

Correlation Between Vision-Mission, Curriculum Structure, and Activity Programs in Achieving Educational Quality at SMP ALBANNA

Ahmad Zuhdi ^{a,1,*}, Rifa Lutfatun Nisa ^{b,2}, Umi Hani Latifah ^{c,3}, Laila Neyza Ramadhani ^{d,4}, M. Farhan ^{e,5}, Ratumas Linda Ariyani ^{f,6}, Dea Alhidayah ^{g,7}

^a UNSIQ Wonosobo, Indonesia; ^b UNSIQ Wonosobo, Indonesia; ^c UNSIQ Wonosobo, Indonesia; ^d UNSIQ Wonosobo, Indonesia; ^e UNSIQ Wonosobo, Indonesia; ^f UNSIQ Wonosobo, Indonesia; ^g UNSIQ Wonosobo, Indonesia

¹azuhdi@unsiq.ac.id; ²lutfarifa@gmail.com; ³umihanilatifah@gmail.com; ⁴lailaneyza4@gmail.com; ⁵farhan@mhs.unsiq.ac.id; ⁶ratulindaa@gmail.com; ⁷alhidayahdea48@gmail.com

*Correspondent Author; azuhdi@unsiq.ac.id

ARTICLE INFO

Article history

Received:

13-07-2026

Revised:

17-08-2026

Accepted:

13-09-2026

Keywords

Vision And Mission,
Curriculum Structure, Activity
Programs, Educational
Quality.

ABSTRACT

This study aims to analyze the correlation between vision-mission statements, curriculum structure, and activity programs in achieving educational quality at SMP ALBANNA. The study uses a descriptive qualitative approach through literature review and analysis of educational implementation at the school. The results show that the school's vision and mission play an important role as the foundation for curriculum development, school culture formation, and the implementation of educational activity programs. The curriculum structure, which integrates academic achievement, Islamic character values, and student skill development, supports effective learning processes. In addition, activity programs such as extracurricular activities, religious programs, and leadership training contribute positively to the development of students' character, discipline, creativity, and social skills. The study concludes that there is a strong correlation between vision-mission statements, curriculum structure, and activity programs in improving educational quality at SMP ALBANNA. The integration of these components creates quality education and supports students' holistic development.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is one of the most important foundations in building the quality of human resources and national civilization. In the era of globalization and technological development, educational institutions are required not only to focus on academic achievement but also to develop students' character, creativity, communication skills, leadership, and social responsibility. Schools are expected to become institutions capable of producing graduates who are intellectually competent, emotionally mature, spiritually aware, and socially responsible. Therefore, educational quality cannot be measured merely by examination results, but also by the success of schools in developing holistic human potential. Quality education must support inclusive learning, lifelong competence

development, and character formation to prepare students for future challenges in society and the global world (UNESCO, 2021).

One of the essential aspects in achieving educational quality is the existence of a clear and well-structured institutional vision and mission. The vision and mission serve as the philosophical foundation and strategic direction of educational institutions. A vision represents the long-term aspirations and ideals that the institution seeks to achieve, while the mission contains practical steps and institutional commitments to realize those aspirations. In educational management, vision and mission statements are highly important because they influence curriculum planning, learning activities, institutional culture, student development programs, and policy implementation. Schools with strong and integrated vision-mission systems are generally more successful in maintaining educational consistency, institutional identity, and organizational effectiveness (IBE-UNESCO, 2020).

At SMP ALBANNA, the vision and mission become the core references in organizing all educational processes and institutional programs. The school's vision reflects its commitment to producing students who possess academic excellence, Islamic values, discipline, leadership, creativity, and social awareness. Meanwhile, the mission translates these ideals into concrete educational activities, learning strategies, curriculum implementation, and student development programs. The existence of a clear vision and mission enables the institution to organize educational activities systematically and consistently. Educational institutions require integrated planning and clear educational goals to ensure sustainable educational improvement and effective institutional development (IBE-UNESCO, 2020).

The curriculum structure also plays a central role in supporting the realization of educational goals at SMP ALBANNA. Curriculum is not merely a collection of subjects but a comprehensive educational framework consisting of learning objectives, teaching methods, educational materials, evaluation systems, and competency standards. Through curriculum implementation, schools transform educational ideals into practical learning experiences. A curriculum aligned with institutional vision and mission allows students to develop balanced competencies in cognitive, affective, and psychomotor domains. In modern education, curriculum development must integrate academic competence with character education, technological literacy, critical thinking, collaboration skills, and moral values (Ornstein & Hunkins, 2018).

