Reassessing Strategic Identity: Academic Perceptions of UIN Sunan Kalijaga's Vision, Mission, and Objectives

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Article Info	Abstract
	Purpose – This study aimed to assess the perceptions of the academic community regarding the relevance, strengths, and weaknesses of the vision, mission, and objectives of Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta and to propose strategic recommendations for their refinement.
	Design/methods – A qualitative research design was employed, utilizing in-depth interviews with selected faculty leaders, literature studies, and document analysis of institutional records to ensure a comprehensive and triangulated understanding. Data were manually coded and thematically analyzed to identify major patterns and critical areas for improvement. **Findings** – The findings reveal that UIN Sunan Kalijaga possesses strong institutional pride, iconic status, inclusive and integrative core values, significant academic achievements, and extensive collaborations. However, deficiencies were identified in the clarity, dissemination, and operationalization of its vision and mission, along with a need for greater strategic alignment with contemporary global academic trends. **Research implications/limitations** – The purposive sampling method and focus on a limited timeframe may affect the generalizability of the findings. Additionally, the qualitative nature of the study limits the scope for broader quantitative validation across the institution's diverse academic population. **Practical implications** – Strengthening participatory governance in updating the vision and mission, enhancing curriculum relevancy, and reinforcing international collaboration mechanisms are critical steps to positioning UIN Sunan Kalijaga as a globally competitive institution. **Originality/value** – This research provides one of the first comprehensive qualitative mappings of internal academic perceptions two decades after the formulation of UIN Sunan Kalijaga's strategic identity, offering empirical recommendations crucial for guiding future institutional development within the global higher education landscape.

Introduction

In an era marked by rapid globalization, technological advancements, and socio-cultural transformations, the relevance and dynamism of a university's vision, mission, and objectives are critical to sustaining its role as an agent of societal progress (Marshall, 2018; Middaugh, 2011; Ruben et al., 2023). Universities are not only responsible for fostering knowledge but also for shaping moral, civic, and global competencies among students (Cortés Sánchez & Grueso Hinestroza, 2017; Ozdem, 2011). Islamic universities, particularly in Indonesia, carry an added responsibility to integrate Islamic values with scientific development to contribute meaningfully to both national and global civilizations (Abbas, 2008; Rosyad & Maarif, 2020; Tantowi, 2022). As higher education institutions face the pressures of maintaining relevance amidst shifting societal demands, evaluating and reassessing their foundational statements becomes increasingly vital (Hladchenko, 2016; Seeber et al., 2019). Consequently, examining the vision, mission, and objectives of institutions like Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta emerges as an imperative task in contemporary higher education governance.

Building upon this context, previous scholarship highlights that evaluations of institutional vision and mission statements have traditionally been driven by administrative compliance rather than by strategic development imperatives (Middaugh, 2011; Ruben et al., 2023). However, comprehensive evaluations are increasingly recognized as crucial mechanisms for aligning universities with evolving educational paradigms and societal needs (Cortés Sánchez & Grueso Hinestroza, 2017; Ozdem, 2011). Studies have shown that many universities articulate visions that emphasize excellence and global competitiveness, although such declarations often lack clear operationalization within institutional strategies (Hladchenko, 2016; Seeber et al., 2019). In Islamic educational contexts, the dual mandate of religious and scientific excellence necessitates a particularly nuanced approach to vision and mission formulation (Rosyad & Maarif, 2020; Tantowi, 2022). Therefore, strategic evaluations are fundamental for ensuring that Islamic universities remain both contextually relevant and globally engaged.

In line with these findings, the literature also documents the diversity in how Islamic universities in Indonesia position the Tridharma of Higher Education—education, research, and community service—in their vision and mission statements (Abbas, 2008; Rosyad & Maarif, 2020; Tantowi, 2022). Institutional visions must not only serve as aspirational narratives but also translate into actionable frameworks capable of addressing contemporary challenges such as digitalization and global socio-economic shifts (Cortés Sánchez & Grueso Hinestroza, 2017; Ozdem, 2011; Seeber et al., 2019). Yet, several Islamic universities still struggle with aligning their stated missions with operational practices and strategic development goals (Abbas, 2008; Hladchenko, 2016). Furthermore, evaluations often reveal that stakeholders within these institutions possess varying degrees of awareness and understanding of their universities' guiding statements (Anisa & Rahmatullah, 2020; Suti et al., 2020). Such discrepancies underscore the critical necessity for comprehensive institutional reassessment and rearticulation.

