

Strategic Management of Islamic Education: Building Vision, Mission, and Synergy for Strategic Change

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ABSTRACT

Strategic management is an important element in ensuring the sustainability and relevance of Islamic education institutions amid the dynamics of global change. This article aimed to analyze the strategic management of Islamic education with a focus on the role of vision, mission and synergy as the foundation in creating strategic change. This research uses the literature study method to examine key concepts in Islamic education strategic management and their practical applications. The results show that vision provides an inspiring long-term direction, mission defines the main goals that distinguish the institution, while synergy enables effective coordination between organizational elements to achieve common goals. These three elements, when strategically designed and implemented, are capable of creating significant change that supports institutional transformation. The article also identifies key challenges that Islamic education institutions often face, including resistance to change, lack of coordination and limited resources, and offers strategic solutions to overcome them. By building synergy between vision, mission and implementation strategies, Islamic education institutions can optimize their role in responding to the needs of the times without abandoning their fundamental values. This study is expected to be a reference for Islamic education managers in developing innovative and sustainable strategies.

Keywords: *strategic management; vision; mission; synergy; Islamic education; strategic change*

INTRODUCTION

Strategic management is an integrated approach in organizational management to effectively achieve long-term goals. In the field of education, this approach has become increasingly relevant because the challenges faced by modern educational institutions continue to evolve, ranging from policy changes and technological transformation to the dynamic needs of learners. In the context of Islamic education, strategic management serves as an important foundation to ensure that Islamic values, which are at the core of education, remain relevant amid global changes.

However, a major challenge arises when Islamic educational institutions attempt to balance preserving traditional values with responding to contemporary demands. One of the key elements in strategic management is vision and mission. A vision provides a clear direction regarding the ideal goals that the institution seeks to achieve, while the mission serves as a roadmap for realizing that vision. In Islamic educational institutions, visions are often linked to long-term goals, such as producing generations who are not

only intellectually intelligent but also strong in Islamic values. However, in practice, many Islamic educational institutions have visions and missions that only serve as formal documents without being accompanied by strong strategic implementation. This becomes a significant challenge because, without well-planned and synergistic implementation, vision and mission become mere slogans without real impact. For example, some Islamic educational institutions in Indonesia establish ambitious visions such as *“Producing a Muslim generation with global character and Islamic insight.”* However, in practice, many struggle to translate such visions into operational steps. This is due to various factors, such as limited human resources, lack of policy support, and low synergy among organizational elements.

In this context, it is important to explore how vision and mission can be integrated with other elements in strategic management, including synergy, to create real and sustainable change. The urgency of this discussion is inseparable from the strategic position of Islamic education as one of the main pillars in building a progressive Muslim civilization. Islamic education carries a major responsibility to produce generations who are not only intellectually competent but also capable of facing modern challenges without losing their Islamic identity. Previous studies have highlighted the importance of strategic management in education, such as research conducted by Muhammad Fadhl (2020), which emphasizes the importance of vision in building the competitive advantage of educational institutions.

On the other hand, missions must be designed by taking into account the socio-cultural context in which the institution operates. However, studies that specifically connect vision, mission, and synergy in creating strategic change in Islamic educational institutions are still rarely found. This article seeks to bridge that gap by offering an in-depth analysis of the integration of vision, mission, and synergy in the strategic management of Islamic education. This study not only highlights the importance of these elements individually but also how the three can support one another to create significant strategic change. The approach used in this article is a literature review, in which the author analyzes various works related to strategic management, particularly in the context of Islamic education, to offer new perspectives that can be implemented by managers of Islamic educational institutions. Vision, as a main element in strategic management, functions to provide clear direction for all organizational elements. In Islamic education, visions often reflect major goals such as the formation of noble character, mastery of knowledge, and the development of leadership qualities. Meanwhile, the **mission** becomes the operational driver that ensures the vision can be realized through measurable and well-planned steps.