Furthermore, educational activity programs significantly contribute to strengthening educational quality at SMP ALBANNA. Educational quality cannot be achieved solely through classroom instruction because students also require practical experiences that develop their personalities, social skills, leadership abilities, and emotional intelligence. Therefore, schools organize various educational activity programs such as extracurricular activities, leadership training, religious programs, competitions, social service activities, scouting, sports, arts, and environmental programs. These activities provide opportunities for students to apply theoretical knowledge in real-life situations and encourage active participation in social and institutional life. Meaningful educational

change occurs when students experience active learning processes that integrate academic development with social and emotional growth (Fullan, 2007).

At SMP ALBANNA, educational activity programs are also designed to strengthen institutional culture and reinforce Islamic values within the school environment. Programs related to religious development, discipline, environmental awareness, social responsibility, and leadership education become practical manifestations of the school's vision and mission. Through consistent participation in institutional programs, students gradually internalize positive values such as honesty, responsibility, cooperation, discipline, respect, and empathy. These values are essential for preparing students to become morally responsible individuals capable of contributing positively to society. School culture and student activity programs strongly influence student behavior, learning motivation, and institutional identity (Sallis, 2014).

The relationship between vision-mission statements, curriculum structures, and educational activity programs therefore becomes highly important in achieving educational quality at SMP ALBANNA. These three components cannot function independently because they form an integrated educational system where each element supports and strengthens the others. The vision and mission provide strategic direction and institutional identity, the curriculum translates educational goals into systematic learning processes, and educational activity programs reinforce those goals through practical experiences and character development. When these components are aligned and implemented consistently, schools can create effective learning environments capable of improving both academic and non-academic achievement (Tilaar, 2012). In addition, the integration of vision-mission, curriculum, and activity programs contributes significantly to institutional effectiveness and sustainable educational improvement. Schools that possess integrated educational systems are generally more capable of adapting to social change, technological advancement, and educational challenges. Such integration also supports collaboration among teachers, administrators, students, parents, and the surrounding community in achieving common educational objectives. Educational quality management requires continuous coordination among institutional goals, curriculum implementation, and student development activities to create effective and sustainable educational systems (Sallis, 2014).

Moreover, in the context of Indonesian education, schools are increasingly encouraged to implement holistic education that combines intellectual achievement with character education and spiritual development. This approach is particularly relevant for SMP ALBANNA as an educational institution that emphasizes Islamic values and character formation alongside academic excellence. The integration between educational philosophy, curriculum implementation, and institutional activities allows the school to produce graduates who are not only academically capable but also possess ethical awareness, discipline, leadership abilities, and social sensitivity. Educational institutions must balance intellectual development with moral and cultural education to create high-quality human resources capable of facing future societal challenges (Tilaar, 2012). Therefore, understanding the correlation between institutional vision-mission statements, curriculum structures, and educational activity programs is essential for analyzing educational quality at SMP ALBANNA. The successful implementation of these educational components can strengthen institutional identity, improve learning effectiveness, develop student competencies, and support sustainable educational improvement. This study aims to examine how the integration of vision-mission, curriculum structure, and educational

activity programs contributes to achieving educational quality and holistic student development at SMP ALBANNA in the modern educational era. Effective education requires synergy between institutional planning, instructional implementation, and student development programs to achieve comprehensive educational outcomes (Hamzah B. Uno, 2011).

Method

This study employed a qualitative descriptive research design to analyze the correlation between the vision-mission statements, curriculum structure, and educational activity programs in achieving educational quality at SMP ALBANNA. Qualitative research was selected because it enables researchers to explore educational phenomena comprehensively and understand the implementation of institutional policies, educational practices, and school culture in their natural setting. Through this approach, the researcher was able to investigate how educational components interact systematically to support institutional goals and student development. Qualitative descriptive research is widely used in educational studies because it provides detailed explanations regarding social and educational realities within institutions (Creswell, 2014).

The research was conducted at SMP ALBANNA as the primary site of investigation. The selection of the school was based on its implementation of integrated educational programs that combine academic excellence, character education, religious values, and student development activities. The research focused on examining the relationship between the school's institutional vision and mission, curriculum implementation, and educational activity programs in improving educational quality. The study also aimed to identify how these educational components contribute to student competency development and institutional effectiveness within the school environment (Sugiyono, 2019).

The subjects of this study consisted of the school principal, vice principals, teachers, administrative staff, and students at SMP ALBANNA. These participants were selected purposively because they possess direct involvement and experience in the implementation of educational programs and institutional policies. Purposive sampling was considered appropriate because qualitative research emphasizes the selection of participants who can provide rich and relevant information related to the research objectives. Through the involvement of various educational stakeholders, the researcher obtained comprehensive perspectives regarding the implementation of educational quality management at SMP ALBANNA (Moleong, 2018).

