

Investigating the role of the term 'Education' in Top-Ranked Indonesian University Vision and Mission Statements: A Concordance Analysis

Alvii T.B. Siregar^a, Meita L. Sujatna^b, ^{a,b}Languages Faculty, Widyatama University, Indonesia Email: alvii.siregar@widyatama.ac.id

While functioning as strategic planning statements and starting points for accreditation, vision and mission statements of higher education institutions further aim to reflect their quality and unique orientation. The term “education” is commonly known as the core business of the schools and its accompanying descriptors may convey certain embedded values. This study investigates the concordance of the keyword ‘education’ in the statements and how the collated combination reflects uniqueness or characterisations of the corresponding institutions. The statements in English were retrieved from the top 100 universities according to RISTEKDIKTI’s official 2018 list and underwent a concordance analysis to establish their semantic groups. Half of the samples had no statements in English yet the results show that the groups had common characteristics. The study anticipates ongoing interest, in reviewing the statements for modelling and improvement purposes.

Key words: *concordance analysis, vision and mission statements, higher education, Widyatama University.*

Background

As with other establishments, vision and mission statements are central parts of higher education institutions. Ideally, a vision statement concisely communicates what aspirations are key to their business and how they view themselves in the industry. Consequently, these statements become the encompassing foundation to commit to as they provide the relevant

education services. The mission statements translate into definitive actions for operations and development plans.

Due to their fundamental importance, governments worldwide have included the statements as part of their evaluative measures for the quality assurance of higher education schools. In line with the movement, MENRISTEKDIKTI or the Ministry of Research and Higher Education of Indonesia reviews tertiary institutions nationwide based on accreditation (among other criteria) through its official board (BAN-PT). To assist schools in their evaluation processes, the ministry has provided workshops and technical assistance programs that underscore the role of the statements. In brief, the board expects institutions to be in line with the national development plan and commit to the statements as the drive agents in their progress. In return, the ministry broadcasts annually a ranking list of the schools merited for their compliance and commitment. Furthermore, institutions included in the top portion of the list gain prestige as well as priorities for grant and cooperation opportunities. The list also serves as an endorsed reference for prospective students – both domestic and foreign - when considering which school to attend in the country. The cycle is, therefore, strengthening the position of vision and mission statements in the growth of formal tertiary education providers.

An assumption therefore is possible to make based on the conditions given. A higher-ranking university with a favorable review from an official board has vision and mission statements. Moreover, it should significantly resonate the keyword 'education' since the bearer of the statements is an active partaker in the industry. Lastly, the statements are made public and should also be accessible to international parties in the international language which is English.

It is based on the assumptions above that this research conducts a concordance analysis of the vision and mission statements of the first 100 universities in Indonesia. It is designed to engage in scrutinizing such statements made available on the websites of the respective schools and discover how the keywords rank against other words and what, if any, correlation exists.

Literature Review

After the adoption of vision and mission statements in higher education in the 1980s (Davies & Glaister, 1997; Kotler & Murphy, 1981), these statements have quickly progressed into core position as references in strategic planning and management efforts. Bart (2001a) concluded that their role addresses three key issues, namely identifying the type of service, establishing its standards and determining the orientation of the company (which in our case is the school). Bart also established other key roles of the statements, one of which pointed to how the public may develop an emotional bond with and support for an institution from the way they are described (Bart & Hupner, 2004).

Studies have measured the effects of these statements on the respective schools, especially in the mainstream strand (Sanchez, 2017; Raza et al, 2017). Among the pioneers of studies in vision and mission statements are Cochran and David (1986) who take into account the mission statement, content and their effects on the respective schools in their investigation. Even though the study was US and Germany based at the time, the principles remain global, and their contribution is in the understanding of what the statements communicate and the impact they have on the respective school. Similar studies were also conducted by Orwich and Finney (2007), Ozdem (2011), and Wiedrich et.al, (2011), in their respective countries regarding the response of the schools to the development of the surrounds in social, political, and economic domains.

These studies began from the analysis of the content using linguistic elements such as text discourse. Discourse analysis provides ways to navigate layers of surface meaning to arrive at the intended meaning of the writer (Eisenhart & Johnstone, 2008). One of the ways to determine the meaning and importance of a part of a sentence is by looking at the collates or the surrounding words related to the keyword. Software such as Antword are able to calculate the frequency of the keywords appearing in the text and the collates pertaining to the keywords.

Methodology

This research is modelled upon previous studies such as Sanchez (2017) which focuses on the vision and mission statements from higher education schools worldwide. However, the scope is limited to Indonesian universities. At the time of the research, the list of schools released by MENRISTEKDIKTI was that of 2018. It shows the universities in the order of several factors such as accreditations, research and publications, and community services. Another limitation is the pre-determined keyword that will surround the collates. The research focuses on the use of the term 'education' in the vision and mission statements of the top-listed universities in Indonesia. Moreover, it attempts to determine its position based on the collates that can be descriptors or direct items related to the term according to the statements.

