meaningful guidelines for the delivery of education. This study was aimed to describe and analyze the implementation of the vision and mission in school management. This research uses a qualitative approach with case studies. Leadership means the ability to influence, motivate, invite, and direct others to a predetermined goal. Leadership without subordinates has no meaning, otherwise, subordinates without leadership will be wild and perverted. Leadership is not just giving authority and authority from a leader to subordinates, but in giving that authority.

Keywords: Vision, Mission, Learning Leadership, Action Learning

1. INTRODUCTION

The essential part of the national development process which determines the economic growth of a country is education. Education is also an investment in human resource development, where the importance of increasing and developing human resources in a sustainable manner is one of the policies in improving the quality of education. One of the primary issues in implementing education in Indonesia is finding ways to improve the education quality in the midst of the changing times that are moving very fast today. Based on the Program for International Study Assessment (PISA) in 2015, Indonesia ranks as one of the countries with the lowest ranking in achieving the quality of education. Of the 72 countries that were assessed, Indonesia's mathematics ability was ranked 65 out of 72 countries, science was ranked 63 out of 72 countries reading was ranked 66 out of 72 countries. This can be seen from the

ranking of scores achieved in reading, math, and science abilities in students aged 15 years.

One of the most decisive components in the educational learning process in schools is the principal as the leader. The quality of a leader in an ongoing process of change as it is today must always be future oriented. Leaders born in the current era should not only be trapped in the function of giving advice, orders, and mandates to their subordinates but on how to comprehensively define the vision, mission, and goals of the organization to all members of the organization. Thus, a leader who has a vision and mission far ahead of other leaders is believed to adapt the organization he leads to the changing external environment.

In order for leaders and all subordinates to be involved in realizing organizational goals, social interactions are needed to create a conducive and reassuring work environment. In socializing and

interacting, a leader must be able to provide encouragement or enthusiasm for his subordinates to achieve optimal organizational performance. (Drucker, 1996) in his book the leader of the future emphasizes how a leader should behave in facing the world in the future. (Drucker, 1996) says that an effective leader does not only delegate tasks but also does what is delegated to his subordinates. Furthermore, Drucker also reminded that the acceleration of technology, global competition, and changing demographics have created new types of organizations that were never imagined before.

The leader as the harmonizer, balancer, and mediator of various organizational interests, must be able to play various types of leadership at the same time to maintain the continuity of the organization he leads. In addition, the leader as an agent of change must also be able to look ahead to the various phenomena that will occur. The ability to predict various phenomena and then transform them into leadership practices will provide valuable contributions to organizational life in the future.

Some research results mention that the key to improving the schools' quality should build a good practice of vision, mission, goals and also the values (Gurley et al., 2013). The daily practice in question is that it can be applied continuously so that it can improve school achievement and student learning.

Other research is also investigate the incompatible policies cause the government to lack political support (SERB, 2010). Besides, figuring a common vision for education indicates a level of transparency advantageous for all parties (Ahanhanzo et al., 2006). Based on some research above, that the vision and mission are the guidelines that underlie all programs or sections in schools / institutions / organizations. The essence of the vision and mission can also be indicated in the activities of each individual in schools, institutions, and organizations because of the improvements or developments that are made on them. However, in reality, there are many schools only create the vision of the school "exist", but it does not become a meaningful

guideline for the delivery of education. The next thing that happens, schools just carry out routines and the results of education are all "instant", students only learn to get a good mark, and the process of education only focus on giving the material without interpreting it. This is not in line with the statement that appeared in the National Education Law no. 20 of 2003, articles 1 and 3, which state in more detail the functions and objectives of education "in full". This issue appeared because the goals of education and learning process that are reflected in the school's vision and mission have not been fully achieved. Likewise, the factor that become problematic is the ability to overcome knowledge and attitudes.

Several former researches assumed that this possibility occurred because the school's capacity had not been maximally empowered. It is assumed that "Schools that do not have sufficient capacity or capability will find it difficult to carry out various continuous improvement efforts effectively." There are three aspects of school capacity that does not have a clear program policy instruction yet. The capacity of the school is not directed at superior things and focuses on specific goals (Bambang Sumintono, 2013). Meanwhile, in the preliminary study, the research presumes that "... schools experience many problems in a school management capacity, especially related to the malfunctioning roles and functions of educators and education personnel in completing their tasks and solving problems faced by schools" (Arianti, 2014) (Euis Karwati; Donni Juni Priansa; Sumartini, 2013) suggests that the principal is defined as the functional staff of the teacher who is given leading the school where the teaching and learning process is held, or a place where the interaction occurs between the teacher who provides lessons and students who receive lessons. One school is instructional leadership. The definition of instructional leadership according to (Suminar, 2019) is an action taken (the principal) to develop a productive and satisfying work environment for the teacher, which can create better student learning conditions. according

to (Bush & Glover, 2014) is leadership focus on some part that related to learning, including curriculum, teaching and learning processes, assessment, teacher development, excellent service in learning, and building learning communities in schools. The primary objective of instructional leadership is to give excellent service to all students in order to develop their potential, talents, interests, and needs. In addition, to facilitate learning so that students' learning achievement increases, learning satisfaction is higher, learning motivation is higher, curiosity is realized, creativity is fulfilled, innovation is created, an entrepreneurial spirit is formed, and awareness for lifelong learning because because science and technology and art develop rapidly and grow well.

