

# **Vision-Mission Formulation in Early Childhood Education Institutions**

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## **Abstract**

The vision and mission is the most important point to direct an institution of early childhood education in to realize its objectives. Therefore, the formulation of vision and mission become the most important thing before organizing an institution of early childhood education. The formulation of vision and mission aims to realize a quality institution of early childhood education. The implementation of vision and mission can be done by formulating a strategic plan, and then socialized to stakeholders of early childhood education institution. All stakeholders of early childhood education institution, especially a headmaster, must have a strong commitment to work the vision and mission so that can be realized effectively and efficiently.

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## **INTRODUCTION**

Early Childhood Education (ECED) is a form of education organised to help foster and develop all aspects of child development, including moral and religious, cognitive, language, physical-motor, social-emotional, and artistic. Early childhood education (ECE) has a very important role in creating the next generation, both for families and nations with character and morals. Western and Muslim philosophers have recognised the urgency of education for early childhood. Given the importance of Early Childhood Education (ECE), the establishment of ECE institutions began to be held, both in formal, non-formal and informal channels. Early childhood education institutions that are currently being organised are Kindergarten (TK) and Raudhatul Athfal (RA), followed by Playgroups (KB).

Every Early Childhood Education institution organised, whether KB, TK/RA, must have its own vision and mission formulation. The formulation of the vision and mission will later direct the Early Childhood Education institution to achieve its goals. Vision and mission have an important role in improving the quality of education in an Early Childhood Education institution, because this vision and mission are like a compass in an Early Childhood Education institution that shows the direction to achieve quality Early Childhood Education quality. Every Early Childhood Education

institution must have a vision and mission, it can even be said that it is mandatory to formulate it, so that the goals of an institution can be directed, clear and right on target.

Lie (2014) argues that the vision and mission of each Early Childhood Education institution can be the hallmark and distinctiveness of the institution itself. It can be said that this vision and mission is the design, appearance and appearance of the quality of the Early Childhood Education institution itself. As likened by Salusu that the vision is like an architect who tells the owner of the building about the design, appearance and appearance of the building.

Some early childhood education institutions display their vision and mission on a large board, hung on the wall near the school gate with the aim of socialising the vision and mission they have formulated. However, some early childhood education institutions formulate a vision and mission statement just to fulfil administrative requirements, so the vision statement has no meaning for the development of the early childhood education institution. The vision and mission only look like wall hangings, so the various processes and actions carried out in early childhood education institutions are not imbued with and are not in line with the vision and mission that have been formulated.

Education observer Sudrajat (Lie, 2014) explained that in general, the formulation of school vision tends to use two words that are almost the same, namely "achievement" and "faith and piety". Furthermore, Sudrajat said that it is not wrong if the school wants to promote the school vision by referring to these two values. However, if the formulation becomes uniform, less specific and less inspirational, perhaps the vision is still questionable. Lie (2014) also stated that schools must find their identity. The school must dare to speak for what it is or more precisely who it serves. This means that the school talks about the quality and relevance of the education it seeks in order to provide the best service to the learners entrusted to it.

Every Early Childhood Education institution in Indonesia needs to formulate its vision and mission with reference to the goals of national education and early childhood education. However, this does not mean that schools cannot formulate their own unique vision and mission. Therefore, Early Childhood Education institutions must be able to formulate a clear and effective vision and mission to be directed and on target in achieving the desired goals.

## RESEARCH METHODS

This research method uses a qualitative approach with a library research model. Data analysis uses inductive deductive analysis derived from several literature analyses (Moser & Korstjens, 2018). This research is referred to as library research as the process of examining and understanding the text data. Then, the text data is interpreted using the analytical description method, which starts with collecting data systematically and consistently. The data is then analysed, selected and combined to draw conclusions using deductive analysis.

This deductive analysis is carried out by examining general problems and then drawing specific conclusions. While the data sources used are primary data as reinforcement and complementary data that are considered valid and secondary data in the form of books and journals that are relevant to the research title. The data sources used come from books and journals and other relevant sources.

Meanwhile, the data analysis and interpretation method used in this research refers to the analysis steps offered by Creswell (2016). The steps are: 1) Processing and preparing data for review; 2) Read all data; 3) Start coding all research data; 4) Describe the categories and arrangement of themes to be analysed; 5) Present qualitative narrative reports, and 6) Make interpretations in qualitative research.