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to examine the implementation of learning activities, school programs, student participation, and institutional culture within the school environment. Interviews were conducted with school leaders, teachers, and students to obtain in-depth information regarding the role of vision-mission statements, curriculum structures, and activity programs in supporting educational quality. Documentation techniques were used to analyze institutional documents such as school vision and mission statements, curriculum documents, activity schedules, organizational structures, and school regulations. The use of multiple data collection techniques aimed to strengthen the

validity and reliability of research findings through data triangulation (Miles, Huberman, & Saldaña, 2014).

The data obtained from observations, interviews, and documentation were analyzed using qualitative data analysis techniques consisting of data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and categorizing information relevant to the research focus. Subsequently, the data were organized systematically in descriptive form to facilitate interpretation and analysis. Finally, conclusions were drawn based on the patterns, relationships, and findings identified throughout the research process. This analytical procedure allowed the researcher to understand comprehensively the integration between institutional vision-mission statements, curriculum structures, and educational activity programs in achieving educational quality at SMP ALBANNA (Miles, Huberman, & Saldaña, 2014).

To ensure the validity of the research findings, this study applied triangulation techniques involving source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing information obtained from different participants such as principals, teachers, and students. Technique triangulation was implemented by comparing findings from observations, interviews, and documentation. Meanwhile, time triangulation was conducted through repeated observations and interviews at different times to ensure data consistency. The application of triangulation techniques is essential in qualitative research to improve data credibility, trustworthiness, and research accuracy (Lincoln & Guba, 1985).

Furthermore, ethical considerations were carefully maintained throughout the research process. Participants were informed regarding the objectives of the study, and their participation was conducted voluntarily. The researcher also ensured confidentiality and anonymity of participant information to protect their privacy and maintain research integrity. Ethical principles in educational research are highly important to establish trust between researchers and participants while ensuring that the research process respects human dignity and professional responsibility (Cohen, Manion, & Morrison, 2018).

Overall, this research methodology was designed to provide a comprehensive understanding of how the integration between institutional vision-mission statements, curriculum structures, and educational activity programs contributes to achieving educational quality at SMP ALBANNA. Through the qualitative descriptive approach, the study aimed to generate in-depth findings regarding institutional educational practices and provide valuable insights for improving educational management and student development in Islamic educational institutions (Creswell, 2014).

Results and Discussion

1. The Correlation Between Vision-Mission and Educational Quality at SMP ALBANNA

The findings of this study indicate that the vision and mission of SMP ALBANNA play a highly fundamental and strategic role in directing institutional policies, educational planning, and school management systems. The school's vision, which emphasizes academic excellence, Islamic character formation,

discipline, leadership, and social responsibility, functions as the philosophical and ideological foundation for all educational processes implemented within the institution. This vision becomes the primary reference in formulating educational objectives, institutional regulations, curriculum development, student development programs, and teaching strategies. Meanwhile, the mission translates these institutional ideals into measurable and practical educational actions that can be systematically implemented in daily educational activities. Through the existence of a clear vision and mission, the school administration and teachers are able to maintain consistency in educational planning, institutional development, and learning implementation. The research findings demonstrate that educational institutions with strong organizational visions generally possess better institutional management systems, stronger organizational commitment, and more sustainable educational improvement processes because all educational stakeholders work toward common institutional goals and values (Bush, 2011; Hoy & Miskel, 2013).

Furthermore, the implementation of the school's vision and mission significantly influences the development of institutional culture and educational climate at SMP ALBANNA. The school environment reflects educational values such as discipline, honesty, responsibility, religious awareness, cooperation, tolerance, and mutual respect among students, teachers, and school administrators. These values are not only formally written within institutional documents but are also consistently integrated into classroom interactions, school regulations, religious activities, extracurricular programs, and student behavior management systems. Teachers actively function as educational role models by demonstrating positive attitudes, ethical behavior, and professional responsibility in their daily interactions with students. As a result, students gradually internalize institutional values through educational experiences and social interaction within the school environment. The findings suggest that institutional culture based on strong educational and moral values contributes significantly to strengthening student discipline, improving learning motivation, enhancing emotional development, and creating supportive educational environments. Educational theorists emphasize that school culture represents one of the most important determinants of institutional effectiveness because it influences organizational behavior, student attitudes, teacher performance, and the overall quality of educational outcomes within educational institutions (Deal & Peterson, 2016; Schein, 2010).

