A Philosophical Analysis of the Implementation of Vision, Mission, Strategies, and Goals of Junior High Schools to Improve Education Quality

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Abstract

A school's vision, mission, strategy, and goals are key elements in designing and managing quality education, especially when based on strong philosophical values. All these elements, when based on philosophical values, form a strong foundation for quality education development. These values include ethical principles, morality, and philosophical beliefs that guide every decision and action in the educational context. By having a strong foundation of values, schools can create a learning environment of integrity, inclusiveness, and character-building for students by their educational vision and mission. The purpose of the research is to explore deeper information about the implementation of the school's vision, mission, and strategy to improve the quality of education based on philosophical values. The object of this research is SMPN 2 Margahayu and MTs Al Ihsan Baleendah, Bandung Regency. The method used is a qualitative approach with a case study method. In line with the case study research design, the data collection techniques used were interviews and documentation. The data analysis technique used is category analysis, which this technique groups data into categories or classifications to identify related patterns or variables. The results of this study show that in preparing the vision, mission, strategies, and goals of both schools, there are efforts to improve the quality of education. In addition, the vision, mission, strategies, and goals of the two schools contain philosophical values that are the objectives of national education.
Keywords: *Quality of Education, Philosophical Values, Vision, Mission, Strategy and School Objectives*

Introduction

In 2005, the Indonesian government issued Regulation No. 19/2005 on National Education Standards, which aims to improve the quality of education in Indonesia. The government realizes that education plays an important role in the formation of individuals, and strives to improve the quality of education quality. With good education, it is hoped that the next generation of the nation will have good quality and be able to change the lives of the people and their country for the better (Damayanti, 2019).

In this regard, the regulations set by the government include three elements in improving the quality of education, namely: First, the learning process at school must be interactive, inspiring, fun, challenging, and motivate students to participate in learning activities. Second, it must provide sufficient space for creativity, initiative, and independence in accordance with the talents, interests, and physical and psychological development of learners. Third, educators must set a good example and be a good role model (Danim, 2016).

In addition, the importance of quality education can be seen from its far-reaching impact on individual and societal development. High quality education provides a solid foundation for intellectual growth, skills and character. In addition, good quality education also contributes to

increased productivity and economic progress of a country. As the foundation of development, education quality plays an important role in shaping a generation that is able to face global challenges and actively participate in social development (Rozi, 2016). One of the institutions that must improve the quality of education is at school. Because the quality of education in schools has a significant impact on student development and the achievement of educational goals. (Karweti, 2010).

The quality of education should include various aspects that reflect the overall quality of an ideal education system. This will provide a holistic picture covering the academic, social and environmental aspects of education as a whole. A good evaluation should consider a number of indicators to gain a more complete understanding of the state of education (Mubarak, 2015). Brown in his book explains that the quality of good and ideal quality education will be seen in 12 indicators. These indicators are student learning outcomes, teacher quality, availability and quality of adequate teaching materials, access and participation, education infrastructure, parental and community involvement, teacher and education staff welfare, relevant curriculum, quality of evaluation and monitoring, students' critical and creative thinking skills, student empowerment, inclusiveness, and equity (Brown et al., 2013).

However, it is unfortunate that currently improving the quality of education quality, especially in Indonesia is still experiencing complex problems. Which is influenced by several factors, including; 1) Limited resources, including funds, facilities, and educators, can hamper efforts to improve the quality of education. 2) Teacher qualifications and competencies can be a factor affecting the quality of education. 3) Lack of focus on character building and moral values in the curriculum can lead to unbalanced holistic development of students. 4) A curriculum that is not relevant to the needs of the world of work and global developments can reduce the quality of education. 5) There are still inequalities in access to education, especially in rural areas and for marginalized groups. 6) Lack of parental involvement in their children's education can be a contributing factor to the declining quality of education. 7) High teacher turnover rates can negatively affect learning continuity and teaching quality. 8) Improving teachers' professionalism through continuous training and development can be hampered by various constraints, such as limited funding and lack of training opportunities. 9) Lack of integration between theory and practice in the education system can make it difficult for students to connect the knowledge they acquire with real-world experiences, and 10) Education may have difficulty adjusting to technological developments and digital skills needs (Kusnandi, 2018) (Puspita & Andriani, 2021).

