



Shared Vision: Providing Education as a Preparation for Becoming Leaders in Organizations to Ma'arif High School Students

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ABSTRACT

Shared vision is a concept of leadership in which a leader strives to build and share a clear vision with a team member or organization. This activity is carried out at Ma'arif Batu High School with the aim of raising the knowledge of students about shared vision, which can lead them to follow an organization or become its leader. The method used in this examination is the lecture method, which involves conducting a pre- and post-test session to measure the level of knowledge of the participants. The sampling of this dedication uses random sampling techniques in which student and student populations are taken randomly. The data analysis is carried out in the form of a frequency distribution table based on the characteristics of Ma'arif students as respondents and the results of the pre-test as well as the post-test. The success of this dedication can be seen from the increased values of the post-test, where the results are higher than pre-tests. With such results, it can be concluded that the educational activities on Shared Vision are successful. It is hoped that after implementing these educational activities, Ma'arif's high school students will be able to implement a shared vision in their present and future organizations in order to have a successful and structured organization.

KEYWORDS

Shared Vision, Leadership, Organization, Students, Knowledge

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INTRODUCTION

Schools have a function as an educational institution that is to develop the human potential of students to be able to carry out activities and tasks in life as humans, both individually and in groups in community life (School et al., 2023). Building a learning organization in schools should be understood by all components in the school itself, both school management, principals, teachers, students, school committees and all components that support schools as a step in transforming the values that are believed in each individual. To make the school a learning organization, the school community can cooperate in building the school as a learning organization that does not only focus on knowledge, but focuses on developing positive behaviors for each school community in it. Learning organizations have five components, namely systems thinking, team learning, personal expertise, mental models, and shared vision (School et al., 2023). The five components of the organization are expected to continue to develop and run harmoniously.

One of the organizational components is a shared vision. Shared vision is a skill in forming a shared commitment to each school community (School et al., 2023). In addition, shared vision is a leadership concept where a leader seeks to build and share a clear vision with members of his team or organization. The purpose of shared vision is to encourage each individual to build commitment to continue to carry out creativity and innovation in continuing the ideals of the learning organization (Lam et al., 2021). Shared vision must be applied to organizations in the junior high school environment. However, building a shared vision in a junior high school environment can be a crucial factor in creating a learning organization. A vision is said to be a shared vision when it has staying power and is able to evolve in the long term, able to keep people in the organization moving in a cycle of action, learning, and reflection (Marthunis, 2020). SMP Ma'arif Kota Batu is one of the junior high schools in which several organizations have been formed. However, the implementation of a shared vision in the SMP has not been implemented optimally.

Some of the issues related to the problem of shared vision are leadership, delays in implementation, tools and methods, communication, and human resource development. Success in building a shared vision is based on the strong commitment of the leadership. Delays in implementation can be caused by various factors, such as differences in interpretation of the vision, resource limitations, and dependency on change. Building a successful shared vision requires the use of appropriate theories, formats, systems, tools and products. Good and transparent communication is essential in building and implementing a shared vision. By understanding the shared vision, organizational members can make the most appropriate decisions in their context and develop new skills needed to achieve the vision.

In building a shared vision, organizational leaders play an important role. Leaders must be able to build good interactions with organizational members. In that way, the leader can share the vision to all members of the organization in the junior high school environment. Leaders must





use various methods to communicate with all members of the organization who have different characters (Susatya, 2019). Building a shared vision requires good communication between leaders and members. A shared vision must be interpreted well by someone at the leadership level. A leader must be able to outline the vision that has been set to each member. Furthermore, one of the productive efforts that can be done to develop shared vision at Ma'arif Junior High School Batu City is to conduct education related to shared vision. This education is carried out with the aim of increasing their knowledge about shared vision while in the organization or team. In addition to increasing knowledge, this education is expected to be implemented in organizational activities at SMP Ma'arif Kota Batu.

