Stakeholders' Perception of Vision, Mission, Objectives, and Its Implications on Curriculum Development

by Khoirurrijal Khoirurrijal

STAKEHOLDERS' PERCEPTION OF VISION, MISSION, OBJECTIVES, AND ITS IMPLICATIONS ON CURRICULUM DEVELOPMENT

Khoirurrijal Khoirurrijal*
Institut Agama Islam Negeri Metro, Indonesia

Article Info

Abstract

This study aimed to find and analyze stakeholders' perceptions regarding the formulation of the vision, mission and objectives of the Postgraduate of Arabic Language Education Masters Program at IAIN Metro and its implications for curriculum development. This type of research was field research with a qualitative descriptive approach using non participant observation, interview and documentation techniques. The results of the study show that: **First,** the perceptions of stakeholders regarding the formulation of the vision, mission and objectives of the Postgraduate of Arabic Language Education Masters Program at IAIN Metro are: (a) The scope of the vision of the Postgraduate of Arabic Language Education Masters Program is not only at the regional and national levels, but so that it can be expanded to reach the international level; (b) The language of the mission should be formulated operationally so that it can be immediately understood and implemented without further guesswork; (c) Vision to accommodate technological developments; (d) To place faith and piety at the beginning of the vision and be actualized in the mission. **Second,** the implication of the formulation of the vision, mission and objectives of the Postgraduate PBA Masters Program for curriculum development that the content of the material in the curriculum already represents the vision of the Postgraduate Arabic Language Education Masters Program.

Keywords: *Stakeholders, vision, mission, objectives and curriculum development.*

مستخلص البحث

تهدف هذه الدراسة إلى إيجاد وتحليل تصورات أصحاب المصلحة فيما يتعلق بصياغة رؤية ورسالة وأهداف قسم تعليم اللغة العربية للدراسات العليا وآثارها على تطوير المناهج الدراسية بجامعة ميترو الإسلامية الحكومية. هذا البحث هو البحث الميداني ذو نهج وصفي نوعي باستخدام طرائق الملاحظة غير المشاركة والمقابلة والتوثيقة. تظهر نتائج الدراسة فيما يلي: أولاً، تصورات أصحاب المصلحة فيما يتعلق بصياغة رؤية ورسالة وأهداف قسم تعليم اللغة العربية للدراسات العليا هي: (أ) نطاق رؤية قسم تعليم اللغة العربية للدراسات العليا ليس على المستويين الإقليمي والوطني فحسب، ولكن يمكن توسيعه للوصول إلى المستوى الدولي؛ (ب) ينبغي لصياغة لغة الرسالة عملية بحيث يمكن فهمها وتنفيذها على الفور دون مزيد من التخمين؛ (ج) ينبغي لرؤية مستوعب التطورات التكنولوجية؛ (د) لوضع الإيمان والتقوى في بداية الرؤية وتحققهما في الرسالة. ثانيًا، الآثار المترتبة على صياغة رؤية ورسالة وأهداف قسم تعليم اللغة العربية للدراسات العليا لتطوير المناهج الدراسية بأن محتوى المواد في المنهج الدراسي تمثل برؤية قسم تعليم اللغة العربية للدراسات العليا.

كلمات أساسية: أصحاب المصلحة؛ رؤية؛ رسالة؛ أهداف؛ تطوير المناهج الدراسية .

Introduction / المقدمة / Pendahuluan

The philosophy of the Master of Arabic language education realizes the terminology of the National education system, namely as a vehicle for National Development in the field of Arabic language education. The philosophy of the Master of Arabic Language Education aims to educate the life of the Nation and improve the quality of Indonesian people in realizing an advanced, just and prosperous society. The hope is to enable its citizens to develop physically and spiritually. The goal is strengthening national resilience and realizing an advanced society rooted in culture and national unity with a Bhineka Tunggal Ika perspective based on Pancasila and The 1945 Constitution of the Republic of Indonesia.

Arabic language education is designed in an education model as a National Higher Education System that carries out the Tri Dharma of Higher Education. This design ensures the preservation and development of the noble values of the Nation's culture. Furthermore, it upholds religious values and actualizes the value of its teachings in all aspects of life, especially society and scientific life.

The Master of Arabic Education Postgraduate Study Program was developed to produce Master's education and Arabic language graduates who could eventually participate in the community. Considering the above conditions, the Postgraduate Master of Arabic Education Study Program at IAIN Metro Lampung has a vision, mission, and goals to support national development, especially in the field of Arabic language education.

