

Assistance in Reformulating the Vision and Mission of Madrasahs Based on SWOT Analysis in Samarinda City

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Abstract

This community service initiative is motivated by field conditions in which several private Islamic secondary schools (madrasah) in Samarinda City still have vision and mission statements whose achievement has never been systematically measured. Using the Asset-Based Community Development (ABCD) approach, this initiative provided mentoring to 15 private Madrasah Tsanawiyah with accreditation below grade A, involving school principals, curriculum vice-principals, and teacher representatives (3 persons per madrasah). The mentoring covered the identification of existing vision-mission statements, the SWOT-based classification of institutional potential, and the collaborative reformulation of vision-mission statements aligned with concrete work programs. Evaluation using pre-test and post-test instruments showed Participants' mean comprehension score increased from 72.5% on the pre-test to 88.6% on the post-test. In addition, 13 of the 15 madrasahs (86.7%) completed measurable vision and mission statements. These findings indicate that structured, SWOT-based mentoring is effective in improving madrasah stakeholders' capacity to formulate a vision and mission that is realistic, measurable, and adaptive to institutional change.

Keywords

madrasa; mission; reformulation; SWOT analysis; vision.



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1. INTRODUCTION

A school's vision and mission serve as its foundational aspirations and operational reference points for implementing programs that support quality education (Wahab, 2022). When these statements no longer align with contemporary developments, reformulation becomes necessary so the institution genuinely meets the expectations of parents and the broader community. Given the rapid pace of change in the education system, evolving societal needs, and continuous advances in knowledge and technology, reformulating a school's vision and mission, along with the programs designed to realize them, has become both urgent and imperative (Patmawati et al., 2023). This initiative uses the SWOT framework (Strengths, Weaknesses, Opportunities, Threats) as a comprehensive tool for assessing the internal and external dimensions of a madrasah's institutional position, a framework widely applied in strategic planning for Indonesian secondary education (Prabawati et al., 2024); (Zakiah, 2023).

Vision and mission statements occupy a central place in madrasah accreditation instruments. Under the IAPS 4.0 accreditation framework used by the National School/Madrasah Accreditation Board, vision, mission, goals, and strategy constitute the first of nine assessed criteria, meaning that the clarity, measurability, and internal consistency of these statements directly influence an institution's accreditation status (Pardilla, 2024). Prior research on Islamic education management confirms that madrasahs, which struggle to formulate a coherent vision and mission, also tend to score lower on broader indicators of institutional quality, since work programs, budgeting priorities, and staff development plans are all meant to cascade from these founding statements (Fatihin et al., 2023); (Suriyati, 2023). This linkage between strategic statement quality and accreditation outcomes is one of the underlying reasons the present mentoring program was designed specifically for madrasahs accredited below grade A.

Private madrasahs in Samarinda City, in particular, are prone to a specific classification error: institutional strengths (internal, controllable factors such as human resources, facilities, or programs already owned) are frequently mislabeled as opportunities (external, uncontrollable factors such as government policy, community demographics, or access to partnerships). This confusion matters because it directly distorts strategic planning: a strength wrongly filed as an opportunity is treated as something the madrasah must "wait for" or "seize externally," rather than a resource to be leveraged immediately, leading to work programs that are vague, externally dependent, and disconnected from the madrasah's actual capacity. Root causes

identified in preliminary observations include limited prior exposure to strategic management theory among madrasah leadership, the absence of a standardized SWOT training module for madrasah accreditation preparation, and a tendency to draft vision-mission statements administratively (to satisfy accreditation requirements) rather than analytically. Similar patterns of superficial, compliance-driven vision-mission drafting have been documented in other regions of Indonesia, where schools reproduce generic aspirational language without grounding it in an honest audit of institutional capacity (Sukaningtyas, 2017); (Masriah et al., 2025).

