



Madrasah Vision Management Strategy in Realizing Superior Educational Quality

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ABSTRACT

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This study aims to analyze the strategy of managing the madrasah vision in realizing superior educational quality in Islamic Junior High Schools (MTs), including participatory vision formulation, socialization and internalization strategies, implementation in learning, programs, and madrasah culture, as well as evaluation and efforts to strengthen the implementation of the vision. The study used a qualitative approach with a case study design, collecting data through in-depth interviews with the madrasah principal, teachers, and students, as well as field observations of learning activities and madrasah culture, then analyzed interactively using the Miles and Huberman model. The results of the study indicate that the madrasah vision is formulated in a participatory manner so as to foster a sense of ownership and shared commitment; socialization and internalization are carried out continuously through formal forums, leadership role models, habits, and visual media so that the vision is realized in behavior and work culture; implementation of the vision is reflected in learning that integrates Islamic values, programs, and madrasah culture that supports character building and student achievement; evaluation is carried out systematically through academic supervision, evaluation meetings, and teacher performance assessments despite facing challenges such as differences in teacher understanding, limited facilities, and administrative burdens. The implications of the research show that strategic and sustainable vision management plays an important role in improving the quality of Islamic education and can be a practical reference for madrasahs in developing educational management that is oriented towards academic excellence while strengthening Islamic values.

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INTRODUCTION

Islamic education plays a strategic role in developing human resources who excel not only academically but also possess strong character, morals, and spirituality. In the context of modern society, characterized by value disruption, technological advancement, and complex social challenges, Islamic educational institutions are required to maintain a balance between mastery of knowledge and moral development of students. Madrasah Tsanawiyah (MTs), as an Islamic secondary educational institution, plays a crucial role in systematically instilling Islamic values while simultaneously developing students' basic competencies to prepare them for the demands of the times (Abas & Kholidah, 2025; Kholifatunnisak, 2024; Rusdiah, 2024; Setiawan & Rizal, 2024). Within this framework, the madrasah's vision is a key element that determines the direction, orientation, and quality of educational delivery. The vision serves not only as an ideal statement but also as a strategic foundation that unites academic goals, character development, and strengthening students' religiosity. (Alam & Mohanty, 2023; Rahmatillah & Andayani, 2025; Windiasari et al., 2025; Yakin, 2025). Therefore, effective vision management is an urgent need for the wider community in an effort to realize superior and sustainable quality Islamic education.

Although school vision holds a strategic position in educational management, reality shows that many Islamic educational institutions have not been able to manage their vision optimally (Dewi, 2025; Kusumawati, 2025; Najiburohman et al., 2025; Syafiih, 2025). A common problem faced is the weak link between the formulated vision and daily school management practices. Visions are often positioned only as administrative documents prepared to meet accreditation or regulatory demands, without being used as a basis for strategic decision-making, program planning, or school culture development (Faisal, 2023; Fitriya, 2023; Listrianti et al., 2023; Najiyah, 2025; S et al., 2023). This condition results in low consistency of policy direction, lack of integration of academic and non-academic programs, and less than optimal achievement of educational quality. In the context of Islamic education, this issue becomes even more complex because the vision should encompass not only academic aspects but also Islamic values and the moral development of students. When the vision is not managed strategically, the goals of Islamic education have the potential to lose their transformative power in shaping a generation of knowledgeable and noble characters.

Field phenomena indicate that many private Islamic junior high schools (MTsS) have ideal visions with religious nuances, but these have not been effectively implemented in educational practice. This lack of synchronization between vision and implementation is evident in the minimal integration of the vision into the curriculum, classroom learning, extracurricular activities, and the development of school culture (Azaroh & Baharun, 2025; Azizah et al., 2025;

Badriyah, 2025; Fawaid et al., 2025; Holid, 2025). Teachers and educational staff often understand the vision only partially, so its implementation relies on individual initiative, rather than a collective movement within the madrasah. Furthermore, weak communication of the vision and a lack of ongoing monitoring prevent the vision from serving as a reference for performance evaluation or school quality development. Consequently, the learning process proceeds routinely without a clear strategic direction, the work culture is underdeveloped, and Islamic character development is suboptimal. This phenomenon indicates that the main challenge does not lie in formulating the vision, but rather in the strategy for managing the vision so that it is truly internalized and operationalized by all members of the madrasah consistently and sustainably.