Extending the discussion to a global perspective, universities' mission statements are often influenced by political, cultural, and historical forces, as seen in studies on Ukrainian institutions during their transition into the European higher education sphere (Hladchenko, 2016; Seeber et al., 2019). Content analyses reveal that global universities emphasize research excellence and international competitiveness, often omitting quantifiable metrics or standardized frameworks (Cortés Sánchez & Grueso Hinestroza, 2017; Ozdem, 2011). Similarly, the symbolic and identity-driven nature of mission statements introduces challenges in both interpretation and implementation at institutional levels (Hladchenko, 2016; Seeber et al., 2019). These findings highlight that while universities aspire to global recognition, local contexts and internal coherence often lag behind (Marshall, 2018; Ruben et al., 2023). Thus,

the strategic alignment between vision, mission, and operational goals remains a central concern in contemporary higher education management studies.

Focusing again on the Indonesian context, studies concentrate more intensively on the internal dissemination and comprehension of university visions and missions among academic communities (Anisa & Rahmatullah, 2020; Sopandi & Sa'ud, 2016). Philosophical analyses stress the importance of embedding long-term institutional aspirations and moral educational development within these foundational documents (Anisa & Rahmatullah, 2020). Moreover, successful institutions like ITB illustrate how integration of knowledge management processes can strengthen the actualization of vision and mission through supportive policies and digital technologies (Sopandi & Sa'ud, 2016; Suti et al., 2020). Effective governance mechanisms that include continuous monitoring and adaptation are crucial for ensuring that vision and mission statements do not remain static declarations (Abbas, 2008; Suti et al., 2020). Therefore, robust governance structures are essential in translating aspirational statements into measurable educational and societal outcomes.

Nonetheless, despite extensive evaluations globally and nationally, significant gaps persist, particularly in Islamic universities' strategic alignment with contemporary global trends (Abbas, 2008; Rosyad & Maarif, 2020; Tantowi, 2022). Existing studies tend to focus either on the textual analysis of vision and mission statements or on their administrative compliance, often overlooking their philosophical coherence and adaptability to emerging challenges (Cortés Sánchez & Grueso Hinestroza, 2017; Ozdem, 2011). Moreover, there is limited empirical research on how these guiding documents are internalized and operationalized by university stakeholders at all levels (Anisa & Rahmatullah, 2020; Suti et al., 2020). Particularly at UIN Sunan Kalijaga, a comprehensive and critical reassessment of the vision, mission, and objectives remains absent, risking a misalignment with 21st-century educational imperatives (Marshall, 2018; Middaugh, 2011). Thus, a methodologically rigorous and philosophically grounded study is urgently needed to address these gaps.

In response to these issues, this study aims to critically map the academic community's perceptions regarding the relevance, strengths, and weaknesses of UIN Sunan Kalijaga Yogyakarta's vision, mission, and objectives, and to propose strategic recommendations for their reinforcement and realignment with global educational dynamics (Rosyad & Maarif, 2020; Tantowi, 2022). Utilizing a qualitative content analysis approach, this research seeks to bridge the gap between philosophical ideals and operational realities in Islamic higher education (Anisa & Rahmatullah, 2020; Sopandi & Sa'ud, 2016). By offering a grounded and context-sensitive evaluation, the study aspires to contribute to broader discourses on strategic governance, institutional identity formation, and global competitiveness in Islamic universities (Cortés Sánchez & Grueso Hinestroza, 2017; Seeber et al., 2019). Ultimately, the findings aim to support UIN Sunan Kalijaga in achieving a more integrated and future-oriented institutional framework that harmonizes Islamic and scientific traditions (Abbas, 2008; Ruben et al., 2023). The contributions of this research extend not only to UIN Sunan Kalijaga but also offer comparative insights for Islamic universities globally.

Methods

This study utilized a qualitative research design to reassess the vision, mission, and objectives of Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta. Data collection was conducted through in-depth interviews, literature studies, and document analysis to ensure a comprehensive understanding of institutional development. The purposive selection of participants included the heads of faculties and study programs, considering their strategic positions and direct engagement with the implementation of the university's vision and mission. Document analysis focused on key institutional records, particularly those related to the formulation of the vision, mission, and objectives established in 2004, enabling historical contextualization and interpretation of the intended institutional aspirations. The combination

of these methods allowed for methodological triangulation, which enhanced the depth and credibility of the findings.