However, it is important to note that the success of vision and mission cannot be achieved without strong **synergy** among the elements of the organization. Synergy enables various components within an educational institution to work harmoniously toward achieving common goals, while at the same time addressing challenges that arise during the implementation process. For example, synergy between administrators, educators, and education staff is crucial to translate the institution’s vision into applicable policies. The absence of synergy often results in a gap between strategic planning and field implementation. This can be seen in the case of Islamic educational institutions that hold ambitious visions but fail to achieve their targets due to a lack of coordination among organizational elements. This study highlights the importance of building synergy as a key element in ensuring that vision and mission are not merely slogans, but truly embedded in the organizational culture. Furthermore, this article seeks to provide practical recommendations for Islamic educational institutions in designing

more integrative management strategies. By identifying major challenges such as resistance to change, limited resources, and insufficient staff training, the article offers approaches that can help institutions overcome these obstacles. One of the main recommendations is the importance of involving all organizational elements in the formulation and implementation of vision, mission, and strategy. Such involvement not only strengthens synergy but also ensures that every element shares the same understanding and commitment to the institution's goals. Through this discussion, the article contributes not only to the academic literature on strategic management in Islamic education but also offers practical solutions relevant to real-world application. This study is expected to serve as a reference for Islamic education managers in developing strategies that are innovative, relevant, and sustainable, enabling them to respond to contemporary challenges without losing their Islamic identity.

METHOD

This research employs a library research method with a descriptive-analytical **approach**. The library research method was chosen because it is relevant for analyzing theoretical concepts related to strategic management in Islamic education, particularly those concerning vision, mission, and synergy in creating strategic change. The primary data sources of this study consist of books, scientific journals, academic articles, and official documents that discuss strategic management, both in general and within the context of Islamic education. The data collection process was carried out through a review of relevant literature using keywords such as *strategic management in education*, *Islamic education management*, *vision and mission of Islamic education*, and *synergy in organizations*. The review was focused on literature published within the last two decades to ensure that the study is based on current and relevant information. The collected data were analyzed using a qualitative approach with content analysis techniques. This technique was applied to explore patterns, relationships, and conceptual gaps among the elements of vision, mission, and synergy across various theories and practices of strategic management. The analysis was conducted by comparing findings from multiple sources, identifying key elements, and synthesizing them in ways relevant to the context of Islamic education.

The results of the analysis are expected to provide both academic and practical contributions for Islamic education managers in designing more effective management strategies. This study also offers recommendations that can serve as a reference in formulating policies and strategic management practices that emphasize the strengthening of vision, mission, and synergy within Islamic educational institutions.

FINDINGS AND DISCUSSION

Strategic management in Islamic education is an approach that emphasizes the formulation and implementation of strategies to effectively achieve institutional goals. In this context, the elements of vision, mission, and synergy play a crucial role as the foundation for creating strategic change that is relevant to contemporary needs and global challenges.

Vision as the Determinant of Strategic Direction

Vision is a fundamental element in strategic management that defines the organization's direction and long-term goals. In the context of Islamic education, vision is not only an ideal statement but also a strategic guide for addressing the challenges of the modern era. According to Bryson (2018), a vision must be able to reflect the core values of the organization and illustrate the future that is collectively aspired to.

The word *vision* itself carries multiple meanings. In this context, *vision* combines concepts such as:

- foresight (the ability to look ahead),
- a vivid concept or mental picture,
- imaginative perception, and
- a pleasing imaginative plan for, or anticipation of, future events, as defined in the *Chambers Twentieth Century Dictionary*.