Various previous studies have emphasized the importance of school vision in improving educational quality. Robiah and Adwiyah's (2024) study emphasized that alignment of vision with institutional goals is a key prerequisite for creating a clear direction for school development. Meanwhile, Kelurahan and Hulu (2024) highlighted the principal's leadership role in mobilizing the school community so that the vision can be effectively implemented. Meanwhile, Febiana et al. (2025) emphasized the importance of integrating Islamic values in developing student character through school policies and programs. These findings provide an important contribution to understanding the relationship between vision, leadership, and educational quality. However, most research remains normative and positions vision as an ideal concept, without detailing how vision is managed strategically and operationally in the madrasah context, particularly at the MTs level.

The limitations of previous research are evident in the lack of studies that comprehensively discuss vision management strategies, from the planning stage, communication, implementation, and evaluation. Existing research tends to separate the discussion of vision from daily educational management practices, thus failing to explain the concrete mechanisms of vision internalization in academic and non-academic activities. Furthermore, there is still little research that examines the supporting and inhibiting factors of vision implementation contextually in Islamic MTs, such as teacher understanding, infrastructure support, organizational culture, and the role of madrasah stakeholders (Khotimah & FahmiSuhermanto, 2024; Mulyadi & Sutiah, 2025; Purwanto & Wafa, 2023). Yet, understanding these factors is crucial for formulating an adaptive and sustainable vision management strategy. This gap demonstrates the need for research that not only describes the vision but also examines the actual practice of its management as an integral part of the strategic management of Islamic education.

Based on these gaps, this study offers a novel approach by examining the comprehensive strategy for managing madrasah visions in the context of Islamic MTs (Islamic Junior High Schools). The research's novelty lies in its analytical

focus, which goes beyond formulating the vision as a formal document, but also focuses on how the vision is strategically managed through participatory planning, internal communication, program implementation, and ongoing evaluation (Alam & Mohanty, 2023; Khoiroh, 2025; Putri et al., 2024). This study positions vision as a managerial instrument that connects curriculum, learning, moral development, extracurricular activities, and the development of a madrasah work culture. Thus, vision is understood as an operational and contextual driving force for educational quality. This novelty is crucial because effective vision management has the potential to strengthen madrasah competitiveness, improve graduate quality, and maintain the relevance of Islamic education amidst the demands of social change and modern education.

In line with the identification of gaps and novelties, this study focuses on the main question: how is the strategy of managing the vision of madrasah implemented in Islamic MTs to realize superior educational quality. The main argument of this study is that planned, communicative, and participatory vision management can be the main driver of improving the quality of Islamic education. The leadership of the madrasah principal plays a strategic role in directing, exemplifying, and overseeing the internalization of the vision, while the collaboration of all madrasah members is a determining factor in the success of the vision implementation. By examining the process of planning, implementation, as well as supporting and inhibiting factors for vision management, this study is expected to provide theoretical contributions in the development of strategic management of Islamic education, as well as practical contributions in the form of implementative recommendations for madrasahs in strengthening the quality of education in a sustainable manner and oriented towards Islamic values.

RESEARCH METHOD

This research uses a qualitative approach with a case study design (Niam et al., 2024; Nurfajriani et al., 2024). The qualitative approach was chosen because this study aims to gain a deep and comprehensive understanding of the madrasah vision management strategy in realizing superior educational quality, particularly related to the planning process, implementation, and the roles of the actors involved. The case study design was used because it allows researchers to intensively and contextually examine a phenomenon in a real setting, so that the dynamics of vision management in MTs can be understood comprehensively and in depth. Through the case study, this research not only describes what is done, but also how and why the vision management strategy is implemented in daily educational practice.