The data collection process involved two main stages. The first stage included semi-structured, in-depth interviews guided by a predefined framework while maintaining flexibility for participants to elaborate on critical issues. Interviews were audio-recorded with participants' consent and subsequently transcribed verbatim for analysis. In the second stage, a literature study and document analysis were carried out, systematically reviewing relevant internal reports, strategic plans, and regulatory documents. Thematic analysis was employed to examine interview transcripts and documents, involving initial open coding, followed by categorization and interpretation of emerging patterns. Data management and analysis were conducted manually to maintain proximity to the textual data and enhance interpretative rigor. Reliability was ensured through member checking, whereby interviewees reviewed summarized findings for accuracy, while validity was strengthened by methodological triangulation and maintaining a clear audit trail throughout the research process.

Results

1. UIN Sunan Kalijaga: Iconicity and Institutional Pride

The concept of iconicity in this study refers to Barry King's perspective, which associates iconicity with reputation, fame, celebrity, notoriety, and image (King, 2018). In this context, UIN Sunan Kalijaga builds a broad reputation through academic achievements, institutional innovations, and distinctive characteristics that set it apart from other universities. Informants expressed diverse views on the university's iconic aspects, emphasizing its national and international scale, its role as a reference point for other PTKINs, and its strong association with Yogyakarta's image as a student city. This recognition reinforces UIN Sunan Kalijaga's branding and acceptance at the national and global levels.

Ema Marhumah emphasized, "The management system of UIN Sunan Kalijaga, which is always used as an example by other UINs, innovations in activities and patterns that become references, as well as models of lecturers and students who are role models for other PTKIN, are all part of the strength of this campus" (Interview with Ema Marhumah, November 7, 2022). Muchammad Sodik added, "Our strength lies in the commitment to integrate and interconnect. Tolerance and openness are manifestations of this paradigm. We depart from the philosophical hadlarah, scientific hadlarah, and other hadlarahs" (Interview with Muchammad Sodik, November 7, 2022). Yani Tri Wijayanti noted, "My experience when benchmarking to UIN Makassar and other campuses shows that they in fact come to learn from us. Our UIN campus has become a model for other UINs, producing influential figures" (Interview with Yani Tri Wijayanti, November 7, 2022). Furthermore, Samsul Hadi pointed out factors such as UIN's location in Yogyakarta, the high number of postgraduate students, and the quality of teaching staff as critical elements supporting its iconicity (Interview with Samsul Hadi, November 7, 2022). Thus, UIN Sunan Kalijaga's iconic reputation is not only built upon management practices and academic quality but also on its broader role as a national and international model.

The strong emotional attachment of lecturers and education staff to UIN Sunan Kalijaga further illustrates its institutional success. This observation aligns with the concept of work engagement, characterized by vigor, dedication, and absorption (Schaufeli & Bakker, 2004). Vigor represents energy and resilience, dedication denotes emotional involvement and pride, and absorption reflects joy and deep concentration at work (Zamralita, 2017). Interview findings reveal that dedication and a supportive working environment are key reasons why many choose to stay. Ema Marhumah stated, "As a form of service to the country through the lecturer profession," and added, "The knowledge I master is in accordance with the majors of existing students, and the comfortable atmosphere allows me to work better at this UIN" (Interview with Ema Marhumah, November 7, 2022). Muchammad Sodik also highlighted a

sense of belonging, noting that having studied at IAIN/UIN Sunan Kalijaga, the campus felt inherently fitting for learning and teaching (Interview with Muchammad Sodik, November 7, 2022).

Beyond emotional attachment, a deep sense of pride permeates among academic staff, rooted both in material and immaterial achievements. Pride arises either personally or organizationally, with personal pride reflecting individual appreciation for institutional achievements (Mischkind, 1998). Muchammad Sodik expressed that, "One of the things that makes UIN Sunan Kalijaga proud is its commitment in upholding academic values and honesty," also highlighting the symbolic importance of the mosque as a religious laboratory blending Islam and Javanese culture (Interview with Muchammad Sodik, November 7, 2022). Syamsul Hadi echoed similar sentiments, praising the integration of science within the university's architecture, the continued development of the UPT Library, and the strong societal impact made by UIN alumni (Interview with Syamsul Hadi, November 7, 2022). He further noted the university's scientific integration spirit, exemplified by interdisciplinary learning in the doctoral program of the Faculty of Sharia and Law, where students from diverse academic backgrounds engage in maqasid shari'ah studies. UIN Sunan Kalijaga's identity as an iconic institution is solidified not only by its achievements and innovations but also by the enduring emotional loyalty, pride, and commitment of its academic community to values of integrative knowledge and social contribution.

