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Structure of the Vision and Mission Text of the Indonesian Language Education Masters Study Program Accredited as Excellent in Indonesia

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ABSTRACT

The vision and mission of a study program are the ideals of a study program that can be realized in a certain context and level and have an impact on graduates who have advantages and outputs that are beneficial to the development of science and society. For this reason, it is important to understand the structure of the text of the vision and mission of the study program, especially in this case the vision and mission of the Indonesian Language Education Study Program which is accredited as superior in Indonesia. For this reason, this study aims to describe the structure of the text of the vision and mission of the Indonesian Language Education Study Program which is accredited as superior in Indonesia. The research method uses the Systemic Functional Linguistics method. The data collection technique uses documentation techniques from the study program website. The research data are the vision and mission of science from nine accredited study programs. Data analysis techniques start from constituent structure analysis, grammatical constituent analysis, and labeling based on class or function. The results of the study show that the structure of the scientific vision text has minimal variations, namely ability, study material or material, and context. Meanwhile, the complete structure of the study program's scientific vision text is the ability, study material or material, context, and level of achievement or in a structure that begins with the level of achievement, ability, audience, level of achievement, study material, level of achievement, and context. Then, the structure of the scientific mission text at least has components of ability, study material, and context or with the structure of ability, study material, and level of achievement. Meanwhile, the complete structure of the mission text consists of ability, study material, context, and level of achievement. However, the mission is not an obligation for the study program in compiling it and the obligations that are compiled are the vision and objectives.

Keywords: Text Structure, Scientific Vision, Scientific Mission, Indonesian Language Education Study Program

INTRODUCTION

The vision and mission of the study program will determine whether graduates have excellence in their fields so that they can compete globally (Junaidi, 2020 & Hariwibowo, 2018). Therefore, it is important to understand the structure of the text of the vision and mission of the study program, especially in this case the vision and mission of the Indonesian Language

Education Study Program which is accredited as superior in Indonesia (Independent Education Accreditation Institute, 2022). In reality, there are still many study programs that do not have a vision and mission of the study program that is a) clear, (b) realistic, (c) visionary, (d) in line with the UPPS vision, and (e) shows the uniqueness of the study program. Likewise, a good strategy for achieving a scientific vision must be (a) clear, (b) precise, (c) realistic, (d) measurable, and (e) have clear stages. The purpose of this good scientific vision is so that the values developed can realize the excellence of its graduates.

We know that the scientific vision of a study program is the ideal of the study program in studying and developing certain sciences that are superior and characterize the field of expertise of the study program to respond to the development of science and technology and its application for the benefit of society in order to improve the quality of life of the people in it, both individually and collectively (Independent Education Accreditation Institute, 2022; Aditya, 2010; Susanto, 2008). In this case, the scientific vision must really be formulated in accordance with the ideals of the study program according to the vision of the Study Program Management Unit (UPPS) and the vision of the university. In addition, it must also be in line with the profile of the study program graduates to be achieved and the graduate learning outcomes (CPL) that will be mastered by graduates of the study program.

A good scientific vision of a study program according to the Independent Accreditation Institute for Education (2022) is that the study program has a scientific vision that is (a) clear, (b) realistic, (c) visionary, (d) in line with the UPPS vision, and (e) shows the uniqueness of the study program. Likewise, the strategy for achieving a good scientific vision must be (a) clear, (b) precise, (c) realistic, (d) measurable, and (e) have clear stages. The purpose of this good scientific vision is so that the values developed can realize the excellence of its graduates (Junaidi, 2020 & Fitriastuti, 2018).

In expressing the scientific vision, the Independent Education Accreditation Institute (2022) provides an example of a choice of verbs that show ideals, namely for the S-1 level using the word to organize, while for the S-2 level it can use the word to develop. The choice of words is in accordance with the level of the Indonesian National Qualification Framework and the taxonomy level of thinking skills from level C-1 to C-6, namely remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001).