The vision of the Master of Arabic Language Education (PBA) Study Program is to become a reliable Arabic Language Education Study Program to produce graduates who are experts, faithful, devoted, and oriented toward Socio-Eco-Technopreneurship at the regional and national levels in 2030. [1]

---

[1] Tim Penyusun Buku Pedoman Akademik, *Buku Pedoman Akademik Pascasarjana IAIN Metro*

The missions of the Master of Arabic Language Education Study Program are: (1) to organize quality Arabic language education in order to intellectualize and empower the community; (2) to develop Arabic language education in accordance with the demands of society at large; (3) to improve the quality and quantity of research in the field of Arabic language education; (4) to produce graduates who have moral and intellectual responsibility in the development of Arabic language education, competitive at the local and regional levels; to strengthen the development of PBA study programs through increased educational cooperation with various stakeholders and other institutions; (6) to strengthen the development of PBA study programs through the development of Information Technology in learning. [2]

Meanwhile, the purposes of the Arabic Language Education Study Program are: (1) to produce graduates as experts in the field of Arabic language education; (2) to produce graduates as researchers in the field of Arabic language education; (3) to create graduates as competent consultants in the development of Arabic language education; (4) to create graduates as entrepreneurs in Arabic language education; and (5) to create graduates who have a culture of quality, benchmarking, sense of closure, kinship and togetherness in carrying out their profession.[3]

The Vision, Mission and Objectives of the Postgraduate Arabic Language Education Master's Program at IAIN Metro Lampung are based on the Vision, Mission and Purpose of the Postgraduate Program at IAIN Metro Lampung, which is realized in the Operational Plan (RENOP) of the Postgraduate Program at IAIN Metro Lampung.

However, the question emerges whether the formulation of the vision, mission and objectives of the PBA Master Study Program has been able to adjust

---

(Metro: Pascasarjana IAIN, 2018), hal. 77.
[2] Buku Pedoman Akademik, hal. 78.
[3] Buku Pedoman Akademik, hal. 79.

to the needs of society and stakeholders. Therefore, researchers need to explore information about stakeholders' perceptions of the formulation of the vision, mission and objectives more deeply through a systematic study and then conduct a theoretical review of how the implications for curriculum development of the Postgraduate PBA Master's Program at IAIN Metro.

Method / منهج البحث / Metode

This type of research is field research with a descriptive qualitative analysis approach to obtain a portrait in the field regarding perceptions and opinions of stakeholders about the vision, mission and objectives of the Master of Arabic Language Education Study Program at Postgraduate IAIN Metro Lampung. In this context, the researchers describe and explain the data obtained from non participant observation, interview and documentation. The interview from stakeholders offline and online. The stakeholders mentioned are students, graduates, employees, and campus partners, so that the underlying cause of the problem is more readily discernible. Furthermore, because this research is data obtained from the field, the researchers describe and explain the findings in the field to be developed as a new theory that is compatible and actual.

Result and Discussion / نتائج البحث / Hasil dan Pembahasan

1. Vision, Mission and Objectives

The Indonesian word "visi" is derived from the English word "vision". Vision means sight, visibility, outlook, dream or shadow. Etymologically, it means a view accompanied by in-depth and clear thoughts that reach far into the future. Vision represents the ability to see to the point of a problem. Vision is a conceptual

overview of the direction of the desired or aspired goals in the future by all members of the organization. [4, 5]

The relation between vision and mission for organizations plays a role in achieving objectives because it is the organization's strategy and tactics.[6, 7, 8, 9, 10, 11] Kusdi expressed his concern about preparing the organization's vision and mission, which feels "elitist" and "luxurious" with grandiose phrases. He argued that the actual problem is not the sophistication of the 'formulation' of the vision and mission but in how the vision and mission are translated into practice and are

---

[4] Gaspersz Gaspersz and Vincent Vincent, *Perencanaan Strategik Untuk Peningkatan Kinerja Sektor Publik* (Jakarta: Gramedia Pustaka Utama, 2004), hal. 46.

[5] Majeed Mustafa and Othman Mansour, "The Role of Vision, Mission, Objective and Strategic Choice on the Quality of Service Provided to Citizens Jenin Municipality in Palestine" *International Journal of Business and Management* 14, no. 2 (2019): 80–86, https://doi.org/10.5539/ijbm.v14n2p80.

[6] Hendro Prasetyono et al., "Improvement of Teacher's Professional Competency in Strengthening Learning Methods to Maximize Curriculum Implementation" *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 2 (2021): 720–27, https://doi.org/10.11591/ijere.v10i2.21010.

[7] Laura J Balcer et al., "Vision and Vision-Related Outcome Measures in Multiple Sclerosis Afferent Visual Manifesta-," *BRAIN* no. 2014 (2015), https://doi.org/10.1093/brain/awu335.

[8] Mark Lester P Laurente, "Stakeholders' Awareness and Acceptability of the Leyte Normal University's Vision, Mission, Goal and Objectives" *International Journal of Innovation Education and Research* 7, no. 4 (2019). I: https://doi.org/10.31686/ijier.Vol7.Iss4.1392.

[9] Nancy Kurland, "Mission Alignment in the Hybrid Organization : The Role of Indirect Support Activities and an Activity Ecosystem" *Social Enterprise Journal* 18, no. 3 (2022): 519–40, https://doi.org/10.1108/SEJ-08-2021-0067.