2. *Core Values and Academic Contributions*

The concept of core values in this study follows the definition that core values enable the identification of social groups as distinctive communities, whether ethnic, religious, scientific, or cultural (Whiteley & Whiteley, 2006). For an institution, recognizing and fostering core values is essential to defining its uniqueness. UIN Sunan Kalijaga's commitment to integration and interconnection has become a central value that resonates strongly within and beyond the institution. Its scientific, Islamic, and Indonesian paradigms have been widely adopted by other UINs and IAINs across Indonesia, highlighting the university's leadership in promoting inclusive and holistic education. Moreover, UIN's openness to providing educational access for students with disabilities has set a model for other institutions.

Muhammad Wildan emphasized, "The integration-interconnection that exists at UIN Sunan Kalijaga has an impact on other UINs. Many are inspired and make it a core value on their campus. Inclusiveness and continuous improvement have become the spirit on our campus, where people with special needs can access higher education equally, according to their expectations and desires" (Interview with Muhammad Wildan, November 25, 2022). Similarly, Syamsul Hadi pointed out that all core values are influential and balanced across the university's ecosystem, particularly in curriculum development. "There is an obligation to do integration-interconnection in every course. For example, in the Faculty of Sharia and Law, lecture halls are placed on lower floors as a form of inclusiveness, and diverse student backgrounds are embraced as a strength" (Interview with Syamsul Hadi, November 25, 2022). Thus, UIN Sunan Kalijaga's core values not only define its internal academic culture but also inspire broader transformations in higher education institutions throughout Indonesia.

In terms of achievements, UIN Sunan Kalijaga has realized substantial milestones aligned with its vision, mission, and national higher education objectives as stipulated in Law Number 12 of 2012. These goals include developing individuals of faith and competence, producing graduates capable of advancing national interests, generating beneficial science and technology, and implementing research-based community service for societal welfare. UIN Sunan Kalijaga further refines these aims into five institutional objectives: producing integrative-interconnective scholars, fostering faith and noble character, upholding scientific and human values, becoming a center of excellence, and building a strong alumni network.

Interview findings confirm that UIN Sunan Kalijaga's achievements are recognized both formally and informally. Adib Sofia identified key accomplishments such as the

campus's international standards, inclusive environment, outstanding graduates occupying strategic roles, and a robust alumni network (Interview with Adib Sofia, November 3, 2022). Muchammad Sodik highlighted the pride in the quality of graduates, many of whom attain cum laude distinctions or secure positions in prestigious institutions (Interview with Muchammad Sodik, November 15, 2022). From a faculty perspective, Yani Tri Wijayanti emphasized continued doctoral education among lecturers, competitive student achievements, and increasing participation in international seminars (Interview with Yani Tri Wijayanti, November 7, 2022).

Additionally, the Faculty of Social Sciences and Humanities reports rapid growth in research outputs and community engagement initiatives. However, not all goals are fully achieved. Ening Herniti noted that while many objectives are met, the integration of science and Islamic knowledge remains a challenge requiring further efforts (Interview with Ening Herniti, November 21, 2022). UIN Sunan Kalijaga's contributions demonstrate its dynamic role in shaping both academic excellence and social impact, grounded in its integrative core values.

3. *Vision, Mission, and Academic Development*

UIN Sunan Kalijaga remains committed to strengthening the visibility and internalization of its vision and mission. An effective vision must be concise, understandable, future-oriented, inspiring, motivating, reflective of grand ideas, and representative of core ideals (Kantabutra, 2009). Interviews revealed efforts to socialize the university's vision and mission during student events and guest visits, emphasizing direct face-to-face communication. As Muchammad Sodik stated, "We always socialize the vision and mission when there are new students, guests, and in various events. This socialization is effective because it is directly face-to-face and dialogue" (Interview with Muchammad Sodik, November 25, 2022). However, Imam Machalli highlighted challenges, noting that only about 5% of the academic community memorizes and understands the content, stressing the need for simpler and more massive dissemination strategies (Interview with Imam Machalli, November 25, 2022). At the Faculty of Sharia and Law, vision and mission updates are regularly integrated into institutional agendas to ensure relevance to contemporary socio-political developments (Interview with Syamsul Hadi, November 25, 2022).

