

Assessing Vision Mission Goals and Objectives (VMGOs) of Islamic Finance and Banking Program Study Trisakti University

Dida Nurhaida¹, Aji Kusuma Wijaya², Nuraini Chaniago³, Qoriatul Qolbiyyah⁴, Ai Kartini⁵
^{1,2,3,4,5}Universitas Trisakti, Jakarta, Indonesia

^{1*}dida.nurhaida@trisakti.ac.id, ²aji.kusuma@trisakti.ac.id, ³nuraini_chaniago@trisakti.ac.id,
⁴028031900002@std.trisakti.ac.id, ⁵028031800027@std.trisakti.ac.id

Article Info

Article history

Received December 29, 2022

Revised February 10, 2023

Accepted February 15, 2023

Keywords: Islamic Finance;
Islamic Banking; Vision Mission
Goals and Objectives (VMGOs)
University of Trisakti

ABSTRACT

Every higher educational institution has a vision and mission that reflects its goals, identity, core values, and its purpose of existence. This study aims to assess the clarity, realism, and congruency of the vision mission as well as goals and objectives (VMGOs) of the Diploma Study Program in Islamic Finance and Islamic (IFB) Faculty of Economics and Business, the Trisakti University of Trisakti, understanding, accepted and carried out by all stakeholders. It also evaluates stakeholder engagement in achieving the vision and mission through practical educational activities and practices. The data were quantitatively analyzed utilizing mean and standard deviation. The result shows that Diploma IFB's VMGOs are visible and realistic among the academic community, including lecturers, academic staff, and students. Their level of understanding and acceptability is immense. They also believe that the activity is in line with these statements. The research recommends that more efforts be made in disseminating VMGOs to internal and external stakeholders. The activities need to be more focused to make them feel that the teaching and non-teaching activities are all geared toward achieving the VMGOs.

1. INTRODUCTION

Any organization's vision, mission, goals, and objectives (VMGOs), including higher education institutions, are essential to its existence and direction (Denis & Teresita, 2020). Vision and mission are part of a strategic plan that should be taken seriously as it contains a picture of the desired future. Because of the importance of vision and mission in every educational institution, the National Accreditation Council for Higher Education (BAN-PT) considers this vision and mission the core or number one standard in the form of accreditation (National Accreditation Council for Higher Education, 2017). Accreditation conducted by BAN-PT's VMGOs is one of the nine areas studied, which is fundamental among all fields and even programs to be accredited. Indeed, everything in a university or college is proven only when it achieves VMGOs. Cortts-Ssnchez (2017) states mission vision statements are the most frequently used strategic planning tools. By the beginning of 1980, it was adopted in the higher

education sector—these two tools essential practices to implement in higher education institutions worldwide.

A vision is a statement of what an organization expects to be. Thus, it resonates with all organization members and helps them feel ownership and part of the organization. It is a category of broad, intrusive, and avant-garde intentions. It signifies its influence on the public at large, the image it represents, and the tendency of its impact (Castillo, 2014). Organizations in the future are guided by a vision statement that provides dreams and support for achieving lasting social results (Ezekwe & Egwu, 2016). The natural desire of the institution is to be holistic, inclusive, proactive, and forward-looking (Fernandez, 2015).

With the existence of a vision, it is possible to establish an intention to make a dream come true. It is then a vital plan to guide success in any educational institution. In other terms, it is a statement that states what the organization wants to be someday (Pekarsky, 2007). It is the main idea leading an organization's development path (Fernandez, 2015). According to Triguno (1999), there are four keys to a successful vision: total involvement of every level of the organization, effective communication, removing existing barriers, and continuously evaluating and improving.

A mission statement is a guide, boundaries, and action steps that all stakeholders must take to achieve the established vision to achieve the organization's goals. Wheelen, cited by Wibisono (2006), said that mission is a series of sentences that establish the purpose or reason for the existence of an organization, containing what the organization offers to the community, both in the form of products and services. Therefore, a series of mission sentences must be expressed in language and commitment so all stakeholders can understand and sense their relevance.

According to Boerem (2006), the mission of an educational institution is to identify the objectives of the program study and how its implemented. It provides critical indications for each individual who carries out the "Tridharma" activities: teaching, research, and community service. He further explains that the mission statement provides primary guidance for those engaged in teaching and learning activities.

From the various definitions and literature review presented above, it can be concluded that developing a clear and brief mission statement is essential to reinforcing a common understanding of the main activities of the program studies. Without a clear statement, careful assessment, discussion, and explanation of the core mission of the curriculum, the stakeholders that are closely involved each day can interpret the goals differently, and each will have their own set of goals and different assumptions about their responsibilities. The statements of vision and mission are believed to encourage, shape behavior, and foster a high level of commitment, then affect the performance of employees significantly and positively (Babu & Chalam, 2016).