Moreover, the study found that the alignment between institutional vision-mission statements and educational programs contributes substantially to educational quality improvement at SMP ALBANNA. School leaders consistently supervise and evaluate institutional activities to ensure that all educational programs remain aligned with institutional objectives and educational values. Curriculum implementation, extracurricular activities, religious programs, leadership training, and student development activities are systematically designed to support the realization of the school's vision and mission. This integrated educational management system enables the institution to organize

educational activities more effectively, systematically, and consistently. In addition, the alignment between institutional planning and educational implementation strengthens collaboration among teachers, administrators, students, parents, and the wider school community. Such collaboration positively influences organizational effectiveness and supports the achievement of both academic and non-academic educational objectives. The findings indicate that schools which successfully integrate institutional vision-mission statements with practical educational implementation generally demonstrate stronger institutional performance, better educational quality, and more successful student character development because educational activities are conducted within clearly structured and goal-oriented systems (Leithwood & Jantzi, 2005; Robbins & Judge, 2017).

In addition, the research findings reveal that the vision and mission of SMP ALBANNA also contribute significantly to strengthening institutional identity and educational sustainability in facing contemporary educational challenges. In the era of globalization and rapid technological advancement, educational institutions are required not only to produce academically competent students but also individuals who possess strong moral values, leadership abilities, adaptability, and social responsibility. The vision and mission of SMP ALBANNA provide strategic direction for the institution in responding to these educational demands through integrated educational policies and student development programs. The implementation of Islamic values alongside academic excellence enables the institution to maintain its distinctive educational identity while adapting to modern educational developments. This balance between religious values, character education, and academic achievement becomes an important factor supporting institutional competitiveness and long-term educational sustainability. Educational management experts explain that schools with clear institutional identities and value-based educational systems are generally more capable of maintaining organizational stability, educational relevance, and institutional effectiveness in rapidly changing social environments (Fullan, 2001; Sergiovanni, 2009).

2. The Role of Curriculum Structure in Achieving Educational Quality at SMP ALBANNA

The results of this study demonstrate that the curriculum structure at SMP ALBANNA has been comprehensively designed to support both academic achievement and character education as integral components of holistic educational development. The curriculum implemented by the institution integrates national educational standards with Islamic values, technological literacy, critical thinking skills, communication abilities, creativity, collaboration, and social competency development. This integration reflects the school's commitment to producing students who are not only academically competent but also morally responsible and socially aware. Learning activities are systematically organized to encourage active student participation through discussions,

collaborative projects, problem-solving activities, and reflective learning experiences. Teachers implement student-centered instructional approaches that promote meaningful learning and allow students to actively construct knowledge through interaction and experience. Furthermore, moral and spiritual education are integrated into classroom instruction and institutional activities to strengthen students' ethical awareness and religious understanding. The findings indicate that effective curriculum systems are essential for supporting balanced competency development in cognitive, affective, and psychomotor domains because education should address intellectual, emotional, social, and spiritual growth simultaneously. Educational experts emphasize that modern curriculum systems must facilitate holistic student development and prepare learners to respond effectively to contemporary educational and social challenges (Ornstein & Hunkins, 2018; Tanner & Tanner, 2007).

Moreover, the findings indicate that curriculum implementation at SMP ALBANNA significantly supports the development of students' intellectual and social competencies simultaneously. Students are encouraged not only to master theoretical academic content but also to apply knowledge responsibly within social, practical, and real-life contexts. Classroom learning activities are designed to strengthen analytical thinking, communication skills, leadership abilities, collaboration, and problem-solving competencies through interactive instructional strategies and contextual learning experiences. Assessment systems implemented by the school evaluate students comprehensively, including academic achievement, classroom participation, discipline, attitudes, leadership potential, and involvement in institutional programs. Teachers also integrate educational discussions related to ethics, environmental awareness, social responsibility, citizenship values, and leadership development into learning activities to strengthen students' social consciousness and moral sensitivity. This educational approach contributes significantly to developing students who are intellectually capable, socially responsible, and emotionally mature. The findings suggest that curriculum systems emphasizing both academic competence and social development are more effective in preparing students to face global competition and rapidly changing social environments. Modern curriculum theories explain that educational institutions should prepare students not only for academic success but also for active participation in society and responsible citizenship within increasingly complex global communities (Print, 1993; Wiles & Bondi, 2014).