Translating the vision and mission into the learning process demands an integrative and interconnective scientific foundation. This approach is rooted in the civilizational philosophies of hadarah nas, hadarah falsafah, and hadarah ilmi. Muchammad Sodik affirmed the importance of linking Islamic values with scientific knowledge as part of curriculum design, emphasizing the goal of integrating Islamic and scientific knowledge for the advancement of civilization (Interview with Muchammad Sodik, November 25, 2022). Yani Tri Wijayanti added that the incorporation of Qur'anic verses and hadith into general sciences, though occasionally creating the impression of "ayatization," is a manifestation of the campus's academic habitus aiming to fulfill this integrative vision (Interview with Yani Tri Wijayanti, November 25, 2022).

Addressing student expectations is also critical. There is a paradigm shift in higher education where students are seen as consumers, requiring universities to focus on satisfaction, relevance, and institutional reputation (Royo, 2017). Muchammad Sodik stressed the importance of stakeholder involvement in curriculum design to meet evolving student needs, complemented by opportunities for talent and interest development through centers, organizations, and communities. As a result, UIN Sunan Kalijaga students have achieved notable successes in application design and Arabic language competitions (Interview with Muchammad Sodik, November 25, 2022). In addition, Adib Sovia highlighted that the university's infrastructure and curriculum are designed to support both academic achievement and skill development through collaboration with external stakeholders (Interview with Adib Sovia, November 21, 2022).

Lecturers' expectations for graduates encompass three key areas: knowledge, skills, and personality. Muhammad Wildan emphasized the need for graduates to have broad Islamic insights, readiness for post-graduate challenges, adaptability, and strong Muslim character (Interview with Muhammad Wildan, November 2, 2022). Ali Sodik added that graduates should seek inspiration from successful alumni and contribute feedback to their faculties (Interview with Ali Sodik, November 25, 2022), while Khurul Wardati underlined the importance of alumni reflections in curriculum evaluation (Interview with Khurul Wardati, November 25, 2022). Furthermore, Imam Machali emphasized the need for graduates to embrace optimism, creativity, and self-development after leaving the university (Interview with Imam Machali, November 25, 2022).

Graduate evaluation processes at UIN Sunan Kalijaga vary by faculty, with CENDI (Center for Entrepreneurship and Career Development) playing a coordinating role, although some faculties develop their own instruments to meet accreditation requirements (Paramawardhani et al., 2023). Evaluation focuses on three aspects: alignment between graduates and program profiles, curriculum relevance, and the hidden curriculum's impact. Muchammad Sodik described methods including direct interviews with alumni and informal feedback during meetings, citing examples such as alumni who became school principals (Interview with Muchammad Sodik, November 25, 2022). Samsul Hadi reported that tracer studies at the Faculty of Sharia and Law show around 50% of graduates aligning with the desired graduate profile, with judges and lawyers being prominent outcomes (Interview with Samsul Hadi, November 25, 2022). Although challenges persist, particularly in integrated information systems, most graduates meet institutional standards, with ongoing efforts to address gaps identified in BAN-PT criteria. UIN Sunan Kalijaga's continuous refinement of its vision, translation of mission into academic practices, attention to student satisfaction, and rigorous graduate evaluations demonstrate its commitment to institutional excellence and progressive academic development.

4. *Strategic Collaboration and Global Outlook*

UIN Sunan Kalijaga's collaborations have received positive responses from diverse stakeholders. Three critical areas emphasized by interviewees regarding the importance of cooperation include: (1) maintaining stakeholder relationships to ensure institutional sustainability, (2) fostering institutional development rooted in Islamic values, and (3) advancing scientific-based higher education. Muchammad Sodik stressed, "We always emphasize the importance of continuity in establishing partnerships with various parties, both domestically and abroad," highlighting collaborations with government ministries, private companies, and universities (Interview with Muchammad Sodik, November 25, 2022). Yani Tri Wijayanti added that formal cooperation, particularly for student internships, benefits from alumni who serve as institutional liaisons (Interview with Yani Tri Wijayanti, November 25, 2022).

UIN Sunan Kalijaga has formalized numerous partnerships through Memorandums of Understanding (MoUs), covering cooperation with leading campuses, scientific associations, government bodies, and private sector institutions. Nevertheless, as Samsul Hadi pointed out, the implementation of existing MoUs is crucial, not just their signing, noting active partnerships with bodies such as the Ombudsman for legal seminars (Interview with Samsul Hadi, November 25, 2022). Khurul Wardati emphasized the need to enhance the quality of collaborations, suggesting the importance of monitoring and evaluation mechanisms, while also encouraging participation of external partners during faculty events to enrich academic dialogue (Interview with Khurul Wardati, November 25, 2022).