To correct this, the mentoring integrates an Asset-Based Community Development (ABCD) approach with SWOT analysis rather than treating them as separate steps. The ABCD approach, first articulated by Kretzmann and McKnight in the context of urban neighborhood revitalization, insists that development begin from an inventory of existing capacities rather than a list of deficits (Kretzmann, 1993); (Nurture Development, 2016). Subsequent scholarship has extended ABCD to religious and educational contexts, arguing that the approach is particularly well-suited to Islamic educational institutions because it resonates with the tradition of *tawakal* and gratitude for existing blessings while still demanding rigorous self-assessment (Wajdi, 2024). Concretely, in this initiative the four ABCD asset categories function as the raw input feeding the SWOT matrix: (1) Individual assets (staff qualifications, principal leadership commitment, parental engagement) and Group assets (existing vision-mission documents, work programs, quality assurance units, KKM membership, active school committees) are mapped as internal factors and classified as Strengths when present and functioning, or Weaknesses when absent or underdeveloped; (2) Physical/environmental assets (facilities, branding capacity) are likewise sorted as internal Strengths/Weaknesses; while (3) Cultural assets (work ethic, existing accreditation achievements, curriculum grounded in self-assessment) are treated as internal Strengths that can be leveraged, distinct from external Opportunities such as regional demographic trends or Ministry of Religious Affairs policy support. This explicit asset-to-quadrant mapping is what participants were trained to apply, directly addressing the Strengths-Opportunities confusion identified in the field.

Several considerations further justify a SWOT-based reformulation for Samarinda's madrasahs. First, Samarinda has distinctive geographic, demographic, and cultural characteristics; the mentoring process helps schools integrate local potential into their vision and mission, while SWOT analysis clarifies which challenges are internal versus external. Second, vision-mission statements grounded in SWOT

analysis let schools leverage institutional strengths to improve educational quality while systematically addressing weaknesses, a pattern also observed in studies of principal visionary leadership that combine SWOT with TOWS matrices to translate internal strengths into concrete innovation strategies. Third, global pressures - rapid technological change and intensifying competition among schools - require a vision-mission capable of accommodating external dynamics identified through the Opportunities/Threats quadrants (Sari et al., 2024)(Syafitri et al., 2024). Fourth, involving all relevant stakeholders in the process makes the resulting statements more authentic to the community's needs and aspirations and is consistent with participatory approaches to institutional planning documented in the Indonesian community-service literature (Kosasih, 2019); (Ishaq, 2025). Fifth, a SWOT-grounded vision-mission provides a durable foundation for ongoing strategic planning as circumstances evolve, in line with the view that strategic planning in educational institutions is an iterative rather than one-time exercise (Rokania, 2023).

Preliminary observation at several madrasahs found vision-mission statements that had not been updated to reflect current conditions, alongside the SWOT classification errors described above (Strengths misfiled as Opportunities, Threats misfiled as Weaknesses, and internal contradictions between Strength and Weakness statements). These findings motivated the research team to design a structured mentoring program focused on ABCD-informed, SWOT-based vision-mission reformulation. The Asset-Based Community Development (ABCD) approach offers a distinct paradigm for community development (David, 2011), emphasizing the identification and utilization of assets already possessed by the community or, in the context of this initiative, by the madrasah itself (Kretzmann, 1993). This asset-first orientation contrasts with the classical strategic management approach articulated by Hunger and Wheelen, which begins strategy formulation with an external and internal environmental scan before proceeding to mission and objective setting (Hunger & Wheelen, 2000). The present initiative deliberately sequences ABCD before SWOT so that asset identification anchors, rather than merely supplements, the subsequent environmental scan. Based on preliminary observations, the research team identified the following madrasah assets.

Individual assets include teaching and administrative staff holding a minimum qualification of an undergraduate (S1) degree, school principals demonstrating strong commitment to the development and progress of the institution they lead, and parents of students showing active interest in and concern for their children's madrasah. Group assets include an established vision and mission statement, an operational work

program, a quality assurance unit, teamwork to implement institutional programs, participation in the Kelompok Kerja Madrasah (KKM), which enables collaborative learning among peer institutions, and an active school committee (komite sekolah) that supports program implementation. Physical and environmental assets encompass facilities and infrastructure that support educational quality improvement, supporting physical resources for quality education enhancement, and institutional branding capacity that allows the madrasah to compete with schools at the same level. Cultural assets consist of a prevailing culture of sincere dedication and hard work (*semangat bekerja ikhlas*), the fact that some madrasahs have already achieved Grade A (*unggul*) accreditation, and the development of a School Education Curriculum (*Kurikulum Satuan Pendidikan/KSP*) that begins with an assessment of the institution's own potential (Qotrunnada & Meilantifa, 2024).