2. METHOD

In this study used descriptive method as a research method because this research has the aim of obtaining answers related to a person's opinion, response, or perception so that the discussion must be qualitative or use word descriptions. "Descriptive research tries to find an appropriate and sufficient description of all activities, objects, processes, and people" (Basuki, 2006). Descriptive research recognizes various forms that can be categorized such as surveys, case studies, studies, causal-comparative, correlation studies, and so on. Each form of descriptive research has a different function and purpose, while this descriptive research is included in the "case study" category. A "case study" is an in-depth study of certain events, environments, and situations that make it possible to reveal or understand something. The author uses a "case study" form of research because it raises a phenomenon that occurs in Junior High School in West Sumatra Province, namely the factors that can influence the optimization of the vision and mission of the school in action learning-based principal instructional leadership.

3. RESULT AND DISCUSSION

Vision and mission

A good vision and mission statement must consider several meaningful factors that must be taken into consideration before statement of vision and mission is formulated. The initial factor that must be considered is the target audience. This factor requires the formulation of the vision and content to report to whom this formula is intended, or who are the stakeholders of the organization. The groups that must be present in the target audience are employees, shareowners, customers, and citizens.

The second factor that must be considered in the formulation of an organization's vision and mission is the scope of its scope. There are such short vision and mission statements that are expressed in one sentence, but there are also long ones, which include the formulation of vision, mission, philosophy, goals, plans, and strategies. The third factor is overwriting the language to be used in the formulation of the vision and mission. The use of sentences and choice of words is mandatory in such a way as to meet the standards for a good vision and mission formulation.

For Abraham (cardani Leann, 2000)"a mission statement should be written to encourage commitment and to energize all employees toward fulfilling the mission". Drohan also emphasized that "If you make the language too flowery and cumbersome a great mission statement may not be taken seriously" (cardani Leann, 2000). Another factor that must be considered is the vision statement. the mission is obliged to last for a certain period of time so that it is not fast using and always has meaning for the existence of the organization for a long period. Bart has carried out a study on the relationship between mission and organizational performance. Organizations that in their vision and mission say that they override non-financial goals, value statements, specific standards of attitude, identify organizational competition strategies, vision statements, and override goals to satisfy the needs and expectations of stakeholder groups have greater performance than organizations that do not have it (Leann, 2000).

Formulating a mission statement is not a simple matter because it must be tried as part of the organization's strategic planning process. This process must be initiated from an analysis of the area, after which it is accompanied by the development and prioritization of targets and objectives. After these 2 steps, the mission to be formulated becomes clearer. In the formulation of the mission statement, it is necessary to determine who will make it. To do this, a formulation committee can be made that represents management factors or broader elements in the organization, especially if needed, it can involve groups outside the organization.

Based on the results of a survey conducted by the author of school principals in West Sumatra related to the school's vision and mission, data was obtained with the following details:

1. The results have not been maximally implemented the vision and mission in schools.
2. The school vision is easy to understand and can be implemented.
3. It has been communicated but not all the vision and mission can be realized.
4. The school's vision and mission, not all school members understand even the guardians of students because socialization has not been perfectly implemented by the principal because the new vision and mission for 2019 is revised.
5. The vision and mission are formulated with the School Development Team, with goals that are measurable, specific, flexible, and easily understood by all school members6. The vision and mission of the school have been well conveyed to all school members.
7. Making a vision and mission with the existing CAR and disseminating it to all school members at the beginning of the school year.
8. Vision and mission of the school is measurably flexible and easy to understand.
9. The vision and mission of the school is measured, flexible, clear, and easy to understand. But the real condition of the problems in this school has not been

able to achieve the overall vision and mission that we had planned. Approximately 60% has only been achieved, of which 40% has not been achieved, due to several reasons: Local Class 12 Teachers Number of Class 12 Teachers who are Civil Servants 3 people who honor BOS 9 people. out of 9 people, only 1 person is linear. 1 PJOK teacher is a civil servant and 1 PAI teacher. Facilities and infrastructure are incomplete, only 8 locales needed 12 so less 4 local. Teacher 1 doorless 4 doors and 1 student toilet-less 8 doors. Source of Funds is only one BOS Fund. Not all parents are involved because of low human resources and economic factors.

10. The vision and mission of the school is based on the conditions in the school. It was made jointly and socialized to the committee, parents of students, to students in clear and easy to understand sentences.