For example, a *pesantren* (Islamic boarding school) with the vision "*Shaping a Muslim Generation Excellent in Knowledge and Morality to Contribute at the Global Level*" directs its educational programs toward the development of global competencies, such as mastery of foreign languages, technology, and leadership, while still upholding Islamic values. According to Pearce and Robinson, a vision statement is one that presents the organization's strategic intent, designed to focus energy and resources toward achieving the desired future. Furthermore, O'Connell, Hickerson, & Pillutla (2011) explain that vision statements are usually formulated at the founding of an organization, during times of unexpected major disruption, or when an organization intentionally plans for its future. In this sense, vision not only provides direction but also the stability needed to create collective momentum. With a clear vision, an organization can align all its activities with the established "*golden standard*", ensuring that every action maintains strategic consistency toward the desired goals. Hax and Majluf further emphasize that vision serves as a means to:

1. Communicate the organization's reason for existence, including its fundamental purposes and core tasks.
2. Demonstrate the framework of the organization's relationships with stakeholders, including human resources, customers, and strategic partners.
3. State the organization's primary performance objectives in terms of growth and development.

Furthermore, the characteristics of an effective vision, as outlined by John P. Kotter in *Leading Change*, include the following seven dimensions:

1. Graphic: Illustrates the type of organization and the strategic position it seeks to achieve.
2. Directional: Forward-looking, providing a strategic picture of the organization's future.
3. Focused: Specific enough to guide decision-making and resource allocation.
4. Flexible: Adaptive to future changes in the market, technology, and customer needs.
5. Feasible: Realistic and achievable within a defined time frame.
6. Desirable: Provides a challenge that inspires long-term achievement.
7. Easy to Communicate: Can be conveyed quickly and in simple terms, such as Henry Ford's famous vision: "*A car in every garage.*"

However, according to Papulova, the main challenge in formulating a vision lies in the difficulty of presenting its deeper meaning in a concise statement. Therefore,

Henry suggests that a vision statement should be easy to understand, memorable, positively meaningful, and inspirational. Vision also requires an appropriate formulation method to ensure its relevance. Papula and Papulova identify four main approaches:

1. Based on the founder's visionary intuition;
2. Using an internal collaborative approach;
3. Employing rational analysis through synthesis;
4. Adapting a vision from other relevant organizations.

The importance of vision is also evident in its role as a tool for building shared commitment among stakeholders. Robbins and Coulter note that a clear and well-communicated vision can create synergy within an organization. One of the key elements in the entire strategic management process is the development of vision by the organization's top management. Although such visions often originate from the ideas of a single individual, in many cases they can result from collective collaboration that extends beyond the time span of the organization's strategic plan, defining the nature and philosophy of its future. However, vision alone is not sufficient; its implementation requires a systematic approach to realize the organization's strategic goals. One relevant method is the EASIER approach, which consists of six strategic stages: *Envision, Activate, Support, Install, Ensure, and Recognize*.

- The process begins with developing a cohesive picture of the future (*Envision*),
- ensuring that the vision is understood and supported by all organizational elements (*Activate*),
- and providing moral and practical support to inspire the achievement of the vision (*Support*).

The subsequent stages involve developing detailed plans to implement the strategy (*Install*), ensuring that all steps are monitored and results meet expectations (*Ensure*), and acknowledging the contributions of all parties involved (*Recognize*). Through this approach, vision becomes not just a strategic statement but also a driver of collective action directed toward achieving the organization's desired future.

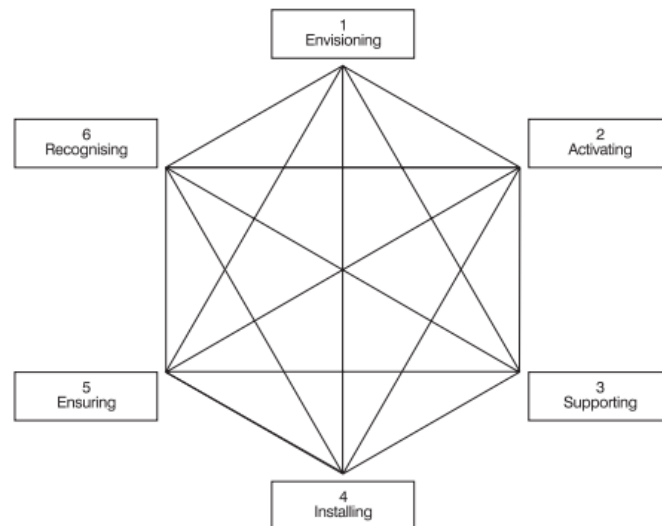


Figure 1: An Approach to Managing Change

In the context of Islamic educational institutions, implementing a vision through the EASIER approach can be applied to achieve strategic goals that align with Islamic

