



+62 813 8765 4578

081387654578

<https://dinastipub.org/DIJEMSS>editor@dinastipub.org

A CONTENT ANALYSIS: THE VISION STATEMENTS OF HIGHER EDUCATION INSTITUTIONS IN INDONESIA

Chit’Jna Amary Kumang¹⁾, Eeng Ahman²⁾

¹⁾Universitas Pendidikan Indonesia, Indonesia

²⁾Universitas Pendidikan Indonesia, Indonesia

ARTICLE INFORMATION

Received: 1 February 2020

Revised: 7 February 2020

Issued: 11 February 2020

Corresponding author:

Chit’Jna Amary Kumang

E-mail:

chit.jna@student.upi.edu



DOI:10.31933/DIJEMSS

Abstract: This research is to find out the strategic plan of higher education institutions in Indonesia by analyzing the vision statements of the top 50 higher education institutions in Indonesia according to the Webometrics version in 2018. All vision statements were accessed through the official site of the higher education institutions and then the content analysis, segmentation based on the types of responsible authority (public-private) and the region (Java Island –outside Java Island) were conducted. The analysis of this study was conducted using Voyant Tools, a web-based application for conducting text analysis. The finding of this study was that there were 11 similar keywords used by nearly all higher education institutions. The visions made by the higher education institutions in Indonesia tend to expect quality improvement by targeting a better rank in the national and international scale education level and being future-oriented. It can be seen that 36% of the higher education institutions specifically make several targets in a particular period.

Keywords: *Vision Statements, Higher Education Institutions, Strategic Management*

INTRODUCTION

It has been a long time that higher education becomes an educational institution that carries out scientific research, provides solutions for problems, trains the qualified employees in

required fields, and plays the main role in the development of scientific principles and knowledge. Based on the statement above, higher education is considered as an institution that leads efforts for social transformation (Waas, Verbruggen, & Wright, 2010). It was explained in 2004 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) when declaring the United Nations Decade of Education for Sustainable Development (2005-2014) that aimed at "promoting education as the basis for sustainable community and for integrating the sustainable development to educational system in all levels" (Velazquez, Munguia, & Sanchez, 2005). Consequently, higher education institutions should identify and determine targets, strategies, and goals (Bayrak, 2020). One of the crucial things is certainly the vision statement. The awareness of the needs toward visions has occurred for a long time as a strategy for planning and organizational management (Smith, 2003). The process of making the correct vision statements shows the solemnity of an institution towards its progress. Each higher education institution should define their goals and values.

Vision statements have become the common subject of literature in business leadership strategy since 1980s (Levin, 2000). The more developed condition of people that demand changes in all aspects require higher education institutions to be able to contribute more. In addition, the vision statement of a higher education institution is the illustration of how the institution faces the current situation and tries to determine a new standard that wants to be achieved in the future. The visions illustrate the expected condition of the organization in the future, and based on that statement, the vision statement is an important factor in the success of an institution in the future (Jantz, 2017).

Higher education is an institution that has various strategic plans. A study conducted in Turkey (Özdem, 2011) showed that most of the universities emphasized on services related to the function of their study, such as "Becoming a well-known, leading, and respected research university both nationally and internationally". Another study toward the top 30 universities (Olena Slyusarenko, 2015) obtained 48 keywords that illustrated the core of vision statements. The keywords appeared on that study were "world", "research", "student", "education", and "knowledge"; each of these words had appeared more than three-quarters of the visions. Another study toward 291 vision statements from the world's top universities showed that the vision statements were strongly affected by the more developed global situation (Cortés-Sánchez, 2017).

As a developing country, Indonesia certainly needs good quality higher education institutions. It is not only included as the leading institution that makes social transformation, but Indonesia's higher education should also be able to contribute to the regional and international scale education level. It requires higher education institutions to have strategies, targets, and goals that are relevant to the current condition. The vision statement as the frequently used instrument for strategic plans can be made as a research instrument to know how the institutions achieve the goals they have made. Based on that statement, the purpose of this study is to know the strategic plan of higher education institutions in Indonesia entirely by observing the vision statements.

