



## Leadership Transformation Through Four Pillars of Shared Vision in Building a Learning Organization: A Case Study of Yayasan Imam Nawawi

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### Abstract

This study aims to analyze the implementation of shared vision as one of the core disciplines in building a learning organization at the Yayasan Dakwah Imam Nawawi. Using a qualitative case study approach, this study explores the four pillars of the vision developed by the foundation: Mission, Islamic Vision, Institutional Vision 2030, and Institutional Vision 2045. Data were collected through in-depth interviews with managers and directors of educational units and document analysis. The results show that segmenting the shared vision into four pillars helps management translate abstract values into concrete strategic steps. Vision 2030 acts as a milestone, encouraging a culture of innovation, quality standards, and efficiency in resource use towards the grand vision of 2045. Vision 2045 becomes a long-term motivational driver towards global recognition. The implementation of these four pillars has been proven to transform the leadership pattern into a participatory and transformative one. The main challenges found are in aligning work patterns between supporting divisions and the education directorate, determining priorities for procurement of infrastructure and human resources, and the speed of communication and execution. This study sharpens Senge's (2006) Shared Vision theory by introducing the Layered Shared Vision approach. While vision is often perceived as a single, distant entity, this study demonstrates that dividing a vision into milestones and outcomes can mitigate the risk of the vision fading or losing relevance in the eyes of organizational members. The development of this layered, shared vision can be applied to similar educational institutions to ensure their survival and growth in the VUCA era.

**Keywords:** *Islamic Education Management, Learning Organization, Shared Vision, Yayasan Dakwah Imam Nawawi.*

**How to Cite:** Rasyid, Kemal Muhammad., Falah, Rivan Syahrul., Sudiro, Pratondo Ario Seno., Situmorang, Robinson., Japar, Muhammad. (2026). Transformasi Kepemimpinan Melalui Implementasi Empat Pilar Shared Vision dalam Membangun Organisasi Belajar: Studi Kasus Yayasan Imam Nawawi. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 13 (2) 195-212. doi: <https://doi.org/10.21093/twt.v13i2.12901>



<https://doi.org/10.21093/twt.v13i2.12901>

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## INTRODUCTION

Islamic educational institutions face the increasingly rapid dynamics of modern change that lead to disruption in various fields, known as VUCA (Volatility, Uncertainty, Complexity, and Ambiguity). This rapid change occurs in terms of regulations, the development of knowledge, social interaction patterns, and the needs of learners. Islamic educational institutions are required not only to survive but also

to adapt and innovate. We see many schools that are barely surviving, losing their identity, or even giving up or changing course. Therefore, the ability of an organization to develop the capacity for collective learning, build collective understanding, and mobilize all components toward the same direction becomes a necessity.

The concept of a learning organization becomes relevant in responding to these challenges. Examples include the theory of productive organizational learning and the learning loops by Argyris and Schön, which emphasize the circle of the learning process and internal development of an organization in single and double loops (Argyris & Schön, 1999). Additionally, Senge Fifth Discipline which introduced the term learning organization built on five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking (Miles et al., 2020).

One of the important disciplines of a learning organization is shared vision, which aims to provide a common picture of the future for the school community (Toikka & Tarnanen, 2024). Without a shared vision, an organization merely operates administratively, not transformatively. Many organizations have a vision statement, but often that vision merely becomes a "statement on the wall" rather than a living force in the hearts of its members. One of the reasons for this is the weak understanding among stakeholders regarding the importance of the mission and vision in school programs (Faizah et al., 2025). Not to mention that most vision statements in Islamic education in Indonesia are still below expectations; even at the level of Islamic higher education, they still lack measurable vision statements (Rifa'i et al., 2021). Shared vision becomes the focus of this research also due to the many Islamic educational organizations that "split" because of the absence of a solid shared vision, the failure to align the organization's course with the shared vision, or even the inability to identify the vision of the organization's founders themselves.

Yayasan Dakwah Imam Nawawi (hereinafter referred to as YADIN or The Foundation) is an Islamic educational institution that develops four pillars of shared vision as the foundation for organizational development: (1) Mission of the foundation, (2) da'wah vision, (3) 2030 institutional vision as a milestone, and (4) 2045 institutional vision as a grand goal. These four pillars constitute two parts of the three governing ideas (why, what, and how) of the organization. The foundation's mission is the "why," while the "what" is found in the da'wah vision (the desired outputs/characteristics of the graduates) and the institutional vision (what the foundation will look like in the future). Meanwhile, the "how" is the fifth pillar consisting of the Foundation's values, which is not the main subject of this research. These four pillars function not only as strategic planning documents but also as instruments to build collective orientation, direct managerial behavior, and strengthen institutional identity. With these four pillars, the benefits of a shared vision include amplifying success, serving as a crucial process in change, and increasing participation to bridge the gap between leaders and their constituents (Doten-Snitker et al., 2021).