Given the richness of these assets, it would be a significant missed opportunity not to provide structured mentoring and a sound conceptual framework for formulating a proper madrasah vision and mission, and for cascading those statements into institutional work programs prioritized according to the madrasah's actual needs. Without proper guidance, these assets risk being mismanaged, potentially leading to institutional stagnation and the development of arbitrary, unfocused institutional programs. This risk is corroborated by studies on madrasah-based management, which find that institutions with abundant but poorly mapped resources tend to produce work programs disconnected from their stated vision, ultimately undermining accreditation outcomes and stakeholder trust (Fatihin et al., 2023); (Informatika et al., 2024)(Ramdhani, 2024).

This community service initiative aims to provide comprehensive guidance on the effective and purposeful formulation of madrasah vision and mission statements. Participants were guided by the principle that an effective institutional vision must meet several key criteria: it should be future-oriented, concise, and reflective of core values; brief enough to be memorable; flexible enough in implementation to adapt to change, and easily understood and retained by all madrasah stakeholders. These characteristics of an effective vision align with the principles articulated in educational leadership literature (Collins & Porras, 1996). They are echoed in more recent SMART-based frameworks for institutional goal-setting that emphasize specificity, measurability, achievability, relevance, and time-boundedness as prerequisites for translating an aspirational vision into an actionable mission (Schoolfrontiers, 2025); (Instructure, 2023). A mission statement grounded in these SMART principles is also more readily monitored by internal quality assurance units, which the accreditation

instrument increasingly demands as evidence of an institution's capacity for continuous improvement (Pardilla, 2024); (Suriyati, 2023).

2. METHOD

This community service initiative, which consisted of mentoring and training in SWOT-based vision and mission reformulation for Islamic secondary schools in East Kalimantan, was designed using the Asset-Based Community Development (ABCD) methodology, following the sequence advocated by Kretzmann and Mathie and Cunningham in which asset mapping precedes rather than follows problem diagnosis (Kretzmann, 1993); (Mathie & Cunningham, 2003). The mentoring process began from an honest assessment of the current state of madrasahs in Indonesia, particularly those in Samarinda City, before participants - primarily members of the madrasah community - were guided through an inquiry into the patterns, trends, structures, and mental models that have shaped this reality. Subsequently, participants were invited to reconstruct their existing vision and mission statements toward an ideal reality through four sequential processes: rethinking (reconsidering the prevailing worldview to surface important insights), redesigning (restructuring the institutional conditions that produce the current reality), reframing (repackaging insights into programs that address existing challenges), and reacting (taking concrete actions in response to field conditions, culminating in the formulation of a revised vision and mission). Throughout these four processes, facilitators consistently redirected participants back to the asset inventory compiled during the preparatory phase, ensuring that every proposed redesign or reframed program could be traced to an identifiable institutional asset rather than to an aspirational statement unsupported by actual capacity.

The mentoring and training program employed an andragogical approach, which treats participants as autonomous individuals who bring prior knowledge, experience, and intrinsic motivation that can be combined to generate shared understanding (Knowles et al., 2014). This approach is premised on the understanding that adult learners achieve optimal outcomes when they are actively engaged in the learning process, when learning materials are directly connected to their daily professional lives, when knowledge is immediately applicable to their work contexts, and when the learning process honors their accumulated experience and critical reasoning capacity, consistent with Knowles's original assumptions of self-directedness, experiential grounding, and life-centered orientation to learning (Bagaskara, 2019). Because school principals, curriculum vice-principals, and teacher representatives already carry years of practical institutional knowledge, the facilitation

team deliberately avoided a lecture-heavy format. Instead, it structured most sessions around guided small-group analysis of participants' own vision-mission documents, a design choice supported by adult-learning literature indicating that andragogical methods outperform pedagogical, content-transmission methods when learners already possess relevant field experience (Merriam & Bierema, 2013); (Learning Everest, 2025).

