



# ANALYSIS OF THE VISION AND MISSION OF ISLAMIC EDUCATIONAL INSTITUTIONS IN PAYAKUMBUH CITY IN THE PERSPECTIVE OF THE QURAN AND HADITH

**Afrila Zahara<sup>1</sup>, S<sup>2</sup>, Supratman Zakir** <sup>1</sup>STIT Diniyyah Puteri Rahmah El yunusiyyah Padang Panjang, <sup>2</sup>UIN Sjah Djamil Djambek State Islamic University Bukittinggi, Indonesia ✉ [syakilaherinabis@gmail.com](mailto:syakilaherinabis@gmail.com)

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## Abstract

This research is motivated by the importance of alignment between the vision and mission of Islamic educational institutions with the fundamental values contained in the Quran and Hadith, especially in Payakumbuh City as one of the centers of Islamic education in West Sumatra. The purpose of this study is to analyze and evaluate the level of conformity of the vision and mission of Islamic educational institutions in Payakumbuh City with the values contained in the Quran and Hadith, as well as identify supporting and inhibiting factors in its implementation. This study uses a descriptive qualitative approach involving 15 Islamic educational institutions consisting of madrasas, Islamic boarding schools, and integrated Islamic schools. Data collection was carried out through participatory observation in the school environment, in-depth interviews with principals, teachers, and school committees, as well as documentation studies on the institution's strategic documents. Data analysis uses source and method triangulation techniques to ensure the validity of the findings. The results of the study show that 80% of Islamic educational institutions in Payakumbuh City have a vision and mission that is in line with the values of the Quran and Hadith, especially in the aspects of moral formation, intellectual development, and strengthening Islamic values. However, several challenges were found in its implementation, such as the limitation of competent human resources, supporting infrastructure, and adaptation to the development of modern technology. This research makes theoretical and practical contributions to the development of an evaluation model for the visions and missions of Islamic educational institutions based on the Qur'an and Hadith

## INTRODUCTION

Islamic educational institutions have a strategic and vital role in the formation of the character and intellectual development of Muslims (Tiyana Ika Astari et al., 2022). This role is increasingly crucial in the era of globalization, where moral and intellectual challenges are increasingly complex. Islamic education not only focuses on the transfer

of religious knowledge, but also the formation of a comprehensive Muslim personality, including spiritual, moral, social, and intellectual aspects based on the Quran and Hadith as the main source of Islamic teachings (T. Hidayat et al., 2018).

The city of Payakumbuh, located in West Sumatra Province, has built a reputation as one of the leading centers of Islamic education (Karni, A. S. (2009). *The study ethic of the students: the new face of Islamic education*. PT Mizan Publika.). With a majority Muslim population and a strong Minangkabau culture with the philosophy of "Adat Basandi Syarak, Syarak Basandi Kitabullah", this city has become a place for the development of various Islamic educational institutions (Ibrahim, 2005). Starting from primary to higher education, educational institutions in the city of Payakumbuh have made a significant contribution in shaping a generation of Muslims who are not only knowledgeable but also have noble character (Januar,et,all 2023.).

In the context of Islamic education in Payakumbuh City, there are various educational institutions that have their own characteristics and advantages (Azra, 2017). *First*, Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah by combining the national curriculum with Islamic religious education. Focus on the formation of the basics of Islam and general knowledge and the development of Islamic character in the formal education environment. *Second*, Islamic boarding schools, have the following characteristics: Intensive deepening of Islamic sciences, comprehensive character and moral development and understanding of classical and modern books. *Third*, the Integrated Islamic School focuses on the Integration of Islamic values in each subject, the development of Islamic-based multiple intelligence and the tahfidz program and the development of Islamic character.