LITERATURE REVIEW

A vision statement is a statement or an illustration containing the goals of a company in the future to help to inspire and to empower the stakeholders in the organization, such as shareholders and stakeholders. According to Cowley and Domb (2012), a vision statement is a statement or an illustration containing the goals of a company in the future to help to inspire and to empower the stakeholders in the organization, such as shareholders and stakeholders. A good vision statement should fulfill several criteria as follows (Kantabutra & Avery, 2010):

1. *Conciseness*. A complete and brief vision statement. The brief vision showed by whether the vision is brief or not; the effective vision contains around 11-22 words.
2. *Clarity*. The vision statement should be clear and accurate so that each person understands and accepts it.
3. *Future Orientation*. It should be focused on a long-term perspective of an organization and the environment as well as assisting the organization in the future.
4. *Stability*. A vision statement should be general and quite abstract so that it will not be affected by changes such as technology or the market.
5. *Challenge*. It should motivate people to work for achieving the goals they want and should challenge people to do their best.
6. *Abstraction*. The vision statement should represent the general idea, not a certain achievement and not a narrow goal that is completed after it has been achieved.

Fred David (2010) assumes that a good vision statement should fulfill several criteria that complete the attributes above, they are: (1) The vision statement should be brief; (2) it should be one sentence; (3) the manager should have many inputs to develop the statement.

RESEARCH METHODS

This study collected the vision statements from the top 50 higher education institutions in Indonesia in 2018 according to Webometrics version, one of the programs or systems to measure or provide the assessment toward the development of all best universities or higher education institutions in the world (*World Class University*), taken from the official sites of the universities. Out of 50 universities, 35 of them were public higher education institutions and 15 of them were private higher education institutions. The visions that had been collected were from the official sites of each higher education institution (see Appendix 1). The vision statements used in this study were the vision statements of the higher education institutions in the Indonesian version since not all higher education institutions present the English version of their vision statements. The data were presented in two different sections. First, the analysis of keywords based on the content of vision statements of the higher education institutions in general. Secondly, the distribution of keywords based on the types of responsible authority in the higher education institutions (public and private universities), and the region (Java Island and outside Java Island).

Table 1. Higher Education based on Several Categories

Types of Responsible Authority		Region	
Public	Private	Java Island	Outside Java Island

35

15

36

14

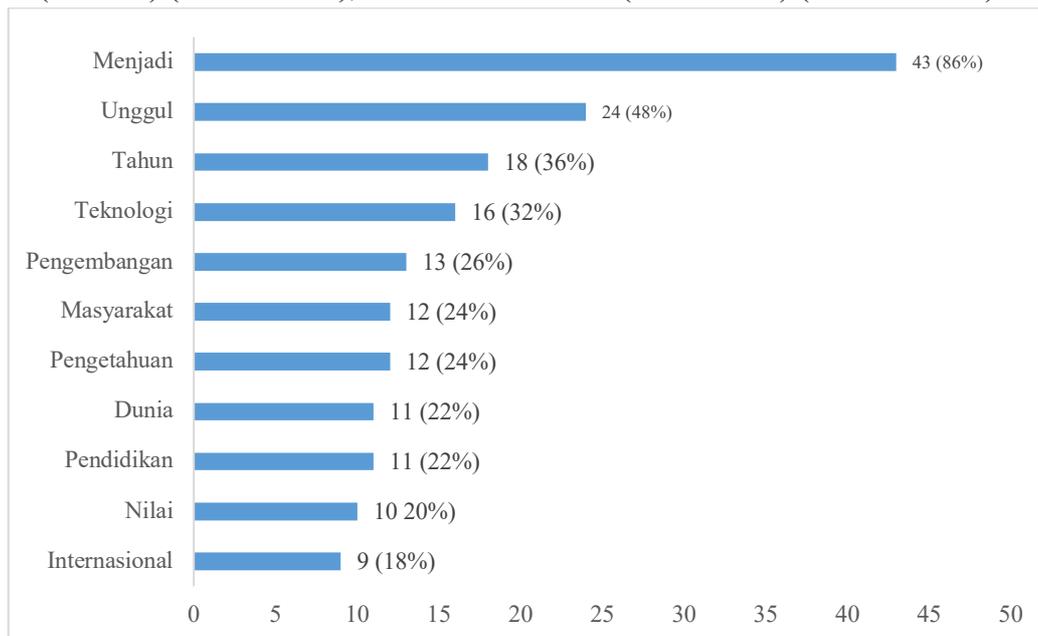
Source: Each official site of the higher education institutions

After the vision statements had been collected, the data were then being analyzed. Krippendorff (2004) defined that the content analysis as the research technique in the study was used for developing the contextual conclusion that could be reproduced and valid from the texts (or other objects). The use of this method was possibly for investigating the texts without any theory that would direct or refract the study. The analysis of this study was conducted using Voyant Tools, a web-based application for conducting text analysis.