## **RESULT AND DISCUSSION**

### **Formulating the Vision and Mission of the Early Childhood Education Institution**

Vision and mission are the most important and main points in building and developing an Early Childhood Education institution. Therefore, before organising an Early Childhood Education institution, the vision and mission must be formulated first so that the goals to be achieved by an Early Childhood Education institution can be achieved and on target. The vision and mission are likened to a compass that shows the direction of the place to go. An explorer who is in the middle of the forest decides to walk towards the West as the destination of his journey. The explorer needs a compass that will help him point the right direction to his destination. Similarly, Early Childhood Education institutions need a vision and mission to achieve the goals they want to achieve. This vision and mission will guide an Early Childhood Education institution to improve the quality of learning at the institution.

A quality Early Childhood Education institution, of course, requires a clear and realistic vision and mission. Therefore, there are several things that need to be considered in formulating the vision and mission of an Early Childhood Education institution. The following will be elaborated.

### **Understanding the Vision and Mission of Early Childhood Education Institutions**

In language, vision is defined as "view; insight; the ability to see at the heart of the matter; what appears in the imagination; and what is visible to the eye" (KBBI, 2016). In terms of Scott (2010) explains that vision is a strong mental image of what is to be created in the future. Vision is rooted in reality, but focused on the future. Meanwhile, Wiyani (2015) states that vision is a long-term goal which is the ultimate goal of an institution that is realistic, credible and attractive to institutions and other parties related to the institution. Then, Nata (2010) also explained that the vision of education is a long-term goal, future ideals, great desires to be realised, wishful thinking, fantasies and ideal dreams about something to be realised.

Based on the above, it can be concluded that a vision is a long-term goal that is realistic, credible and attractive to an institution. So, the vision of an Early Childhood

Education institution is a long-term goal that is the key to the success of an Early Childhood Education institution that wants to be organised.

Vision is a key attribute of leadership and decision-making that is strategic, effective, efficient and with a certain accountability. In professionally managed business organisations, the vision statement must be set by the leader of the company, particularly the CEO. In a school setting, the vision is set by the leadership of the formal institution, although the process of setting it is generally done jointly by existing teachers or a task force formed for that purpose. The formulation of a school's vision is essential because it is not an academic institution *per se*, but an integral part of the community in which it is located (Danim, 2008).

Furthermore, the definition of mission in language can be interpreted as "a task that people feel an obligation to do" (KBBI, 2016). In terms of terms, according to Suyadi (2014), the mission is "a form of elaboration of the vision in the form of operational steps or superior strategies to realise the vision of an institution". In addition, Khuluqo (2015) also explained that the mission is an action to realise the vision. In formulating the mission, it must consider the main tasks of early childhood education and all interests related to early childhood education. The purpose of the mission elaboration is what will be achieved / produced by early childhood education and determine when the goal will be achieved. Wiyani (2015) also explains that the mission is a series of operational steps prepared and determined by the institution to achieve its vision.

Based on the explanation above, the mission of the Early Childhood Education institution is a series of operational steps prepared and determined by all Early Childhood Education stakeholders to realise the vision of the Early Childhood Education institution that has been established. Basically, the mission is an elaboration of the vision of the Early Childhood Education institution that has been formulated previously.

The mission of an organisation/institution is the base of an organisation's strategic planning. The mission of the organisation/institution will lead to the determination of the objectives to be achieved by the organisation/institution. Therefore, the mission needs to be formulated carefully and it is possible to achieve and measure its achievement. The formulation and establishment of the organisation's mission should explicitly state what is to be achieved and what functions are performed by the organisation to achieve the objectives of the organisation or institution (Departemen Agama RI, 2007).

The formulation of the vision and mission of an early childhood education institution must be based on the goals of national education and early childhood education. The objectives of national education, as described in Law No. 20 of 2003, state that "national education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and

responsible citizens". Meanwhile, the objectives of Early Childhood Education as stated in Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education Article 61 are almost the same as the objectives of national education, coupled with "developing the potential of spiritual, intellectual, emotional, kinesthetic, and social intelligence of learners during the golden period of their growth in an educational and fun play environment".

### **Techniques for Formulating the Vision and Mission of Early Childhood Education**

The formulation of vision and mission in an organisational unit or institution is done using the following technique:

1. Review the problems faced, both internal and external, using the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis approach.
2. Involving all members of the organisational unit and work unit to provide maximum participation in accordance with their abilities.
3. Foster an attitude of ownership regarding the vision to be formulated.
4. Accommodate the ideals and desires of all members of the organisational unit or work unit.
5. The formulation of the vision originating from the leadership needs to be socialised to all members of the organisation with a democratic approach and open to improvement and obtaining input or participation from below. (Departemen Agama RI, 2007).