Building on this andragogical foundation, the training was structured around the adult learning cycle of experiencing, sharing, analyzing, and concluding, followed by a re-experiencing stage after the mentoring concluded. In the experiencing stage, participants entered the training already embedded in the reality of their institutional context, bringing their existing vision-mission documents and accreditation histories as raw material for analysis. In the sharing stage, participants were invited to present their experiences to others in small groups and to seek and offer reflective feedback, which revealed the recurring pattern of Strengths being mislabeled as Opportunities, as described in the introduction. In the analysis stage, participants were guided to identify these patterns by studying the SWOT quadrants together with facilitators, using the ABCD asset inventory as a checklist against which each SWOT entry was cross-verified. In the concluding stage, participants were encouraged to draw conclusions and reformulate their institutional perspective based on experience and new insights, producing a first draft of a revised, SWOT-grounded vision and mission statement. Finally, in the re-experiencing stage, participants returned to practice after training, applying new knowledge and skills in their respective madrasahs, equipped to address institutional challenges and phenomena with a renewed perspective and to socialize the reformulated statements to the wider school community.

To measure the effectiveness of the mentoring, the team administered a pre-test and a post-test to all 45 participants, drawn from 15 madrasahs, with 3 representatives each. The instrument consisted of ten case-based multiple-choice items covering the application of SWOT quadrant classification to the selection of appropriate madrasah work programs, understanding of the definition and criteria of an effective vision as a strategic guideline, approaches to formulating vision and mission statements that are adaptive to contemporary developments, and identification of internal and external constraints in vision-mission implementation, along with corresponding solutions. The instrument was adapted from the SWOT and strategic-planning literature (Merriam & Bierema, 2013). It was administered identically at the pretest and posttest stages via an online form (Google Form), with all 45 respondents completing both the

pretest and posttest, thereby yielding a matched-pairs dataset suitable for before-and-after comparison.

Pre-test and post-test scores were analyzed descriptively and quantitatively, calculating the mean score and percentage gain for each participant and each madrasah to determine the magnitude of improvement in participants' understanding. In parallel, qualitative data comprising facilitator field notes, group discussion transcripts, and the results of a document-review rubric were analyzed using descriptive qualitative analysis to identify recurring patterns in SWOT misclassification and to document the substantive change between each madrasah's initial and reformulated vision-mission statements. This mixed-methods design, combining a quantitative before and after comparison with qualitative document analysis, mirrors the evaluative approach used in comparable participatory action research on community-based educational interventions, which similarly triangulates quantitative gain scores with qualitative reflection to establish both the magnitude and the substantive nature of change (Khafsoh & Riani, 2024); (Kosasih, 2019).

The activity was implemented across five sequential phases. The preparation phase involved coordination with UIN Sultan Aji Muhammad Idris Samarinda and the Regional Office of the Ministry of Religious Affairs of Samarinda, formation and internal training of the service team, socialization of the program to all relevant educational stakeholders, and further mapping and identification of existing madrasah vision and mission statements. The identification phase involved identifying existing institutional visions and missions and classifying madrasah potentials into the SWOT analysis quadrants. The mentoring and training phase involved delivering instructional content on SMART vision and mission formulation (Specific, Measurable, Achievable, Relevant, Time-Bound) (Merriam & Bierema, 2013), followed by reflective review and critical analysis of existing vision and mission statements in relation to madrasah work programs, and guided mentoring on madrasah vision and mission reformulation. The implementation and evaluation phase involved the reformulation of vision and mission statements and the presentation of revised vision, mission, and madrasah work programs. Finally, the dissemination phase involved sharing program outcomes with the broader educational community through social and mass media.

The mentoring program targeted members of private Islamic junior secondary schools (Madrasah Tsanawiyah Swasta) in Samarinda City. Fifteen madrasahs participated, comprising thirteen institutions accredited at grade B and two accredited at grade C, namely MTsS Al Mujahidin, MTsS Al Misra, MTsS At Taqwa, MTsS Darul

Fata, MTsS Darul Ihsan, MTsS Darussalam Boarding School, MTsS Nabil Husein, MTsS Noor Iman, MTsS Normal Islam, MTsS Sabilarrasyad, MTsS Sulaiman Yasin, MTsS As-Sa'diyah, MTsS Maarif NU 001, MTsS Nurul Musthafa, and MTsS Ittihad, each represented by three participants for a total of 45 individuals. The scope of activities undertaken during this community service initiative encompassed identification of the existing vision and mission statements of the participating madrasahs, assessment of the alignment between current vision and mission statements and the madrasah's present conditions and institutional potential, collaborative critical review and SWOT-based analysis of existing vision and mission statements, cascading the vision and mission into relevant operational work programs, and reformulation of madrasah vision and mission statements. This community service program was implemented collaboratively between lecturers from UIN Sultan Aji Muhammad Idris Samarinda and the Samarinda City Office of the Ministry of Religious Affairs, with all mentoring activities conducted using the andragogical approach described above and following the operational planning matrix that scheduled observation and interviews in July, planning and preparation in August, implementation of activities from September to October, and activity evaluation in November.