values. For example, a *pesantren* with the vision “*Shaping a Muslim Generation Excellent in Knowledge, Morality, and Global Competence*” may begin the Envision stage by identifying global opportunities, such as the need for Muslim leaders with broad insight and competence in modern technology. At the Activate stage, the management of the *pesantren* involves teachers, students (*santri*), and parents in open discussions to understand and support the vision. Next, the Support stage is carried out by providing training for teachers in mastering educational technology and motivating students through inspirational programs, such as leadership seminars and scientific competitions. In the Install stage, the *pesantren* designs an integrated curriculum combining the study of *kitab kuning* (classical Islamic texts), technology, and foreign languages, as well as developing schedules that support Islamic character development. At the Ensure stage, the *pesantren* monitors and evaluates the programs regularly through tools such as parent and student satisfaction surveys and by measuring the achievement of student key performance indicators (KPIs).

Finally, at the Recognize stage, the *pesantren* gives awards to outstanding students, innovative teachers, and staff who support program success. This recognition not only provides motivation but also ensures the continuity of vision implementation in the long term. In conclusion, a vision does not merely reflect an organization’s goals, but also represents its identity. In the context of Islamic education, a well-formulated vision can successfully combine traditional values with modern innovation. However, to realize it, careful strategic planning, effective coordination, and adaptability to the demands of the times are required.

Mission as the Implementation of Vision

The terms mission and vision can essentially be used interchangeably, as explained by Thompson (2003). However, *vision* is more frequently used because *mission* tends to focus more on the present condition, while *vision* describes broader, long-term aspirations. According to Pearce and Robinson (2008), mission is the unique purpose that distinguishes one organization from others of its kind, while also identifying the scope of its operations in terms of products, markets, and technology.

In this context, mission reflects the institution’s effort to pursue goals that highlight its competitive advantage—the strengths and added values that set it apart from competitors—while also affirming its core values. To deeply internalize a vision, schools or *madrasahs* require a foundation of values and beliefs. This foundation is then expressed through the **mission statement**, which not only serves as a strategic guide but also reflects the organization’s real efforts to achieve its vision.

Every educational institution is designed to have a significant and unique impact, both for individuals and for society at large. This impact becomes the core of the organization’s mission—its primary purpose and reason for existence. A mission statement not only reflects stakeholders’ expectations of the school or *madrasah* in the long term but also serves as a strategic message that unites all elements of the organization.

The mission statement embodies the fundamental purpose of a school or *madrasah*, designed to produce a significant impact both on individuals and on society. In its formulation process, institutional leaders—such as principals, vice principals, and management teams—strive to articulate a purpose that not only has profound meaning and truth but also aligns with the collective goals of the institution. This purpose becomes the solid foundation for setting objectives and serves as the primary guide for strategic

decision-making. Furthermore, the mission of a school or *madrasah* functions not only as a guide in formulating strategic decisions but also as a reflection of its competitive advantage that differentiates it from other educational institutions. One of the primary responsibilities of institutional leaders, such as school or *madrasah* principals, is to ensure that the mission is not only understood by the entire school community but also lived out and applied in every aspect of educational activities and operations.