This research was conducted at the Islamic Junior High School (MTs) Hikmatul Hasanah, which was chosen as the case study location. The selection of the research location was based on the consideration that the madrasah has a vision that explicitly emphasizes educational excellence and strengthening

Islamic character. Furthermore, this madrasah has implemented various academic and non-academic programs that refer to the institution's vision, making it relevant to study as an example of vision management practices in the context of Islamic education. Other considerations were the madrasah's openness to research activities and the availability of informants who directly understand the process of planning and implementing the school's vision, so that the data obtained is expected to be rich, valid, and in-depth.

Data collection was conducted through in-depth interviews and field observations. Interviews were used to explore the informants' views, experiences, and strategies regarding the management and implementation of the madrasah's vision. Research informants included the madrasah principal, teachers, and students directly involved in the planning and implementation of the school's vision. Informants were selected purposively, considering their level of involvement, knowledge, and role in managing the vision. Field observations were conducted to directly observe program implementation, learning activities, and the madrasah culture that reflects the implementation of the vision, so that interview data could be confirmed through empirical findings in the field.

Data analysis was conducted interactively, referring to the Miles and Huberman model, which includes the stages of data condensation, data display, and verification or conclusion drawing/verification. Data condensation was carried out by selecting, focusing, and simplifying the raw data obtained from interviews and observations to align with the research focus. The condensed data was then presented in narrative form and a thematic matrix to facilitate understanding of the relationships between categories. The verification stage was carried out continuously throughout the research process to ensure the consistency and consistency of the findings, so that the resulting conclusions are credible and accountable (Qomaruddin & Sa'diyah, 2024).

RESULT AND DISCUSSION

Result

Formulating Madrasah Vision in a Participatory Way

Based on interviews with the principal, the formulation of the vision of MTsS Hikmatul Hasanah was carried out through a participatory process involving various parties, such as the madrasa committee, the head of the foundation, community leaders, parents of students, and the entire teaching staff. The principal explained that the involvement of many parties was considered important so that the formulated vision was not one-sided, but rather reflected the real needs of the madrasa and the hopes of the surrounding community. The vision formulation process was carried out through a deliberation forum that provided space for discussion, the expression of ideas, and the alignment of shared goals. The results of the interviews showed that the madrasa vision is understood as a long-term direction that serves as the main foundation for developing educational quality. The principal emphasized that the vision is not merely a slogan, but must be able to serve as a reference in every decision-

making, whether related to learning programs, character development, or institutional development. This explanation shows that the vision was designed from the beginning to be implemented realistically and contextually.

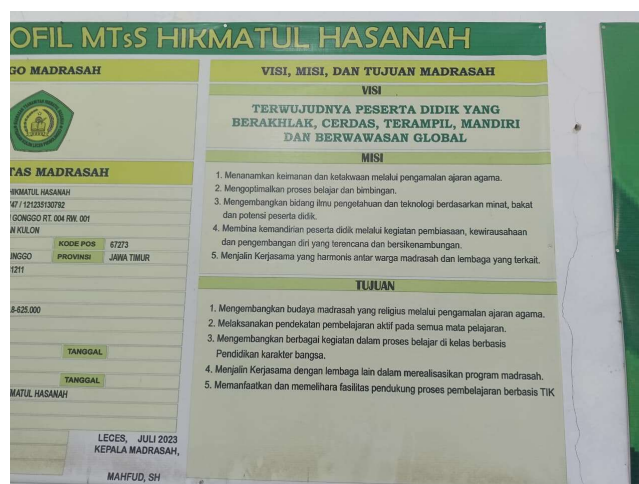
Field observations revealed that the vision formulation was generally understood by teachers and educational staff as a shared guideline. In various madrasah activities, a shared understanding emerged that the vision represents a shared goal to be achieved gradually. Teachers frequently referred to the vision when discussing the direction of school programs and student development targets, both in academic and religious contexts. These observational findings indicate that the vision formulation process, involving multiple parties, contributed to a growing sense of ownership of the madrasah's vision. The vision was not viewed merely as an administrative product, but as a shared agreement that had meaning and relevance to the madrasah's needs. This condition provided an important initial foundation for the sustainable implementation of the vision in various aspects of educational management.