The next step in the research was the data extraction from the schools' sites. A spreadsheet tabulated the extraction by identifying the name of the institution, the vision and mission statements in English and the URL address as well as the time of retrieval. The extracted data were then tested using a software-based concordance analysis to identify the collates and their relevance to the keyword. Finally, the results were grouped under semantic similarities to arrive at their intended reference.

Results

At the time of the access, 95 from 100 schools have included the Bahasa Indonesia version of vision and mission statements on the websites. A total of 59 sites have the English version of vision statements, and 58 sites with mission statements. The vision statements amounted to 1700 words, while the combined mission statements comprised of 4167 words. The keyword “education” was ranked 9th for the vision statement group, while for the other group, the word was ranked 67th. The keyword appeared 21 times in the vision group and 82 times in the mission group.

Based on the findings, the collates could be distinguished into semantically similar groups. For the vision statements, the groups were conveniently named functionality and quality. The functional sub-groups reflected how the institutes operate or function. The concordances included in the functionality sub-group are center (of excellence in), development (of), (in the) fields (of), nation (al) development (through), (quality) human (resources), and research (-based higher). Meanwhile, the group that semantically resonated quality was comprised of the following units: superior (in), excellent (in), respected, elite, recognized, outstanding, reliable, excellent, holistic, and transformational, world-class.

As for the mission statement group, there were five sub-groups identified, namely type, functionality, quality and other. The type sub-group referred to the type of education mentioned in the statements, namely academic, professional, vocational, and teacher (professional). The functional sub-group had access (to high quality), based (on), autonomy (-based higher), publication (of the result of), research (-based), skills (in), student (-centered learning) as the units. Carry (out), conduct(ing), development (of), encourage (researches in), ever (-expanding), guarantees (accessibility and equity of higher), implement, improve, organizing (the), provid(ing), seeking (the truth), utilization (of), and teaching belonged to the action sub-group (Saudi et al., 2019).

The quality sub-group included accountable, equality (in), excellent, high, holistic, human (capital), international, meritocratic (high), productive, quality, standards (of higher), and transparent (higher). The last sub-group called the other group had field (of), organization, which (includes), aspects (of), spirit (of), tridharma (of higher), and technologies as members. Note: the parenthesised parts of the collates indicate other words included in the unit or their variations. The additional words gave context to the meaning of individual units to show relations with the keyword (Sinaga et al., 2019).

The following table represents the collates as they appear in the concordance test.

Table 1: Individual Immediate Left Collocates Data

No	Immediate Left Collocate	Rank	Frequency	Left Frequency	Right Frequency	Stats
Vision						
1	center of excellence in	17	2	2	0	4.78344
2	development of	25	5	3	3	4.44240
3	excellent in	33	6	4	2	5.63144
4	in the fields of	34	1	1	0	5.36840
5	excellent, holistic and transformational	39	1	1	0	6.36840
6	set by the Ministry of	52	1	1	0	4.04647
7	nation development	53	1	1	0	4.04647
8	through	54	2	2	0	4.36840
9	national development	64	1	1	0	4.04647
10	through	66	8	2	6	6.04647
11	quality human resources in	73	1	1	0	3.78344
12	research-based higher superior in world-class	94	1	1	0	3.04647
Mission						
1	academic	3	14	9	5	4.79410
2	access (to high quality)	5	2	2	0	5.10222
3		7	3	3	0	4.46479
4	accountable	20	1	1	0	4.68718
5	aspects (of)	25	1	1	0	3.68718
6	autonomy (-based higher)	27	5	3	2	3.15113
7	based (on)	35	1	1	0	3.10222
8	carry (out)	44	6	3	3	4.10222
9	conduct	45	7	6	1	4.40708
10	conducting	61	3	1	2	1.95022
11	development (of)	72	1	1	0	4.08039
12		79	1	1	0	4.68718
13	encourage (researches in)	82	1	1	0	5.68718
14	equality (in)	85	5	3	2	4.83919
15	ever (-expanding)	88	6	4	2	5.46479
16	excellent field (of)	98	1	0	1	5.68718
17	guarantees (accessibility and equity of higher)	99	8	5	3	4.87983
18		102	1	1	0	4.68718
19		105	2	1	1	2.16362