FINDINGS AND DISCUSSION

The Analysis of Keywords in General

After the test had been done, 11 keywords were found being used by nearly all universities. Referring to Picture 1, it explains the content of their vision statements (86%) to know the purpose of mentioning "menjadi" (becoming). In this case, the higher education institution illustrated themselves as the institutions that expected to achieve a certain goal or expected to be better. This word was mentioned in 43 vision statements and became the initial word for the following words such as "perguruan tinggi" (higher education institution) (8 statements), "pusat" (a center) (6 statements), and "Universitas" (universities) (24 statements).



Picture 1. The 11 frequently used keywords

"Unggul" (pre-eminent) was the second word that was frequently used and it was mentioned in 24 vision statements or 48% of the total. This word illustrates that the higher education institution wants to be better than other higher education institutions. The use of this word is usually used along with a certain target. For example, the vision statement of *Universitas Padjajaran*, namely "Menjadi Universitas Unggul dalam Penyelenggaraan Pendidikan Kelas Dunia Tahun 2026" (Becoming a Pre-eminent University in Performing World Class Education in 2026) or the vision statement of *Universitas Riau*, namely "Menjadi Universitas Riset, Unggul, Bermatabat di Bidang Sains dan Teknologi di Kawasan Asia

Tenggara Tahun 2035” (Becoming a Pre-eminent and Respected Research University in Science and Technology in Southeast Asia in 2035).

The use of “*tahun*” (year) became the keyword with a percentage of 36%. This word was used to refer to the vision of the higher education institutions that made a certain target and achievement with a certain deadline. *Universitas Tadulako* became the higher education institution that had the shortest time-frame for the target in their vision statement, namely 2020, while the *Universitas Islam Negeri UIN Walisongo - Semarang* became the university with the longest time-frame for the target in their vision statement, namely 2038. The vision statement reveals the long-term goals and the targets that want to be achieved by the organization, and it should reflect the future (Özdem, 2011). It should determine a target in the future and explain that an organization is future-oriented (Kopaneva & Sias, 2015).

“*Teknologi*” (technology) is the fourth word that is frequently used with a percentage of 32%. The development of technology possibly becomes one of the variables that should be mastered by the *stakeholders* of the universities. Hence, this word appears in the vision statement. Besides, the proximity in science and the development of technology become one of the factors. The example of higher education institution that relates the technology to science is *Institut Teknologi Sepuluh November* with “*Menjadi perguruan tinggi dengan reputasi internasional dalam ilmu pengetahuan dan teknologi terutama yang menunjang industri dan kelautan yang berwawasan lingkungan*” (Becoming a Higher Education Institution with International Reputation in Science and Technology, especially for Supporting the Environmental Friendly Marine Industry) as its vision statement or *Universitas Muhammadiyah Yogyakarta* that has a vision statement as follows “*Menjadi Universitas yang unggul dalam pengembangan ilmu pengetahuan dan teknologi dengan berlandaskan nilai-nilai Islam untuk kemaslahatan umat*” (Becoming a Pre-eminent University in the Development of Science and Technology Based on Islamic Values to Bring Benefits to People).

The next words that were used were “*pengembangan*” (development) with a percentage of 26% and “*masyarakat*” (community) with a percentage of 24%. A higher education institution tries to be a center of scientific development among the community based on the *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education), stating that an educational institution should be involved in education, research, and community service. The vision statement of *Universitas Tadulako* explained those things above, namely “*Unggul dalam pengabdian kepada masyarakat melalui pengembangan pendidikan dan penelitian*” (Being Pre-eminent in Community Service through Education and Research Development).