[10] Jonel V Victoria et al., "Filipino Teachers Experiences in Embracing Vision, Mission and Objectives of Foreign Schools" *International Journal for Innovation Education and Research* 6, no. 10 (2018), https://doi.org/10.31686/ijier.Vol6.Iss10.1164.

[11] Arjay Y Alvarado et al., "Stakeholders' Awareness and Acceptability of the Vision, Mission, Goals, and Objectives of Carlos Hilado Memorial State College," *Asian Journal of Advanced Research and Reports* 16, no. 10 (2022): 93–109, https://doi.org/10.9734/AJARR/2022/v16i10433.

consistent so that it becomes a deep-rooted culture.[12]

2. Curriculum Development

One of the important variables and determines efforts to improve the quality of education is the quality of the curriculum. This means that the formulation of a quality curriculum has a significant influence on the quality of education. The demand for quality education is a challenge in concocting curriculum quality. Education and curriculum are two things that are interrelated, like humans, curriculum is the heart of education.[13, 14, 15] The curriculum also functions as a guideline that provides the direction and goals of education as well as the content to be learned.[16, 17, 18, 19]

The curriculum has a strategic position because, in general, the curriculum is a description of an institution's vision, mission and educational goals. This also

---

[12] Kusdi Kusdi, *Budaya Organisasi: Teori, Penelitian Dan Praktik* (Jakarta: Salemba Empat, 2011), hal. 45-46.

[13] Khoirurrijal Khoirurrijal et al., *Dasar-Dasar Pengembangan Kurikulum* (Malang: Literasi Nusantara, 2023), hal 1.

[14] Kaimuddin Kaimuddin, "Pengembangan Kurikulum Pendidikan Tinggi," *Jurnal Al-Ta'dib* 8, no. 1 (2015): hal 19.

[15] Khoirurrijal Khoirurrijal et al., *Pengembangan Kurikulum Merdeka* (Malang: Literasi Nusantara, 2022), hal. 1.

[16] Prabowo Adi Widayat, "Inovasi Kurikulum Bahasa Arab Madrasah Aliyah Berbasis Kontruktivisme," *An Nabighoh* 19, no. 1 (2017): 157–74, https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.762.

[17] Walfajri Walfajri, "Landasan Pengembangan Kurikulum Bahasa Arab," *An Nabighoh* 20, no. 01 (2018): 79–95, https://doi.org/https://doi.org/10.32332/an-nabighoh.v20i01.1086.

[18] Novita Rahmi, "Relevansi Kurikulum Dan Wujud Kongkret Tujuan Pembelajaran Bahasa Arab," *An Nabighoh* 19, no. 1 (2017): 107–26, https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.760.

[19] Linda Ayu Khuroidah and Septian Diki Saputra, "Implementasi Unsur-Unsur Penyusunan Kurikulum Terhadap Pengembangan Kurikulum Pendidikan Bahasa Arab Daring," *Al Mi'yar* 5, no. 1 (2022): 1–2, https://doi.org/10.35931/am.v4i2.884.

positions the curriculum as the center of the value content that will be transformed into students as stakeholders. Therefore, the curriculum must be developed.

Curriculum development can be believed to be a strategic way to improve the quality of education which is ideally oriented towards meeting the demands of development and responding to the challenges of globalization while still considering proportionality.[20, 21, 22]

Etymologically, the curriculum originates from the Greek. It is "curir" which means runner, and "curare" which means a racing ground. Thus, the term curriculum originates from the world of sports in Ancient Roman times in Greece, which means the distance a runner must travel from the start line to the finish line.[23, 24] It can be understood that the distance to be traveled here means a curriculum with content and subject matter that is used as a period of time that students must take to obtain a certificate. Then in 1955 the curriculum was understood in the field of education with the meaning of a number of subjects in higer education. [25]

According to Oemar Hamalik in terms of contemporary education, the meaning of curriculum in general is a collection of a number of subjects or knowledge that must be learned by students.[26] Meanwhile, according to Abdullah

---

[20] Muhzin Nawawi, "Pengembangan Kurikulum Pendidikan Bahasa Arab (Kajian Epistimologi)," *An Nabighoh* 19, no. 1 (2017): 85–106, https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.759.

[21] Muhbib Abdul Wahab, "Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri," *Arabiyat* 3, no. 1 (2016): 32–51.

[22] Prasetyono et al., "Improvement of Teacher ' s Professional Competency in Strengthening Learning Methods to Maximize Curriculum Implementation."

[23] Hasan Langgulung, *Manusia Dan Pendidikan Suatu Analisa Psikologi Pendidikan* (Jakarta: Pustaka Al-Husna, 1986), hal. 176.