YADIN currently oversees three types of educational institutions: boarding schools (Imam Nawawi Boarding School/INBS), regular schools (Imam Nawawi School/INIS), and home schooling (Home Schooling Imam Nawawi/HSIN). These institutions operate across multiple locations in the Bogor and Bekasi Regencies, spanning from Kindergarten to Senior High School. The diversity in locations, educational levels, and learning environment models leads to diversity in operational

and educational implementation. Without a solid shared vision, it will be difficult to unite and synergize all educational institutions under the foundation.

However, the extent to which these four pillars are understood, internalized, and implemented by managers and education directors has never been systematically researched. Furthermore, it remains unknown how this shared vision contributes to the development of a learning organization at the foundation level. Considering that findings in a study indicate the process of school development takes a long time, changes are often less perceived in the daily lives of teachers, which makes the shared vision feel distant (Toikka & Tarnanen, 2024).

Based on this context, this research focuses on how the shared vision is implemented through a single case study at YADIN by addressing four main research questions. Specifically, this study explores how the foundation develops its shared vision; examines the understanding, perception, communication processes, and internalization of the shared vision among managers and education directors; investigates how the shared vision influences leadership patterns, decision-making, and managerial practices, as well as its contribution to the development of a learning organization at the foundation; and finally, analyzes how the foundation and the daily management board maintain this shared vision.

This research is expected to provide theoretical contributions to the study of learning organizations and vision-driven management within the context of Islamic educational institutions, as well as practical contributions to strengthening the governance of YADIN in general, alongside other educational institutions based on values, missions, and long-term goals.

## RESEARCH METHODOLOGY

This study employs a qualitative approach using a Single Case Study method. This design was chosen because it aligns with the single case study criteria articulated by Gross et al., wherein a case study is suitably applied to a school that reflects a history of innovation and does not suffer from barriers to innovation (Yin, 2018). YADIN was selected as the research locus because it appears to be seriously developing shared visions and making these shared visions the foundation for organizational development and implementation. Furthermore, the Foundation also innovates by developing a "Layered Shared Vision".

The research was conducted from November to December 2025. Data Sources and Informants: Sampling was conducted using a purposive sampling technique to select key informants who hold strategic roles in executing the foundation's vision. The key informants consist of eight daily management board members divided into two groups: the managerial group, comprising the HR Manager, Public Relations Manager, Development Manager, Finance and Household Manager, and Academic Legal Manager; and the Education Directors group, comprising the Director of INIS, Director of INBS, and Director of HSIN.

Data were collected through two main techniques: in-depth interviews to explore the informants' perceptions of the four pillars of the vision, and document study, which involved analyzing strategic planning documents, leadership meeting minutes, and the foundation's legality documents to verify the narratives of the 2030 and 2045 visions. Data analysis employed the interactive model by Miles, Huberman, and Saldaña, encompassing data condensation, data display, and drawing/verifying conclusions (Miles et al., 2020). Data validity was tested using the triangulation method, which attempts to examine a single issue from multiple independent sources

(Donkoh, 2023)—in this case, cross-referencing statements from the managers with the foundation's policy documents.

In this study, the researcher acted as an Insider Researcher, as the researcher is the founder and leader of the foundation. This position provided the advantage of deep access to data (pre-understanding) and an understanding of the organizational cultural context that outside researchers lack. To minimize subjectivity bias and potential power relations, the researcher maintained professionalism throughout the study by emphasizing to the managers and directors that their honest answers were needed far more than mere people-pleasing responses, and that their answers would have no impact on their careers. Additionally, the researcher applied the principle of reflexivity using the autoethnographic method (Yvonne Bulk & Collins, 2024), wherein an author analyzes their personal experiences to understand broader cultural, social, or political meanings through writing. The author kept notes on potential biases during the research and endeavored to separate their expectations as a founder from the research findings.

## RESULTS

Based on data analysis, the implementation of the "Four Pillars of Shared Vision" at YADIN demonstrates unique dynamics in building a shared vision and a learning organization culture. From document analysis, it was found that the development of the foundation's shared vision consisted of four phases.

**The first phase, 2014 to 2017:** The shared vision of YADIN began with the establishment of two learning communities in Bogor, in 2014. These learning communities progressed and developed into the Imam Nawawi School in 2017. At that time, the first mission was to establish a school that provides "Rabbani education", Islamic education that is staged, teaching progressively from childhood to adulthood. At that time, Islamic education in general was heavily content-based but failed to lead students to achieve proficiency or depth of knowledge. An example is the very limited Arabic language proficiency despite having studied from Islamic Kindergarten up to Islamic Senior High School. The second mission was to establish affordable schools. Existing Islamic education was relatively expensive for most Muslims, many of whom came from low socioeconomic backgrounds.