In addition, the higher education institution must have a mission and goals that align with the vision to achieve the vision. The academic staff has to understand and utilize the vision as a guide in carrying out their work (Yudianto et al., 2021). Program objectives are general statements that describe careers and professional achievements that prepare graduates to be achieved in a certain number of years after graduation. These objectives are made according to the needs of the stakeholders (Arado et al., 2019).

The purpose of education in an educational institution can be separated from the purpose. Goals are measurable achievements and are the construction of the adopted vision, mission, and values. The purpose of education is also outlined in the National Education System Act No. 20 of 2003, Section 3, as follows: "Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen."

In the goal statement, the institution explains precisely the level of achievement to be achieved in the chosen field, for example, student learning, the professional development of educators, and the action that must be taken by whom to achieve the goal (Gurley et al., 2015). Education practitioners and professionals worldwide consider the vision, mission, goals, and objectives (VMGOs) as essential tools to guide the future efforts of educational institutions: higher education institutions and their programs of study (Eugenio & Valencia, 2017).

From an educational perspective, a vision and mission, goals, and objectives are necessary for every degree program, public and private. Each institution has a different vision and mission, depending on the goal. The VMGOs of educational institutions, whether at the university, faculty, or program level, are interrelated and involve all stakeholders. The VMGOs serve as the framework for the educational institution's operational and strategic planning activities. VMGOs provide stakeholders with the necessary guidance and motivation for how they are expected to perform their respective functions in generating, allocating, and using resources (Escolano, 2021).

The importance of VMGOs to an organization's success can hardly be overstated. VMGOs statements identify collective and organizational efforts to achieve programs/projects/activities (S.P. Robbins & Coulter, 2003). A good vision and mission are written down and then communicated to all stakeholders in the organization so that the perception of the expected future will not only guide the organization's leader but also become the direction of all stakeholders.

Each organization has its VMGOs based on assessing what should be done or accomplished. These VMGOs are unique and vary among organizations, as each has its positive focus and implementation. Diploma Study Program of Islamic Finance and Banking (IFB) is one of the professional study programs under the auspices of the Faculty of Economics

and Business, University of Trisakti. The formulation of the VMGOs was accomplished through a series of procedures. It refers to the vision, mission, goals, and objectives of the University of Trisakti and the Faculty of Economics and Business. This formulation collected process recommendations from interested parties, such as users, students, alums, faculty members, the Islamic Economic Community Association (MES), and the Association of the Experts of Islamic Economists (IAEI).

To achieve the vision and mission, the statements' of VMGOs must be known, understood, and implemented by the academic community. VMGOs are ideal and define long-term development directions that must be communicated to lecturers, students, academic staff, and stakeholders, especially users of education services, alumni, and the community. The goal is to strike a balance between awareness and interpretation of the vision and mission, i.e., create synergy and achieve a shared understanding in achieving the stated goals and objectives. VMGOs are displayed in prominent places and use various popular ways to gain public attention or awareness. This way, the public will know if organizations are implementing various programs based on VMGOs.

Based on the socialization efforts made to determine if the entire academic community knows and understands the VMGOs of the IFB program study and their perception of the VMGOs, it is necessary to measure the extent to which the academic community understands the VMGOs. In addition, their assessment of the clarity, realism, and relevance of the VMGOs in teaching, learning, and other activities is also needed. To realize the achievement of VMGOs, there should be an active role in all stakeholders through activities according to their respective functions and roles. Therefore, assessing the role of stakeholders in achieving VMGOs is also essential.

An organization cannot develop quality education without evaluating the understanding and acknowledgment of the program's vision and mission and goals, and objectives (Villanca et al., 2020). Evaluation of VMGOs is essential as it offers theoretical and practical advantages. The theoretical benefits gained include 1) It can provide insight into the curriculum vision, mission, goals, and objectives required in creating the Accreditation Form; 2) It can provide review material to make the current vision, mission, goals, and objectives even better. Meanwhile, the survey results can be helpful information for self-development and planning activities in the Diplomas' IFB Program.

VMGOs, although essential, have received little attention from researchers. This is why only limited research has been done on this topic (Denis & Teresita, 2020). The Assessment of IFB's VMGOs is a regular annual internal review involving different stakeholder perceptions, acceptance, and understanding, reflecting that the VMGOs are well-socialized. However, whether stakeholders have clearly and realistically perceived VMGOs needs further investigation. In addition, it is essential to assess the conformity of VMGO with the actual

activities and practices of the stakeholders being assessed. Therefore, this study also aimed to assess the clarity, realism, and congruency of the VMGOs and stakeholder engagement in achieving the VMGOs of the Diplomas' IFB Program.