The several following keywords were “*pengetahuan*” (science) with a percentage of 24%, “*dunia*” (world) with a percentage of 22%, “*pendidikan*” (education) with a percentage of 22%, “*nilai*” (values) with a percentage of 20%, and “*internasional*” (international) with a percentage of 18%. Those keywords have less frequency, yet they become more specific in the vision statement. The word “*dunia*” (world) or “*internasional*” (international) was used by the higher education institutions to refer the target that became their vision. For example is the vision statement of *Universitas Jenderal Soedirman*, namely “*Diakui dunia sebagai pusat pengembangan sumber daya pedesaan dan kearifan lokal*” (Being Recognized as A Centre of

Rural Resource Development and Local Wisdom), or the vision statement of Universitas Mataram, namely “*Menjadi lembaga pendidikan tinggi berbasis riset berdaya saing internasional tahun 2025*” (Becoming An Internationally Competitive and Research-Based Higher Education Institution in 2025). King et al., (2010) suggest that the tendency of the higher education institutions to be involved more in the international or global education level becomes a trend including the activity on the Internet. The positive effect resulted from the action is the quality improvement and the ability to increase the interest of prospective students.

Based on the Types of the Responsible Authority and the Region

From the 50 higher education institutions as the research subjects, based on the types of the responsible authority, the 35 higher education institutions were categorized as public higher education while the 15 higher education institutions were categorized as private higher education. Besides, the 14 higher education institutions are from outside Java Island, while the 36 higher education institutions are from Java Island.

Table 2. The Distribution of Keywords Based on the Types of the Responsible Authority and the Region

Types of the Responsible Authority						Region					
Public (35)			Private (15)			Java Island (36)			Outside Java Island (14)		
Words	f	%	Words	f	%	Words	f	%	Words	f	%
<i>menjadi</i>	28	80%	<i>menjadi</i>	15	100%	<i>menjadi</i>	34	94%	<i>menjadi</i>	10	71%
<i>unggul</i>	20	57%	<i>tahun</i>	6	40%	<i>unggul</i>	18	50%	<i>tahun</i>	8	57%
<i>ilmu</i>	12	34%	<i>masyarakat</i>	5	33%	<i>masyarakat</i>	11	30%	<i>unggul</i>	6	43%
<i>tahun</i>	12	34%	<i>teknologi</i>	5	33%	<i>teknologi</i>	11	30%	<i>ilmu</i>	5	35%
<i>perguruan</i>	11	31%	<i>Indonesia</i>	4	26%	<i>perguruan</i>	10	27%	<i>perguruan</i>	5	35%

Source: processed from each official site

There were no many changes for the frequently used keywords in the first order in the vision statement of Indonesia’s higher education institutions. There were only some keywords in a different order after the first keyword. Based on the vision statement of the public higher education institutions, the word “*ilmu*” (science) appeared but it did not appear in the top ten words in the private higher education institutions. In several studies, the best universities in Asia focused more on scientific knowledge and it could be seen from the frequency of using those words (Cortés-Sánchez, 2017; Bayrak, 2020). In private higher education institutions, the specific word that usually appears is “Indonesia”. As a vision statement, mentioning the country name is reflecting the scope of the region as the target. As an example is the vision statement of *Universitas Mercu Buana*, namely “*Menjadi universitas unggul & terkemuka di Indonesia untuk menghasilkan tenaga profesional yang memenuhi kebutuhan industri dan masyarakat dalam persaingan global pada tahun 2024*” (Becoming A Pre-eminent and Leading University in Indonesia to Provide Qualified Professional Employees for Industry and Community in Global Competition in 2024).

Like the keywords based on the types of the responsible authority, the keywords appeared in the higher education institutions based on the region, such as in Java Island and outside Java

Island, were “*menjadi*” (becoming) as the frequently occurred word. With a total number of higher education institutions that are mostly located in Java Island, the encountered keywords are also relatively similar. The word “*tahun*” (year) occurred in eight higher education institutions outside Java Island which the four of them targeted the strategic target in 2025. They are *Universitas Lampung*, *Universitas Sriwijaya*, *Universitas Mataram*, and *Universitas Bengkulu*. Generally, their vision statements were about the expectation to be excellent in quality and being competitive. Without any good future perspective, the organization will not have any improvement (Kantabutra, 2008).