The implementation of a mission in schools or *madrasahs* goes beyond drafting written documents that describe the vision and long-term goals; it focuses more on applying the values of the mission in every aspect of operational activities. A clear and well-defined mission provides strong direction for formulating educational policies, learning strategies, and resource allocation priorities. An effective mission becomes a guide for principals, teachers, and other stakeholders in making decisions that support the institution's primary goals. As emphasized by Pearce and Robinson (2008), an institution's mission functions as a strategic compass to ensure that every step taken aligns with the collective goals of the institution.

In formulating and determining a mission, schools or *madrasahs* need to ensure that the process considers various strategic aspects that support the achievement of both the institution's vision and national education goals. A well-designed mission should:

1. Provide clear direction in realizing the institution's vision in line with national education objectives;
2. Formulate goals to be achieved within a specific period, serving as measurable operational guidelines;
3. Serve as the foundation for planning the school's or *madrasah's* main programs;
4. Focus on improving the quality of services for students and the overall expected school quality;
5. Contain both general and specific statements regarding the institution's work programs;
6. Provide flexibility for developing activities within each unit involved in the educational system.
7. Formulated based on input from various parties, including the school or madrasa committee, and decided through deliberation by the teachers' council led by the principal or head of the madrasa;
8. Socialized to all members of the school or madrasa as well as relevant stakeholders;
9. Reviewed and updated periodically to adapt to the times and societal challenges.

This approach ensures that the mission established is not merely a formal document but a dynamic and relevant reference that can be implemented in every institutional activity. A well-crafted mission statement should have the following characteristics:

1. Aligned with the vision of the school/madrasa, thereby supporting the achievement of the set goals;
2. Clearly articulated and written in straightforward language, so it can be easily understood by all stakeholders;
3. Describes the main tasks or core functions that the school/madrasa must carry out;
4. Implementable within a specific timeframe, thereby providing measurable direction;

5. Flexible, allowing for adjustments in accordance with changes in the vision or shifts in the strategic environment.

A mission that meets these criteria will serve as a solid guideline in managing the school or madrasa, ensuring that every step taken aligns with national education goals and the needs of society.

Synergy as the Driver of Strategic Change

Synergy is a fundamental principle in strategic management that emphasizes how collaboration among organizational elements generates greater value than the sum of individual or separate unit efforts. This aligns with the concept of *value creation*, where the integration of resources and cross-functional capabilities builds a competitive advantage that is difficult for competitors to imitate. In the context of schools or madrasas, synergy becomes the main driver for ensuring that the organization's vision and mission are effectively implemented. Vision and mission provide strategic direction, but without both internal and external synergy, the set objectives are difficult to achieve. Synergy allows for alignment across different units of work, both at the managerial and operational levels, ensuring that all organizational elements work toward the same goals.

In education, this is reflected in collaboration between teachers, principals, and other stakeholders to create a learning environment that supports the achievement of strategic objectives. Strategic change often encounters resistance from various parties within the organization. Synergy becomes an effective solution to minimize such resistance through planned collaboration. Research shows that organizations with strong synergy are more capable of adapting to change because of collective support and goal alignment. Furthermore, strategic management stresses the importance of cross-functional collaboration, where different departments or organizational units share information, ideas, and resources. In practice, within schools or madrasas, synergy between subject teachers, curriculum teams, and school committees can produce holistic and relevant learning strategies. Such collaboration forms the foundation for successful implementation of educational strategies. Strategic change frequently requires innovation—whether in products, services, or processes.

Synergy drives innovation by facilitating the exchange of ideas and creative solutions among teams. Kaplan and Norton (2004) note that organizations capable of creating cross-unit synergy tend to be more innovative due to the diversity of perspectives that foster the creation of new value. Strategic change also demands inclusive and adaptive management approaches, where synergy plays a role in integrating the vision of change with practical actions. Thus, synergy not only supports the implementation of change but also enhances the involvement and commitment of all organizational members (Kotter, 1996).