Additionally, the curriculum structure contributes positively to institutional effectiveness because it provides clear educational guidelines and systematic frameworks for teachers, administrators, and institutional planning. Curriculum planning, instructional implementation, learning evaluation, and student development programs are aligned with the institution's vision and mission, allowing educational activities to be conducted consistently and systematically across different educational sectors. Teachers demonstrate improved instructional organization, classroom management, and learning effectiveness because the

curriculum provides structured competency standards, learning objectives, and educational directions. School administrators are also able to coordinate educational programs more efficiently because curriculum implementation supports institutional consistency and long-term educational planning. The findings reveal that curriculum alignment with institutional goals is highly important in maintaining educational quality, improving organizational effectiveness, and ensuring sustainable institutional development. Educational institutions that successfully integrate educational philosophy with practical curriculum implementation generally demonstrate stronger academic achievement, more effective educational management, and improved student competency development. Curriculum management that combines institutional values, academic standards, and practical educational implementation creates educational systems capable of supporting both student achievement and institutional sustainability in modern educational contexts (Tyler, 1949; Oliva & Gordon, 2013).

Furthermore, the study found that the curriculum structure at SMP ALBANNA also supports educational innovation and adaptability in responding to educational transformation and technological development in the modern era. The integration of technological literacy and student-centered learning approaches encourages students to become more independent, creative, and adaptive learners capable of utilizing technology responsibly within educational processes. Teachers are encouraged to implement innovative teaching methods that combine traditional educational values with modern instructional techniques to create engaging and meaningful learning experiences. In addition, curriculum flexibility allows the institution to adjust learning activities according to students' developmental needs and contemporary educational demands. This adaptability is highly important because educational institutions are increasingly required to prepare students for future societal challenges characterized by rapid technological advancement, globalization, and social transformation. The findings demonstrate that curriculum structures which emphasize innovation, flexibility, and holistic competency development contribute significantly to institutional sustainability and educational competitiveness. Educational scholars explain that curriculum innovation is essential for ensuring educational relevance and improving learning quality in rapidly changing educational environments (Fullan, 2007; Marsh, 2009).

3. The Contribution of Educational Activity Programs to Educational Quality at SMP ALBANNA

The findings of this study reveal that educational activity programs at SMP ALBANNA contribute significantly to improving educational quality and strengthening student character development within the institution. Various extracurricular programs such as scouting, sports, arts, leadership training, religious activities, academic competitions, organizational activities, and social service programs provide students with opportunities to develop practical skills and social competencies beyond formal classroom instruction. These educational

activities are systematically organized to support the development of discipline, leadership, responsibility, creativity, communication abilities, teamwork, and emotional intelligence among students. Through active participation in these programs, students become more confident, independent, and capable of interacting positively within social environments. The findings indicate that students who actively engage in institutional programs generally demonstrate stronger leadership abilities, better communication skills, improved emotional maturity, and higher levels of social responsibility. Educational experiences outside formal classroom settings are highly important because they allow students to apply theoretical knowledge into practical situations while simultaneously strengthening meaningful learning experiences and holistic personality development. Educational experts emphasize that experiential learning activities play a central role in shaping student behavior, improving social competence, and strengthening educational outcomes in modern educational institutions (Fullan, 2007; Kolb, 1984).

Furthermore, the research findings demonstrate that religious and character-based activity programs implemented at SMP ALBANNA significantly strengthen institutional culture, moral education, and student spiritual development. Activities such as Qur'an recitation, congregational prayer, Islamic studies, religious mentoring, discipline-building programs, and moral guidance sessions encourage students to internalize ethical and spiritual values within their daily behavior and educational experiences. These programs help students develop positive personal qualities such as honesty, empathy, discipline, cooperation, patience, self-control, responsibility, and respect toward others. Teachers and school leaders consistently supervise, evaluate, and support the implementation of these activities to ensure that institutional values are reflected throughout the school environment and educational interactions. The existence of consistent religious and moral education programs contributes positively to creating disciplined, supportive, and value-oriented school cultures that influence both academic and non-academic student development. The findings suggest that character education integrated into student activities significantly affects student attitudes, learning motivation, emotional stability, and social behavior. Educational scholars explain that educational institutions emphasizing moral and character development are generally more successful in producing responsible students with strong ethical awareness and positive social attitudes (Lickona, 2012; Berkowitz & Bier, 2005).