3. FINDINGS AND DISCUSSION

The Community Service Program implemented by LP2M UIN Sultan Aji Muhammad Idris (UINSI) Samarinda, under the theme "Vision and Mission Mentoring for Madrasahs," was held at the Auditorium of the Samarinda City Ministry of Religious Affairs Office. The central activity consisted of a structured review (bedah) and SWOT analysis of strategic planning documents previously developed by the participating madrasahs. Through this in-depth analytical review, a range of errors and weaknesses were identified in the madrasahs' strategic planning processes. The mentoring conducted across 15 private Islamic junior secondary schools (Madrasah Tsanawiyah Swasta) not yet accredited at Grade A in Samarinda City revealed the following key findings.

3.1. Identification of Madrasah Vision and Mission Statements in Samarinda City

All participating madrasahs already possessed a vision and mission statement as the institutional foundation and rationale for their existence (Hunger & Wheelen, 2000). However, the vast majority had not yet established a valid, measurable system to monitor and evaluate the extent to which these statements were being achieved. Several madrasahs were found to have mission statements that were not adequately supported by corresponding institutional strengths or work programs, a condition that

leads to ambiguity and failure in formulating clear performance indicators (Masriah et al., 2025). This finding is consistent with broader research on madrasah-based management, which shows that institutions frequently possess written vision-mission documents that function as accreditation compliance artifacts rather than as living strategic instruments actively referenced in day-to-day decision-making (Fatihin et al., 2023).

Errors were also identified in the classification of internal and external environmental factors. When participants were asked to map their institutional potential onto the SWOT quadrants, several madrasahs were found to be incorrectly placing institutional factors: factors that belong under "Strengths" were placed under "Opportunities" (and vice versa); some madrasahs placed factors that should be classified as "Threats" under "Weaknesses"; and contradictions were identified between strength and weakness statements, with the same aspect appearing simultaneously in both quadrants. Additionally, some madrasahs listed their operational programs as institutional assets, rather than inherent organizational characteristics. Imprecise language and ambiguous terminology were also noted in the articulation of institutional potential. Comparable classification confusion has been reported in other SWOT-based school strategic planning studies, suggesting that this is not an isolated weakness specific to Samarinda but a more general capacity gap in Indonesian school strategic management (Zakiah, 2023); (Syafitri et al., 2024).

As established in the literature, a mission statement should describe the products or services offered by the organization (Akdon, 2006). An effective mission statement must clearly indicate what the organization aims to achieve and its primary areas of activity, and must invite public participation in developing the organization's key areas of activity (Calam et al., 2020). The mission must subsequently be operationalized through concrete work programs across short-, medium-, and long-term horizons. This operationalization requirement is precisely where most of the participating madrasahs fell short prior to the mentoring, since their existing mission statements, while grammatically well-formed, lacked any explicit linkage to a monitorable work program or accreditation indicator (Pardilla, 2024).

3.2. Strategies for SWOT Based Vision and Mission Reformulation Mentoring in Samarinda City

The mentoring process was initiated with a pre-test administered to all participants, designed to assess their baseline understanding of vision and mission concepts and their ability to classify institutional potential into the SWOT quadrants correctly. This was followed by instructional sessions covering madrasah vision and

mission frameworks and the identification of institutional potential as a pathway toward achieving madrasah unggul (excellent/high-performing madrasah) status, with reference to the indicators and items required for madrasah accreditation.

Participants were subsequently guided through a structured discussion and collaborative exercise in which they individually identified and mapped their respective madrasah's potential into the SWOT quadrants. This was followed by a peer-review process in which participants cross-checked one another's work, presented their outputs, and exchanged constructive feedback. A final round of revision was then conducted to confirm and finalize the accurate classification of each madrasah's institutional potential within the SWOT analysis framework. This peer-review design reflects the participatory ethos recommended in the ABCD and participatory action research literature, which holds that reformulated institutional documents gain legitimacy and ownership precisely because community members, rather than external consultants, perform the classification and validation work themselves (Ishaq, 2025).