Then, the scientific mission of the study program is a process or stage that must be passed by a study program with the aim of achieving the vision of the study program (Independent Education Accreditation Institute, 2022; Aditya, 2010). In this case, the scientific mission must really be arranged according to the stages to achieve the vision of the study program. In addition, the scientific mission must be in line with the profile of the study program graduates to be achieved and the graduate learning outcomes (LO) that will be mastered by graduates of the study program.

According to the Independent Education Accreditation Institute (2022), a good study program's scientific mission is that the study program has a scientific mission that is (a) clear, (b) realistic, (c) visionary, (d) in line with the UPPS vision, and (e) shows the uniqueness of the study program. Likewise, the strategy for achieving a good scientific vision must be (a) clear, (b) precise, (c) realistic, (d) measurable, and (e) have clear stages. The purpose of this good scientific mission is so that the values developed can realize the excellence of its graduates (Junaidi, 2020). In expressing the scientific vision, the Independent Education Accreditation Institute (2022) provides examples of verb choices such as organizing, producing, and improving. Then, according to Gosling & Moon (2001), Biggs (2003), and Kennedy (2007), in compiling a scientific vision, it must reflect the learning achievements of graduates which at least contain elements of ability or behavior, study materials, and context as statements that are expected to be carried out by students as a result of a learning activity.

Observation results on the BAN PT page, namely https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php show that out of 62 Indonesian Language (and Literature) Education Masters Study Programs, 9 are accredited Excellent, 6 are Accredited A, 15 are Accredited Very Good, 14 are Accredited Good, and 18 are Accredited B. The nine Indonesian Language (and Literature) Education Masters Study Programs that are specifically accredited Excellent in Indonesia are owned by the following universities: 1) Bengkulu University, 2) Medan State University, 3) PGRI Semarang University, 4) Muhammadiyah University of Surabaya, 5) Yogyakarta State University, 6) Muhammadiyah Prof. Dr. Hamka University, 7) Indonesian Education University, 8) Sanata Dharma University, and 9) Muhammadiyah University of Surakarta. The Excellent Accreditation achieved by the nine study programs is due to their ability to achieve the vision and mission that have been set. For this reason, it is important to study the structure of the text of the scientific vision and mission of the Indonesian Language Education Study Program which is accredited as superior in Indonesia as learning material for other study programs in compiling scientific visions and missions.

Research on the structure of the scientific vision and mission text of the Indonesian Language Education Study Program is only limited to the implementation of the vision and mission of the study program by Daud & Nursaid (2018) and limited to the revitalization of local culture in the development of science based on the vision and mission of higher education by Arwansyah (2019). This shows that the study of the structure of the scientific vision and mission text of the Accredited Excellent Indonesian Language Education Study Program in Indonesia has not been studied. For this reason, this study will try to analyze the structure of the scientific vision and mission text of the Accredited Excellent Indonesian Language Education Study Program in Indonesia using Systemic Functional Linguistics (SFL) so that it is hoped that it can find the structure of the scientific vision and mission that can be used as an example for study programs in Indonesia that have not yet obtained superior accreditation.

For that reason, the formulation of the problem in this study is how is the structure of the text of the scientific vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia? While the purpose of the study is to describe the structure of the text of the scientific vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia. Then, theoretically the results of this study are expected to be useful in developing knowledge about the structure of the text of the scientific vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia. In addition, the results of this study can be used as relevant research for subsequent research on the research of the scientific vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia. Then, the practical benefits of the results of this study are useful for study programs in compiling scientific visions and missions.

METHOD

1. Research Design

The research approach used is a qualitative approach. While the research method used is the Systemic Functional Linguistics (SFL) method. Wiratno (2018), Martin (2015), Thompson (2019), and Fauzan (2022) explain that the SFL method is a linguistic analysis that questions the way language forms are selected in the context of using language as text. The SFL method will analyze the structure of the study program's scientific vision and mission text starting from constituent structure analysis, grammatical constituent analysis, and labeling based on class or function (Halliday, 2004).