[24] Yudi Candra Hermawan et al., "Konsep Kurikulum Dan Kurikulum Pendidikan Islam," *Jurnal Mudarrisuna* 10, no. 1 (2020): 34–44, https://doi.org/DOI: http://dx.doi.org/10.22373/jm.v10i1.4720.

[25] Subandiyah, *Pengembangan Dan Inovasi Kurikulum* (Jakarta: Grafindo Persada, 1993), hal. 1.

[26] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2001), hal 19.

Idi that the curriculum is a very important tool in the success of an education, without a good and appropriate curriculum, it will be difficult to achieve the goals.[27]

In Arabic, the word curriculum commonly used is *manhaj*, which means a bright path humans travel in various fields of life. In contrast, the educational curriculum *(manhaj al-dirāsah)* in the Tarbiyah dictionary is a set of plans and media used as a reference by educational institutions in realizing educational goals.[28]

The term "*pengembangan*" according to the Big Indonesian Dictionary, means the process/way, the act of developing.[29] In terms, the word "development" indicates an activity to produce a new tool or method, where during the activity, the assessment and improvement of the tool or method are continuously carried out.[30]

The definition of development above also applies in the field of study "curriculum". Curriculum development activities include the preparation of the curriculum itself, implementation in schools accompanied by intensive assessment, and improvements made to certain curriculum components based on the assessment results.[31] When the curriculum is sufficiently considered stable, after undergoing assessment and refinement, then the task of curriculum development is completed and then continued with the task of teaching. This also applies to each component of the curriculum, for example, the development of teaching methods and learning tools and others.

---

[27] Abdullah Idi, *Pengembangan Kurikulum Teori Dan Praktik* (Jakarta: Gaya Media Pratama, 1999), hal. 3.

[28] Hasan Langgulung, *Manusia dan Pendidikan...,* hal. 176.

[29] Tim Penyusun Kamus Pusat Bahasa, Kamus Besar Bahasa Indonesia (Jakarta: Balai Pustaka, 2007), hal. 538.

[30] Hendayat Sutopo, Westy Soemanto, Pembinaan dan Pengembangan Kurikulum Sebagai Substansi Problem Administrasi Pendidikan, (Jakarta: Bumi Aksara, 1993), hal. 45.

[31] A. Hamid Syarif, Pengembangan Kurikulum (Surabaya: Bina ilmu, 1993), hal. 33.

Therefore, as much as possible, curriculum development refers to the principles of curriculum development. The hope is that the results of its development are in accordance with the talents, interests, needs of students, the environment and regional needs, and the needs of the Nation itself. So that curriculum development can realize our common goals and ideals, starting from the basic level to a national, even international scale.

According to informant 1, his comments are; (1) there is an explanation of reliability, (2) for regional and national, (3) there are many questions in the mission, (4) it seems that the field of service does not exist, which has many educational elements.

The word *"handal"* is in the Indonesian dictionary, which means reliable. The curriculum can be trusted to produce experts if it has a composition that fulfils the courses that support the expertise of graduates. The expertise of S2 Arabic Language Education (PBA) graduates can be interpreted as the ability in Arabic language education. Arabic Language Education (PBA) includes mastery of Arabic both scientifically and skillfully, mastery of Arabic language learning, and mastery of educational science. If at the PBA undergraduate level, graduates are expected to master the three competencies above, and then for PBA Master Study Program. Students are expected to become conceptors for implementing PBA undergraduate education. Graduates of the PBA Master Study Program are expected to be able to develop, especially the curriculum according to the development of the world of education.

Furthermore, informant 1 commented on the reach of the vision of the PBA Master's Program at IAIN Metro, which is only at the regional and national levels. According to him, the reach of the vision of IAIN Metro's PBA Master's Program is not only at the regional and national levels but in order to reach the international level. This outreach is possible because the PBA Master's Program at IAIN Metro has qualifications in Arabic. Eventually, Arabic is an international language that can be a medium to cooperate at the international level or "go international". The

wider the reach of the vision of the PBA Master's Program at IAIN Metro can certainly enhance the quality standards of its graduates.

If the vision is the idea of the main goal, then the mission is the stage that must be passed to achieve the vision. In addition, the mission is also a description or purpose of why the company, organization or agency is in the middle of society. The mission can also be described as the elaboration of a vision. Suppose the vision is only written in one sentence. In that case, the mission can be described in several sentences that are easy for readers or anyone who views it to understand. If summarized, the definition of mission is: (1) mission is the elaboration of a vision of a company, agency, or organization. (2) missions are steps or stages that a company, agency, or organization must go through to achieve the main vision. (3) missions are steps that can be adopted to stimulate the achievement of the primary vision.[32]

According to informant 1, there are many questions in the mission, meaning that the mission still raises questions because it is not formulated operationally. A clear mission can be directly understood and implemented without guessing the various things that must be done in accordance with the mission. Furthermore, regarding informant 1's comments related to the dominance of the vision towards education compared to service, this is possible because the Tri Dharma Perguruan Tinggi is a university assignment that is already included in academic activities at the undergraduate level. Meanwhile, the undergraduate level focuses more on expertise in their respective fields.