**The second phase, 2017 to 2020:** In August 2017, YADIN was established to oversee the educational institutions that had by then expanded to three locations in Bogor and Bekasi. At that time, the third characteristic was defined, namely quality education. This was because the school founders believed that the quality of an ummah is heavily determined by the quality of its education. However, the existing reality was that most affordable Islamic schools had not demonstrated high-quality results. Conversely, most high-quality Islamic schools were unaffordable (Rasyid, 2018). In this phase, the foundation's vision was "To become a foundation for da'wah, education, and social activities based on the Qur'an and Sunnah with the understanding of Ahlus Sunnah wal Jama'ah, which is trustworthy and independent, prioritizing mutual cooperation." (Rasyid, 2017). And the educational vision was "To realize high-quality basic education that comprehensively teaches Islam to students, parents, teachers, and the surrounding community at an affordable cost".

**The third phase, 2020 to 2024:** In 2019, the foundation established two new types of educational institutions, INBS and HSIN. In 2020, the foundation deemed it necessary to update its mission and vision, and to separate the mission and vision of

the educational units from the general mission and vision of the foundation. The old mission and vision were considered inadequate in facilitating the differences in scope of each educational directorate, division, and individual educational unit. The missions and visions of each educational directorate, educational unit, and divisions were co-developed by the founders, education directors, managers, and school administrators. The mission and vision for the educational institutions and divisions were developed based on the foundation's mission and vision, the current reality of the educational institutions, and the capabilities possessed by each involved team.

Additionally, the foundation recognized weaknesses in the previous mission and vision statements, which largely followed the conventions of existing educational institutions without a strong basis in modern mission and vision development. Therefore, the foundation redefined the mission statement as the reason to exist (the "why"), and the vision (the "what") aligned with modern standards, separating them from the values governing the foundation's operations (the "how"). The revised vision statement was "To Become a Pioneer & Benchmark in Implementing High-Quality and Affordable Kaffah Islamic Education by 2030" (Rasyid, 2020). Then this vision statement was subsequently refined to become "To develop Islamic education that is rabbani, high-quality, affordable, and professional" (Rasyid, 2021). The Foundation Vision (what) was updated in 2023 "To become a Pioneer & Benchmark in implementing education that is rabbani, high-quality, and efficient by 2030" (Rasyid, 2023).

**The fourth phase**, 2024 to present, the revision in this phase is based on four factors. First, the need to refresh the vision to re-motivate stakeholders after achieving one of the foundation's targets, which is becoming a benchmark. Recognition has been achieved from the community, parents, other educational institutions, and the government. They appreciate the foundation's educational innovation, graduate quality, learning processes, efficiency, and professionalism. Additionally, many educational institutions have conducted comparative studies and adopted teaching materials and learning curricula, alongside invitations to serve as training representatives from the regency office and as resource persons by the national education office. Second, the absence of defined characteristics for graduates of the educational institutions organized by the foundation caused administrators, teachers, and employees to have their own individual perspectives on the ideal alumni criteria. Third, the global socio-political challenges facing the Islamic Ummah and the need for proactive educational responses. Fourth, the phenomenon of Islamic education at national and international levels still being unable to serve as a benchmark for other forms of education. A 2020 World Bank report stated that grade 4 students in Islamic schools lag behind regular students by an average of 1.5 years (Yarrow et al., 2020).

At the beginning of the 2025-2026 academic year, the foundation initiated the Da'wah Vision as a new pillar of the shared vision. This vision provides a picture of the graduate characteristics. Additionally, the foundation updated its vision by developing the 2045 vision. The foundation's 2045 vision is no longer merely to produce high-quality graduates who can benefit the ummah, but also to produce graduates capable of becoming agents of change, daring to be pioneers in da'wah to answer the challenges facing the global Islamic ummah (Rasyid, 2025b). This vision emphasizes that the struggle in educational da'wah will be able to provide a better life for the ummah in the future, the benefits of which will be felt not only by students and parents, but also by the administrators, managers, teachers, and employees of the foundation themselves and their families.