Despite these advances, UIN Sunan Kalijaga acknowledges the need for critical refinement of its vision, mission, and goals to support its ambition of becoming a global campus. Interviews revealed weaknesses in formulation, dissemination, and alignment of strategic plans. Samsul Hadi pointed out the lack of achievement measurement for terms like

"superior" and "leading" (Interview with Samsul Hadi, November 25, 2022), while Imam Machalli highlighted limited understanding of the vision and mission among faculty members and insufficient integration with contemporary frameworks such as MBKM and technology innovation (Interview with Imam Machalli, November 25, 2022). Khurul Wardati identified a misalignment between the vision, mission, and the University Development Master Plan (RIP), stressing that the RIP has neither been evaluated nor discussed in leadership forums, undermining sustainable strategic planning (Interview with Khurul Wardati, November 25, 2022).

Table 1. Weaknesses and Deficiencies of the Vision and Mission

No	Description	UIN Sunan Kalijaga		
		Vision	**Mission**	**Goals**
1.	**Substantive**	- **Location** - **Time frame** - **Excellent and Leading**	- **Global recognition is not yet clear** - **Not aligned with the Strategic Plan (RIP)**	**Only oriented towards graduates**
2.	**Artificial**	**The word "Leading" seems redundant**	**The term "civilization" in a global context needs to be reconsidered**	**The technological foundation is not adequately addressed.**
3.	**Technical**	**Achievement evaluation instruments**	**Achievement evaluation instruments**	**Achievement evaluation instruments**

Strategic initiatives proposed to address these challenges include the establishment of a Working Group (POKJA) to realign the vision, mission, and goals with short-, medium-, and long-term development plans (Interview with Muchamad Sodik, November 25, 2022). Other initiatives include expanding cooperation networks, updating the curriculum by increasing the SKS weight (Yani Tri Wijayanti, November 25, 2022), restating the vision and mission for new stakeholders, and clarifying the integration-interconnection paradigm for lecturers unfamiliar with UIN's educational philosophy (Interview with Imam Machalli, November 25, 2022). Further suggestions involve strengthening human resources, enhancing lecturer-student research collaboration, and intensifying the university's community service agenda (Interview with Emah Marhumah, December 1, 2022).

Internationalization efforts include inviting foreign guest lecturers, conducting research on international issues, and collaborating with overseas institutions for both education and community service (Interview with Adib Sovia, November 21, 2022). Meanwhile, Muhammad Wildan emphasized that the university's educational mission should prioritize character development over mere job market orientation, ensuring research and service activities benefit broader society (Interview with Muhammad Wildan, November 2, 2022).

Amidst the challenges and proposed initiatives, a strong sense of optimism persists regarding UIN Sunan Kalijaga's future. The spirit of growth and collective hope is encapsulated in various slogans, mottos, and prayers offered by the academic community, such as:

Table 2. Slogans, Mottos, and Prayers Uttered by the Academic Community

No	Slogans, Mottos, and Prayers	Academic Community
1.	**Soaring the meaningful, and grounding the migunani**	**Muchamad Sodik**
2.	**Excellent and leading, may UIN Sunan Kalijaga be more advanced**	**Yani Tri Wijayanti**
3.	**May it be easy and have a good ending**	**Samsul Hadi**
4.	**UIN must be global**	**Ali Sodik**
5.	**Baldatun thoyyibnatun warobbun ghofur...**	**Khurul Wardati**
6.	**Excellence and strengthening of soft skills**	**Arifah Khusnuryani**
7.	**Creative, innovative, productive, humanist, leading**	**Imam Machali**
8.	**May it be useful in the world and the end**	**Agus Kamaludin**
9.	خير الناس أنفعهم للناس**, The best PTKI is the one that provides the greatest benefit to Muslims in particular and humanity in general**	**Muhammad Wildan**
10.	**UIN Sunan Kalijaga in my chest, UIN Sunan Kalijaga is my pride, I am sure UIN Sunan Kalijaga will be victorious**	**Adib Sofia**
11.	**UIN Sunan Kalijaga Creates for the Nation**	**Tatik Mariyatut Tasnimah**
12.	**UIN is indeed for the Nation**	**Marhumah**
13.	**Be Progressive, Inclusive, and Sustainable**	**Sujadi**

These expressions of optimism, grounded in collective aspirations, reinforce UIN Sunan Kalijaga's commitment to continuous growth and excellence as it moves toward becoming a globally recognized institution.