In addition, educational activity programs at SMP ALBANNA strengthen the relationship between academic learning and practical student experiences through various experiential and collaborative educational activities. Students are provided with opportunities to apply theoretical knowledge in real-life situations through competitions, organizational activities, leadership programs, social service activities, environmental campaigns, collaborative projects, and community-based educational programs. This integration between classroom instruction and

practical experiences supports the development of balanced student competencies including intellectual, emotional, social, organizational, and leadership skills. Through these activities, students learn to solve problems collaboratively, communicate effectively, make decisions responsibly, and adapt to social situations within diverse educational contexts. The findings demonstrate that educational quality can be significantly enhanced when schools provide comprehensive learning environments that combine academic instruction with practical and experiential learning opportunities. Educational institutions integrating academic and extracurricular programs effectively are generally more successful in producing competent, adaptive, and socially responsible graduates capable of facing societal and global challenges (Dewey, 1938; Astin, 1999).

Moreover, the study found that educational activity programs also contribute positively to improving student motivation, institutional engagement, and school identity at SMP ALBANNA. Students participating actively in extracurricular and institutional programs demonstrate stronger attachment to the school environment and greater enthusiasm toward educational participation. Educational activities provide students with opportunities to discover personal talents, develop self-confidence, and achieve recognition through academic and non-academic accomplishments. Such experiences positively influence student self-esteem, educational commitment, and institutional pride. In addition, the success of institutional programs strengthens the reputation and educational identity of SMP ALBANNA within the surrounding community. The findings reveal that educational institutions capable of providing diverse and meaningful student activities tend to create more positive educational climates and stronger institutional cultures. Educational management experts emphasize that student participation in institutional activities significantly contributes to strengthening educational effectiveness, organizational commitment, and student development processes within schools (Eccles & Barber, 1999; Mahoney, Cairns, & Farmer, 2003).

Furthermore, the implementation of educational activity programs at SMP ALBANNA demonstrates the importance of holistic educational approaches in achieving sustainable educational quality. The institution does not focus solely on academic achievement but also prioritizes the development of students' emotional intelligence, leadership abilities, moral awareness, spiritual maturity, and social responsibility. This comprehensive educational approach reflects the understanding that successful education should prepare students to become intellectually competent individuals who are also ethically responsible and socially adaptive. Educational activity programs function as practical educational instruments that reinforce institutional values and support long-term student development. The findings indicate that schools implementing integrated educational activities consistently are more capable of creating balanced educational systems that support both academic excellence and character formation. Educational theorists explain that holistic educational approaches are essential for developing well-rounded individuals capable of contributing

positively to society and adapting to future educational and social challenges (Hargreaves, 2004; Sallis, 2014).

4. The Role of Leadership and Stakeholder Collaboration in Achieving Educational Quality at SMP ALBANNA

The findings of this study indicate that educational leadership at SMP ALBANNA plays a significant role in maintaining the successful integration of vision-mission statements, curriculum structures, and educational activity programs. School leaders actively supervise educational implementation, coordinate institutional programs, evaluate learning processes, and encourage continuous improvement within the school environment. The principal and administrative staff consistently ensure that all educational activities remain aligned with institutional goals and educational values. Effective leadership also contributes to the creation of disciplined, organized, and collaborative school cultures that support both teacher performance and student achievement. Educational leadership is considered one of the most important factors influencing institutional effectiveness because it shapes organizational direction, educational quality, and school improvement processes (Sergiovanni, 2009; Northouse, 2019).

At SMP ALBANNA, leadership practices are not only administrative in nature but also transformative and participatory. School leaders demonstrate strong commitment to educational development by creating strategic planning programs, organizing regular evaluations, and motivating teachers and students to improve academic and non-academic achievements. The principal plays a central role in building communication among teachers, staff members, students, and parents to ensure that institutional objectives are implemented effectively. Leadership at SMP ALBANNA also emphasizes moral values, discipline, and professionalism, which become important foundations in establishing a productive educational environment. Through effective supervision and guidance, school leaders are able to identify institutional challenges, provide constructive solutions, and encourage innovation in teaching and learning processes. This leadership approach strengthens institutional consistency and helps maintain educational quality in both academic performance and character development.

Furthermore, the research findings reveal that teachers at SMP ALBANNA contribute significantly to achieving educational quality through instructional innovation, character education, and active participation in institutional development programs. Teachers are not only responsible for delivering academic material but also for guiding students' moral, emotional, and social development. They integrate Islamic values, discipline, leadership, and social awareness into classroom learning and extracurricular activities. Teachers also collaborate with school administrators in designing educational programs that support institutional objectives and student competency development. The professionalism and commitment of teachers positively influence classroom effectiveness, student

motivation, and educational outcomes. Educational experts explain that teacher competency and instructional quality are essential elements in improving student achievement and institutional performance (Hargreaves, 2003; Darling-Hammond, 2000).