Therefore, improving the quality of education requires a holistic approach and coordination between the government, educational institutions, communities, and all stakeholders. Efforts to address these factors are expected to improve the quality of education in Indonesia. Although the causes of the decline in the quality of education are not directly related to the vision and mission, strategies, and goals of educational institutions, the ineffective implementation of the vision and mission, strategies, and goals of educational institutions affects the improvement of the quality of education (Harsoyo, 2021). Based on the results of his research Agustang said that if the implementation of education implementation is not in line with the objectives of national education, a decrease in the quality of education will occur (Agustang et al., 2021).

Based on the causes of the low quality of education, it can be concluded that if; 1) the school's vision, mission, goals, and strategies are not in line with national education policies and directions, then their implementation may not support the achievement of the set national goals and standards. 2) If the school's vision, mission, and goals are unclear or inconsistent, the implementation may be undirected. 3) implementation that does not involve all stakeholders, such as teachers, students, parents, and the community, may lead to a lack of support for achieving the school's vision, mission, and goals. 4) implementation that does not consider local

conditions and the specific needs of the community can lead to incompatibilities. 5) lack of assessment and evaluation of the implementation of the school's vision, mission, goals, and strategies can lead to failure to detect mismatches or errors that need to be corrected. 6) if there is no effective method to measure progress in achieving the school's goals and objectives, it is difficult to assess the success or failure of implementation. And 7) implementation that is not continuously updated and adapted to changes in the educational context and society can leave schools behind (Mulyani, 2022) (Agustang et al., 2021).

It is therefore important for schools to have effective planning, implementation, and evaluation processes in place. This involves the involvement of the whole school community, constant monitoring of progress, and readiness to adjust strategies if needed. The alignment of the school's vision, mission, goals, and strategies with the national and local education context is also an important factor to ensure successful implementation. In line with the explanation above, according to the results of his research Muslim explains that eight aspects explain the importance of quality education in schools, namely character building, improving skills and knowledge, preparing for the future, empowering students, developing social skills, increasing global competitiveness, and tackling inequality. By understanding the importance of quality education in schools, we can understand how it plays a role in shaping quality individuals and contributing positively to society as a whole (Muslim et al., 2020).

One of the educational institutions that must improve the quality of education quality based on Regulation number 19 of 2005 concerning National Education Standards above is at the junior high school level (Banun & Usman, 2016). Because the quality of education at the junior high school level has several important elements that contribute to student development (bin Muhammad, 2023). In his research, Sujoko explained that there are eight important aspects of the quality of education in junior high school institutions. These aspects are relevant curriculum, qualified teachers, facilities and infrastructure, monitoring and evaluation, life skills development, parental participation, character education, and diversified learning approaches (Sujoko, 2017). Thus, considering these aspects, junior high schools can create an educational environment that supports the holistic growth of students, preparing them for higher education and the challenges of life.

To support the achievement of educational goals based on the national standards above, junior high school educational institutions must have a clear vision, mission, strategy, and goals. Because schools need to have a vision, mission, and strategy, which is an effort made by stakeholders to achieve future goals. (Hafizin & Herman, 2022). In addition, if the vision and mission, strategies, and goals of education in schools can be carried out properly, it will produce excellent quality education (Yudhistira et al., 2023).

Furthermore, Mabin & Marshall (2012) explain that there are six elements of the relationship between the vision, mission, strategy, and goals of the school to the quality of education quality. These elements include; 1) A strong vision and mission create a foundation for efforts to improve the quality of education. 2) The educational goals set by the school should be in line with the vision and mission. 3) The strategies chosen by the school to achieve educational goals also play an important role in determining the quality of education. These strategies may include teaching methods, student engagement, or improving facilities and resources. 4) To ensure the quality of education, it is important to have an effective monitoring and evaluation system. 5) Involvement of parents, teachers, staff, and the local community is an important element. The school's vision and mission should be communicated to all stakeholders, and their involvement can help drive a concerted effort to improve the quality of education. And 6) Schools need to make continuous adjustments to their vision, mission, goals, and strategies based on evaluation results. This is because education quality is not static but dynamic. It involves a continuous

cycle of planning, implementation, evaluation, and improvement (Mabin & Marshall, 2012) (Marzano et al., 2005). Thus, by understanding and designing the above elements in synergy, schools can create a solid educational environment and continue to improve the quality of education by the vision and mission that has been set (Loose, 2014).