The diversity of these Islamic educational institutions has contributed significantly to the character development of the young generation based on Islamic values (Ridwan & Maryati, 2024). Scientific development that integrates science and religion. The formation of a society that adheres to religious values (Suprpto, 2020). Improving the quality of competitive human resources However, in the midst of an increasingly dynamic development of the times, the importance of alignment between the vision and mission of Islamic educational institutions with the fundamental values contained in the Quran and Hadith (R. Hidayat, 2016). An in-depth evaluation of the vision and mission of these Islamic educational institutions is very important. Some of the reasons underlying the urgency of in-depth evaluation regarding the vision and mission of educational institutions include: first; The challenges of the Digital Era are changes in learning patterns due to technology, the need to adapt teaching methods, and the importance of digital literacy in Islamic education. The second; Social Dynamics is a change in the characteristics of students. Increasingly complex competency demands. The influence of globalization on Islamic values. The third; Market needs include: 21st century skills demands, global competition in the world of Education and Balance between soft skills and hard skills. The fourth Education Quality Standard includes the need for accreditation and standardization, Improving the quality of educators, and Developing educational infrastructure (Faridah, 2022).

Therefore, the evaluation of the vision and mission of Islamic educational institutions in Payakumbuh City is very important to ensure the following: Conformity with the fundamental values of the Quran and Hadith. Relevance to the needs of the times

and the demands of the community. Effectiveness in achieving the goals of Islamic education. Sustainability of educational institution development

Through the evaluation of the vision and mission of Islamic education institutions, it is hoped that Islamic educational institutions in Payakumbuh City can continue to develop and make optimal contributions in building a generation of Muslims who are superior, have noble character, and are able to face the challenges of the times by adhering to Islamic values based on the Qur'an and Sunnah.

As for the foundation in the Qur'an, it can be seen from Surah Al-Alaq verses 1-5: "Read by (saying) the name of your God who created, He has created man from a clot of blood. Read, and your Lord is the Most Merciful, the One who teaches (man) by the medium of kalam, He teaches man what he does not know." Surah At-Taubah verse 122: "And it should not be for all the believers to go (to the battlefield). Why don't some of them go to deepen their religious knowledge?".

The foundation of the Hadith can be seen from the Hadith Narrated by Bukhari: "Seeking knowledge is mandatory for every Muslim." Hadith narrated by Tirmidhi: "Whoever walks the path of seeking knowledge, Allah will make it easy for him to go to paradise.".

## METHODS

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## RESULT AND DISCUSSION

The analysis of the Vision and Mission of Islamic Educational Institutions in Payakumbuh City is an analysis for the Vision and Mission of Madrasah Aliyah Negeri

Payakumbuh with the Vision "The Realization of Madrasah Aliyah which excels in academic and non-academic achievements, has good morals, has an environmental culture based on IMTAQ and science and technology".

Analysis of conformity with the Qur'an and Hadith: The first aspect of Academic Excellence; In accordance with QS. Al-Mujadilah:11 concerning the second increase in the degree of knowledge; Supporting the hadith about the obligation to seek knowledge, namely, the formation of morals, implementing QS. Al-Qalam:4 about noble morals and in line with the hadith about the perfection of faith and morals.

And for the mission, namely: Organizing education that integrates science and technology with Islamic values. Cultivating an Islamic, clean, healthy, and beautiful madrasah environment. Improving academic and non-academic achievements at the local and national levels and establishing cooperation with various parties in the development of madrasahs.

The Vision and Mission of the Tarbiyah Islamiyah Islamic Boarding School is as follows: "To become an Islamic educational institution that gives birth to the generation of Rabbani, hafidz Al-Quran, masters the yellow book, and has a global perspective". The suitability analysis is the Aspect of Memorization of the Quran in the Implementation of QS. Al-Hijr:9 about the maintenance of the Qur'an and Supporting the hadith about the virtues of memorizing the Quran. For mastery of the Classic Book in accordance with QS. Al-Fatir:32 about the inheritance of books and realizing the hadith about the importance of religious knowledge. As for the mission, it is: Organizing an intensive Al-Quran tahfidz program. Developing the learning of the yellow book with traditional and modern methods. Forming Islamic character through the habit of worship and noble morals. Integrating modern education with pesantren values. Equipping students with life skills and foreign languages.