According to informant 2, his comments are; the vision of making Arabic language education institutions a benchmark (reference) for developing and researching Arabic language education. He said, "Sorry, this one is not a vision but a goal". Here there are differences in perception in understanding the word benchmark. Informant 2 interprets the term "benchmark" with the meaning of

---

[32] Alvarado et al., "Stakeholders' Awareness and Acceptability of the Vision , Mission , Goals , and Objectives of Carlos Hilado Memorial State College."

"reference", while what is meant in the study program objectives is to have a benchmark in carrying out their profession.

According to informant 3, his comment was; to be added to the limitless digital needs, such as the mission to be more productive in the digital era. Informant 3's opinion seemed to focus more on adjusting competencies with the rapid development of technology. In this case, the institution should be able to take advantage of opportunities to develop education in S2 by utilizing technology. Furthermore, technology can facilitate cooperation with international educational institutions. Developing a technology-based curriculum has also contributed to socio-eco-technopreneurship orientation, especially in the field of utilizing technological advances.

According to informant 4, his comments are; (1) in the vision, faith and piety are the first vision before reliability and others. (2) no mission leads to the vision of faith and piety. (3) Point D in the mission is the vision's language. (4) in the mission, what efforts produce graduates, and others. (5) there is nothing related to faith and piety in the objectives. According to informant 4, the vision should put faith and piety at the beginning. This is very logical because faith and piety become the basis or foundation before other competencies as support for professionalism in work or social life.

In addition, IAIN Metro is an educational institution characterized by Islam, which must prioritize or be based on Islamic competencies. Faith and piety should be derived into the mission of the Postgraduate Arabic Language Education Master Study Program. This can be actualized in the curriculum or supporting activities that support the increase in faith and piety at the postgraduate level of thought. Furthermore, in line with informant 1 related to the formulation of the mission to use operational language, which can be directly understood at the level of implementation. The last comment from informant 4 is that it has not appeared in the mission regarding derivatives to realize graduates equipped with faith and piety at the level of postgraduate graduates.

According to informant 5, comments were that the needs of graduates had been covered in the vision and mission of the Postgraduate Arabic Language Education Master's Program at IAIN Metro.

According to informant 6, his comments were; the vision and mission of the Postgraduate Arabic Language Education Master's Study Program should prioritize quality, creativity and adaptation to the times. Comments regarding quality are certainly still general. Something can be considered quality if it meets the specified standards. In this case, the vision and mission itself is a standard set by the Postgraduate Arabic Education Master Study Program to qualify graduates' qualifications. Meanwhile, adjustments to technological developments can represent creativity and adaptation to the development of the era.

According to informant 7, his comments are; in the vision to focus more on expertise in the field of Arabic. Experts in the field of Arabic if it appears in the vision of the Postgraduate Arabic Education Master Study Program, it will be too narrow and does not include aspects of education. Besides language proficiency, the educational aspect is important because it is a specification of the Arabic Language Education Master's Study Program to be proficient in education and learning.

According to informant 8, his comment was; the Arabic language skills of graduates of the Postgraduate Master of Arabic Education Study Program can be used in interactions at the international level. This opinion has been represented by the previous informant's opinion regarding the vision's reach to the international level.

Implications of the Findings for the Formulation of Vision, Mission, and Curriculum Development
1. Implications of the Findings for Vision Formulation

Based on comments or insights from informants related to the formulation of the mission, there are two main points, namely the reach of the vision and the placement of the vision of faith and piety, as well as taking one of the socio-eco-technopreneurship orientations.

Before attempting to formulate a vision based on this study, the vision of the Postgraduate Arabic Language Education Master's Program at IAIN Metro is *"Menjadikan Program Studi Magister Pendidikan Bahasa Arab (PBA) yang handal guna melahirkan lulusan yang ahli, beriman, bertaqwa, dan berorientasi pada socio-eco-technopreneurship di tingkat regional dan nasional pada tahun 2030".* In English; "Making a reliable Master's Program in Arabic Language Education (PBA) to produce graduates who are experts, faithful, devoted, and oriented towards socio-eco-technopreneurship at the regional and national levels in 2030".

If formulated into a vision expression, it is as follows: "making the Master of Arabic Language Education (PBA) Study Program reliable to produce graduates who are faithful, devout, expert, and oriented towards technological developments at the international level in 2030". In Indonesia; *"Menjadikan Program Studi Magister Pendidikan Bahasa Arab (PBA) yang handal guna melahirkan lulusan yang beriman, bertaqwa, ahli, dan berorientasi pada perkembangan teknologi di tingkat internasional pada tahun 2030".*

The mission formulation is based on informants' comments, namely the expression of the mission to be formulated operationally and is a derivative of the vision. The mission of the Postgraduate Arabic Language Education Master Study Program at IAIN Metro was:
a. Organizing quality Arabic language education to educate and empower the community.
b. Improving the quality and quantity of research in Arabic language education.
c. Producing graduates with moral and intellectual responsibility in developing Arabic language education, competitive at the local and regional levels.
d. Strengthening the development of PBA study programs through increased educational cooperation with various stakeholders and other institutions.