Table 1. The Four Pillars of the Foundation's Shared Vision 2025 (Rasyid, 2025a)

<b>Pillar</b>	<b>Description</b>	<b>Statement</b>
Foundation Mission	The reason the Foundation was established. The pillar that unites the founders, administrators, managers, teachers, and employees.	To develop Islamic education that is rabbani, high-quality, professional, and affordable. (Humas, 2023)
Da'wah Vision 2030	The characteristics of alumni, as the educational outcome expected to be achieved by 2030. As the ultimate goal of education and a guideline for carrying out the educational process.	To produce alumni who are competent in 6 fields: religion, Islamic economics, social humanities, biotechnology, science and technology, and the creative industry.
Foundation Vision 2030	The characteristics of the foundation desired to be achieved in 2030. As a guideline for organizing the foundation and educational units.	To become a Pioneer & Benchmark in establishing and implementing education that is Rabbani, high-quality, and efficient by 2030.
Vision 2045	The grand dream regarding the characteristics of the graduates, the characteristics of the foundation, and the impact that can be provided to the ummah in 2045. As a motivational trigger for all foundation and educational units stakeholders. As a reminder that the provision of education is a struggle to honor the ummah and that educational success is not merely a facilitator of student success, but the future success of everyone.	Da'wah Vision 2045: To produce alumni who become da'wah pioneers and agents of change competent in 6 fields: religion, Islamic economics, social humanities, biotechnology, science and technology, and the creative industry (Rasyid, 2025c). Institutional Vision 2045: To become a Comprehensive Rabbani Islamic Educational Institution that has global impact and recognition (Rasyid, 2025c).

Table 2. The Understanding and Perception of the Daily Management Board towards the Four Pillars of Shared Vision

Pillar	Interview Findings	Document Findings
Mission of being Rabbani, High-Quality, Professional, Affordable	All informants share a strong consensus regarding the meaning of "Rabbani" as "staged" education (according to age phases and knowledge priorities). Meanwhile, "Professional" is understood transactionally and ethically, namely the fulfillment of contracts/promises to parents and the fulfillment of employee rights according to agreed rules. The Finance Manager emphasized that professionalism and Rabbani values are the main priorities that must not be sacrificed for the sake of efficiency.	Rabbani is evident from curriculum documents, in the form of student achievement targets and the number of subjects that gradually increase. High-Quality is evident from the improvement in the quality of learning modules from photocopies to full-color offset printing, the existence of routine training, and the quality of output. Professional is evident from clear contracts for both teachers and employees as well as in the Student Admission process. Affordable is evident from the PPDB cost decision documents, including a commitment not to raise the tuition fee for two consecutive years.
Da'wah Vision 2030 Alumni competent in 6 Fields	Informants understand that the 6 fields are the grand direction for the future. INBS has begun mapping interests and talents; INIS is preparing the early-stage foundation; HSIN is still at the introductory level.	2020: The existence of Development Plan documents for the short term (Annual), Medium Term (Three Years), and Vision Achievement Plan (10 Years). 2025: Updating of annual and five-year plan documents to achieve the 2030 da'wah vision.
Vision 2030 Pioneer & Benchmark	All informants understand and agree that the foundation is heading toward achieving this vision. Many innovations are considered not to have been carried out by other institutions (e.g., post-UNBK program).	Documenting the perceptions of parents, the community, and other educational institutions regarding the foundation and its educational institutions. Facilitating innovation. Developing the R&D division which later evolved into the Annawawi Institute. Facilitating the enhancement of personal mastery.

Vision 2045 Global Recognition & Impact Comprehensive Education from ECE to Higher Education	Understood as a grand aspiration that provides energy, not a burden. It serves as long-term motivation. Vision 2045 is a grand dream that motivates and energizes the improvement of self-capacity. Vision 2045 reassures the administrators that the foundation will not stagnate but has a grand aspiration it wishes to achieve.	Vision 2045 is not a burden; the foundation does not require the management board to develop immediate plans and programs to realize Vision 2045. It is deemed sufficient that by achieving Vision 2030, Vision 2045 will be attainable. This is to focus the energy of the foundation's management ranks on achieving the 2030 vision and to minimize discouragement caused by the gap between the 2045 vision and the foundation's current reality.
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Table 3. Communication and Internalization Mechanisms for the Foundation's Shared Vision

Communication Aspect	Function and Purpose	Field Findings
Annual Meeting	Translating the vision into annual work programs. Evaluating work programs. Aligning work programs across the foundation's directorates and divisions.	Positive: Formal structure; produces annual and quarterly targets. Negative: There is still difficulty in uniting the overall programs of the directorates and divisions. In 2025, efforts were made to improve this by prioritizing the directorate's vision first as the spearhead of the foundation's educational provision.
Start of Year/Semester Training	Internalizing work programs for teachers and employees. Improving the capabilities of teachers and employees.	Positive: Conducted on holidays/non-teaching days, more flexible, aligns perspectives at the beginning of the academic year/semester. Negative: External speakers do not necessarily share the same mission and vision.
Daily Management Board Monthly Meeting	Used to oversee programs, evaluate monthly achievements, and discuss field issues.	Positive: High frequency; fosters accountability. Negative: The close time intervals mean that some programs do not yet show visible progress.
Official Documents (SOP, Curriculum, Decree)	Written documents serving as the formal foundation for the institution's operations.	Positive: The existence of legal and administrative references in operations. Negative: Can become an obstacle in pioneering institutions/programs where many variables and conditions are still unknown; an excess of documents also burdens operations.