Madrasah Vision Socialization and Internalization Strategy

The strategy for socializing and internalizing the madrasah vision is a systematic effort to ensure that the vision is not only understood conceptually, but also internalized and realized in daily practice by all members of the madrasah community. Socialization is carried out through various formal forums such as work meetings, routine teacher meetings, training, and In-House Training (IHT), and is reinforced with visual media that display the vision within the madrasah environment. Internalization of the vision is then realized through habituation, exemplary leadership, work culture, and the integration of the vision's values into learning and student activities, so that the madrasah vision truly becomes a guideline for the attitudes, behavior, and decision-making of all members of the madrasah.

Interviews with the madrasah principal and teachers indicate that the vision dissemination is carried out continuously and in a planned manner through various official forums, such as the beginning of the year work meeting, routine teacher meetings, workshops, internal MGMP, and In-House Training (IHT) activities. The madrasah principal consistently reiterates the madrasah's vision in each of these forums, while explaining its meaning and direction for its achievement so that it can be fully understood by all members of the madrasah community. Interviews also revealed that the dissemination of the vision is not only a matter of conveying information, but is accompanied by practical explanations of how the vision is translated into learning, character development, and work culture. Teachers stated that through these forums, they gain a clearer understanding of the relationship between the vision and their respective duties and responsibilities. This helps teachers align learning planning and implementation with the direction of the madrasah's vision.

Field observations indicate that the socialization of the vision is strengthened through the use of visual media placed in various strategic corners of the madrasah, such as banners, posters, and information boards. These media are easily visible to students, teachers, and madrasah guests, so that the vision message remains present in daily activities. Furthermore, the values embodied in the vision are reflected in the habits of the madrasah community, such as discipline, politeness, and religious culture. These observations indicate that the internalization of the vision is not only carried out through formal communication, but also through habituation and role models in daily life. The madrasah vision gradually shapes the behavior patterns and work culture of the



madrasah community, so that the direction and goals of the institution can be understood and implemented collectively, not just known conceptually.

Figure 1. Vision of the Madrasah at MTSS Hikmatul Hasanah

Figure 1 displays the documentation of the Madrasah vision at MTSS Hikmatul Hasanah, displayed in a strategic area of the school as a form of communication of the values and direction of the institution's development to all members of the madrasah. This visualization of the vision not only serves as a reminder for teachers, students, and staff regarding the educational goals to be achieved, but also serves as a symbol of the madrasah's identity and aspirations in improving the quality of learning, student character, and social contribution. By presenting the vision clearly and attractively, the madrasah encourages the entire academic community to align in achieving its educational mission and creates a learning environment focused on achieving competencies and strengthening religious and social values.

Implementation of Vision in Madrasah Learning, Programs, and Culture

Based on interviews with teachers, the implementation of the madrasah's vision is clearly evident in the learning process, which integrates Islamic values with academic materials. Teachers conveyed that learning is not solely focused on cognitive achievement but also directed at developing students' morals,

discipline, and responsibility. Teachers strive to link each subject matter to the moral and religious values that are at the core of the madrasah's vision.

Teachers' explanations demonstrate that the madrasah's vision serves as a guideline for selecting learning methods and classroom management strategies. Teachers strive to create a learning environment that is not only academically effective but also supports student character development. This demonstrates that the vision has been translated into concrete, daily learning practices.

