

THE ROLE OF VISION AND MISSION IN THE MANAGEMENT OF MEISYA COURSE

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ABSTRACT

This study aims to investigate the role of vision and mission in the management of Meisya Course as a non-formal English learning institution. The main focus of this research is to examine whether the vision and mission function as real managerial guidelines or only as formal statements. The data of this study were obtained from primary and secondary sources. The primary data were collected through a semi-structured interview with the owner of Meisya Course, while the secondary data were taken from documentation such as curriculum structure and learning program records. This study used a descriptive qualitative research design. The data were collected through interviews and documentation, and then analyzed using descriptive qualitative analysis, including organizing, reducing, categorizing, and interpreting the data. Data triangulation was also applied to ensure the credibility of the findings. The findings show that the vision of Meisya Course focuses on providing accessible English learning for children, especially those from middle to lower economic backgrounds. Meanwhile, the mission emphasizes building students' confidence in speaking and understanding English without focusing too much on grammar at the early stage. These are implemented through structured curriculum design, individualized teaching methods, and continuous evaluation based on students' participation and confidence. It can be concluded that vision and mission play an important role as practical guidelines in management, especially in planning, organizing, leading, and controlling. They are not only written statements but are also applied in real activities and support students' English learning development.

Keywords: *Vision, Mission, Management, Non-Formal Education, English Learning.*

INTRODUCTION

Vision and mission statements are essential elements in organizational management because they provide direction, purpose, and identity for an institution (Drucker, 1954). In educational contexts, these elements guide planning, decision-making, and the implementation of learning programs. A clear vision describes long-term goals, while a mission explains how those goals are achieved through specific strategies (Collins & Porras, 1996). In the field of education, especially in English language learning, vision and mission play an important role in shaping teaching approaches and learning environments. Institutions that have clear and well-implemented vision and mission tend to have more structured programs and consistent teaching practices. On the other hand, institutions that lack clear direction often face difficulties in maintaining the quality and effectiveness of their learning processes.

In non-formal educational institutions such as English courses, the role of vision and mission becomes even more significant. Unlike formal schools, non-formal institutions usually have more flexibility in designing their curriculum, teaching methods, and evaluation systems. This flexibility can be beneficial, but it also requires strong guidance to ensure that all activities remain focused and aligned with the institution's goals. Without a clear vision and mission, learning programs may become inconsistent and less effective.

However, in many cases, vision and mission statements are only treated as formal requirements. They are written in documents or displayed in classrooms, but they are not fully implemented in daily management practices. This creates a gap between what is stated and what is actually practiced. As a result, the potential of vision and mission as guiding tools is not fully utilized.

Meisya Course is a non-formal English learning institution that provides learning opportunities for children in the surrounding community. The institution focuses on helping students develop basic English skills and confidence, especially for those who have limited access to additional learning outside formal education. Based on preliminary observation, Meisya Course has established its vision and mission and has implemented several strategies such as structured curriculum, individualized teaching methods, and student evaluation.

Despite these efforts, it is still unclear whether these practices are directly influenced by the vision and mission or whether they are simply developed based on practical needs. This raises an important issue regarding the actual function of vision and mission in the management of the institution.

Therefore, the main problem of this study is to investigate whether the vision and mission of Meisya Course function as real managerial guidelines or merely as formal statements. In addition, this study aims to analyze how these elements influence management practices, including planning, organizing, leading, and controlling. By examining this issue, the study is expected to provide a clearer understanding of the role of vision and mission in supporting effective English language learning in non-formal education settings.

METHODOLOGY

This study employed a descriptive qualitative research design to investigate the role of vision and mission in the management of Meisya Course. Qualitative research is considered appropriate for this study because it focuses on understanding processes, experiences, and meanings in real-life situations (Creswell, 2014). Through this approach, the researcher is able to explore how vision and mission are implemented in actual management practices within a non-formal educational institution.

The data in this study consist of primary and secondary data. The primary data were obtained through a semi-structured interview with the owner of Meisya Course. The owner

was selected as the main participant because she is directly responsible for managing the institution and implementing its vision and mission in daily activities. In addition, the owner also plays a role as a teacher, which provides deeper insight into both managerial and instructional aspects.

The secondary data were obtained from documentation, including curriculum structure, learning program plans, and other related materials. These documents were used to support and verify the information obtained from the interview, ensuring that the findings are consistent with actual practices.

This study used purposive sampling in selecting the participant. Purposive sampling is a technique used to select individuals who have specific knowledge and experience related to the research topic. In this case, the owner of Meisya Course was considered the most relevant source of information because of her direct involvement in managing and implementing the institution's vision and mission.