Public Relations Documents (Student Admissions/PPDB and Foundation Website)	Socializing the Mission, Vision, and foundation policies to internal and external parties. Demonstrating the foundation's integrity and commitment to its mission and vision.	Positive: There are several new employees who made the foundation's mission and vision their reason for joining. The emergence of trust from the community and parents towards the foundation's efforts to produce high-quality and affordable education. Negative: Programs that are not yet running optimally can backfire (over promise under deliver).
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Operational data and meeting documents indicate that the vision has transformed into the foundation for formulating managerial policies. In 2025, the foundation positioned the education directorate as the primary pinnacle of the vision, where supporting divisions adapt to the developments designed by the directorate. Specific data regarding this influence are recapitulated in Table 4, and its impact on the dimensions of a learning organization in Table 5.

Table 4. The Influence of Shared Vision on Leadership, Decision Making, and Managerial Practices

Managerial Aspect	Examples of Field Findings	Impact Analysis
Leadership	Discipline is the key to being professional; the leader maintains the team's focus on the grand vision; provides motivation.	The shared vision fosters a transformational leadership style.
Decision Making	Rejecting outing programs that are too expensive, teaching materials that are not in accordance with Islam, and sports competitions that do not support the da'wah vision.	The four pillars of the vision are proven to function as a "compass" and "accelerator and brake" in strategic decision making/filter. This is reinforced by research findings that organizational performance is strongly correlated with the level of compliance with culture and rules (Anfal & Shiffaa, 2023).
Human Resources (HR) Development	Teacher recruitment considers ability, integrity, and professionalism; training is directed toward core competencies. As well as performance appraisals based on KPIs.	HR is shaped in accordance with the organization's core values. Becoming professional HR as part of fulfilling the contract.

Curriculum Management	INIS is preparing the competency phases; INBS is integrating Rabbani stages; HSIN is making gradual adaptations.	The 6-field vision is beginning to be translated into the curriculum format, albeit still in the early stages.
Organizational Innovation	Post-UNBK program, talent and interest classes, quarterly monitoring, shifting structure for efficiency.	The shared vision encourages the exploration of innovation.

Table 5. The Contribution of Shared Vision to the Development of a Learning Organization

Dimension	Field Findings	Transformation Analysis
Personal Mastery	Teachers and managers are motivated to learn; some seek training on their own. Example: The development manager studied how to create an RAB (Budget Plan).	The shared vision fosters intrinsic motivation. The effort to become a benchmark is viewed as a continuous charity.
Mental Models	Mindsets have changed: professional da'i, discipline, staged, efficiency, adab (ethics/manners). Data-based decisions. Example: The Academic Legal and Finance Managers now use financial data and accreditation achievements as a basis for performance evaluation, rather than mere intuition.	The vision shapes the mindset of professional da'is and non-profit institutions, as well as never feeling satisfied with personal achievements.
Shared Vision	Vision 2030 is the most strongly understood; Vision 2045 provides long-term energy. Example: adding enthusiasm to continue studies.	The Shared Vision serves as a compass, a unifying tool, and a driving force for the foundation.
Team Learning	Weekly and monthly forums prompt discussions, innovations, and evaluations. Example: evaluations for module and test improvements, the presence of MGMP (Subject Teacher Deliberation forums) under subject coordinators.	The Shared Vision functions as a catalyst for team learning.

Systems Thinking	Directors have begun mapping the relationship between curriculum, HR, facilities, and finance. The establishment of an R&D division. Example: Adjusting the structure of directorates and divisions to be efficient based on the CRR (Cost per Revenue Ratio).	The organization has begun to see itself as an integrated system.
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**Maintaining The Shared Vision.** The foundation maintains the shared vision by integrating it with personal visions. This is achieved by using the four pillars as an HR recruitment filter, demonstrating the correlation between institutional and personal success such as the impact on personal conditions and lives, families, the environment, and the ummah if the foundation successfully realizes its vision in 2030 and 2045, and facilitating individual needs (e.g., waiving tuition fees, Umrah facilities, individual training programs, and scholarships). Furthermore, the foundation encourages innovation and allows supporting divisions to develop derivative missions aligned with their specific capabilities, situations, and conditions, as well as their internal drive and motivation. The foundation also provides space for employees to grow and be creative, which includes allowing room for mistakes as long as they do not violate sharia (Islamic law).