2. Time and Place of Research

This research is planned to be conducted from June to August 2024. Then, the place of research is on the website of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia, especially in the study program's scientific vision and mission menu.

3. Research Data and Data Sources

The research data to be analyzed is the structure of the text of the vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia whose status is still active until June 2024. The Indonesian Language Education Masters Study Program which is superior based on https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php, there are nine as follows: 1) Bengkulu University, 2) Medan State University, 3) PGRI Semarang University, 4) Muhammadiyah University of Surabaya, 5) Yogyakarta State University, 6) Muhammadiyah Prof. Dr. Hamka University, 7) Indonesian Education University, 8) Sanata Dharma University, and 9) Muhammadiyah University of Surakarta. While the source of the research data is the website of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia, especially in the menu of the vision and mission of the study program.

4. Data Collection Techniques

The data collection technique in this study uses documentation techniques. The document is in the form of a text of the vision and mission of the scientific study program of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia which is on each website, especially in the menu of the vision and mission of the study program.

5. Research Instrument

The main instrument in this study is the researcher. In this case, the researcher will analyze the structure of the language text of the vision and mission of the scientific study program of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia based on the theory and findings obtained.

6. Testing the Validity of Research Data

The test of the validity of the data in this study was done by checking. This member checking activity was carried out by a linguistic expert on the results of the data analysis carried out by the researcher from the structure of the language text of the vision and mission of the scientific study program of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia.

7. Data Analysis Technique

The data analysis technique for the structure of the text of the vision and mission of the study program uses the Systemic Functional Linguistics (SFL) method based on Halliday opinion (2004) with the following data analysis steps.

a. Constituent Structure Analysis

In constituent structure analysis, the structure analysis of one phrase with another phrase is carried out to form a sentence of the study program's scientific vision and mission.

b. Grammatical Constituent Analysis

Grammatical constituent analysis is carried out by determining the position or sequence of functions and types of phrases that form the study program's scientific vision and mission. This function can be in the form of S, P, O, Pel, and K and looking at the Predicate of its function at the word level that shows the Anderson and Krathwohl taxonomy level.

c. Labeling Based on Class or Function

The final stage of the analysis is to label each phrase function and its function at the word level that shows the Anderson and Krathwohl taxonomy level based on the class or function.

RESULTS AND DISCUSSION

Results

The structure of the scientific vision and mission text of the Indonesian Language Education Masters Study Program is focused on the superior accredited study program in Indonesia whose status is still active until June 2024 based on data from the National Accreditation Board for Higher Education (BAN-PT) which consists of nine study programs, namely 1) Bengkulu University, 2) Medan State University, 3) PGRI Semarang University, 4) Muhammadiyah University of Surabaya, 5) Yogyakarta State University, 6) Muhammadiyah Prof. Dr. Hamka University, 7) Indonesian Education University, 8) Sanata Dharma University, and 9) Muhammadiyah University of Surakarta. The structure of the scientific vision and mission text of the Indonesian Language Education Masters Study Program accredited superior in Indonesia from the results of the analysis using Systemic Functional Linguistics (SFL) (Halliday, 2004) which begins with constituent structure analysis, grammatical constituent analysis, and labeling based on class or function, as follows.

1. Structure of the Scientific Vision Text of the Indonesian Language Education Masters Study Program Accredited as Excellent in Indonesia

The structure of the scientific vision text of the Indonesian Language Education Masters Study Program, which is accredited as superior in Indonesia, has the following 4 structures.

- a. ability, study material or material, context, and level of achievement or level of achievement.
- b. ability, study material or material, and consequences in the form of ability, target, context, and level of achievement or level of achievement.
- c. level of achievement or level of achievement, ability, audience, level of achievement or level of achievement, study material, level of achievement or level of achievement, and context.
- d. ability, study material, context, level of achievement or level of achievement, study material, level of achievement or level of achievement.
- e. ability, study material or material, and context.