Mainly, the study was conducted to:

1. Determine how stakeholders perceive the Diploma IFB's VMGOs
2. Determine the realism of the Diploma IFB's VMGOs as perceived by the stakeholders
3. Assess the level of understanding of the stakeholders toward the Diploma IFB's VMGOs
4. Identify stakeholder perceptions on the congruence between the Diploma IFB's VMGOs and educational activities and practices.
5. Evaluate the stakeholders' participation in the realization of Diploma IFB's VMGOs

The Framework of the study is presented in the following figure:

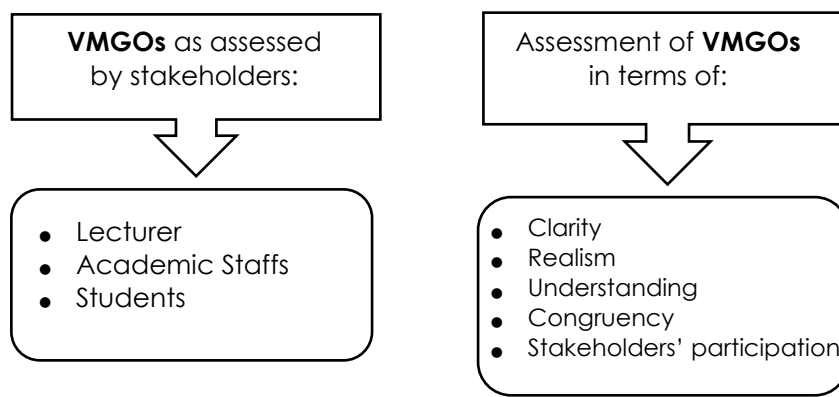


Figure 1. Conceptual Framework

Source: Processed by the Author, 2022

Through this assessment, the study seeks to understand how three groups of stakeholders—lecturers, academic staff, and students—perceive the VMGO's clarity, realism, understanding, and congruency to educational activities and practices. It also assesses how involved the stakeholders are in achieving the VMGOs.

2. METHODS

A descriptive survey was used as the research method of this study to assess the level of clarity, realism, understanding, congruency, and participation of stakeholders in the VMGOs. As a representative sample of the different groups, different population groups were included as participants, such as lecturers, academic staff, and students.

A total of one hundred-five (105) stakeholders fill out the questionnaire form consisting of fifteen (15) Lectures, four (4) Academic staff, and eighty-six (86) Students as representatives. All participants were randomly selected, except for purposefully selected natives. Considering Slovin's formula (Sugiyono, 2013) to determine respondents of a 10,000 population, 105 is

already 81.40% of the 129 target samples for this study. Indeed, a good number have already presented the findings of the research questions.

The survey was conducted by distributing questionnaires to all Diploma IFB study program members online via google-form. The instrument used is an adaptation of the study of Castillo (2014), with minor modifications adapted to the questions and research objectives. The Likert scale measured the research instrument with a range of values from 1 to 4. Number 1 = Strongly disagree; Number 2 = Disagree; Number 3 = Agree; Number 4 = Strongly Agree.

3. RESULTS AND DISCUSSION

This section presents the results and discusses the findings of this study. The presentation is arranged in the order of the statement of objectives.

Table 1 presents the respondents' profile, which is composed of three groups: lecturer 15 (14.29%), academic staff 4 (3.81%), and students 86 (81.90%). Based on the lecturers' working period, most are in the range above five years, but below ten years 6 (40%), meaning the lecturers have known VMGOs of the IFBs study program for a long time. In the academic staff working period, the highest proportion is above five years but below ten years 2 (50%). Moreover, according to the student study period, the highest proportion is in the above three years but below five years 60 (69.77%), indicating that students are active and familiar with the VMGOs of the IFBs study program for a long time. A more detailed description is in Table 1 below.

Table 1. Respondents Profile

Category	Descriptions	Frequencies	Percentages (%)
Groups of respondents	Lecturer	15	14.29
	Academic Staff	4	3.81
	Student	86	81.90
	Total	105	100.00
Distribution of Lecturer's Tenure	< 1 year	-	-
	1 to < 3 year	3	20.00
	3 to < 5 years	3	20.00
	5 to < 10 years	6	40.00
	> 10 years	3	20.00
	Total	15	100.00
Distribution of Academic Staff's Working Period	< 1 year	1	25.00
	1 to < 3 year	1	25.00
	3 to < 5 years	-	-
	5 to < 10 years	2	50.00
	> 10 years	-	-
Total	4	100.00	
Distribution of Students' Study Period	< 1 year	23	26.74
	1 to < 3 year	60	69.77
	3 to < 5 years	3	3.49
	Total	86	100.00

Source: Data processed (2022)

Each group of respondents (lecturer, academic staff, and students) was given six statements to test the clarity, reality, congruency, and level of understanding of VMGOs and their participation in realizing VMGOs. Firstly, a validity and reliability test had to be carried out on the survey instrument, in this case, the statement given for assessment.