Vision and Mission of Madrasah Tsanawiyah Muhammadiyah The vision is "The realization of a generation of Muslims who are knowledgeable, charitable, devout, and have an Islamic culture". The first conformity analysis is the Scientific and Charity Aspects. The second is to implement QS. Al-'Alaq: 1-5 about reading and learning and *the third* is in accordance with the hadith about useful knowledge. Islamic Piety and Culture, in line with QS. Al-Hujurat: 13 about piety, supporting the hadith about the formation of Islamic character.

The Mission is as follows, namely: Carrying out learning and guidance effectively, Fostering the spirit of excellence intensively, Encouraging students to recognize their potential, Reviving the practice of Islamic teachings in daily life and Developing Islamic culture in madrasah activities.

Findings and Comprehensive Analysis in terms of its Strengths, namely: Integration of Islamic Values with Modernity. 90% of institutions have a vision that integrates Islamic values with the demands of the times. The programs offered combine tradition and modernity and the use of technology in Islamic religious learning.

Focus on Character Formation by seeing that the entire institution emphasizes the formation of morals in its vision. Structured worship and moral habituation programs and a continuous character monitoring system. The development of dual competencies can be seen from 85% of institutions developing Islamic and general religious skills, intensive foreign language programs (Arabic and English) and sharia-based life skills training.

The challenges of implementing Human Resources in Islamic Education institutions can be seen as follows: The limitation of teachers who master the integration of general science and religion. The need to improve teachers' digital competence. The need for experts in specialized fields. Implementation challenges in terms of Infrastructure and Facilities can be seen including: The need to update digital learning facilities, the development of language and science laboratories and the provision of representative worship facilities. The challenges of implementing Curriculum Adaptation can be seen as follows: The challenge of balancing the national and religious curriculum and the challenge of the need to develop innovative learning methods and the need for a comprehensive evaluation system.

Thus, it is necessary to recommend the development of short-term, medium-term and long-term programs. Recommendations for short-term program development include teacher training in technology integration, development of integrated learning modules and updating the learning evaluation system. Recommendations for the Medium-Term Program can be seen including; Development of digital infrastructure, strengthening cooperation networks with stakeholders and improving character development programs. Development of a comprehensive Islamic education model. The construction of a center of excellence in Islamic education and the expansion of the reach of education programs.

Theoretical and Practical Implications, Theoretical Implications include the development of an integrated model of modern Islamic education. Contribution to the theory of Islamic character education. Enrichment of the concept of evaluation of Islamic educational institutions (T. Hidayat et al., 2023). Practical implications include; Guidelines for the development of Islamic educational institutions. The implementation model of visions and missions is based on Islamic values. Strategies to improve the quality of Islamic education (Choir, 2016), (Setiawan et al., 2020).

Analysis of the Vision of Islamic Educational Institutions with vision components, namely; *First*, the formation of noble morals, *second*, intellectual development and *third*, the strengthening of Islamic values. As for the conformity with the Qur'an, the command to read and learn (Al-Alaq: 1-5). And for the development of potential (Ar-Rum: 30)..

## CONCLUSION

For conformity with Hadith is the obligation to seek knowledge and the glory of the seeker of knowledge. As for the analysis of the Mission of Islamic Educational Institutions in Program Implementation, it can be seen in the integrated curriculum, tahfidz program and moral development. Achieve the Target by having good academic achievements, Islamic character and good Arabic language skills.

In the findings of this research, it is seen from the advantages that can be seen that the vision and mission are in line with the Quran and Hadith. The learning program is comprehensive and focuses on character building. Meanwhile, the challenges that the author finds are the limitations of existing resources, adjustment to the development of the times and quality standardization.

It can be concluded as follows; The first is that the vision and mission of Islamic



educational institutions in Payakumbuh City have been aligned with the values of the Quran and Hadith. Second, the implementation of educational programs shows serious efforts in realizing the vision and mission, and third, continuous development is needed to improve the quality of education.

Thus, the author provides recommendations including; first, strengthening teacher development programs, second, improving learning facilities, third, developing innovative learning methods, and fourth, strengthening cooperation with stakeholders

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