From the structure of the scientific vision text, there are minimal variations in the structure of the scientific vision text of the study program, namely it must have components of ability, study material or material, and context. However, the complete structure of the scientific vision text of the study program must have components of ability, study material or material, context, and level of achievement or level of achievement or it can also be in a structure that starts with level of achievement, ability, audience, level of achievement, study material, level of achievement, and context. In each structure of the scientific vision text of the study program, there is content that shows the choice of words that characterize each component of the structure. The components of each structure of the scientific vision text of the study program can be seen in the following table.

Table 1. Choice of Words for Each Component in the Structure of the Scientific Vision Text of the Indonesian Language Education Masters Study Program Accredited as Excellent

Component			
Behavior/Ability	Study Materials/Materials	Context	Level of Achievement
1. Level C-4 Review 2. Level C-6 Develop, Development, Become, Produce	1. Local cultural potential of coastal areas 2. Research, community service and teaching of Indonesian language and literature	1. Field of Indonesian language education 2. Professional and quality 3. Values of Indonesian local wisdom	1. Character: superior, cultured, and competitive, mastery of theory and practice, creative, innovative, spiritual, intellectual, emotional, social intelligence, highly

	3. Development of science and technology	4. Based on piety, independence, and scholarship	competitive, noble values of the Indonesian language as a national identity, prophetic, humanist
	4. Cultural wisdom through a holistic approach	5. In educating human resources	2. Region: international, national and international, Southeast Asia region, international recognition, global
	5. Tridharma of higher education	6. Field of teaching and education of Indonesian language and literature	3. Year: 2045, 2025, 2029
	6. Prophetic teaching of master of Indonesian language education	7. Humanistic education theory and systematic functional language theory	
	7. Center for pioneering and excellence	8. Based on science and technology	
	8. Indonesian language education		

From table 1 above, the choice of words in compiling each component of the study program's scientific vision text is as follows.

- a. Ability is the ability that will be mastered by students which is stated in the form of verbs that describe cognitive, psychomotor, or affective processes. Ability can use word choices at the cognitive level C-6 developing, becoming, and producing. However, the study program can also use two choices of words that are juxtaposed, namely studying (C-4) and developing (C-6), although the choice of words at the cognitive level C-4 does not match the level of the master's program (S-2).
- b. Study materials or learning materials in the form of knowledge, skills, attitudes that are learned and can be demonstrated by students. This study material is more in the field of science in the field of Indonesian language and literature education.
- c. Context, namely the scope of the study contained in the study material. The context that can be used in compiling the text of the study program's scientific vision is the scope of Indonesian language and literature science such as local wisdom, humanistic, based on science and technology, culture, and coastal areas.
- d. Level of Achievement/Level of Achievement, namely the indicator of achievement of the scientific vision. The level of achievement can be measured through three aspects, namely character, region, and year. Character, for example, is superior, cultured, and competitive, mastery of theory and practice, creative, innovative, spiritual, intellectual, emotional, social intelligence, highly competitive, noble values of the Indonesian language as a national identity, prophetic, and humanist. Region, for example, international, national and international, Southeast Asia region, international recognition, and global. Levels in the form of years, for example 2025, 2029, and 2045.

2. Structure of the Scientific Mission Text of the Indonesian Language Education Masters Study Program Accredited as Excellent in Indonesia

The structure of the scientific mission text of the Indonesian Language Education Masters Study Program, which is accredited as superior in Indonesia, has four structures as follows.

- a. Ability, study materials, context, and level of achievement or level of achievement.
- b. Ability, study materials, and level of achievement or level of achievement.
- c. Ability, study materials, and context.
- d. Does not have a mission, only has study program objectives.