According to Sallis (2012), SWOT analysis has become a commonly used tool in educational strategic planning, but it remains an effective tool in locating an institution's potential. SWOT analysis aims to find the important aspects of Strengths, Weaknesses, Opportunities and Threats. The purpose of this examination is to maximise strengths, minimise weaknesses, reduce threats and build on opportunities. SWOT activities can be strengthened by ensuring that the analysis is focused on customer needs and the competitive context in which the institution operates.

As in formulating the vision and mission of an Early Childhood Education institution, it is necessary to conduct a SWOT analysis, both in the external environment and the internal environment. In the external environment, the results of the analysis consist of a number of opportunities that must be utilised by the Early Childhood Education institution and threats that must be prevented. Meanwhile, the internal environment consists of all the strengths and weaknesses possessed by the Early Childhood Education institution. In addition, this SWOT activity also focuses on customer needs, because the vision and mission of the Early Childhood Education institution is a representation of the wishes of Early Childhood Education stakeholders, not the wishes of just one party.

The vision and mission of an Early Childhood Education institution must basically be oriented towards achieving good goals and quality in order to advance and

be able to compete with other Early Childhood Education institutions. The formulation of the vision and mission of an Early Childhood Education institution is carried out by all Early Childhood Education stakeholders, namely the head of Early Childhood Education, Early Childhood Education educators, Early Childhood Education staff, guardians of Early Childhood Education students, community leaders around Early Childhood Education institutions and Early Childhood Education supervisors (Wiyani, 2015).

Unlike the formulation of the vision and mission of a private/business organisation, which is oriented towards the target or profit to be obtained. In government institutions/organisations, the vision and mission are not identical to the vision and mission of a leader. The leader of the institution/organisation can change at any time, but the vision or mission of the institution/organisation does not need to change at any time as long as it is still relevant to the objectives to be achieved. Whereas in private/business organisations, the vision or mission can change along with changes in the leadership of the organisation (Departemen Agama RI, 2007).

### **Procedures for Formulating the Vision and Mission of Early Childhood Education**

Wiyani (2015) outlines several procedures in developing the vision of a quality Early Childhood Education institution, as follows:

1. The Head of Early Childhood Education organises a meeting to formulate the vision of the Early Childhood Education Institution that will be held by inviting Early Childhood Education stakeholders.
2. The Head of Early Childhood Education said that the vision to be formulated and established should represent the wishes of all Early Childhood Education stakeholders and be oriented towards their satisfaction with the Early Childhood Education services they intend to organise.
3. The Head of Early Childhood Education provides an inventory sheet of the wishes of the Early Childhood Education stakeholders related to the Early Childhood Education services they intend to organise.
4. The head of early childhood education groups the wishes of early childhood education stakeholders and presents them on a wish scale.
5. The head of early childhood education gives early childhood education stakeholders the opportunity to express their ideas related to the vision of the early childhood education institution that is to be formulated based on the scale of wishes.
6. The head of early childhood education presents the various formulations of the vision of the early childhood education institution proposed by early childhood education stakeholders.
7. The head of early childhood education discusses with the early childhood education stakeholders to select or combine the various visions proposed into a vision that represents their wishes.

8. The head of early childhood education sets the vision of an early childhood education institution that has been formulated together.
9. The head of early childhood education asks the early childhood education stakeholders to sign the minutes of the formulation and establishment of an early childhood education institution.

The procedures that can be followed by the Head of Early Childhood Education in developing and setting the mission of the Early Childhood Education institution are as follows:

1. The Head of Early Childhood Education organises a deliberation meeting to develop the mission of the Early Childhood Education institution by inviting Early Childhood Education stakeholders.
2. The head of early childhood education informs early childhood education stakeholders that the mission is the steps that must be taken to realise the vision of the early childhood education institution.
3. The head of early childhood education provides the early childhood education stakeholders with an inventory sheet of actions to take to realise the vision of the early childhood education institution.
4. The head of early childhood education groups the various actions that have been determined from early childhood education stakeholders to achieve the vision and then presents them on the action scale.
5. The head of early childhood education discusses with early childhood education stakeholders the various actions proposed as steps to achieve the vision of the early childhood education institution.
6. The head of early childhood education decides on the actions that have been developed as steps to achieve the vision of the early childhood education institution.
7. The head of early childhood education asks early childhood education stakeholders to sign the minutes of the preparation and determination of the mission of the early childhood education institution (Wiyani, 2015).