The main instrument used in this study was a semi-structured interview guide. The researcher prepared several guiding questions related to the vision and mission of the institution, their implementation in management practices, and the teaching and evaluation processes. The semi-structured format allowed flexibility for the participant to provide detailed explanations while still maintaining focus on the research objectives.

Data were collected through interviews and documentation. The interview was conducted directly with the owner, allowing the researcher to obtain in-depth information. The responses were recorded and written down to ensure accuracy. Documentation was used to support the interview data by providing additional evidence regarding curriculum and learning activities.

The data were analyzed using descriptive qualitative analysis. The analysis process began with organizing the data from interviews and documentation. After that, the researcher reduced the data by selecting relevant information related to the research problems. The data were then presented in the form of descriptive explanations and categorized into themes. Finally, the researcher interpreted the data by connecting the findings with relevant theories and drew conclusions based on the analysis.

To ensure the credibility of the data, the researcher applied data triangulation by comparing the results of interviews with documentation. This process helped verify the consistency and accuracy of the data. In addition, careful recording and review of the data were conducted to minimize errors and strengthen the validity of the findings.

RESULT AND DISCUSSION

This section presents the findings of the study based on the data collected through a semi-structured interview with the owner of Meisya Course and supported by documentation. The findings are elaborated in detail to answer the research problems, particularly in identifying the vision and mission of the institution and examining how these elements are implemented in its management practices.

Vision of Meisya Course

Based on the interview results, the vision of Meisya Course focuses on providing accessible English learning for children in the surrounding community, especially those who have limited opportunities to learn English outside formal education. The owner explained that many students initially perceive English as a difficult subject, which affects their motivation to learn.

To address this issue, the institution aims to create a learning environment that is simple, enjoyable, and supportive. The vision is not only about teaching English as a subject but also about changing students' perceptions toward the language. This can be seen from

the way the learning activities are designed to be less intimidating and more engaging for young learners.

From these findings, it can be interpreted that the vision emphasizes accessibility, inclusivity, and student comfort. The institution attempts to ensure that all students, regardless of their background, have equal opportunities to learn English in a supportive environment.

Mission of Meisya Course

The mission of Meisya Course is closely related to building students' confidence in speaking and understanding English. Based on the interview, the owner emphasized that confidence is more important than grammatical accuracy at the early stage of learning. The owner stated:

“Students are encouraged to speak English even if their grammar is not perfect. The important thing is that they are brave enough to try.”

This statement clearly shows that the institution prioritizes communication and participation over correctness. Many students feel afraid of making mistakes, which prevents them from practicing English. Therefore, the institution creates a learning environment where students feel safe and supported when using the language.

In addition, the mission also focuses on introducing English from an early age. Most of the students are at the kindergarten and elementary school level, which allows them to become familiar with English gradually. These findings indicate that the mission is implemented through a student-centered approach that emphasizes confidence, participation, and gradual learning.

Implementation in Learning Program

The implementation of the vision and mission can be clearly seen in the learning program. Based on documentation, Meisya Course uses a structured curriculum consisting of seven levels. Each level is designed based on students' abilities and learning progress.

At the beginner level, students are introduced to basic vocabulary and simple expressions. As they progress, they are exposed to more complex materials such as short sentences and basic conversations. This structured approach helps students learn step by step and prevents them from feeling overwhelmed.

The learning materials focus on practical language use, including vocabulary, pronunciation, reading, and simple conversation. In addition, interactive activities such as exercises and simple games are used to make the learning process more enjoyable. These activities help reduce students' anxiety and support the vision of making English learning accessible.

Teaching Method

Another important finding is the use of an individualized teaching method. The owner explained:

“Every student has different abilities, so I try to teach them based on their individual needs.”

This method allows each student to learn at their own pace. Students who need more time receive additional guidance, while those who learn faster can move forward more quickly.

This approach creates a more comfortable learning environment because students are not pressured to compete with others. It also supports the mission of building confidence, as students feel more secure in expressing themselves.

In addition, the teacher plays an active role in motivating students to participate. The interaction between teacher and students helps create a supportive atmosphere that encourages students to use English more frequently.

Student Evaluation

The evaluation system used in Meisya Course is based on continuous observation rather than formal testing only. Students are evaluated based on their ability to complete exercises, their understanding of the material, and their confidence in speaking English.

The owner explained that confidence is one of the most important indicators of student progress. Students who actively participate and are willing to speak English are considered to show positive development.