Of the four scientific mission text structures, the Indonesian Language Education Masters Program has guidelines in the mission, namely having at least components of ability, study

material, and context or structure of ability, study material, and level of achievement or level of achievement. While the complete mission text structure consists of ability, study material, context, and level of achievement or level of achievement. However, the mission is also not an obligation for the study program in compiling it and the obligation that must be compiled is the objectives of the study program as a derivative of the study program's scientific vision. The components of each structure of the study program's scientific mission text can be seen in the following table.

Table 2. Choice of Words for Each Component in the Structure of the Scientific Mission Text of the Indonesian Language Education Masters Study Program Accredited as Excellent

Component			
Behavior/Ability	Study Materials/Materials	Context	Level of Achievement
1. Level C-3 Organize, Establish, Raise, Implement, Disseminate 2. Level C-6 Develop, Improve, Establish, Manage, Integrate, Produce	1. Indonesian language education or teaching 2. Research in the field of ecolinguistics 3. Community service in the field of Indonesian language education 4. Cooperation in tridharma activities in the field of Indonesian language education 5. Management system of the Indonesian Language Education Masters Study Program.	1. Indonesian language education field 2. Indonesian language and literature education 3. Beneficial to society 4. Based on science and technology and research 5. Having an Islamic personality	1. Character: Pancasila, professional, tough, fair, sustainable, quality, innovative, morality, intellectuality, entrepreneurial spirit based on cultural wisdom, effective, efficient, noble morals, professional maturity, scientific thinking, lifelong learning spirit, working, and developing oneself. 2. Region: community environment, local, national, international, domestic, and foreign institutions

From table 2 above, we can obtain the choice of words in compiling each component of the scientific mission text of the Indonesian Language Education Masters Study Program which is accredited as superior as follows.

- a. Ability is the ability that will be mastered by students as graduates which is stated in the form of verbs that describe cognitive, psychomotor, or affective processes. Ability, most of the word choices use cognitive level C-6 to develop, improve, establish, manage, integrate, and produce. However, study programs can also use cognitive level C-3 word choices with word choices such as organizing, establishing, raising, implementing, and disseminating.
- b. Study materials or learning materials in the form of knowledge, skills, attitudes that are learned and can be demonstrated by students. This study material is more on 6 activities, namely education or teaching, research, community service, cooperation, governance of study programs in the field of Indonesian language and literature education.
- c. Context, namely the scope of the study contained in the study material. The context that can be used in compiling the text of the study program's scientific mission is the scope of Indonesian language and literature science such as, being useful for society based on science and technology and research, and having an Islamic personality.

However, there are also those who mention the context in the field of Indonesian language and literature education.

- d. Level of Achievement is an indicator of the achievement of the scientific mission. The level of achievement of the scientific mission can be measured through two aspects, namely character and territory. Character, for example, Pancasila, professional, tough, fair, sustainable, quality, innovative, morality, intellectuality, entrepreneurial spirit based on cultural wisdom, effective, efficient, noble morals, professional maturity, scientific thinking, spirit of lifelong learning, working, and developing oneself. Territory, for example, the community environment, local, national, international, domestic, and foreign agencies.

Discussion

The structure of the scientific vision text of the Indonesian Language Education Masters Study Program accredited as Excellent in Indonesia has a minimal variation in the structure of the study program's scientific vision text, namely it must have components of ability, study material or material, and context. Meanwhile, the structure of the complete study program's scientific vision text must have components of ability, study material or material, context, and level of achievement or level of achievement or it can also be in a structure that starts with level of achievement or level of achievement, ability, audience, level of achievement or level of achievement, study material, level of achievement or level of achievement, and context. The structure of this scientific vision text is the ideal of the study program which aims to produce a graduate profile according to the characteristics or characteristics or scientific excellence in the field of Indonesian language and literature education at the master's level (Independent Education Accreditation Institute, 2022; Junaidi, 2020; Fitriastuti, 2018; Danim, 2006, Karimah, 2021).

An example of the structure of the scientific vision text of the Indonesian Language Education Masters Study Program which is accredited as Excellent with the following pattern of abilities, study materials or subject matter, and context.