The validity test used the *Pearson Correlation test* to obtain an average value of *r-value*. The average *r-value* was then compared with the *r-table* to determine questionnaire validity. Meanwhile, the instrument reliability test uses *Cronbach's Alpha* test to obtain the results of *Cronbach's Alpha* average value, which is used to determine survey instrument reliability. The results of the validity and reliability tests are presented in Tables 2 and 3 below:

Table 2. Validity Test Results

No.	Variable	Indicator	r- value	r -table	Conclusion
I	Level of Clarity, Realism, Understanding, and Congruency of VMGOs	S1	0,694**	0,192	Valid
		S2	0,710**	0,192	Valid
		S3	0,695**	0,192	Valid
		S4	0,659**	0,192	Valid
		S5	0,602**	0,192	Valid
		S6	0,667**	0,192	Valid
II	Lecturers' participation in supporting the achievement of VMGOs	D1	0,564**	0,192	Valid
		D2	0,684**	0,192	Valid
		D3	0,603**	0,192	Valid
		D4	0,754**	0,192	Valid
		D5	0,626**	0,192	Valid
		D6	0,759**	0,192	Valid
		D7	0,528**	0,192	Valid
III	Academic staff participation in supporting the achievement of VMGOs	T1	0,686**	0,192	Valid
		T2	0,658**	0,192	Valid
		T3	0,663**	0,192	Valid
		T4	0,465**	0,192	Valid
		T5	0,630**	0,192	Valid
IV	Student participation in supporting the achievement of VMGOs	M1	0,542**	0,192	Valid
		M2	0,683**	0,192	Valid
		M3	0,602**	0,192	Valid
		M4	0,653**	0,192	Valid
		M5	0,691**	0,192	Valid

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: Data processed (2022).

After conducting the validity test, a reliability test was performed. A reliability test is used to determine the stability of the size and consistency of respondents in answering questions. Decision-making is based on the criteria, if the *Cronbach's Alpha* value > 0.7 , then the statement items of the variable are reliable, which means that measurement results of an instrument are relatively consistent if repeated measurements are made and if the *Cronbach's Alpha* value is < 0.7 then item statement of the variable is not reliable, which means reliability is considered not good. Table 3 shows the validity test results of statements used to test VMGOs' understanding level by the academic community that has met the validity requirements.

Table 3. Reliability Test Results

No.	Variable	Indicator	Cronbach's Alpha	Cronbach's Alpha ≥ 0.70
I	Level of Clarity, Realism, Understanding, and Congruency of VMGOs	S1	0.921	Good
		S2		
		S3		
		S4		
		S5		
		S6		
II	Lecturer participation in supporting the achievement of VMGOs	D1	0.897	Good
		D2		
		D3		
		D4		
		D5		
		D6		
		D7		
III	Academic staff participation in supporting the achievement of VMGOs	T1	0.863	Good
		T2		
		T3		
		T4		
		T5		
IV	Students' participation in supporting the achievement of VMGOs	M1	0.895	Good
		M2		
		M3		
		M4		
		M5		

Source: Data processed (2022)

Based on the results of reliability testing in Table 3 under *Cronbach's Alpha coefficient* (a), all variables used in this study meet the reliability criteria because each variable in the study has a *Cronbach's Alpha coefficient* (a) higher than (> 0.7).

3.1 Clarity of VMGOs as perceived by the Stakeholders.

Table 4 presents the clarity of Diploma IFB's VMGOs among the three groups of respondents.

Table 4. Clarity of the Diplomas IFB 's VMGOs by Groups of Respondents

Groups of respondents	N	Min	Max	Mean	Stdv	Verbal Interpretation
Lecturer	15	3	4	3.67	0.49	Very Clear
Academic Staff	4	3	4	3.25	0.50	Clear
Student	86	2	4	3.43	0.52	Clear
OVERALL MEAN				3.46	0.52	Clear

Response means of clarity: 3.5 – 4.0 obvious; 3 2.5 – 3.49 clear; 2 1.5 – 2.49 slightly clear;

1 1.0 – 1.49 not clear

Source: Data processed (2022)

This part displays the perception of the internal stakeholders about the clarity of Diploma IFB's VMGOs. It includes the coherence of VMGOs to future directions of faculty and university, the alignment of program objectives, and the expected outcomes.