If formulated based on informants' comments, the mission of the Postgraduate Arabic Language Education Master's Program at IAIN Metro is as described below:

a. Organizing quality Arabic language education in order to educate and empower the community.
b. Carrying out comparative studies with educational institutions abroad.
c. Conducting classical classes and public lectures (stadium general)/ international seminars on Islamic studies.
d. Conducting classical classes and public lectures (stadium general)/ international seminars on linguistics and Arabic language education.
e. Conducting classical classes and public lectures (stadium general)/ international seminars on developing Arabic language education technology.
f. Conducting classical classes and workshops on the development of learning media.

2. Implications of the Findings for the Formulation of Curriculum Development

The curriculum content of the Postgraduate Master of Arabic Language Education Study Program at IAIN Metro is as follows:

Table 1. MKD (Basic Subjects)

No	Code	Subjects	Total of Credits
1.	MKD.PBA.01	Al-Qur'an Studies	2
2.	MKD.PBA.02	Hadith Studies	2
3.	MKD.PBA.03	History of Islamic Civilizations	2
4.	MKD.PBA.04	Philosophy of Science	2
Total			8

Table 2. MKM (Methodology Subject)

No	Code	Subjects	Total of Credits
1.	MKM.PBA.01	Methodology of Teaching Arabic	3
2.	MKM.PBA.02	Arabic Education Research Methodology	3
Total			6

Table 3. MKU (Major Subjects)

No	Code	Major Subjects	Total of credits
1.	MKU.PBA.01	Applied Linguistics	3
2.	MKU.PBA.02	Fiqih Lughah	3
3.	MKU.PBA.03	Arabic for Hajj, Umrah and Tour Guide	3
4.	MKU.PBA.04	Arabic Learning Technology	3
5.	MKU.PBA.05	Curriculum for Arabic Language Education	3
6.	MKU.PBA.06	Design of Arabic Learning Materials	3
7.	MKU.PBA.07	Contrastive Linguistics	3
8.	MKU.PBA.08	Thematic Studies in Arabic and Translation	3
9.	MKU.PBA.09	Arabic Language Teaching Practice	3
Total			27

Table 4. MKP (Supporting subjects)*

No	Code	Subjects	Total of credits
1.	MKP .PBA.01	English Language	0
2.	MKP .PBA.02	Language Laboratory and Digital Library	0
3.	MKP .PBA.03	Thesis Proposal Seminar	0
Total			0

To observe whether the materials contained in the curriculum above represent the vision of the Postgraduate Arabic Language Education Master's Program at IAIN Metro or not, the description is about; (1) Supporting graduates who are faithful and pious, (2) Supporting graduates of the Postgraduate Arabic Language Education Master's Program at IAIN Metro who are experts in the field of Arabic language education, (3) Supporting graduates who can adapt to technological developments.

Suppose you carefully consider the content of the curriculum above. In that case, it can be explained that supporting graduates who are faithful and devoted, the basic course clumps have contained courses that support the elements of faith and piety of graduates. Supporting graduates who are experts in the field of Arabic language education, in the clump of methodology courses and main courses, some courses support expertise in the field of Arabic language education. Furthermore, supporting graduates who can adapt to technological developments; in the main and supporting course clumps, there are already courses supporting the ability to adapt to technological developments. Thus it can be concluded that the material content in the curriculum already represents the vision of the Postgraduate Master of Arabic Language Education Study Program at IAIN Metro.

From the discussion conducted related to the results of interviews regarding the vision and mission of the postgraduate program of the Master of Arabic Language Education (MPBA) study program IAIN Metro, the results of this study are:

The vision of the Master's Program in Arabic Language Education should be expanded to the international level; The vision of the Master's Program in Arabic Language Education at IAIN Metro is not only at the regional and national levels but in order to reach the international level. This is possible because the PBA Master's Program has qualifications in the field of Arabic. Arabic as an international language can be used as a medium to establish cooperation at the international level or "go international". The wider the reach of the vision of the PBA Master Study Program can certainly improve the quality standards of its graduates.

Mission language to be formulated operationally. The mission should be developed operationally to facilitate direct understanding and implementation without guessing the various things that must be carried out according to the mission.

The vision should accommodate technological developments. In this case, the institution should be able to capture opportunities to develop education in S2 by utilizing technology. Furthermore, technology will also facilitate cooperation with international educational institutions. Developing a technology-based curriculum has also contributed to socio-eco-technopreneurship orientation, especially in the field of utilizing technological advances.