### **Principles in Formulating the Vision and Mission of Early Childhood Education**

The vision that has been formulated and set by Early Childhood Education stakeholders must be able to produce changes to the Early Childhood Education services organised in the Early Childhood Education institution. Therefore, Early Childhood Education stakeholders must hold and actualise several principles in formulating a quality vision. Wiyanti (2015) mentions seven principles in formulating the vision of an Early Childhood Education institution, as follows:

1. The vision of an early childhood education institution should be consistent with its history, culture and values, consistent with the current situation of the early childhood education institution, and provide realistic and innovative predictions of

what it wants to be and what it can achieve in the future. An inaccurate vision for an early childhood education institution will be a waste of valuable time, money and energy. If this is the case, the Head of Early Childhood Education must be able to improve and accelerate every programme of activities organised in accordance with the vision of the Early Childhood Education institution.

2. The vision of the Early Childhood Education institution should be defined by standards of achievement and reflect high ideals.
3. The vision of the Early Childhood Education institution should be clear, purposeful, persuasive and credible in determining what the Early Childhood Education stakeholders want and the aspirations of the people within it.
4. The vision of the early childhood education institution should inspire the enthusiasm of early childhood education stakeholders in organising early childhood education services and stimulate their commitment.
5. The vision of the early childhood education institution should be clear and easy to understand so that it can be used as a strategic guide and action by early childhood education stakeholders in realising the provision of quality early childhood education services.
6. The vision of the early childhood education institution should reflect the uniqueness of the early childhood education institution, its strengths and competencies, and what it is capable of achieving. Usually each Early Childhood Education institution has a similar vision, with this uniqueness expected to make a difference and result in different Early Childhood Education services.
7. The vision of an Early Childhood Education institution should be ambitious, meaning that it should be able to show the progress of an Early Childhood Education institution over time.

Lie (2014) states that an effective vision is one that is clear, memorable, a source of motivation and energy, ambitious to achieve something great in the future, based on customer needs, and can be translated into a strategic plan that outlines how to achieve it. Referring to this definition, a school needs to formulate its vision based on these criteria if it is to have a truly effective vision. In addition, Bound (in Danim, 2008) also states that the formulation of the vision should be simple and compelling, certainly challenging, practicable, and realistic. The vision of a good early childhood education institution is formulated in a simple and focused manner, can be understood by the staff or implementers of early childhood education, is compelling, practicable and realistic.

Meanwhile, in formulating the mission of the Early Childhood Education institution, which is prepared and determined by Early Childhood Education stakeholders, it must hold and apply the following principles: 1) The mission must be easy to remember and communicate, 2) The mission must be operational and clear, 3) The mission must describe the commitment to improving the quality of Early

Childhood Education Services, 4) The mission must be customer-focused and flexible, and 5) The mission must be a statement that reflects efforts to achieve the long-term goals of an Early Childhood Education institution which are reflected in the vision of the Early Childhood Education institution (Wiyani, 2015).

### **Criteria for Formulating the Vision and Mission of Early Childhood Education**

A good vision formulation must have good criteria as well. The criteria for a good vision include (1) The formulation is short, concise and easy to remember, (2) Inspirational and challenging to achieve, (3) Something ideal to be achieved in the future that brings existence / existence of an organisation, (4) Attractive to all members of the organisation and related parties, (5) Provide a clear strategic direction and focus, (6) Able to become an adhesive and unite various strategic ideas contained in an organisation, (7) Have an orientation towards the future, so that all levels of the organisation play a role in its achievement, (8) Able to foster the commitment of all members of the organisation, (9) Ensure the continuity of leadership and organisational policies and bridge the current situation to the future, (10) Allow for changes or adjustments to the development / change of tasks and functions. (Departemen Agama RI, 2007).

Furthermore, Wiyani (2015) mentions some good mission characteristics to be used as a reference to assess whether the mission of an Early Childhood Education institution is quality-oriented or not. The mission characters are as follows:

1. The mission can characterise the Early Childhood Education institution in accordance with its community.
2. Missions can provide direction and purpose for Early Childhood Education institutions.
3. The mission is based on standards that have been set for the Early Childhood Education institution.
4. The mission can shape and direct the culture of the Early Childhood Education institution.
5. The mission can generate consistency of action from Early Childhood Education stakeholders.
6. The mission can identify who are the customers of early childhood education services organised by an early childhood education institution.
7. The mission can motivate early childhood education stakeholders to achieve the vision of the early childhood education institution.