As shown in Table 4, the Diploma IFB's vision and mission statements and goals and objectives are clear. It means the vision of the program study, "Towards a vocational study program in Islamic Finance and Banking that excels at the national level and produces graduates with noble character to improve the quality of life of the nation," is an expression of hope for the future.

The Mission of the program study of Diploma IFB as displayed on the university's web page is: (1) increase the participation of Diploma Finance and Sharia Banking in producing Associate Experts who have a noble character, have intellectual abilities, have national standards, have Trikrama Trisakti character and are professionals in Sharia Finance and Banking through educational, and teaching activities; (2) Increase research activities to develop knowledge in the field of Islamic Finance and Banking to answer the problems of Islamic Finance and Banking in improving the quality of life; (3) Increasing the role of study programs in supporting the needs of the community and the Islamic Finance and Banking industry through community service activities.

It was also true for the goals and objectives of Diploma IFB, which should essentially be tied to the mission of the faculty and the university. It clearly stated the expected results regarding graduates' skills, values, and other attributes after 5 (five) years in college.

3.2 The realism of the VMGOs perceived by the Stakeholders.

Table 5 presents the reality of the IFB Diploma's VMGOs among the three groups of respondents.

Table 5. The Realism of the Diploma IFB's VMGOs by Groups of Respondents

Groups of respondents	N	Min	Max	Mean	Stdv	Verbal Interpretation
Lecturer	15	2	4	3.53	0.64	Very Realistic
Academic Staff	4	3	4	3.50	0.58	Very Realistic
Student	86	2	4	3.36	0.57	Realistic
OVERALL MEAN				3.39	0.58	Realistic

Response means of realistically: 3.5 – 4.0 very realistic; 3 2.5 – 3.49 realistic; 2 1.5 – 2.49

slightly realistic; 1 1.0 – 1.49 not realistic

Source: Data processed (2022)

Overall, the stakeholders agree that the VMGOs of Diploma IFB are realistic. On the other hand, the lecturer and academic staff had the highest average scores (3.53 and 3.50), respectively. Both groups strongly agree that the mission reflects these statements as concrete bases for their effectiveness. Not too broad and not too narrow, and not abstract, meaning

that it can be translated into concrete programs in teaching, research, and community service, as well as academic services.

3.3 Lecturer participation in supporting the achievement of the VMGOs

Table 8 presents the role of the lecturer in supporting the achievement of the Diploma IFB's VMGOs.

Table 8. Lecturer participation in supporting the achievement of the Diploma IFB's VMGOs

No.	Statements	Min	Max	Mean	Stdv	Verbal Interpretation
1.	The VMGOs of the Diploma IFB have been accommodated into the structure of the learning curriculum for each subject	3	4	3.67	0.49	Strongly agree
2.	I teach courses under my competence and prepare RPS and GBPP to support learning outcomes achievement	3	4	3.67	0.49	Strongly agree
3.	I realize my teaching activities, theory, and practice are to achieve Diploma IFB's VMGOs	3	4	3.73	0.46	Strongly agree
4.	I conduct research and community service activities yearly with topics supporting Diploma IFB's VMGOs	2	4	3.67	0.62	Strongly agree
5.	I realize my publications are to achieve IFB Diploma's VMGOs	3	4	3.73	0.46	Strongly agree
6.	I took further studies and certificates of competence under my expertise	3	4	3.73	0.46	Strongly agree
7.	I am trying to increase my mastery of technology to support the Tridharma activities of Higher Education	3	4	3.67	0.99	Strongly agree
OVERALL MEAN				3.70	0.49	Strongly agree

Response means: 3.5 – 4.0 strongly agree; 3 2.5 – 3.49 agree; 2 1.5 – 2.49 slightly agree;

1 1.0 – 1.49 does not agree.

Source: Data processed (2022)

Table 8 shows that the lectures obtained a high average score, ranging from 3.67 to 3.73, and the overall average score is 3.77. This finding suggests that the Tridharma activities are on the right track, as the education, research, community development, and skills upliftment undertaken by the lectures have contributed significantly to the performance of the VMGOs. This reflects that lectures meaningfully accept the goals and objectives of the program and are responsible for achieving those goals within their capacity.

Wulan Tresna (2016) states that universities are institutions that provide higher education, where their main activity is to implement the Tridharma (three principles) of universities, including education, research, and community services. Thus, Tridharma becomes an indicator of a university's performance. This is reinforced by Tjahjono, Prasetyo, & Palupi (2018) that lecturers are the most central human resources in higher education and must carry out the Tri Dharma. Lecturers are unique human resources because the figure of lecturer a college employee and professional who has the Tri Dharma of Higher Education task. Archandar (2010) adds that lecturers, as instructors, mediators, and motivators, are assigned to deliver learning materials at a particular time to students under the applicable curriculum. A proficient lecturer is a crucial factor that impacts students' success in learning (Suyatno et al., 2022). Commitment is the key to success in educational institutions (Asakir & Hidayati, 2022). As a result, the role of the lecturer is significant in yielding qualified graduates (Purba et al., 2018).