Discussion

In light of the dynamic shifts in global education and societal transformations, the reassessment of the vision, mission, and objectives of Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta emerges as a critical initiative (Cortés Sánchez & Grueso Hinestroza, 2017; Middaugh, 2011; Ozdem, 2011). Contemporary studies assert that universities must

continuously evaluate these elements not merely to satisfy administrative norms but to ensure strategic alignment with broader socio-cultural imperatives (Hladchenko, 2016; Ruben et al., 2023; Seeber et al., 2019). Specifically, Islamic universities are tasked with upholding Islamic and humanistic values while addressing global civilization challenges (Abbas, 2008; Rosyad & Maarif, 2020; Tantowi, 2022). Given UIN Sunan Kalijaga's prominent role, the need to review its vision and mission becomes pressing to maintain relevance and societal impact (Anisa & Rahmatullah, 2020; Marshall, 2018). Therefore, this research aimed to map academic perceptions concerning the relevance, strengths, and weaknesses of UIN Sunan Kalijaga's institutional directives in the face of evolving global and educational landscapes.

The results indicated that UIN Sunan Kalijaga's iconicity is deeply rooted in its academic achievements, institutional innovations, and symbolic association with Yogyakarta's intellectual culture (King, 2018; Schaufeli & Bakker, 2004; Zamralita, 2017). Strong emotional attachment and organizational pride among lecturers and staff further underscore the institution's success in fostering a committed academic community (Middaugh, 2011; Mischkind, 1998; Whiteley & Whiteley, 2006). Informants highlighted a pervasive institutional pride driven by the integration of Islamic and scientific knowledge, marking UIN Sunan Kalijaga as a national and international model (Cortés Sánchez & Grueso Hinestroza, 2017; Hladchenko, 2016; Seeber et al., 2019). The expression of UIN Sunan Kalijaga's iconic status by internal stakeholders mirrors theories of organizational identity and engagement (Anisa & Rahmatullah, 2020; Sopandi & Sa'ud, 2016; Suti et al., 2020). These insights validate the hypothesis that an institution's identity and symbolic value are significant determinants of stakeholder loyalty and institutional longevity.

Beyond symbolic achievements, another key finding concerns the centrality of core values, where UIN Sunan Kalijaga's commitment to integration-interconnection fosters a distinctive academic culture and inspires broader changes in Indonesian higher education (Abbas, 2008; Rosyad & Maarif, 2020; Whiteley & Whiteley, 2006). Informants stressed that inclusivity and accessibility, especially for students with disabilities, have enhanced the university's reputation as a progressive Islamic institution (Marshall, 2018; Middaugh, 2011; Seeber et al., 2019). These results align with global trends emphasizing the democratization of education as an essential component of university missions (Cortés Sánchez & Grueso Hinestroza, 2017; Hladchenko, 2016; Ozdem, 2011). However, challenges persist in fully achieving integration between Islamic and scientific knowledge across faculties, signaling a need for continued academic innovation (Anisa & Rahmatullah, 2020; Ruben et al., 2023; Suti et al., 2020). Therefore, UIN Sunan Kalijaga's efforts in embodying and promoting its core values remain a work in progress requiring strategic reinforcement.

Looking at implementation, the translation of the university's vision and mission into educational practice reflects both strengths and weaknesses (Kantabutra, 2009; Middaugh, 2011; Ruben et al., 2023). Although regular socialization activities are undertaken, the research found that comprehension and internalization among stakeholders remain limited (Rosyad & Maarif, 2020; Seeber et al., 2019; Tantowi, 2022). Some faculties have succeeded in integrating the vision into academic programs, yet a significant proportion of the academic community struggles to connect daily practices with overarching institutional ideals (Abbas, 2008; Anisa & Rahmatullah, 2020; Marshall, 2018). Graduate expectations increasingly emphasize competencies, adaptability, and ethical grounding, reflecting the university's responsiveness to 21st-century demands (Cortés Sánchez & Grueso Hinestroza, 2017; Hladchenko, 2016; Ozdem, 2011). Overall, while progress is evident, systemic approaches to embedding vision and mission into all facets of university life are still necessary.

Comparative analysis with previous studies further strengthens the interpretation of the findings. The study's findings affirm that university missions must reflect institutional identity and distinctiveness amidst globalization pressures (Cortés Sánchez & Grueso Hinestroza, 2017; Middaugh, 2011; Seeber et al., 2019). The partial disconnection between vision dissemination and stakeholder understanding at UIN Sunan Kalijaga mirrors the

observation that universities often articulate visionary goals without ensuring internalization among their communities (Hladchenko, 2016; Ozdem, 2011; Ruben et al., 2023). The findings also affirm the necessity for Islamic universities to align their missions with broader civilization goals while maintaining Islamic values (Abbas, 2008; Rosyad & Maarif, 2020; Tantowi, 2022). Nevertheless, unlike in some global studies where quantitative targets are absent from visions, UIN Sunan Kalijaga's mission retains explicit Islamic-philosophical paradigms but lacks operational benchmarks (Hladchenko, 2016; Marshall, 2018).