In practice, teachers at SMP ALBANNA continuously attempt to improve learning quality by implementing student-centered learning methods, interactive discussions, collaborative projects, and contextual learning activities. Teachers also encourage students to actively participate in educational activities that develop creativity, responsibility, teamwork, and leadership skills. Besides classroom instruction, teachers serve as mentors and role models who demonstrate positive attitudes, ethical behavior, and Islamic character values. Their involvement in extracurricular activities, counseling programs, and institutional events further strengthens students' emotional and social development. This comprehensive teacher involvement contributes to the formation of a supportive learning atmosphere where students feel motivated to achieve academic success while also developing good character and social responsibility.

In addition, the study found that collaboration between schools, parents, and the wider community strengthens educational effectiveness at SMP ALBANNA. Parents actively support students' learning processes by providing motivation, supervision, and reinforcement of educational values at home. Communication between teachers and parents is maintained through meetings, consultations, and institutional programs aimed at monitoring student development. Community involvement also contributes positively to educational activities such as social service programs, religious events, and institutional collaborations. This cooperative relationship creates supportive educational environments that encourage students to achieve academic success and develop positive character traits. Educational institutions that maintain strong stakeholder collaboration are generally more successful in achieving sustainable educational improvement and holistic student development (Epstein, 2011; Coleman, 1988).

The collaboration between stakeholders at SMP ALBANNA reflects a shared responsibility for educational success. Parents are involved not only in monitoring students' academic progress but also in supporting school activities, moral education, and character-building programs. Regular communication between the school and families helps create consistency between educational values taught at school and those practiced at home. Meanwhile, community participation provides students with opportunities to engage in real social experiences through religious activities, community service programs, and social interactions that strengthen empathy and social awareness. Such partnerships create a positive educational ecosystem where students receive continuous support from multiple environments, including school, family, and society. This integrated support

system significantly contributes to students' confidence, discipline, and overall educational development.

Moreover, the integration of leadership, teacher professionalism, and stakeholder collaboration contributes significantly to institutional sustainability and educational quality improvement at SMP ALBANNA. School leaders establish strategic educational planning, teachers implement effective instructional practices, and parents support student development both academically and morally. This synergy strengthens institutional consistency and creates educational systems capable of responding to contemporary educational challenges. The findings demonstrate that educational quality cannot be achieved solely through curriculum implementation or institutional policies, but also through cooperation among all educational stakeholders involved in the learning process. Sustainable educational quality requires collaborative leadership, shared responsibility, and collective commitment toward achieving institutional goals and holistic student development (Fullan, 2001; Bush & Glover, 2014).

Overall, the results of this study confirm that the success of SMP ALBANNA in maintaining educational quality is strongly influenced by the harmonious relationship among leadership, teachers, parents, and the community. Each stakeholder contributes important roles in supporting institutional development and student success. Effective leadership ensures organizational stability and educational direction, teachers provide meaningful learning experiences and character guidance, while parents and communities strengthen educational values outside the school environment. The collaboration among these elements creates a comprehensive educational system that not only improves academic achievement but also develops students' moral integrity, discipline, leadership, and social responsibility. Therefore, stakeholder collaboration and effective educational leadership can be considered essential foundations for achieving sustainable educational quality and holistic student development at SMP ALBANNA.

Conclusion

Based on the findings of this study, it can be concluded that the achievement of educational quality at SMP ALBANNA is strongly influenced by the successful integration of the school's vision-mission, curriculum structure, educational activity programs, leadership, teacher professionalism, and stakeholder collaboration. The school's vision and mission function as the fundamental direction that guides curriculum implementation and institutional activities toward achieving holistic student development. The curriculum structure is designed not only to improve academic competence but also to strengthen students' character, discipline, religious values, leadership, and social responsibility through both classroom learning and extracurricular programs.

Furthermore, educational leadership at SMP ALBANNA plays an essential role in maintaining institutional effectiveness by supervising educational implementation, encouraging collaboration, and ensuring that all programs remain aligned with

institutional goals. Teachers also contribute significantly through instructional innovation, character education, and active participation in school development programs. Their professionalism and commitment support effective learning environments that positively influence student achievement and educational outcomes.

In addition, collaboration among school leaders, teachers, parents, and the wider community strengthens the overall educational process and creates supportive learning environments for students. Active stakeholder involvement contributes to the sustainability of institutional programs and reinforces educational values both inside and outside the school environment. The synergy between leadership, curriculum implementation, educational programs, and stakeholder collaboration demonstrates that educational quality is achieved through collective commitment and integrated institutional efforts.