In addition to identifying driving and inhibiting factors, this study also attempts to identify the presence of four factors that cause shared visions to wither and ultimately die (Senge, 2006); the field findings are presented in Table 6.

Table 6. The Presence of Limitation Factors for Shared Vision

Factor	Field Findings	Analysis and Action
Vision Polarization: differences in perspective and understanding of the vision among organizational members.	There are no differences in understanding the vision in the conceptual realm, but there are still challenges in the operational realm.	Focusing the foundation on the education sector through the development of a Da'wah Ecosystem. Making the Education Directorate the spearhead of strategic planning to achieve the vision. Clarifying unit functions.
Discouragement: a weakening of enthusiasm caused by a gap that is too large between the current reality and the established vision.	Not found among the foundation's management board; they feel that the allocated time and the two-tier vision (2030-3045) provide sufficient time.	The foundation continues to demonstrate commitment and integrity in carrying out its mission and realizing its vision.

<p>Lack of time to think about the vision because time is consumed by operational activities, both routine and incidental.</p>	<p>In general, the education directorate has less free time compared to the divisions.</p>	<p>Systemic development in the form of clear divisions between directorates and divisions, as well as computerization, procedure simplification, and the addition of structure and headcount such as the addition of assistant managers and directors.</p>
<p>Proselytizing: Namely, the existence of an insider vs. outsider dynamic in realizing the vision and a lack of comprehensive connectivity.</p>	<p>All informants agree that at the level of the foundation board and school board, there is a sense of belonging to the shared vision. Meanwhile, among teachers and employees, there are differences of opinion. One informant stated they need five years, five informants stated they need three years, and two informants stated that employees joined from the beginning due to alignment with the foundation's four pillars of shared vision. The gap in performance perception across divisions can foster an insider vs. outsider dynamic in terms of the operational achievement of the vision.</p>	<p>Differences in perception regarding new employees arise due to differences in the characteristics of the people joining each division. The finance division consists of individuals who have migrated (hijrah) to the da'wah world. They join due to alignment with the foundation's mission. This differs from teachers, who generally come from other Islamic educational institutions. Differences in cross-divisional performance perception are caused by the fact that some divisions, especially the education directorate, already have clear work and operational standards. Meanwhile, other divisions, such as the R&amp;D division, are still in the pioneering phase and partly at the conceptual level, not to mention how few foundations have R&amp;D teams to serve as a comparison. Therefore, the foundation needs to immediately establish a work system in that division.</p>

## DISCUSSION

### The Dynamics of the Shared Vision Development Process

Based on the data presented in the results section, the foundation's vision development process occurred in an evolutionary manner across four phases from 2014 to 2024. This development occurred due to the drive to adapt the vision to the complexity of the institution's scope. For example, in the third phase, a separation was carried out to create derivative visions and missions for the divisions, directorates, and educational units. This derivation is in line with the levels of the school's scope (Figure 1), which differs from the foundation's scope (Figure 2), as presented below.

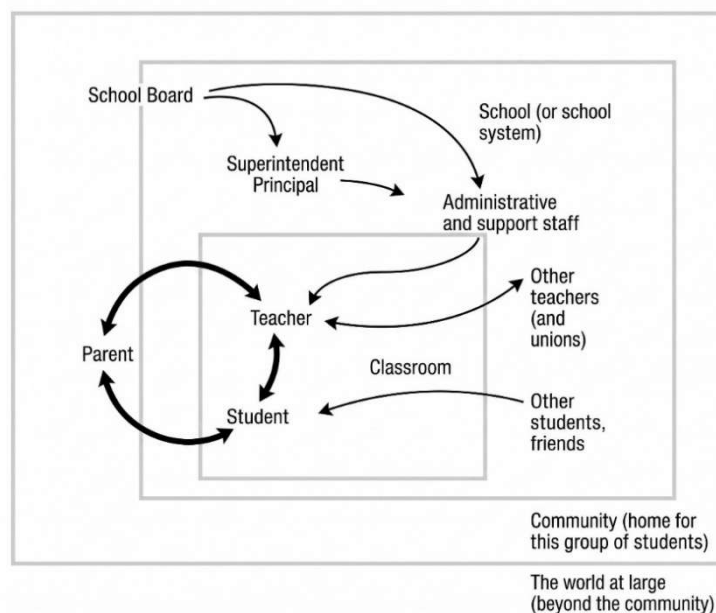


Figure 1. The scope of the school unit in the context of School That Learn (Senge, 2012).