Developing the Indonesian language education based on educational theory

Ability study material context

humanistic and systematic functional language theory, which are integrated with

context

educational linguistic theory, critical literary theory, and learning technology.

context

From the example of the scientific vision above, it can be explained that the structure of the scientific vision consists of at least abilities, study materials or materials, and context. The ability at level C-6 uses the word develop (Anderson & Krathwohl, 2001), the study material is in the form of science in the field of Indonesian language education, and the scientific context is based on humanistic education theory and systematic functional language theory, which are integrated with educational linguistics theory, critical literary theory, and learning technology.

The complete structure of the scientific vision text of the study program can use two patterns, namely pattern 1 with components in the form of abilities, study materials or materials, context, and level of achievement or level of achievement. Pattern 2 with components in the form of level of achievement or level of achievement, ability, audience, level of achievement or level of achievement, study materials, level of achievement or level of achievement, and context. The structure of the scientific vision text of the study program with pattern 1 can be seen in the following example.

Developing the local cultural potential of coastal areas in the field of education

Ability *study material* *context*
superior, cultured, and internationally competitive Indonesian language
character achievement level

in 2045.

achievement level year

From the example of the scientific vision above, it can be explained that the structure of the scientific vision text in pattern 1 consists of a maximum of abilities, study materials or materials, context, and levels of achievement or levels of achievement. The ability at level C-6 uses the word develop (Anderson & Krathwohl, 2001), the study materials are in the form of materials about the potential of local coastal culture, and the context is in the form of knowledge in the field of Indonesian language education, and the level of achievement is in the form of superior, cultured, and competitive character at the international level and in 2045.

Different from the structure of the scientific vision text in pattern 2, it consists of a maximum of levels of achievement, ability, audience, levels of achievement, study materials, levels of achievement, and context. The following is an example of a scientific vision text with the second pattern.

In 2025 it will become a Masters Study Program in Indonesian Language and Literature

achievement level *Ability* *Audience*
Education superior, creative and innovative in the tridharma of higher education
achievement level *study material*

in the Southeast Asian region is based on piety, independence and intelligence.

achievement level *context*

From the example of the structure of the scientific vision text of the study program with the second pattern, it has a structure consisting of levels of achievement, ability, audience, levels of achievement, study materials, levels of achievement, and context. The levels of achievement are in the form of 2025, the ability to use the word 'become' at level C-6 (Anderson & Krathwohl, 2001); the audience is the Indonesian Language and Literature Education Masters Study Program; levels of achievement in the form of superior, creative, and innovative characters; study materials in the form of the tridharma of higher education, levels of achievement in the Southeast Asian Region, and the context is based on piety, independence, and scholarship.

After compiling a scientific vision, the study program also compiles a scientific mission as a process or stage that must be passed by a study program with the aim of achieving the study program's vision (Lembaga Akreditasi Mandiri Kependidikan, 2022). However, the findings show that the mission is not an obligation or requirement to be prepared by the study program because there are several study programs that only prepare a vision and objectives, thus the study program is only required to prepare a scientific vision and objectives.

The scientific mission compiled by the study program has guidelines in the mission, namely at least having components of ability, study material, and context or structure of ability, study material, and level of achievement or level of achievement. While the complete mission text structure consists of ability, study material, context, and level of achievement or level of achievement. The following is an example of a mission text structure using a minimal pattern of ability, study material, and context.

1. Organizing educational education in the field of Indonesian language and literature;
Ability *study material* *context*
2. Conducting research and development of Indonesian language and literature science; and
Ability *study material* *context*
3. Disseminating science and technology in the field of discipline and language and literature
Ability *study material* *context*
education/teaching through community service.
context

From the example of the minimal structure of the mission text, it can be explained that the mission structure consists of abilities, study materials, and context. The ability at the level, namely level C-3, uses the words organizing and disseminating (Anderson & Krathwohl, 2001); the study materials consist of three areas, namely education or teaching, research and community service; and the context is Indonesian language and literature education.