Therefore, the study confirms that sustainable educational quality at SMP ALBANNA is not solely determined by academic instruction, but also by the alignment of institutional vision, effective leadership, teacher professionalism, and strong collaboration among all educational stakeholders in supporting students' intellectual, moral, social, and spiritual development.

References

- Alexander W. Astin. (1999). *Student Involvement: A Developmental Theory for Higher Education*. *Journal of College Student Development*.
- Marvin W. Berkowitz & Melinda C. Bier. (2005). *What Works in Character Education*. Washington, DC: Character Education Partnership.
- Tony Bush. (2011). *Theories of Educational Leadership and Management* (4th ed.). London: Sage Publications. DOI: <https://doi.org/10.1080/13632434.2014.928680>
- Tony Bush & Derek Glover. (2014). *School Leadership Models: What Do We Know? School Leadership & Management*.
- Louis Cohen, Lawrence Manion, & Keith Morrison. (2018). *Research Methods in Education* (8th ed.). London: Routledge.
- James S. Coleman. (1988). *Social Capital in the Creation of Human Capital*. *American Journal of Sociology*. DOI: <https://doi.org/10.1086/228943>
- John W. Creswell. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Linda Darling-Hammond. (2000). *Teacher Quality and Student Achievement*. *Education Policy Analysis Archives*. DOI: <https://doi.org/10.14507/epaa.v8n1.2000>
- Terrence E. Deal & Kent D. Peterson. (2016). *Shaping School Culture*. San Francisco: Jossey-Bass.
- John Dewey. (1938). *Experience and Education*. New York: Macmillan.
- Joyce L. Epstein. (2011). *School, Family, and Community Partnerships*. Boulder, CO: Westview Press.
- Michael Fullan. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.
- Michael Fullan. (2007). *The New Meaning of Educational Change* (4th ed.). New York: Teachers College Press.
- Andy Hargreaves. (2003). *Teaching in the Knowledge Society*. New York: Teachers College Press.
- Wayne K. Hoy & Cecil G. Miskel. (2013). *Educational Administration: Theory, Research, and Practice* (9th ed.). New York: McGraw-Hill.

- International Bureau of Education UNESCO. (2020). *Curriculum and Learning for Sustainable Development*. Geneva: IBE-UNESCO.
- David A. Kolb. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice Hall.
- Kenneth Leithwood & Doris Jantzi. (2005). *Transformational Leadership*. *Educational Administration Quarterly*. DOI: <https://doi.org/10.1080/15700760500244769>
- Thomas Lickona. (2012). *Educating for Character*. New York: Bantam Books.
- Yvonna S. Lincoln & Egon G. Guba. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications.
- Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Lexy J. Moleong. (2018). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Peter G. Northouse. (2019). *Leadership: Theory and Practice* (8th ed.). Thousand Oaks, CA: Sage Publications.
- Allan C. Ornstein & Francis P. Hunkins. (2018). *Curriculum: Foundations, Principles, and Issues* (7th ed.). Boston: Pearson Education.
- Peter F. Oliva & William R. Gordon. (2013). *Developing the Curriculum* (8th ed.). Boston: Pearson.
- Murray Print. (1993). *Curriculum Development and Design*. Sydney: Allen & Unwin.
- Stephen P. Robbins & Timothy A. Judge. (2017). *Organizational Behavior* (17th ed.). Boston: Pearson Education.
- Edward Sallis. (2014). *Total Quality Management in Education* (3rd ed.). London: Routledge.
- Edgar H. Schein. (2010). *Organizational Culture and Leadership* (4th ed.). San Francisco: Jossey-Bass.
- Thomas J. Sergiovanni. (2009). *The Principalship: A Reflective Practice Perspective*. Boston: Pearson.
- Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Daniel Tanner & Laurel Tanner. (2007). *Curriculum Development: Theory into Practice*. Upper Saddle River, NJ: Pearson.
- H. A. R. Tilaar. (2012). *Perubahan Sosial dan Pendidikan: Pengantar Pedagogik Transformatif untuk Indonesia*. Jakarta: Rineka Cipta.
- Ralph W. Tyler. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- Hamzah B. Uno. (2011). *Profesi Kependidikan: Problema, Solusi, dan Reformasi Pendidikan di Indonesia*. Jakarta: Bumi Aksara.
- UNESCO. (2021). *Education for Sustainable Development: A Roadmap*. Paris: UNESCO Publishing. DOI:<https://doi.org/10.54675/YFRE1448>
- Jon Wiles & Joseph Bondi. (2014). *Curriculum Development: A Guide to Practice* (9th ed.). Boston: Pearson. https://unesdoc.unesco.org/ark:/48223/pf0000374802?utm_source