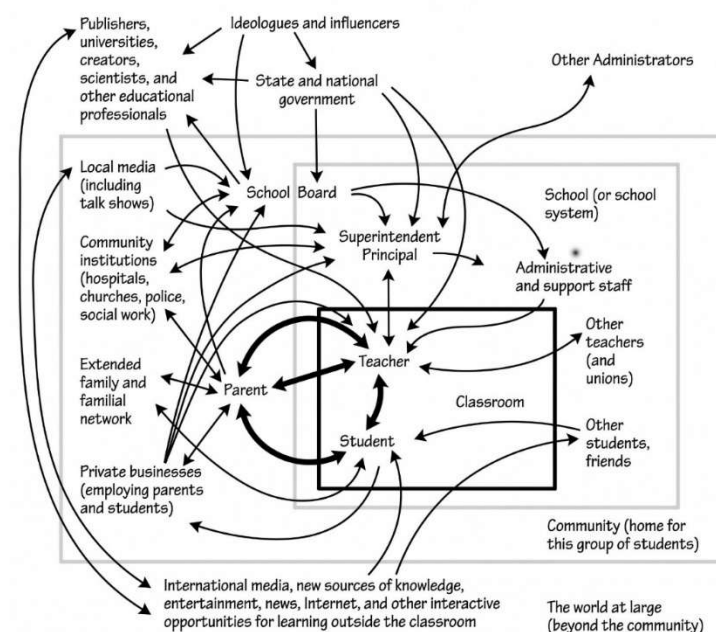


Figure 2. The scope of the foundation in the context of School That Learn (Senge, 2012).

In the third phase, the foundation transformed its mission statement into "The Why". This is in line with the modern definition of mission as a statement that indicates the foundational reason why an organization was established, an organization's reason to exist that is timeless (Niven, 2006). This pillar represents the purpose for which the foundation was established, maintained, and developed. This mission serves as the ultimate benchmark for the foundation's quality, and the foundation's excellence is judged by its ability to achieve its goals, as stated by the fiqh:

وَأَحْكُمُ بِهَذَا الْحُكْمِ لِلرَّوَائِدِ                      وَسَائِلِ الْأُمُورِ كَالْمَقَاصِدِ

The means take the same ruling as the ends.

Therefore, apply this ruling as a complement." (Abdurrofi, 2024).

In the fourth phase, the da'wah vision aligns with the vision of Islamic education in the 4.0 era, which needs to be directed to address contemporary issues while firmly adhering to the Qur'an and Sunnah (Akrim, 2022), so that it can be applied in the future (Al-Razi et al., 2024).

The development process of the foundation's four pillars also demonstrates that the foundation has engaged in Argyris and Schön's double-loop learning process, wherein the foundation does not merely change its strategies and programs but also alters its basic assumptions and values (Argyris & Schön, 1999). It shifted from the view that Islamic education is education that provides opportunities for all groups by being affordable in terms of price, to the idea that Islamic education must be of high quality – even if it means sacrificing affordability for all – and ultimately concluding that Islamic education must not only be of high quality but must also produce outcomes in the form of graduates who make an impact on society. From the educational philosophies of perennialism and essentialism, it has shifted more toward the educational philosophies of progressivism and reconstructionism.

The evolution of the foundation's shared vision across these four phases also aligns with the findings of Gericke & Torbjörnsson, who assert that creating and continuously negotiating a shared vision, as well as building mutual trust, are fundamental to implementing ESD (Education for Sustainable Development)-oriented transformation (Gericke & Torbjörnsson, 2022).

### **The Effectiveness of Understanding, Perception, and Internalization of the Vision.**

The perception data of the management board (Table 2) indicates that the entire board possesses a high level of understanding of the shared vision based on the abstraction level of the pillars, particularly at the conceptual and field implementation levels, especially concerning policies related to the foundation's mission and the 2030 foundation vision. However, there are still challenges at the operational level among teachers and employees, particularly regarding the 2030 da'wah vision. Meanwhile, the 2045 foundation mission and vision have successfully become a "grand aspiration" that motivates all foundation stakeholders to persevere and strive for improvement. The characteristics of internal communication, which rely on the *enrollment* approach – in accordance with Senge's recommendation regarding visions that foster true commitment (Senge, 2006) – have successfully ensured that the 2045 Mission is not perceived as an administrative burden, but rather as motivational energy. In contrast to the study by Toikka & Tarnanen, where school visions often feel distant from teachers' daily lives (Toikka & Tarnanen, 2024), the implementation of the *Layered Shared Vision* in this foundation bridges that gap by positioning the 2030 Vision as a realistic stepping stone whose success can be immediately realized.