Further exploration reveals the emotional dimensions underlying stakeholder commitment. The significance of emotional commitment and pride identified in this research corroborates previous findings highlighting how organizational pride can sustain faculty retention and institutional identity (Mischkind, 1998; Schaufeli & Bakker, 2004; Zamralita, 2017). Similarly, the emphasis on core values such as integration and inclusivity supports the assertion that core values define community distinctiveness (Abbas, 2008; Sopandi & Sa'ud, 2016; Whiteley & Whiteley, 2006). Unlike the experience at ITB where knowledge management processes were systematically embedded, UIN Sunan Kalijaga faces fragmented internalization of strategic knowledge among faculties (Anisa & Rahmatullah, 2020; Middaugh, 2011; Suti et al., 2020). Furthermore, strategic collaboration initiatives at UIN, while commendable, show gaps in effective MoU implementation, reflecting global patterns where partnerships are often underutilized (Cortés Sánchez & Grueso Hinestroza, 2017; Ruben et al., 2023; Seeber et al., 2019).

Given these findings, several explanations emerge regarding the persistence of institutional challenges. The complexity of translating philosophical ideals into administrative and academic routines remains a substantial barrier (Marshall, 2018; Middaugh, 2011; Ruben et al., 2023). Organizational inertia, lack of effective dissemination mechanisms, and the absence of performance-based evaluation frameworks likely exacerbate this gap (Anisa & Rahmatullah, 2020; Cortés Sánchez & Grueso Hinestroza, 2017; Suti et al., 2020). While emotional commitment and pride offer significant institutional capital, over-reliance on symbolic identity without operational reinforcement can hinder strategic advancement (Mischkind, 1998; Schaufeli & Bakker, 2004; Whiteley & Whiteley, 2006). Therefore, achievements must be interpreted cautiously within a framework of continuous improvement and adaptive strategy (Hladchenko, 2016; Ozdem, 2011; Seeber et al., 2019).

In terms of future directions, the findings suggest important implications for institutional development. UIN Sunan Kalijaga must undertake a holistic institutional strengthening process, integrating vision renewal, mission operationalization, and strategic stakeholder engagement (Marshall, 2018; Ruben et al., 2023; Tantowi, 2022). Emphasizing participatory governance in updating the vision and mission could foster stronger community ownership and internalization (Cortés Sánchez & Grueso Hinestroza, 2017; Middaugh, 2011; Rosyad & Maarif, 2020). Additionally, enhancing graduate evaluation systems and curriculum relevancy will position UIN as a more competitive and globally respected institution (Ozdem, 2011; Seeber et al., 2019; Suti et al., 2020). Strengthening international collaboration initiatives with robust monitoring mechanisms will further ensure sustainable and mutually beneficial outcomes (Abbas, 2008; Anisa & Rahmatullah, 2020; Sopandi & Sa'ud, 2016). By addressing its current limitations strategically, UIN Sunan Kalijaga can realize its aspiration of becoming a globally recognized center for Islamic and scientific advancement.

Conclusion

The primary aim of this study was to map the academic community's perceptions regarding the relevance, strengths, and weaknesses of the vision, mission, and objectives of UIN Sunan Kalijaga Yogyakarta, as well as to formulate recommendations for their enhancement in response to global challenges and developments in higher education. The findings reveal that UIN Sunan Kalijaga possesses significant institutional pride, strong core values of integration and inclusivity, considerable academic achievements, and strategic

collaborations; however, weaknesses persist in the formulation, dissemination, and operationalization of its vision, mission, and objectives. These results imply that while UIN Sunan Kalijaga has successfully positioned itself as a national and international model, a comprehensive and participatory revision of its strategic documents and practices is essential to maintaining and advancing its competitive edge in a global academic landscape. Nevertheless, the study is limited by its reliance on qualitative interviews within a specific timeframe, which may not fully capture all stakeholder perspectives or account for rapid external changes affecting higher education dynamics. Future research should incorporate broader and longitudinal data collection, comparative institutional analyses, and evaluations of strategic initiative outcomes to ensure that UIN Sunan Kalijaga's vision, mission, and objectives remain adaptive, inclusive, and internationally competitive.

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