Improving the competence of lecturers is essential. Espiritu (2021) said that the professional standards for lectures were designed to provide professional development to ensure they are equipped with the appropriate skills to manage classroom discussions and student activities effectively. In Indonesia, teacher professionalism and career development activities are the focus of their education system (Tanang & Abu, 2014).

3.4. Participation of academic staff in supporting the achievement of the VMGOs

Table 9 presents the role of academic staff in supporting the achievement of the Diploma IFB's VMGOs.

Table 9. Participation of academic staff in supporting the achievement of the Diploma IFB's VMGOs

No.	Statements	Min	Max	Mean	Stdv	Verbal Interpretation
1.	I realize that administrative service activities in the Diploma IFB's environment are intended to achieve VMGOs of the Study Program	3	4	3.50	0.58	Strongly agree
2.	I try to increase competence through training/advanced studies to provide the best service	3	4	3.50	0.58	Strongly agree
3.	I make efforts to improve the ability to master technology that supports the completion of work effectively	3	4	3,25	0,50	Agree
4.	I realize that as administrative staff of the Diploma IFB, I must provide the best service to every guest	3	4	3.50	0.58	Strongly agree
5.	I disciplined myself to come and go to work every day, following	3	4	3.50	0.58	Strongly agree

No.	Statements	Min	Max	Mean	Stdv	Verbal Interpretation
	the time rules the Diploma IFB Study Program set					
OVERALL MEAN				3.45	0.56	Agree

Response means: 3.5 – 4.0 strongly agree; 3 2.5 – 3.49 agree; 2 1.5 – 2.49 slightly agree; 1 1.0 – 1.49 do not agree on

Source: Data processed (2022)

Table 9 shows the overall mean score of 3.45, indicating that academic services and activities done by academic staff are well translated to support the realization of Diploma IFB's VMGOs. Following their roles and functions, academic staff has tried to provide good service and improve self-competence through further study and mastery of technology to become qualified human resources. With the availability of quality human resources, it is hoped that they can address the internal and external problems faced (Baliartati, 2016).

This effort is carried out to support the achievement of Vision and Mission, such as by providing exemplary service to the entire academic community, because the success of the teaching and learning process cannot be separated from Administrative Staff support. Before teaching and learning, the administration section prepares the teaching schedule, participants, rooms, and other facilities required by the lecturer. These tasks require commitment (Archandar, 2010). Meanwhile, Edastama (2014) states that service quality affects customer satisfaction and trust. In the context of this research, customers are colleagues and students who need academic services. Furthermore, Yamani, Said, & Dahniar (2017) stated that student satisfaction indicates higher education quality assurance.

3.5. Student participation in supporting the achievement of VMGOs

Table 10 presents the participation of students in supporting the achievement of the vision and mission, goals, and program objectives of Diploma IFB.

Table 10. Student participation in supporting the achievement of the Diploma IFB's VMGOs

No.	Statements	Min	Max	Mean	Stdv	Verbal Interpretation
1.	I attended lectures, did assignments, and took exams as determined by the lecturer.	3	4	3.87	0.34	Strongly agree
2.	I realize that every subject taught in my class is a course that supports my competence/expertise development.	3	4	3.80	0.40	Strongly agree
3.	I participate in local/national/international competitions to support the VMGOs of the Diploma IFB Study Program.	1	4	3.5	0.7	Strongly agree

No.	Statements	Min	Max	Mean	Stdv	Verbal Interpretation
4.	I took the competency certification under the study program to improve my quality.	2	4	3.74	0.46	Strongly agree
5.	I did an industrial internship. I compiled a final project under the competence/expertise of my chosen study program.	2	4	3.77	0.45	Strongly agree
OVERALL MEAN				3.74	0.47	Strongly agree

Response means: 3.5 – 4.0 strongly agree; 3 2.5 – 3.49 agree; 2 1.5 – 2.49 slightly agree; 1 1.0 – 1.49 Disagree.

Source: Data processed (2022)

Table 10 above shows that students obtained the highest mean scores ranging from 3.50 – 3.87, and an overall mean score of 3.74. This finding depicts that students are on the right track as learning and extracurricular activities and job training carried out by students contributed much to realizing their VMGOs.

Learnings in higher education have a different character from primary and secondary education. One of the differences is in the increasing role of students in determining the success of their education. In this case, the highest mean score of 3.74 reflects that students are highly involved in such activities. A college offers many extracurricular activities every student can participate (Rohiyatun & Aryani, 2020).