The findings in Table 3 show that the foundation has been able to develop communication channels and internalize the shared vision, demonstrating a commitment to realizing it at the board and foundation management levels. Meanwhile, at the field operational level, there are still findings of perceived gaps in communication and internalization, as well as in communication with the foundation's external parties. These findings require further research at the field operational level and regarding external perceptions of the foundation's da'wah.

### **The Impact of Vision on Leadership, Managerial Decisions, and the Learning Organization.**

In the aspects of leadership and managerial decisions, the data indicates a change in the mental models of the foundation's leadership, which has shifted toward a participatory model where the shared vision is used as a "compass" (a decision-making filter). The phenomenon of managers rejecting expensive outing programs or aligning HR recruitment based on the "Rabbani" indicator proves that the vision is no longer an absolute top-down mandate. This confirms Senge's theory regarding the presence of creative tension, where the gap between current reality and the institutional vision does not produce emotional anxiety, but rather triggers operational innovation (Senge, 2006). Furthermore, this has a direct impact on the development of a Learning Organization. The transformation of the R&D division, whose capacity and nomenclature were upgraded to the Annawawi Institute, is clear evidence of the application of Systems Thinking, in which leaders have begun to see the integrated correlation between curriculum, HR, and financing to support cross-directorate operations. The practice of complying with these vision values is also confirmed by the research of (Anfal & Shiffaa, 2023), which states that high institutional performance strongly correlates with members' compliance with the organization's fundamental guidelines.

The four pillars of the foundation's shared vision contribute to the formation of a learning organization. The Foundation's Mission as a core intention becomes the mental model for the unification of all foundation organs, as well as the joining of teachers and employees, driven by the grand da'wah mission to provide the greatest possible benefit to the ummah. The mission becomes the mental model in policy development and the creation of foundation rules. The mission also brings the realization that the foundation cannot stand on the shoulders of just one person; rather, systems must be developed to be capable of supporting the foundation's grand mission.

The 2030 Institutional Vision and Da'wah Vision serve as motivation to continuously improve personal mastery to become innovators and pioneers in the world of Islamic education, and team learning to realize the benchmark, namely national recognition in the Islamic education sphere. The 2045 Institutional and Da'wah Visions provide the personal vision motivation to keep learning, continue studies, and improve capabilities so that the foundation can expand education up to the higher education (university) level, which in turn can facilitate their personal missions. The 2045 vision of global recognition also triggers the mental models of managers to be open to international standards, as well as to produce agents of change to develop learning and education that facilitate students' abilities in the applied realm. The vision also fosters a shared personal vision within the foundation, specifically envisioning the condition of themselves and their families if the

foundation successfully achieves its vision from educational, social, economic, worldly, and hereafter perspectives.

### **Mechanisms for Maintaining the Shared Vision.**

The findings in Table 6 demonstrate that the foundation proactively prevents the "death" of the vision by aligning the institutional vision with the personal benefits of the educators (such as scholarships, Umrah, and access to educational facilities). The decision to facilitate these personal needs is a strategic step, because a true Shared Vision can only emerge from facilitated Personal Visions. The greatest challenges, namely the potential for polarization and discouragement, were successfully mitigated by separating the time dimensions (2030 and 2045). This separation is crucial for maintaining the momentum of the team's energy, eliminating the barriers between insiders and outsiders, and ensuring that the administrative struggles in running the school are experienced as an act of worship (ibadah) that has a firm foundation (the Mission) and a clear ultimate goal (Vision 2045).

## **CONCLUSION AND RECOMMENDATIONS**

The implementation of the Layered Shared Vision approach, consisting of the Foundation's Mission, the Da'wah Vision, the 2030 Vision, and the 2045 Vision, effectively addresses the fundamental needs in building a learning organization at YADIN. Through a development process that evolved across four phases, this shared vision has been successfully internalized within the managerial ranks through enrollment-based communication, transforming the vision statement from a mere formal document into a measurable decision-making "compass." This layered approach has proven to transform leadership patterns into a participatory model, stimulate the growth of cross-divisional systems thinking, and mitigate the risk of the vision withering (discouragement) by synergizing institutional achievement targets with the fulfillment of personal benefits for its members.

This study has primary limitations in the form of utilizing a single case study approach focused exclusively on the top management ranks (the daily management board), as well as the potential for subjectivity bias given the researcher's position as an insider researcher within the institution. Therefore, recommendations for future research include expanding the scope of evaluating the resonance of this vision to the grassroots operational level—namely teachers, educational staff, and parents—to comprehensively measure the effectiveness of the vision's transmission. Furthermore, future studies are expected to replicate the testing of the Layered Shared Vision theory in other Islamic educational institutions through comparative or meta-analysis methods to validate the effectiveness of this framework in confronting global disruption.

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