CONCLUSION AND SUGESTION

A vision is an important element in an organization as a part of strategic plans. The availability of vision becomes a vital thing since it states about the reasons why the organization is built and the goals of the organization that will be developed. The vision motivates the stakeholders to perform the integrated actions to achieve the goals. The higher education institution, like other organizations, also has vision to explain their goals and to illustrate the target they want to achieve. The content of the vision statements of the 50 higher education institutions in Indonesia, in general, is relatively similar. The words that frequently occur in the vision statements are “*menjadi*” (becoming) and “*unggul*” (pre-eminent). Those words become the most frequently used words. It indicates that the higher education institutions have a similar strategic plan including when it is classified based on the types of responsible authority and the region. These fifty higher education institutions have many similarities. It can be proven from the appeared keywords after the content analysis has been performed. Those keywords are (1) “*menjadi*” (becoming); (2) “*unggul*” (pre-eminent); (3) “*tahun*” (year); (4) “*teknologi*” (technology); (5) “*pengembangan*” (development); (6) “*masyarakat*” (community); (7) “*pengetahuan*” (science); (8) “*dunia*” (world); (9) “*pendidikan*” (education); (10) “*nilai*” (values); and (11) “*internasional*” (international).

The finding of this study is that the vision made by the higher education institutions in Indonesia has a strategic plan to improve the quality and the position in the national and international scale education level. By the dynamic change of the outside world, the statement about the future is the important component of a strategic plan and it should be developed to counterbalance the changes. Nearly 36% of the higher education institutions specifically set a target in a particular period and it shows that their vision statements are future-oriented.

This study is limited to the content analysis of a vision statement about the strategic plan of the universities. The next study conducted in the future should be broader, for example, by adding the number of mission statements or including the regional scale of Southeast Asia.

REFERENCE

- Bayrak, T. (2020). A content analysis of top-ranked universities' mission statements from five global regions. *International Journal of Educational Development*, 72(September 2019). <https://doi.org/10.1016/j.ijedudev.2019.102130>
- Cortés-Sánchez, J. D. (2017). *Mission and Vision Statements of Universities Worldwide - A Content Facultad de Administración Mission and Vision Statements of Universities*

Worldwide - A Content Analysis Julián David Cortés-Sánchez. 152.

- Cowley, M., & Domb, E. (2017). *Beyond Strategic Vision*. Hoboken: Taylor and Francis
- Jantz, R. C. (2017). Library and Information Science Research Vision , innovation , and leadership in research libraries. *Library and Information Science Research*, 39(3), 234–241. <https://doi.org/10.1016/j.lisr.2017.07.006>
- Kantabutra, S. (2008). Vision effects in Thai retail stores: Practical implications. *International Journal of Retail and Distribution Management*, 36(4), 323–342. <https://doi.org/10.1108/09590550810862705>
- Kantabutra, S., & Avery, G. C. (2010). *The power of vision : statements that resonate*. 31(1), 37–45. <https://doi.org/10.1108/02756661011012769>
- King, D., Case, C., & Premo, K. (2010). Current Mission Statement Emphasis: Be ethical an go global. *Academy of Strategic Management Journal* 9 (2): 71-87
- Kopaneva, I., & Sias, P. M. (2015). Lost in translation: Employee and organizational constructions of mission and vision. *Management Communication Quarterly*, 29(3), 358–384. <https://doi.org/10.1177/0893318915581648>
- Krippendorff, K. (2004). *Content Analysis An Introduction to Its Methodology* (2nd Ed). In Sage Publication. <https://doi.org/10.1103/PhysRevB.31.3460>
- Levin, I. M. (2000). Vision Revisited: Telling the Story of the Future. *Journal of Applied Behavioral Science*, 36(91). <https://doi.org/10.1177/0021886300361005>
- Olena Slyusarenko. (2015). *The Visions Of World Class Universities*. 5(2), 58–67. <https://doi.org/10.1515/rpp-2015-0041>
- Özdem, G. (2011). *An Analysis of the Mission and Vision Statements on the Strategic Plans of Higher Education Institutions*. 11(4), 1887–1894.
- Smith, S. L. J. (2003). *A vision for the Canadian tourism industry*. 24(March 2002), 123–133.
- Velazquez, L., Munguia, N., & Sanchez, M. (2005). Deterring sustainability in higher education institutions: An appraisal of the factors which influence sustainability in higher education institutions. *International Journal of Sustainability in Higher Education*, 6(4), 383–391. <https://doi.org/10.1108/14676370510623865>
- Waas, T., Verbruggen, A., & Wright, T. (2010). University research for sustainable development: definition and characteristics explored. *Journal of Cleaner Production*, 18(7), 629–636. <https://doi.org/10.1016/j.jclepro.2009.09.017>