In addition, students are also highly involved in taking competency exams to improve the qualifications and competencies of human resources with national standards, both hard skills and soft skills, based on study program objectives.

4. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

This research provides valuable insights into the clarity and realism of the Diploma IFB's VMGOs, which is well-formulated in such a way that it was acknowledged by the lecturer, academic staff, and students. On the other hand, the program study's efforts in disseminating its VMGOs are exceptionally compelling in raising mindfulness and understanding of its Vision, Mission, goals, and objectives. As shown by the high level of understanding among all the stakeholders.

Regarding congruency, stakeholders find that VMGOs are relevant to the needs and development of academic members. They concluded that Diploma IFB's VMGOs already support the improvement of the academic atmosphere for all academic members. Regarding the stakeholder's role in realizing the VMGOs through actual educational practices and activities, they accept that exercises were done to attain them. The projects and activities carried out by the lecturer, academic staff, and students directly contribute to the

achievement of IFB's VMGOs Diploma. It can be concluded that stakeholders are highly committed to the effort to realize IFB's VMGO achievement.

It is recommended that faculty, in general, and the program study in particular, continue the broad and intensified dissemination of VMGOs, not just to internal and external stakeholders. Efforts must also be made to make the activities focused on getting both internal and external stakeholders to feel that teaching and non-teaching activities of the institution are geared towards the objectives and goals realization of program study and the Mission and Vision of the faculty.

It is also recommended to conduct a study to determine whether significant differences exist in the level of awareness, understanding and acceptance, clarity, and realism from the different members' perspectives, including external stakeholders.

5. ACKNOWLEDGEMENTS

The researchers would like to express their heartfelt gratitude and appreciation to those who helped finish this research. Their colleagues and students provided much-needed support for the fulfillment of this study. The researchers are also very grateful to LPPM Universitas Trisakti for helping with this research.

6. REFERENCES

- Arado, L. M., Mendoza, A. D., & Esmero, D. R. P. (2019). *Awareness , Understanding, Acceptance, and Congruency of the PIT Vision and Mission , College Goal, and Program Objectives*. April, 168–175. <https://ijsmsjournal.org/ijsms-v2i2p119.html>
- Archandar, T. A. (2010). Pengaruh Etika Kerja Terhadap Keterlibatan Kerja Dan Implikasinya Terhadap. *Jurnal Manajemen Dan Pemasaran Jasa*, Vol. 3, 27–52. <https://doi.org/10.25105/jmpj.v3i1.479>
- Asakir, I., & Hidayati, D. (2022). Rasch Model Analysis : Teacher Commitment Indicators by Experts Judgment. *International Journal of Educational Management and Innovation*, 3(1). <https://doi.org/10.12928/ijemi.v2i3.4987>
- Babu, C. S., & Chalam, G. V. (2016). Impact of Organizational Mission and Vision and their Potential on the Performance of Employees. *International Journal of Engineering and Management Research*, 66(6), 203–206. <http://www.ijemr.net/DOC/ImpactofOrganizationalMissionandVisionandtheirPotentialonthePerfomanceOfEmployees.pdf>
- Baliartati, B. O. (2016). Pengaruh Organizational Support Terhadap Job Satisfaction. *Manajemen Dan Pemasaran Jasa*, 9(1), 35–52. <https://doi.org/10.25105/jmpj.v9i1.1401>
- Boerema, A. J. (2006). An analysis of private school mission statements. *Peabody Journal of Education*, 81(1), 180–202.