Observations of madrasah activities show that the implementation of the vision is also evident in various religious habituation programs, literacy activities, and extracurricular activities. Activities such as congregational prayer, tadarus (recitation of the Koran), Islamic etiquette practices, and 5S practices are carried out routinely and integrated with learning activities. Furthermore, academic and non-academic activities are designed to support each other in achieving the goals of the madrasah's vision. These observational findings indicate that the madrasah's vision does not stand alone but is embodied in various programs and a consistent school culture. Learning, student activities, and work culture are interconnected in a unified direction, so that the madrasah's vision is truly present in the daily lives of students and teachers.

Evaluation, Challenges, and Efforts to Improve Vision Implementation

Interviews with the principals of madrasahs indicate that evaluation of the vision's implementation is carried out continuously through various planned and systematic mechanisms, such as academic supervision, program evaluation meetings, and regular teacher performance assessments. Academic supervision focuses not only on the technical aspects of classroom learning, but also on the extent to which teachers are able to integrate the values of the madrasah's vision into the learning process, character development, and interactions with students. Program evaluation meetings are held to review the achievement of activity targets, identify obstacles encountered, and formulate corrective measures to ensure program implementation remains consistent with the madrasah's vision. Meanwhile, teacher performance assessments are used as an instrument to measure educators' contributions to realizing the vision, both through learning innovation, discipline, and exemplary behavior. The principals emphasized that evaluations are not interpreted as mere supervision, but rather as a means of collective reflection and continuous improvement, so that every member of the madrasah has the opportunity to improve the quality of performance and ensure that all educational activities continue to move in line with the established long-term vision.

Interviews also revealed a number of complex and interrelated challenges in implementing the madrasah's vision. These include differences in teachers' understanding of the vision, limited supporting facilities and infrastructure, and a relatively high administrative burden. These differences in understanding mean that the implementation of the vision in teaching and student development

practices is not always uniform, as each teacher has a different background, experience, and level of internalization of the vision. Furthermore, limited facilities and infrastructure, such as classrooms, learning support facilities, and technology-based learning media, also impact the optimization of programs designed to support the madrasah's vision. The high administrative burden also poses a challenge, consuming teachers' time and energy that could be used more intensively for developing learning and strengthening student character. This situation impacts the consistency of the vision's implementation in daily activities, both in the classroom and in other madrasah activities. Nevertheless, the madrasah views these challenges as an integral part of the educational institution's management process, and therefore requires adaptive and constructive responses through increasing teacher capacity, restructuring work management, and strengthening collaboration among madrasah members to ensure sustainable implementation of the vision.

Discussion

The results of this study on the participatory formulation of madrasah visions demonstrate strong alignment with educational management theory, which emphasizes the importance of participatory and collaborative leadership. The literature suggests that involving stakeholders such as teachers, school committees, foundations, and the community in vision formulation will increase legitimacy, a sense of ownership, and commitment to the educational institution's vision (Nurroyiam & Rustam, 2025). The findings of this study support this view, as the vision of MTsS Hikmatul Hasanah was formulated through collective deliberation and understood as a realistic and contextual long-term direction. The difference lies in the local context of the madrasah, where religious values and the aspirations of the surrounding community are dominant elements in the formulation of the vision, so that the vision is not only managerial but also cultural and spiritual. Theoretically, these findings enrich the study of school vision management by confirming that a participatory vision is easier to implement because it is rooted in the real needs of the institution and its social environment.

The findings related to the strategy for socializing and internalizing the madrasah vision align with the views of experts who state that the vision needs to be continuously communicated and translated into practice to ensure it remains a formal document. The literature emphasizes that effective vision socialization is carried out through formal communication, organizational symbols, and the exemplary leadership (Hamid & Mustafa, 2024). The results of the study indicate that the madrasah has implemented this strategy through work meetings, IHT (Information and Communication Forum), workshops, and the use of visual media such as banners and posters. This alignment indicates that the madrasah has implemented strategic management principles appropriately. The theoretical implication is the strengthening of the concept that

internalizing the vision is a long-term process that requires a combination of structural and cultural communication. Practically, these findings illustrate the need for madrasahs to design a sustainable and contextual vision socialization strategy so that the vision is truly understood and internalized by all school members.