One of the efforts to carry out the vision and mission, strategies, and goals of the school by the objectives of national education is the philosophical value in the content of the school's vision and mission itself. Because the vision, mission, and educational strategies are statements of belief that are at the core of philosophical beliefs and then lead to educational goals in schools (Daga, 2020). In addition, philosophical values are the moral, ethical, and spiritual foundation underlying the goals and operations of a school. The relationship between philosophical values and a school's vision, mission, goals, and strategies is very close, and these values form the moral and ethical basis in every aspect of school life (Ozmon & Craver, 1981).

Why developing the vision, mission, strategy, and goals of the school, and philosophical values are needed. Because philosophical values in the context of education reflect how ethics and morality can shape and improve all aspects of the school, creating educational institutions that are committed to good and meaningful values (Noddings, 2013). Furthermore, Calam et al. (2020) explained that nine impacts may occur if the school's vision, mission, strategies, and goals do not have philosophical values. These impacts are unclear school identity, inconsistency with community values, misalignment with national policies, lack of inspiration and motivation, unclear priorities and choices, lack of moral leaders, low character education, not sustainability in the long term and not creating a positive learning environment (Calam et al., 2020). Philosophical values will therefore provide a solid and cohesive moral foundation for all aspects of school life, shaping the institution's unique identity and contribution to society.

Based on their research, Sukaningtyas (2017) and Daga (2020) explained that there are at least six functions of philosophical values in the preparation of school vision, mission, strategy, and goals. These functions include; 1) Philosophical values form the basis for vision formulation. School visions often reflect the core values and beliefs held by the school community. 2) Philosophical values guide the formulation of the school mission and the mission is a concrete manifestation of the values held by the school. 3) Philosophical values provide the moral foundation for setting school goals. Each goal should be in line with the core values and contribute to the school's vision and mission. If the school prioritizes ethics, then the goals should reflect a commitment to developing ethical character among students. 4) Philosophical values provide guidelines for designing operational strategies. As the school achieves its goals and carries out its mission, it should reflect its ethical and moral values. In addition, the strategies should not only be efficiently effective but also in line with moral principles. 5) Philosophical values are very important in the establishment of character education in schools. Character education includes values such as honesty, integrity, responsibility, and respect. These values become an integral part of the school's vision, mission, and goals. 6) Philosophical values play an important role in encouraging participation and involvement from all stakeholders, including students, teachers, parents, and the community. These ethical and moral values become a call to jointly contribute to the achievement of the school's goals and vision (Sukaningtyas, 2017) (Daga, 2020).

Based on researchers' observations and documentation studies at two junior high school educational institutions in Bandung Regency, namely SMPN 2 Margahayu and MTs Al Ihsan Baleendah, it shows that both schools have similar philosophical values in the preparation of the school's vision, mission, strategy and objectives. From the results of the literature study that the researchers conducted, the vision, mission, strategies, and objectives of the two schools describe a clear school identity, by community values, and in line with national policies, there

are elements of motivation and inspiration, there are clear priorities and choices in school goals, contain character education, there are school programs that are sustainable in the long term and reflect a positive learning environment.

Therefore, considering the importance of philosophical values in the vision, mission, strategies, and goals of schools to achieve educational goals by the mandate of the law, in this study researchers will analyze more deeply the philosophical values contained in the vision, mission, strategies, and goals of SMPN 2 Margahayu and MTs Al-Ihsan Baleendah Bandung Regency. The purpose of this research is to analyze the philosophical values in implementing the vision, mission, strategies, and goals to improve the quality of education at SMPN 2 Margahayu and MTs Al Ihsan Baleendah, Bandung District.

Method

This research method uses a qualitative approach with a case study research design, which in the process this approach aims to understand, explain, and provide interpretations of a phenomenon in a real context. This research investigates a case or several cases that are considered to represent a particular situation as a whole (Creswell & Poth, 2016). In line with the case study research design, the data collection techniques used were interviews and documentation. The interview process was conducted in depth with related parties, such as people directly involved, decision-makers, or related experts, and also collected data from official documents, records, letters, reports, or other documents both electronic and physical documents (Yin, 2009). The data analysis technique used is category analysis, which this technique groups data into categories or classifications to identify patterns or related variables (Creswell & Poth, 2016). In this case, analyzing the results of interviews and documentation from data about the philosophical values contained in the vision, mission, strategies, and goals of SMPN 2 Margahayu and MTs Al Ihsan Baleendah Bandung Regency as an effort to improve the quality of education.