Beyond internal collaboration, external synergy with the community, parents, and other stakeholders is also crucial in supporting strategic change. For example, the active involvement of the school committee can help bridge school policies with community needs. This creates a reciprocal relationship that strengthens the strategic position of the school or madrasa. With strong synergy, an educational organization can more easily navigate external challenges and leverage opportunities to reinforce its existence. Overall, synergy is an essential element in strategic management that enables

organizations to achieve long-term goals effectively. Without synergy, vision and mission remain merely formal documents without practical implementation. Therefore, building internal and external synergy must be a top priority in the strategic efforts of every organization, including schools and madrasas.

Strategic Change in Islamic Education

Strategic change in Islamic education begins with the formulation of a strong vision and mission, which serve as the foundation for every step of transformation. Vision provides long-term guidance that inspires all components of the educational institution, while mission specifies the direction that must be taken to achieve the goals. In the context of Islamic education, vision and mission not only reflect religious values but also encompass social responsibility to nurture a generation that is excellent, competitive, and morally upright.

The success of formulating a vision and mission cannot be achieved without the involvement of all stakeholders, including educators, students, parents, and the wider community. Synergy among stakeholders is a vital element to ensure that the vision and mission remain relevant to contemporary needs while being aligned with national education objectives. This collaboration allows each party to understand its role in supporting the implementation of the mission.

In practice, synergy is manifested through holistic strategic management, covering curriculum, teaching methods, and institutional governance. Islamic education requires a curriculum that not only focuses on mastery of religious knowledge but also encompasses social and technological dimensions. An adaptive curriculum, responsive to the dynamics of the times, enables educational institutions to produce graduates who can meet global challenges without losing their identity as Muslims.

In addition to curriculum, teaching methods must be strategically designed to support the achievement of vision and mission. Active learning approaches, such as project-based learning or problem-based learning, are effective strategies for enhancing student engagement. These methods emphasize not only conceptual mastery but also the development of critical thinking, communication, and collaboration skills that are essential in modern life. Effective institutional governance is also key in driving strategic change. School principals or heads of institutions serve as catalysts who ensure that the vision and mission are not mere formalities but are translated into policies, programs, and organizational culture. With structured management, each unit within the educational institution can work synergistically toward common goals. Equally important is the establishment of strategic partnerships with external parties, such as communities, industries, and government agencies. Such synergy expands the scope of the educational institution in developing innovations, improving service quality, and preparing students to enter society with adequate competencies. Cross-sector collaboration becomes a primary strategy in responding to the challenges of globalization and technological disruption. However, strategic change cannot be effective without continuous evaluation. Evaluation functions not only to assess the extent to which vision and mission have been achieved but also to identify obstacles and new opportunities that can be leveraged. This evaluation forms the basis for revising strategies that are more adaptive to internal and external dynamics. Through an approach

rooted in vision, mission, and synergy, Islamic education holds great potential to become a driving force for strategic change. It can not only enhance individual quality but also build a better, fairer society in harmony with the Islamic principle of *rahmatan lil 'alamin* (a mercy to all creation).

CONCLUSION

Strategic management in Islamic education plays a crucial role in creating sustainable and impactful strategic change. By building an inspiring vision and a well-directed mission, Islamic educational institutions can establish a strong foundation to achieve their collective goals. Synergy among stakeholders, both internal and external, serves as a key element in ensuring the successful implementation of formulated strategies. Through a comprehensive approach—ranging from the formulation of vision and mission to cross-sector collaboration—Islamic education is able to provide relevant solutions to contemporary challenges without neglecting religious values. Strategic institutional management, an adaptive curriculum, innovative teaching methods, and continuous evaluation become the main pillars in realizing the desired transformation. Ultimately, the strategic management of Islamic education is not only aimed at improving individual quality but also at building a just, competitive society that is aligned with the principles of Islam as *rahmatan lil 'alamin* (a mercy to all creation). With an integrated vision, mission, and synergy, Islamic education holds great potential to become a driving force for sustainable social transformation.

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