3.3. Impact of SWOT-Based Vision and Mission Reformulation Mentoring in Samarinda City

Table 1 presents the comparison of participants' understanding before and after the mentoring, based on the pre-test/post-test instrument described in the Method section.

Table 1. Comparison of Participant Understanding Before and After Mentoring

Indicator	Pre-test	Post-test	Gain
Understanding of the vision-mission function	74.0%	89.0%	15.0 percentage points
Accuracy in classifying SWOT quadrants (Strengths vs. Opportunities)	70.0%	87.0%	17.0 percentage points
Ability to draft a SMART vision-mission statement	73.5%	89.80%	16.3 percentage points
Average	72.5%	88.6%	16.1 percentage points

Compared with prior studies on madrasah strategic management, this finding is consistent with Sukaningtyas (2017), who found that school management capacity for understanding vision and mission remains uneven and requires structured facilitation, and with Masriah et al. (2025), who showed that participatory formulation

grounded in institutional self-assessment (analogous to the ABCD-SWOT approach used here) yields vision-mission statements more responsive to an institution's actual condition than top-down or purely administrative drafting. Unlike these earlier studies, however, the present initiative explicitly operationalizes the ABCD asset taxonomy as a preprocessing step for SWOT classification, which appears to directly reduce the Strengths-Opportunities confusion commonly reported in the literature (Kretzmann, 1993; Mathie & Cunningham, 2003).

The magnitude of improvement observed here - a 16.1 percentage-point average gain - is also broadly comparable to gains reported in other Indonesian community-service interventions that used structured, andragogically designed pre-test/post-test evaluation of participatory strategic-planning training, reinforcing the conclusion that short, intensive, peer-reviewed mentoring can meaningfully shift practitioner understanding even within a single program cycle (Khafsoh & Riani, 2024; Ishaq, 2025). The largest single gain occurred in the accuracy of SWOT quadrant classification (17.0 percentage points), which is unsurprising given that this was the specific misclassification problem the ABCD-informed training module was designed to correct; smaller, though still substantial, gains in general vision-mission understanding and SMART-statement drafting suggest that these skills required more cumulative exposure and could benefit from a longer or multi-session mentoring cycle in future iterations (Schoolfrontiers, 2025).

The program produced two primary outcomes. First, madrasah leadership teams developed a clear and accurate understanding of how to correctly map institutional potential onto the quadrants of a SWOT analysis. Second, participants were able to formulate revised vision and mission statements that are realistic, strategically oriented, and adaptable to change, along with aligned institutional programs that effectively support the realization of the madrasah's vision and mission. Thirteen of the fifteen participating madrasahs (86.7%) completed a measurable, SWOT-grounded vision-mission statement by the end of the mentoring cycle. In comparison, the remaining two madrasahs required additional follow-up consultation to resolve residual internal contradictions between their strength and weakness statements, indicating that a small subset of institutions may need an extended mentoring timeline before the reformulation process is considered complete.

4. CONCLUSION

This mentoring initiative improved participants' knowledge and practical skills in formulating madrasah vision and mission statements and in accurately classifying institutional potential within the SWOT quadrants, directly addressing the initial

finding that private madrasahs in Samarinda City often confuse Strengths with Opportunities. Evaluation results, with an average gain of 16.1 percentage points and 86.7% of madrasahs completing measurable vision-mission statements, confirm measurable improvements in participants' understanding and the quality of the resulting vision-mission documents.

For sustainability, it is recommended that the Samarinda City Office of the Ministry of Religious Affairs institutionalize a periodic vision-mission review mechanism for private madrasahs, integrated into existing supervision and accreditation-preparation schedules; that each madrasah's committee and quality assurance unit be assigned formal responsibility for monitoring the achievement of vision-mission indicators through the work-program cascade established during this mentoring; and that UIN Sultan Aji Muhammad Idris Samarinda develop this activity into a standardized SWOT-based strategic planning training module that can be scaled to a wider number of madrasahs across East Kalimantan. Future iterations of the program may also consider extending the mentoring cycle for institutions that require additional follow-up and incorporating a longitudinal follow-up evaluation to assess whether the reformulated vision-mission statements continue to guide actual madrasah work programs beyond the immediate post-training period.

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