Results

Based on the results of the documentation study and interviews with the principals of the two schools about the vision, mission, strategies, and objectives of SMPN 2 Margahayu and MTs Al Ihsan Baleendah, Bandung Regency, which are contained in their respective school websites, they are classified into the following table:

Table 1. The School Visions

Vision	
SMPN 2 Margahayu	**MTs Al Ihsan Baleendah**
Terwujudnya peserta didik yang Aktif, Kreatif, Unggul, Berprestasi, Inovatif, Santun dan Agamis	Terwujudnya Madrasah Tsanawiyah Al-Ihsan Baleendah terdepan dalam Prestasi, mempunyai daya saing, daya sanding, dan islami dalam budi pekerti.

Based on the table above, the visions of the two schools are similar in their view of the purpose of education. They are committed to producing religious and accomplished learners. In addition, they also focus on developing broad environmental insights, so that their graduates can compete in today's global era. This vision is very relevant to their efforts to produce competent professionals in their fields of expertise. Both schools also support the development of students to have a religious and superior character.

To achieve the goals based on the vision, a mission is needed as a step or action to realize the school's vision. The following are the missions of the two schools as outlined in the table below:

Table 2. The Mission

Mission	
SMPN 2 Margahayu	**MTs Al Ihsan Baleendah**
1. Mengembangkan proses pembelajaran yang aktif,kreatif, Inovatif	1. Menjadikan Madrasah Tsanawiyah Al-Ihsan Baleendah sebagai pusat pembelajaran dan informasi yang islami.
2. Meningkatkan prestasi sekolah	2. Membekali warga madrasah keseimbangan wawasan Iptek, Imtaq, Life Skill, dan Bahasa Asing untuk menghadapi persaingan global.
3. Menanamkan sikap budi pekerti yang baik dan bertanggung jawab terhadap diri sendiri, keluarga, dan lingkungan.	3. Menanamkan warga madrasah jiwa pekerja ikhlas, keras, cerdas, tangkas, tuntas, ramah, berkualitas, toleransi dalam perbedaan dan ahli fikir yang berdzikir.
4. Menumbuhkan dan melatih kreatifitas peserta didik baik intrakulikuler maupun ekstrakulikuler	
5. Mewujudkan kegiatan sekolah yang menjunjung tinggi kearifan budaya local dan nsional	
6. Mendorong peserta didik untuk mengikuti kegiatan ekstrakulikuler	
7. Meningkatkan Iman dan Taqwa melalui budaya religi yang ditanamkan disekolah	
8. Melaksanakan kegiatan keagamaan disekolah	
9. Melaksanakan kegiatan social dengan berwawasan lingkungan yang sehat, bersih, aman dan nyaman	
10. Ikut serta aktif dalam acara pagelaran seni dan budaya baik lokal maupun nasional	

Based on the table above, in addition to having a vision that provides direction to achieve goals, the vision can also be realized through achieving the mission. The two educational institutions above have almost similar missions in realizing their vision. Both schools implement various policies or actions that support the achievement of the vision, such as training and teaching students to not only have academic intelligence in their fields of expertise, but also non-academic aspects. In addition, the similarity of the two institutions can be seen in the aspect of developing students to have religious beliefs, piety, and noble behavior. In addition, shaping learners into competent, autonomous, and capable individuals to develop themselves in line with advances in science and technology. They are also taught to have dedication, creativity, and broad insight so that they can compete in the global era.

Thus, the mission of both institutions contains aspects that encourage students to achieve a level of competence, independence, and self-development capabilities that are in line with the development of science, technology, and moral aspects, and enable them to pursue careers in their respective fields of expertise. To realize the vision and mission, a strategy needs to be prepared. The following are the strategies of the two schools outlined in the table below:

Table 3. The School Strategy

Strategi	
SMPN 2 Margahayu	**MTs Al Ihsan Baleendah**
1. *Merumuskan struktur kurikulum tingkat satuan pendidikan yang memuat kompetensi (sikap, pengetahuan, dan keterampilan) yang memungkinan siswa dapat mengembangkan potensi diri dan prestasi secara optimal secara alamiah melalui proses pengalaman belajar yang efektif dan menyenangkan dengan memperhatikan perbedaan karakteristik peserta didik.* 2. *Menyelenggarakan pelayanan belajar yang efektif dengan dukungan sistem perencanaan, pelaksanaan pembelajaran, dan penilaian yang terbaru melalui kerja sama guru dalam pembelajaran.* 3. *Menyelenggarakan penilaian autentik yang menunjang terpenuhinya tertib dokumen sistem informasi penilaian dan mendorong siswa berprestasi dengan optimal* 4. *Meningkatkan tenaga pendidik yang profesional dalam mengikuti perkembangan zaman.* 5. *Meningkatkan kinerja sekolah (prestasi akademik dan non akademik) melalui inovasi dalam proses pembelajaran* 6. *Mewujudkan pengembangan sarana dan prasarana sekolah sesuai tuntutan ilmu pengetahuan dan tehnologi.* 7. *Memiliki lingkungan sekolah yang kondusif, bersih, indah dan nyaman serta dapat dijadikan sumber pembelajaran*	1. *Menyusun kurikulum yang berlandaskan Iman dan Taqwa (IMTAQ) dan kemajuan Ilmu Pengetahun dan Teknologi (IPTEK).* 2. *Menyelenggarakan pelayanan pendidikan dan pembelajaran kepada peserta didik.* 3. *Membekali peserta didik dengan keterampilan Bahasa Arab dan Bahasa Inggris.* 4. *Mengembangkan keahlian dan keterampilan (life skill), olahraga dan seni bagi peserta didik.* 5. *Menyelenggarakan pembinaan akhlak mulia, ketaatan dalam beribadah sehingga peserta didik memiliki pribadi yang santun.*

Based on the table above, shows that the strategies of the two institutions both have an education unit-level curriculum structure that contains competencies (attitudes, knowledge, and skills) in science and technology and both provide education and learning services to students..

In addition to the vision, mission, and strategy, schools must have objectives, which show their relevance to the purpose of the school itself and the goals of national education. The following purposes of the two schools are outlined in the table below:

Table 4. The School Goal

Tujuan	
SMPN 2 Margahayu	**MTs Al Ihsan Baleendah**
1. *Mewujudkan lulusan yang memiliki sikap sebagai seorang yang beriman, berakhlak mulia, berilmu, percaya diri, disiplin dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam*	1. *Mewujudkan lulusan yang beriman, berakhlak mulia, berilmu, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberdayaan.*

Tujuan	
dalam jangkauan pergaulan dan keberadaannya. 2. *Mewujudkan pengetahuan faktual, konseptual, dan prosedural sebagai dukungan terhadap penguasaan ilmu pengetahuan, budaya dan seni dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.* 3. *Mewujudkan penguasaan dalam bidang teknologi dan mampu bersaing global dengan penguasaan bahasa internasional* 4. *Meningkatkan keterampilan berpikir dan bertindak yang efektif dan kreatif dalam ranah abstrak ke konkret.* 5. *Memberdayakan minat, bakat dan kemampuan siswa melalui kegiatan ekstrakurikuler*	2. *Mewujudkan lulusan yang berpengetahuan faktual, konseptual, dan prosedural sebagai dukungan terhadap penguasaan ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.* 3. *Mewujudkan lulusan yang berketerampilan berpikir dan bertindak yang efektif dan kreatif dalam ranah abstrak dan konkret.*

Based on the table above, shows that the objectives of both schools are almost identical, which is to produce a generation that has good faith and morals. In addition, they want to provide learners with knowledge of environmental issues, so that they can enter the world of work with an attitude of professionalism, especially in the agribusiness, agro-industry, and tourism sectors, both at national and international levels.

Discussion

Based on the interviews with the two school principals, it can be concluded that the visions of the two schools point to the expected quality of education. This is because the school vision is a long-term view that describes the school's hopes and aspirations for the future. The purpose of the school vision is related to how the school wants a better quality of education and how the school tries to achieve it. (Kotter, 2007). In line with this statement, eight elements must be present in the school's vision to achieve a better quality of education, including improving the quality of learning, improving academic achievement, developing life skills, inclusive education, improving teacher qualifications and performance, parent and community participation, character education, and involvement in the wider education community (Fullan, 2023).