This evaluation method reflects the mission of the institution, which focuses on building confidence. It also allows the teacher to identify students' strengths and weaknesses, so that teaching strategies can be adjusted accordingly.

The findings above show that the vision and mission of Meisya Course are clearly reflected in its learning programs, teaching methods, and evaluation practices. These results indicate that the vision and mission are not merely formal statements but are implemented in real management activities. Therefore, it is important to further analyze how these findings relate to existing theories and previous studies in the discussion section.

Discussions

Based on the findings presented in the previous section, it can be seen that the vision and mission of Meisya Course play a significant role in guiding its management practices. The results indicate that these elements are not only written statements but are also implemented in real activities, particularly in the learning programs, teaching methods, and evaluation processes. This finding verifies the theory proposed by Drucker (1954), which states that organizations must have a clear purpose in order to operate effectively.

The vision of Meisya Course, which focuses on providing accessible English learning, is clearly reflected in its efforts to create a supportive and inclusive learning environment. This finding supports the idea proposed by Collins and Porras (1996), who argue that vision serves as a guiding force for organizational direction. In this case, the vision influences how the institution designs its programs to be more approachable for students, especially those who initially perceive English as a difficult subject. This shows that the vision is not only conceptual but also functional in shaping educational practices.

Furthermore, the mission of building students' confidence is strongly reflected in the teaching methods and evaluation system. The emphasis on communication rather than grammatical accuracy at the early stage aligns with the theory that mission statements guide organizational behavior and decision-making (Bart & Baetz, 1998). Students are encouraged to participate actively without fear of making mistakes, which creates a more supportive learning environment. This finding confirms that the mission is effectively translated into teaching practices.

In terms of management functions, the findings are also consistent with Terry's (1958) theory. The structured curriculum reflects the planning and organizing functions, as the institution has clearly designed its learning stages and materials. The role of the teacher in guiding and motivating students represents the leading function, while the evaluation process based on participation and confidence reflects the controlling function. This indicates that the management practices in Meisya Course follow basic management principles, even though the institution operates in a non-formal setting.

However, despite the effective implementation of vision and mission, the findings also reveal a limitation in the management structure. The institution is primarily managed by a single individual, which may limit its ability to grow and develop in the future. This condition suggests that while the current system works well for a small number of students, it may become less effective if the institution expands. Therefore, improvement in organizational structure is needed to ensure sustainability.

In the context of English language learning, the findings imply that focusing on students' confidence can significantly improve their participation and motivation. Many students feel anxious when learning English, especially when they are afraid of making mistakes. By creating a supportive environment and allowing students to learn at their own pace, Meisya Course successfully reduces this anxiety. This condition also reflects the idea that learning behavior is influenced by supportive environments and shared goals (Robbins, 2005). The individualized teaching method also allows students to receive more attention, which enhances their learning experience.

Overall, this study shows that vision and mission can function as practical management tools when they are consistently implemented in daily activities. The case of Meisya Course demonstrates that even a small non-formal educational institution can effectively apply these concepts to support English language learning. However, continuous improvement in management practices is necessary to ensure long-term effectiveness and sustainability.

CONCLUSION

This study concludes that Meisya Course has a clear vision and mission that focus on providing accessible English learning and building students' confidence in using the language. These elements reflect the institution's commitment to helping children, especially those with limited learning opportunities, develop basic English skills in a supportive environment. The findings show that the vision and mission are not only conceptual statements but also represent the core direction of the institution.

Furthermore, the study reveals that the vision and mission are effectively implemented in management practices, including curriculum design, teaching methods, and student evaluation. The use of a structured curriculum, individualized teaching approach, and confidence-based evaluation demonstrates that the institution consistently applies its vision and mission in real activities. Therefore, it can be concluded that vision and mission function as practical managerial guidelines rather than merely formal statements in Meisya Course.

Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed. First, it is recommended that Meisya Course continue to strengthen the implementation of its vision and mission in all aspects of its management and learning activities. Maintaining consistency between written statements and actual practices is important to ensure the effectiveness of the institution.

Second, the institution should consider improving its management structure by involving additional teachers or staff. This step is important to support future development and to ensure that the quality of learning can be maintained as the number of students increases.

Third, it is suggested that teaching strategies and learning materials be continuously developed to better support students' confidence and participation. More interactive and varied activities can help students feel more engaged and motivated in learning English.

Finally, future researchers are recommended to involve more participants, such as students and teachers, in order to obtain more comprehensive data and perspectives regarding the implementation of vision and mission in educational institutions.

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