It is reasonable to place faith and piety at the beginning of the vision and actualized in the mission because faith and piety become the basis or foundation before other competencies as a supporter of professionalism in the workforce or in social life. In addition, IAIN Metro is an educational institution characterized by Islam, which must prioritize or be based on Islamic competencies. Faith and piety should be derived into the mission of the Master's Study Program in Arabic Language Education. This can be actualized in the curriculum or supporting

activities that support the improvement of faith and piety at the postgraduate level of thought. Previous informants have mentioned the opinions of informants 6, 7, and 8. *Visi Program Studi Magister Pendidikan Bahasa Arab Pascasarjana IAIN Metro berdasarkan kajian ini yaitu; "Menjadikan Program Studi Magister Pendidikan Bahasa Arab (PBA) yang handal guna melahirkan lulusan yang beriman, bertaqwa, ahli, dan berorientasi pada perkembangan teknologi di tingkat internasional pada tahun 2030".*

Furthermore, the mission of the Postgraduate Arabic Language Education Master Study Program at IAIN Metro based on this study is: a) Organizing quality Arabic language education to educate and empower the community, b) Carrying out comparative studies with educational institutions abroad. c) Conducting classical classes and public lectures (stadium general)/international seminars on Islamic studies, d) Conducting classical classes and public lectures (stadium general)/international seminars on linguistics and Arabic language education, e) Conducting classical classes and public lectures (stadium general)/international seminars on the development of Arabic language education technology, and f) Conducting classical classes and workshops on the development of learning media.

As for curriculum development based on the study conducted, it can be concluded that the material content in the curriculum already represents the vision of the Master of Arabic Education Study Program at IAIN Metro. Thus, the implications of the findings in this study are in the formulation of vision and mission. At the same time, for the content of the curriculum, it can be argued that there is no necessity to change the content of the material that has been formulated.

Conclusion / الخلاصة / Kesimpulan

From the above discussion, it can be summarized as follows: **First,** stakeholders' perceptions of the formulation of the vision, mission and objectives of the Master's Program in PBA are: (a) The reach of the vision of the PBA Masters Program at IAIN Metro is not only at the regional and national levels, but to be expanded to reach the international level; (b) The mission language is formulated operationally so that it can be directly understood and implemented without further guessing; (c) Vision to accommodate the development of technology; (d) To place faith and piety at the beginning of the vision and actualized in the mission. **Second,** the implications of the formulation of the vision, mission and objectives of the Postgraduate Master of Arabic Language Education Study Program at IAIN Metro on Curriculum development are for the content of the material in the curriculum already represents the vision of the Postgraduate Master of Arabic Language Education Study Program at IAIN Metro. Finally, the implications of the findings in this study are in the formulation of vision and mission. At the same time, for the content of the curriculum, it can be assumed that there is no necessity to change the content of the material that has been formulated.

References / المراجع / Daftar Pustaka

Alvarado, Arjay Y, Francis Jose, D Bearneza, Keisha Charisse, O Digon, Jay B Estrellas, Robert S Pardillo, and Jesusa E Pineda. "Stakeholders ' Awareness and Acceptability of the Vision , Mission , Goals , and Objectives of Carlos Hilado Memorial State College." *Asian Journal of Advanced Research and Reports* 16, no. 10 (2022): 93–109. https://doi.org/10.9734/AJARR/2022/v16i10433.

Balcer, Laura J, David H Miller, Stephen C Reingold, and Jeffrey A Cohen. "Vision and Vision-Related Outcome Measures in Multiple Sclerosis Afferent Visual Manifesta-," no. 2014 (2015). https://doi.org/10.1093/brain/awu335.

Buku Pedoman Akademik, Tim Penyusun. *Buku Pedoman Akademik Pascasarjana IAIN Metro*. Metro: Pascasarjana IAIN, 2018.

Gaspersz, Gaspersz, and Vincent Vincent. *Perencanaan Strategik Untuk Peningkatan Kinerja Sektor Publik*. Jakarta: Gramedia Pustaka Utama, 2004.

Hamalik, Oemar. *Kurikulum Dan Pembelajaran*. Jakarta: Bumi Aksara, 2001.

Hermawan, Yudi Candra, Wikanti Iffah Juliani, Hendro Widodo, and Ahmad Dahlan Yogyakarta. "Konsep Kurikulum Dan Kurikulum Pendidikan Islam." *Jurnal Mudarrisuna* 10, no. 1 (2020): 34–44. https://doi.org/DOI: http://dx.doi.org/10.22373/jm.v10i1.4720.

Idi, Abdullah. *Pengembangan Kurikulum Teori Dan Praktik*. Jakarta: Gaya Media Pratama, 1999.

Kaimuddin, Kaimuddin. "Pengembangan Kurikulum Pendidikan Tinggi." *Jurnal Al-Ta'dib* 8, no. 1 (2015): 1–19.