Meanwhile, based on philosophical values, the vision of both schools reflects good and meaningful values. This is in line with Cuningham and Cordeiro who explain that a good school vision should reflect philosophical values because these values provide an ethical and moral foundation for the purpose and direction of school development (Cunningham & Cordeiro, 2009). By specifying the philosophical values in the school vision, schools can create a strong foundation for achieving their educational goals while maintaining integrity and fairness. These values not only form the basis for decisions and actions but also shape a positive and sustainable school culture (Fullan, 2003).

The mission statement above indicates that both schools have a mission to promote the improvement of the quality of education. A school mission that includes improving the quality of education reflects a commitment to creating an educational environment that supports the full development of students' potential and creates a sustainable positive impact in society. Through improving the quality of education, schools can make a significant positive contribution to individuals and society (Hargreaves & Shirley, 2012).

In addition, the missions of both schools have philosophical value. Because the mission has a clear direction, guides decisions and actions, transmits core values, determines the school's identity, encourages joint commitment, and consistency in change, and also responds to social and cultural conditions (Fullan, 2003). In line with this explanation, Goldwyn says that integrating philosophical values in the school mission helps to create a strong ethical and moral foundation. It provides a solid foundation for achieving educational goals while ensuring that the school operates according to values that are recognized and valued by the educational community (Goldwyn, 2008).

The strategies of both schools show similarities to achieve good quality education. The educational strategies contained in the table above lead to focus and priorities, optimizing resources, measuring and monitoring progress, overcoming challenges and obstacles, improving coordination and collaboration, creating the visibility and accountability needed to motivate and involve all stakeholders, and adapting to change (A. Muhammad, 2009). In addition, through the implementation of a well-thought-out strategy, educational institutions can be more effective in achieving educational quality improvement, providing quality education, and preparing students to face future challenges (Hargreaves & Shirley, 2012).

In addition to the strategies of the two schools that address efforts to improve the quality of education, the points of each sentence of the strategy also contain elements of philosophical values. This is shown by containing elements of ethical guidelines, shaping school identity and culture, building student character, providing a deeper purpose, facing ethical challenges, inspiring and increasing motivation, and responding to social and cultural changes (Kotter, 2007) (Jensen, 2009)

Referring to the objectives of the two schools, both have a clear goal to improve the quality of education. According to Leithwood, by referring to improving the quality of education as the main goal, schools direct their efforts to provide meaningful, relevant, and high-quality education for all students. Improving the quality of education becomes the foundation for student achievement, character-building, and positive contributions to society and the world (Leithwood & Riehl, 2004).

In addition, Leithwood and Riehl further explained that there are eight indicators of improving the quality of education as one of the school's goals. First, it provides a focus on the desired results. Second, improving the quality of teaching and learning. Third, measuring and improving student competencies. Fourth, ensuring educational equality. Fifth, preparing students for the future. Sixth, improving global competitiveness. Seventh, improving stakeholder satisfaction. and Eighth, resolving inequalities and injustices (Leithwood & Riehl, 2004).

Referring to the explanation of the objectives of the two schools also contains philosophical values that lead to educational goals. Because in essence, the values and meanings contained in the school objectives must show an ethical and moral framework that guides the entire educational community to achieve these goals, provide a unique identity and character, recognize the values valued by the community, provide a basis for decision making, align with the vision and mission of education, encourage critical thinking and reflection and the formation of student character (Ozmon & Craver, 1981).

Conclusion

Improving the quality of education is a critical element in a school's vision, mission, strategy, and goals. It has a direct impact on educational outcomes, student development, and the school's contribution to society. Therefore, by including education quality improvement in a school's vision, mission, strategy, and goals, educational institutions can create a clear strategic

direction and ensure that every decision and effort supports the achievement of educational goals.

In addition, philosophical values in the school's vision, mission, strategies, and goals are needed. Philosophical values not only provide moral and ethical direction for schools but also play an integral role in shaping the overall culture, identity, and quality of education. As is the case in two junior high schools located in Bandung Regency, namely SMPN 2 Margahayu and MTs Al Ihsan Baleendah. The vision, mission, strategies, and goals of both schools support and encourage the improvement of the quality of education containing philosophical values to create positive educational experiences and empower students to become ethical citizens and contribute positively to society.

However, because the research was conducted in two schools and focused on analyzing the process of improving the quality of education and the philosophical values contained in the vision, mission, strategies and goals of the two schools, the results of this study still have many shortcomings and limitations. Therefore, the researcher suggests for future researchers to develop quality improvement and the importance of philosophical values in education more broadly and from different perspectives.

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