Leadership

Educational leadership is an action taken by the principal with the intention of developing a productive and satisfying work area for the teacher, and ultimately being able to improve learning conditions that allow student learning achievement to increase (Greenfield, 1987). Meanwhile, Soutworth (2002) reports that "educational leadership is a strong concern for teaching and education, it is stated that reliable learning by teachers matches student growth". Educational leadership has primary attention to the educational component to match student growth. For (Ubben & Hughes, 1969) effective educational leadership has 5 main characteristics: (1) coordinating educational programs, (2) emphasizing achievement, (3) evaluating the progress of students in an orderly manner, (4) producing a conducive learning environment, and (5) develop an educational strategy. Furthermore, (Ubben & Hughes, 1969) propose an educational leadership model that has four sets of strengths that can influence student learning outcomes, namely: (1) an external structure which includes a circle of expectations, values, beliefs that affect attitudes and abilities of educational

leadership, a circle that displays the attitudes and expertise of educational leaders, (2) a roundabout that displays the behavior and skills of educational leaders, (3) internal structures created by leaders and educators with the final target of achieving the final goals in the form of learning outcomes or graduates, and (4) learning outcomes and graduates (students' outcomes). Graduates' results are intended to share feedback on expectations, values, and trust in leaders, institutions, and citizens.

The main goal of leadership is to correct student learning outcomes, although a closer goal is to correct teaching and learning activities (Gorton, 1976; David and Thomas, 1989). For Ubben and Hughes (1992) educational leadership has a basic goal of school improvement. The main theme of school improvement is strengthening teacher skills, curriculum systematics, improving organizational structures, and the involvement of parents and other communities in school and community partnerships. Therefore, the goal of educational leadership is to provide excellent service to all students so that they are able to improve their basic quality skills and instrumental qualities to experience a future that is unknown and full of turbulent challenges. Krug (in Scott, 2016) displays a positive bond between educational leadership and student achievement. Krug recognizes 5 main aspects of educational leadership, namely (1) defining the mission through school goals, (2) managing curriculum and instruction which means making teacher planning and implementing appropriate education and evaluation approaches, (3) supervising and supporting teaching and sharing reliable development where appropriate, (4) monitoring student progress on what teachers can try to support student education, and (5) emphasizing the educational atmosphere or culture.

The role of instructional leadership in improving teacher professionalism has long been recognized as something of an important factor in school organizing, most notably its responsibility for improving the quality of education in schools. Hallinger& Leithwood, 1994). Some of his research on the effectiveness of

schools requires strong instructional leadership, besides another characteristic character, such as: high expectations on students' achievement, conducive school climate for teaching activities, and the ongoing monitoring of the progress of pupils and teachers. Smith and Andrew, 1989; Gorton and Schneider, 1991). In 2002, Southworth was the principle was able to play its position as if it were: 1) teacher review, the principal must monitor the teacher in carrying out the duties;(2) assessors of teacher performance, one position of the principle who is objective and thorough in implementing the evaluation of the performance of teachers;(3) implementing and managing the participation and training, the position of the head of the school in conducting supervised;(4) the planning of the development of the teacher's advanced profession, the role of the head teacher in significantly increase the teacher's reliability;(5) coordinating the work of the board, the principal coordinating the reviews in the schools; 6) Coordinating efficient education, the principal is like an education leader in his school, so that teachers can do efficient learning. Willison, 2008, formulated three strategies to implement effective educational leadership: 1) talk the talk;(2) walk the walk; (3) be the caddy. Principals should have a lot of dialogue and discussion to increase the profession of long-term teachers, monitor the educational process in the classroom and serve teachers in the quality of educational infrastructure.

Educational leadership is leadership that focuses on education. Educational leadership components include curriculum, teaching and learning process, evaluation, teacher development, excellent service in education, and the development of learning communities in schools. Hallinger (2003) defines efficient educational leadership as follows: (1) school creativity by sharing comments with the school community and striving for the vision and mission of the school to live productively in its implementation, (2) the school principal links stakeholders in school management (participatory

management), (3) the principal distributes support for learning, (4) the principal carries out monitoring of the teaching and learning process to master more deeply and is aware of what is going on in the school, (5) the principal functions as a facilitator so that with various the method can recognize educational difficulties and can help teachers in overcoming these learning difficulties.

4. CONCLUSION

Based on the above discussion, it can be concluded that in order to improve the quality of education, the principal implements action learning-based leadership by optimizing the vision and mission. Implementing learning leadership in SMP West Sumatra Province in terms of the learning leadership model according to Hallinger and Murphy has been going well. Based on the three dimensions used as indicators of learning leadership, only the dimensions of formulating a mission that are not carried out by the principal. The school's vision, mission, and goals are set by the Principal and the Committee. The principal and his staff are only the implementers by arranging school programs that are oriented towards achieving school goals. Learning management is carried out by supervising and evaluating learning, coordinating the curriculum based on the demands of change and community progress, and monitoring student learning progress. The principal must be able to build a conducive school climate. Efforts to build a conducive school climate are carried out by the principal by controlling the allocation of learning time, encouraging teacher professional development, focusing on achieving the school's vision, providing incentives for high-achieving teachers, setting academy standards according to existing laws and regulations for teachers, and providing incentives for outstanding students.

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