- Castillo, R. C. (2014). A Paradigm Shift to Outcomes-Based Higher Education: Policies, Principles, and Preparations. *International Journal of Sciences: Basic and Applied Research*, 1, 174–186. <http://gssrr.org/index.php?journal=JournalOfBasicAndApplied>
- Cortts-SSnchez, J. D. (2017). Mission and Vision Statements of Universities Worldwide: A Content Analysis. *SSRN Electronic Journal*, 15. <https://doi.org/10.2139/ssrn.3051361>
- Denis, A., & Teresita, H. (2020). Awareness, Accessibility, and Dissemination System of Leyte Normal University Vision and Mission, College of Arts and Sciences Goals and Bachelor of Arts In Communication Program Objectives to Its Stakeholders. February.
- Edastama, P. (2014). Pengaruh Kualitas Service Terhadap Kepuasan, Kepercayaan, Dan Kecenderungan Berperilaku Mahasiswa Pada Perguruan Tinggi Di Jakarta. *Jurnal Manajemen Dan Pemasaran Jasa*, 7(1), 129–152. <https://doi.org/10.25105/jmpj.v7i1.524>
- Escolano, E. (2021). Awareness and Acceptability on the Institution's Vision, Mission, Goals and Quality Policy in One State College in the Philippines. *Journal of Education, Management and Development Studies*, 1(2), 10–24. <https://doi.org/10.52631/jemds.v1i2.28>
- Espiritu, R. D. (2021). Awareness and Competency of Pre-Service Teachers on The Philippine Professional Standards For Teachers (Ppst): A Basis for Training Program. 7(11).
- Eugenio A, Luis Luigi; Valencia, M. (2017). Awareness, Accessibility, And Dissemination System of Leyte Normal University Vision And Mission, College of Arts and Sciences Goals and Bachelor of Arts In Communication Program Objectives to Its Stakeholders. *Journal of International Academic Research for Multidisciplinary*, 3(7), 319–328.
- Ezekwe, E. A., & Egwu, S. N. (2016). Creating Awareness on Vision and Mission Statements among Employee of Ebonyi State University, Nigeria: A Discourse. *Review of Public Administration and Management*, 4(2), 2–6. <https://doi.org/10.4172/2315-7844.1000192>
- Fernandez, M. W. B. (2015). Awareness , acceptability , relevance and congruence of the PNU- Negros Occidental vision , mission , and goals and objectives of the teacher education program.
- Gurley, D. K., Peters, G. B., Collins, L., & Fifolt, M. (2015). Mission, vision, values, and goals: An exploration of key organizational statements and daily practice in schools. *Journal of Educational Change*, 16(2), 217–242. <https://doi.org/10.1007/s10833-014-9229-x>
- Pekarsky, D. (2007). Vision and education: Arguments, counterarguments, rejoinders. *American Journal of Education*, 113 (3), 423–450.
- Purba, K., Lumbanraja, P., Siahaan, E., & Gultom, P. (2018). Foundation Lecturer's Performance Antecedents (Empirical Study on Private Universities in Medan). 46(Ebic 2017), 577–582. <https://doi.org/10.2991/ebic-17.2018.91>
- Rohiyatun, B., & Aryani, M. (2020). Peran Ketua Program Studi Dalam Membentuk Karakter Kepemimpinan Mahasiswa Melalui Kegiatan Himpunan Mahasiswa Program Studi (HMPS). *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(4).

- <https://doi.org/10.36312/jisip.v4i4.1549>
- S.P. Robbins, M. Coulter, & R. S.-K. (2003). *Management*. Prentice Hall.
- Sugiyono. (2013). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*. Alfabeta.
- Suyatno, Wantini, Pambudi, D. I., Hamami, T., Rachmawati, Y., & Nofiaturrahmah, F. (2022). The Influence of Meaning in Life and Teacher Leadership on Teacher Professionalism through Structural Equation Model. *International Journal of Instruction*, 15(3), 561–580.
- Tanang, H., & Abu, B. (2014). Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching*, 3(2), 25–42. <https://doi.org/10.5430/jct.v3n2p25>
- Tjahjono, H. K., Prasetyo, F., & Palupi, M. (2018). Kepemimpinan Transformasional pada Organizational Citizenship Behavior dan Komitmen Afektif. *Manajemen Pemasaran Dan Jasa*, 11(2), 217–232.
- Triguno. (1999). *Budaya Kerja: Menciptakan Lingkungan Yang Kondusif Untuk Meningkatkan Produktivitas Kerja*. Golden Terayon Press.
- Villanca, A. A., Binayao, B. S., Caterial, M. Z. D., & Ablanque, V. C. (2020). *Assessing the Vision , Mission , Goals, and Objectives of a State University in Southern Philippines*. 5(10). <http://bitly.ws/9nMw>
- Wibisono, D. (2006). *Manajemen Kinerja, Konsep, Desain, dan Teknik Perusahaan*. Erlangga.
- Wulan Tresna, P. (2016). The Influence of Transformational Leadership to Organizational Citizenship Behavior with Job Satisfaction as Mediator Variable (Study about Leadership of the Chairmen at Three Universities in Tasikmalaya). *Review of Integrative Business and Economics Research*, 5(2), 295.
- Yamani, M., Said, L. R., & Dahniar. (2017). Pengaruh Kualitas Layanan Terhadap Motivasi Dan Loyalitas Mahasiswa Dengan Kepuasan Mahasiswa Sebagai Variabel Mediasi (Studi Pada Poltekkes Kemenkes Banjarmasin). *Wawasan Manajemen*, 5(2), 125–144.
- Yudianto, I., Mulyani, S., Fahmi, M., & Winarningsih, S. (2021). The influence of good university governance and intellectual capital on university performance in Indonesia. *Academic Journal of Interdisciplinary Studies*, 10(1), 57–70. <https://doi.org/10.36941/ajis-2021-0006>