Then, the study program can also compile a scientific mission text with a complete mission text structure consisting of abilities, study materials, context, and level of achievement or level of achievement. Here is an example of a scientific mission text structure with a complete structure.

1. Organize and develop Indonesian language education programs dalam
Ability *study material*
in producing graduates who have Pancasila character and are internationally competitive.
context *achievement level*
2. Conducting research in the field of ecolinguistics in coastal areas that are used
Ability *study material* *context*
to develop the quality of learning and gain international recognition.
achievement level
3. Organizing community service (PkM) in the field of Indonesian language education
Ability *study material* *context*
according to regional and national needs.
achievement level
4. Increase cooperation in tridharma activities in the field of Indonesian language education
Ability *study material* *context*
with various local, national and international agencies.
achievement level
5. Improving the governance system of the Indonesian Language Education Masters Study Program
Ability *study material* *context*
professional, resilient, fair and sustainable.
achievement level

From the example of the complete structure of the scientific mission text of the study program, it can be explained that the structure of the scientific mission consists of abilities, study materials, context, and levels of achievement or levels of achievement. The abilities at two levels, namely level C-3, use the word 'organize' and level C-6 uses the words 'develop' and 'improve' (Anderson & Krathwohl, 2001); the study materials consist of five areas, namely Indonesian language education or teaching, research in the field of ecolinguistics, community service in the field of Indonesian language education, cooperation in tridharma activities in the field of Indonesian language education, and the governance system of the Indonesian Language Education Masters Study Program; the context is the coastal area; the levels of achievement or levels of achievement consist of two, namely 1) in the form of Pancasila character, professional, tough, fair, and sustainable, and 2) the context of achievements of local, national, and international agency areas.

CONCLUSION

The results of the study show that the structure of the scientific vision text of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia has the following 4 structures.

1. ability, study material or material, context, and level of achievement or level of achievement.
2. ability, study material or material, and consequences in the form of ability, target, context, and level of achievement or level of achievement.

3. level of achievement or level of achievement, ability, audience, level of achievement or level of achievement, study material, level of achievement or level of achievement, and context.
4. ability, study material, context, level of achievement or level of achievement, study material, level of achievement or level of achievement.
5. ability, study material or material, and context.

From the structure of the scientific vision text, there are minimal variations in the structure of the scientific vision text of the study program, namely it must have components of ability, study material or material, and context. However, the structure of the complete scientific vision text of the study program must have components of ability, study material or material, context, and level of achievement or level of achievement or it can also be in a structure that starts with level of achievement or level of achievement, ability, audience, level of achievement or level of achievement, study material, level of achievement or level of achievement, and context.

Then the structure of the scientific mission text of the Indonesian Language Education Masters Study Program which is accredited as superior in Indonesia has the following four structures.

1. Ability, study materials, context, and level of achievement or level of achievement.
2. Ability, study materials, and level of achievement or level of achievement.
3. Ability, study materials, and context.
4. Does not have a mission, only has a study program objective.

Of the four scientific mission text structures, the Indonesian Language Education Masters Program has guidelines in the mission, namely at least having components of ability, study material, and context or structure of ability, study material, and level of achievement or level of achievement. While the complete mission text structure consists of ability, study material, context, and level of achievement or level of achievement. However, the mission is also not an obligation for the study program in compiling it and the obligation that must be compiled is the purpose of the study program as a derivative of the study program's scientific vision.

Some suggestions from the results of this study are as follows: 1) for further researchers, this study is only limited to examining the structure of the scientific vision and mission of the Indonesian Language Education Masters Study Program which is accredited as superior so that it becomes a basis for continuing research, especially in studying the text of the scientific vision and mission of the Indonesian Language Education Masters Study Program. Then, 2) for the Indonesian Language Education Masters Study Program, it can be a source of reading or reference in compiling and developing the scientific vision and mission of its study program towards superior accreditation.

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