Regarding the implementation of the vision in learning, the research findings support the theory of curriculum and learning management, which states that the school's vision must be reflected in the teaching and learning process. The literature confirms that learning aligned with the vision will integrate academic goals and character development (Zain & Mustofa, 2024). The results show that teachers at MTsS Hikmatul Hasanah have linked the subject matter to Islamic values, discipline, and student responsibility, so that learning is not solely oriented towards cognitive aspects. This demonstrates the alignment between field practice and the concept of holistic education. The theoretical implication is the strengthening of the idea that the institution's vision serves as a normative framework in learning development. Practically, these findings suggest that teachers need to be given space and support to develop creative learning strategies so that the madrasah's vision can be realized in the classroom.

The implementation of the vision in madrasah programs and culture is also in line with the theory of educational organizational culture, which states that a vision will be effective if it is internalized in the school's habits, values, and traditions. The literature explains that a strong school culture can strengthen the achievement of the vision because it shapes the collective behavior of the school community (Hasanah et al., 2024). The research findings show that religious habituation programs, literacy activities, and extracurricular activities in madrasahs are consistently designed to support the vision. This alignment confirms that the vision does not stand alone but becomes the spirit of every madrasah program. Theoretically, these results enrich the understanding of the relationship between vision and school culture in the madrasah context. Practically, these findings imply that madrasah administrators need to maintain consistency between the vision, programs, and work culture to maintain the direction of the institution's development.

The research findings on the evaluation of vision implementation support educational quality management theory, which emphasizes the importance of continuous evaluation as part of the planning, implementation, and improvement cycle. The literature suggests that academic supervision and teacher performance evaluation are strategic instruments for ensuring the achievement of the school's vision (Badriyah, 2025). The research findings indicate that madrasahs have conducted evaluations through supervision, evaluation meetings, and regular teacher performance assessments. This alignment confirms that evaluation is understood as a means of reflection and quality improvement, not merely administrative control. The theoretical implication is the strengthening of the concept of evaluation as an organizational

learning process. Practically, these findings suggest that madrasahs need to maintain and develop an objective and participatory evaluation system to continuously refine the implementation of the vision.

The findings related to challenges and efforts to strengthen the implementation of the vision are consistent with the literature, which reveals that differences in understanding of human resources, limited facilities, and administrative burdens are common problems in the management of educational institutions. This study confirms that these challenges are also experienced by MTsS Hikmatul Hasanah and impact the consistency of the implementation of the vision. However, in contrast to the view that sees challenges as mere obstacles, the madrasah views them as part of the organizational development process. The theoretical implication is the affirmation that the implementation of the vision is dynamic and adaptive, influenced by internal and external factors. Practically, these findings provide a lesson that strengthening the implementation of the vision requires sustainable strategies, such as increasing teacher capacity, structuring work management, and strengthening collaboration, so that the madrasah's vision can continue to be optimally realized in the face of changes and educational demands.

CONCLUSION

This study highlights that effective management of a madrasah vision goes beyond the formulation stage and requires continuous efforts through socialization, internalization, implementation, and evaluation. The key takeaway is that a madrasah vision serves as a driving force for educational quality when managed in a participatory, communicative, and contextual manner, supported by visionary leadership and collaboration among all members. A shared vision effectively guides madrasah learning, programs, and culture, aligning academic goals with Islamic character development. The strength of this paper lies in its contribution to the strategic management of Islamic education by positioning the vision as a practical managerial tool, rather than a mere normative concept or administrative document. However, the study is limited to a single madrasah, using a case study approach, which means the findings cannot be generalized to all MTs or other Islamic institutions. Additionally, it did not explore the impact of external factors, such as education policy and government support, on madrasah vision management. Therefore, further research is recommended to expand the scope by using a comparative approach and integrating both qualitative and quantitative methods to gain a broader understanding of vision management strategies for sustainable improvement in the quality of Islamic education.

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