An article written by Lawlor & Hornyak (2012) mentions that in 1981, George T. Doran developed a concept known by the acronym SMART goals in the discipline of project and programme management. George T. Doran's article published in 1981 became the first article to document SMART goals. Williams breaks down the SMART acronym into: (1) Specific - can you define what you want to pursue?; (2) Measurable

- are there numbers to complete it?; (3) Attainable - can the goal be achieved? (4) Realistic - can it be done from a business perspective? and (5) Timely - can it be completed in a reasonable amount of time?.

This SMART concept can basically be used as a criterion in formulating the vision and mission in an Early Childhood Education institution. Starting from the words (1) Specific (specific), which means that the vision and mission must be formulated specifically and described in more detail in order to focus on the target to be achieved, (2) Measurable (measurable), in the sense that the formulated vision and mission must be measurable and assessed the level of achievement, (3) Attainable (achievable), which means that the formulated vision and mission must be achievable in order to be committed and motivated to achieve it seriously, (4) Realistic (reasonable), which means that the vision and mission formulated can and is able to be realised by the Early Childhood Education institution and does not deviate from educational values, (5) Timely (just in time), which means that the vision and mission formulated must have a target time in its achievement, at least the next 3 or 5 years.

The following is an example of the vision and mission of an Early Childhood Education institution, namely Ar-Rahman Bumiayu Islamic Kindergarten (Wiyani, 2015):

## **VISION**

"To become an institution that provides Early Childhood Education Services based on multiple intelligences and spiritual intelligence to form the nation's buds who are sholeh/sholehah"

## **MISSION**

1. Optimising children's growth and development through learning activities based on multiple intelligences and spiritual intelligence.
2. Optimising children's development through habituation activities based on multiple intelligences and spiritual intelligence.
3. Strengthening the competence of Early Childhood Education educators and staff through the community learning programme.
4. Implementing the visionary leadership paradigm of the Head of Early Childhood Education.
5. Providing Early Childhood Education facilities and infrastructure that support the implementation of learning and habituation activities based on multiple intelligences and spiritual intelligence.
6. Manage finances in a credible and accountable manner that supports the implementation of learning and habituation activities based on multiple intelligences and spiritual intelligence.

If the vision and mission above are analysed based on the criteria previously described, it appears that the vision and mission that have been formulated can still be simplified. For example, the vision for TK/RA can be simplified to the following:

"Becoming an Early Childhood Education institution based on multiple intelligences"

The vision became simpler and easier to remember. Spiritual intelligence in 2002 has been included in multiple intelligences, so it does not need to be separated anymore. In addition, the vision is also very attractive to invite public interest to teach their children to Ar-Rahman Bumiayu Islamic Kindergarten. This is because the concept of multiple intelligences is currently booming in the world of education, including in the 2013 curriculum, and is in the spotlight by the community.

The concept of multiple intelligences contained in the vision and mission of Ar-Rahman Bumiayu Islamic Kindergarten can realistically be applied to children, because basically every child has different talents and interests. The concept of multiple intelligences offered by Ar-Rahman Bumiayu Islamic Kindergarten will accommodate every talent and interest possessed by each child, accompanied by the internalisation of Islamic values in children in everyday life. Based on the above explanation, in an attainable manner (in the SMART concept), the vision and mission formulated by Ar-Rahman Bumiayu Islamic Kindergarten can be realised.

## CONCLUSION

The formulation of vision and mission is the most important and most important step in the strategic management of an Early Childhood Education institution. Therefore, before organising an Early Childhood Education institution, the organisers are required to formulate a vision and mission as a guideline to achieve the desired goals. A good vision and mission are formulated in accordance with predetermined techniques, procedures, principles and criteria. In addition, the formulated vision and mission must be guided by the objectives of national education and early childhood education, as stated in Law No. 20/2003 on the National Education System Article 3 and Government Regulation of the Republic of Indonesia No. 17/2010 on the Management and Implementation of Education Article 61.

Effective and efficient realisation of the vision and mission requires a good strategic plan. The strategic plan can be described in the strategy formulation process in strategic management of education quality. If an Early Childhood Education institution has a good and clear vision and strategic plan, then the likelihood of success in achieving goals is very high. Likewise, when an Early Childhood Education institution has a strategic plan that is formulated and implemented steadily, it will have a great opportunity to succeed in realising the vision and mission of the Early Childhood Education institution. Therefore, a quality Early Childhood Education

institution requires a clear vision and mission supported by good implementation as well.

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