Khoirurrijal, Khoirurrijal, Fadriati Fadriati, Sofia Sofia, Anisa Dwi Makrufi, Sunarya Gandi, Abdul Muin, Tajeri Tajeri, Fakhrudin Fakhrudin, Hamdani Hamdani, and Suprapno Suprapno. *Pengembangan Kurikulum Merdeka*. Malang: Literasi Nusantara, 2022.

Khoirurrijal, Khoirurrijal, Rio Kurniawan, Rolifola Cahya Hartawan, Siti Munawaroh, and Uswatun Khasanah. *Dasar-Dasar Pengembangan Kurikulum*. Malang: Literasi Nusantara, 2023.

Khuroidah, Linda Ayu, and Septian Diki Saputra. "Implementasi Unsur-Unsur Penyusunan Kurikulum Terhadap Pengembangan Kurikulum Pendidikan Bahasa Arab Daring." *Al Mi'yar* 5, no. 1 (2022): 1–2. https://doi.org/10.35931/am.v4i2.884.

Kurland, Nancy. "Mission Alignment in the Hybrid Organization : The Role of Indirect Support Activities and an Activity Ecosystem" 18, no. 3 (2022): 519–40. https://doi.org/10.1108/SEJ-08-2021-0067.

Kusdi, Kusdi. *Budaya Organisasi: Teori, Penelitian Dan Praktik*. Jakarta: Salemba Empat, 2011.

Langgulung, Hasan. *Manusia Dan Pendidikan Suatu Analisa Psikologi Pendidikan*. Jakarta: Pustaka Al-Husna, 1986.

Laurente, Mark Lester P. "Stakeholders ' Awareness and Acceptability of the Leyte Normal University ' s Vision , Mission , Goal and Objectives." *International Journal of Innovation Education and Research* 7, no. 4 (n.d.).

Mustafa, Majeed, and Othman Mansour. "The Role of Vision , Mission , Objective and Strategic Choice on the Quality of Service Provided to Citizens Jenin Municipality in Palestine." *International Journal of Business and Management* 14, no. 2 (2019): 80–86. https://doi.org/10.5539/ijbm.v14n2p80.

Nawawi, Muhzin. "Pengembangan Kurikulum Pendidikan Bahasa Arab (Kajian Epistimologi)." *An Nabighoh* 19, no. 1 (2017): 85–106. https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.759.

Prasetyono, Hendro, Agus Abdillah, Tjipto Djuhartono, Ira Pratiwi Ramdayana, and Laila Desnaranti. "Improvement of Teacher ' s Professional Competency in Strengthening Learning Methods to Maximize Curriculum Implementation." *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 2 (2021): 720–27. https://doi.org/10.11591/ijere.v10i2.21010.

Rahmi, Novita. "Relevansi Kurikulum Dan Wujud Kongkret Tujuan Pembelajaran Bahasa Arab." *An Nabighoh* 19, no. 1 (2017): 107–26. https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.760.

Subandiyah. *Pengembangan Dan Inovasi Kurikulum.* Jakarta: Grafindo Persada, 1993.

Victoria, Jonel V, Swanie O Fernandez, Maria Lourdes Lucas-go, Xiaona Wei, and D Elena. "Filipino Teachers Experiences in Embracing Vision , Mission and Objectives of Foreign Schools." *International Journal for Innovation Education and Research* 6, no. 10 (n.d.).

Wahab, Muhbib Abdul. "Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri." *Arabiyat* 3, no. 1 (2016): 32–51.

Walfajri, Walfajri. "Landasan Pengembangan Kurikulum Bahasa Arab." *An Nabighoh* 20, no. 01 (2018): 79–95. https://doi.org/https://doi.org/10.32332/an-nabighoh.v20i01.1086.

Widayat, Prabowo Adi. "Inovasi Kurikulum Bahasa Arab Madrasah Aliyah Berbasis Kontruktivisme." *An Nabighoh* 19, no. 1 (2017): 157–74. https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.762.

Stakeholders' Perception of Vision, Mission, Objectives, and Its Implications on Curriculum Development

1	e-journal.metrouniv.ac.id Internet Source	4%
2	repository.radenintan.ac.id Internet Source	3%
3	Zulaeha Zulaeha, Musdalifah Musdalifah. "Strengthening Students' Arabic Writing Skills Through Insya' Muwajjah in Higher Education", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	1%
4	eudl.eu Internet Source	1%
5	repository.uinsu.ac.id Internet Source	1%
6	scholarsjournal.net Internet Source	1%
7	repo.uinsatu.ac.id Internet Source	1%

Internet Source

1 %

20   Rifqi Aulia Rahman. "Survivalitas Guru Bahasa Arab dalam Perspektif Status dan Peran Sosial di Masyarakat", Tarling : Journal of Language Education, 2020
Publication

1 %

Exclude quotes	Off		Exclude matches	< 1%
Exclude bibliography	Off			