20	high	106	5	5	0	4.42415
21	holistic	107	4	3	1	3.98674
22	human (capital)	117	9	2	7	4.10222
23		130	1	1	0	5.68718
24	implement	143	1	1	0	5.68718
25	improve	145	7	7	0	4.49454
26	international	156	1	1	0	5.68718
27	meritocratic (high)	157	13	10	3	5.30016
28		163	6	5	1	4.95022
29	organization	164	2	2	0	4.36526
30	organizing (the)	166	1	1	0	4.10228
31		168	13	8	5	4.13970
32	productive	174	19	1	18	4.15375
33	professional	181	1	1	0	5.68718
34	provide	185	2	2	0	4.68718
35	providing	188	1	1	0	3.68718
36	publication (of the result	190	2	2	0	4.68718
37	of)	193	2	1	1	5.68718
38	quality	199	2	1	1	5.68718
39	research (-based)	200	6	1	5	4.95022
40		201	1	1	0	3.36526
41	seeking (the truth)	211	2	2	0	4.36526
42	skills (in)	213	3	1	2	5.68718
43	spirit (of)	221	1	1	0	4.10222
44	standard (of higher)	228	8	3	5	6.68718
45	student (-centered	230	3	2	1	3.46479
	learning)					
	teacher (professional)					
	teaching					
	technologies					
	transparent (higher)					
	tridharma (of higher)					
	utilization (of)					
	vocational					
	which (includes)					

Discussion

For the general findings, this study recorded less than half of the sites as not having an English version of the vision and mission statements. This created an obstacle for the software to determine the collates of the key term since the software is designed to operate on English-based text. The top half of the shortlist are those schools generally known to be the most favored destinations for international students, yet the schools do not provide the statements in the language most likely be used in the initial search for information.

The keyword 'education' is less prioritized in the mission statement compared to that of the vision statement. The large gap between their ranks proved to be unusual since the institutions offering the services are in the education industry. Perhaps other underlying factors may cause the conditions above. An issue to address is the possibility of inadequate translation results of the statements or another possibility could be vocabulary and grammar-related. On a technical side, some inaccessible pages may be of a temporary nature.

Conclusion

The concordance analysis proved to be beneficial in uncovering some concerns regarding the construction of vision and mission statements of universities in Indonesia, especially their English versions. However, further studies should be conducted with a more representative list of Indonesian higher education institutions for results especially in the word ranking and the collates mapping.

REFERENCES

- Bart C. (2001a). Exploring the application of mission statements on the World Wide Web. *Internet Research* 11(4): 360-369.
- Bart C. and Hupfer M. (2004). Mission statements in Canadian hospitals. *Journal of Health Organization and Management* 18(2): 92-110.
- Cortez-Sanchez, J.D. (2017). Mission and Vision Statements of Universities Worldwide - A Content Analysis. Bogota Editorial Universidad del Rosario. Colombia.
- Davies S. and Glaister K. (1997). Business school mission statements —the bland leading the bland? *Long Range Planning* 30(4): 594-604
- Eisenhart, C. & Johnstone, B. (2007) "Discourse Analysis and Rhetorical Studies" Amsterdam/Philadelphia. *Rhetoric in Detail: Discourse Analyses of Rhetorical Talk and Text* (2008) p. 3 – 21
- Kotler P. and Murphy P. (1981). Strategic planning for higher education. *The Journal of Higher Education* 52(5): 470-489.
- Madrid, D., Ahmed, U., & Kumar, R. (2019). EXAMINING THE IMPACT OF CLASSROOM ENVIRONMENT ON ENTREPRENEURSHIP EDUCATION: CASE OF A PRIVATE UNIVERSITY IN BAHRAIN. *Journal of Entrepreneurship Education*, 22(1), 1-8.
- Mahrinasari, M., Haseeb, M., Ammar, J., Meiryani, M. (2019). Does Trade Liberalization a Hazard to Sustainable Environment? Fresh Insight from ASEAN Countries. *Polish Journal of Management Studies*, 19 (1), 200-210.
- Orwig B. and Finney R. Z. (2007). Analysis of the mission statements of aacsb-accredited schools. *Competitiveness Review* 17(4): 261-273.
- Özdem, Güven. (2011). An Analysis of the Mission and Vision Statements on the Strategic Plans of Higher Education Institutions. *Educational Sciences: Theory and Practice*. 11. 1887-1894.
- Raza, H., Ahmed, F., Mohiuddin, Z. A., & Osama, A. (2017). Mitigating Financial Burden of Elderly through Social Protection Schemes: Issues and Challenges for Pakistan. *International Journal of Emerging Trends in Social Sciences*, 1(2), 81-89.
- Saudi, M. H. M., Sinaga, O., Roespinoedji, D., & Razimi, M. S. A. (2019). The role of renewable, non-renewable electricity consumption and carbon emission in development



in Indonesia: Evidence from Distributed Lag Tests. *International Journal of Energy Economics and Policy*, 9(3), 46-52.

Sinaga, O., Saudi, M. H. M., Roespinoedji, D., & Razimi, M. S. A. (2019). The Dynamic Relationship between Natural Gas and Economic Growth: Evidence from Indonesia. *International Journal of Energy Economics and Policy*, 9(3), 388-394.

Wedrich A., Langmann G., Klug U., Langmann A., Faschinger C., Wohlfart C., ... Hödl R. (2012). Development and implementation of a mission statement at the University Department of Ophthalmology Graz. *Spektrum Der Augenheilkunde* 26(4): 212-220.