MATERIALS AND METHODS

The lecture technique is employed in the extension programme, including a pre-test and post-test session to assess the participant's level of knowledge. On November 30, 2023, at 07.40-09.00 AM, the counseling took place in Ma'arif Junior High School in Batu City. The target demographic for this programme is 19 students from Ma'arif Junior High School in Batu City. This counseling aims to provide clear and correct information on shared vision material in order to develop awareness and knowledge and be able to use it in everyday life. This service is sampled using a random sampling technique in which the population of students and female students is drawn at random. The data was analyzed using a frequency distribution table and the characteristics of Ma'arif Junior High School students as respondents, as well as the results of the pre-test and post-test. The effectiveness of this counseling is determined by comparing participant's pre-test and post-test results.

RESULTS

The educational activity on "Shared Vision as Provider of Leadership in Organizing in High School Students" was held on Thursday, November 30, 2023, at 07.40-09.00 AM. This activity aims to increase the knowledge of students about Shared Vision which can be the provider of following an organization or becoming a leader of an organization. Shared Vision educational activities can add knowledge as well as expand the way students think in organizing.

The results of respondent characteristics by sex can be seen in Tab. 1, from 19 students who attended this program, respondents based on sex consisted of 9 male (47%) and 10 female (53%).

Table 1. Characteristics of Respondents by Sex

The Score of Knowledge	n	%
Male	9	47%
Female	10	53%





The Score of Knowledge	n	%
Total	19	100%

In Tab. 2, from pre-test results, 10 respondents got a score of 80-100, and 9 respondents got a score of 40-60. After being given education about shared vision their scores increased based on post-test. From post-test results, 17 respondents got a score of 80-100, and 2 respondents got a score of 40-60. It can be concluded there was an increase in knowledge scores for 7 respondents after the presentation of material about shared vision.

Table 2. Knowledge Score of Respondents

The Score of Knowledge	n	
	Pre-Test	Post-Test
80-100	10	17
40-60	9	2
Total	19	19

Shared vision is a crucial concept in organizational development, leadership, and team effectiveness. It involves creating a common mental model of the future state that a person, team, or group wishes to achieve, providing a clear direction and guiding principles that orient collective effort (Zasa & Buganza, 2022). Research has shown that a shared vision can activate neural networks that arouse endocrine systems and impact organizational outcomes such as leadership effectiveness, employee engagement, and organizational citizenship (Boyatzis et al., 2015). In the context of family firms, shared vision represents an optimistic view of the future, energizing the group and promoting change, and it is closely associated with the unique organizational culture of family firms, significantly impacting business performance. Shared vision is also closely associated with organizational learning, influencing knowledge acquisition and knowledge sharing within an organization (Doten-Snitker et al., 2021).

DISCUSSION

The educational activity on "Shared Vision as Provider of Leadership in Organizing in High School Students" was conducted with the aim of enhancing students' understanding of shared vision and its role in organizational leadership. Held on November 30, 2023, the session engaged 19 high school students, consisting of 47% male and 53% female participants. This balanced representation provided a comprehensive view of the impact of the activity across genders.

In the context of organizational development, a shared vision is a fundamental element that aligns the efforts and aspirations of individuals towards common goals. The concept, as outlined by researchers such as Zasa and Buganza (2022), involves forming a collective image of the future that inspires and directs a group's actions. This vision acts as a guiding force that can foster





leadership effectiveness, enhance team dynamics, and improve overall organizational performance. The educational session aimed to impart these principles to the students, highlighting how a shared vision can be a pivotal factor in both leading and following within an organization.

The pre-test and post-test results indicate a notable improvement in students' understanding of the concept. Initially, the scores were divided, with a significant portion of students scoring lower on the pre-test. However, after the educational intervention, there was a marked increase in higher scores, demonstrating the effectiveness of the session. Specifically, the number of students scoring in the higher range (80-100) increased, while those scoring lower (40-60) decreased. This improvement underscores the positive impact of structured educational activities on students' comprehension of complex concepts like shared vision.

The benefits of a shared vision extend beyond individual knowledge gains. According to Boyatzis et al. (2015), a shared vision can activate specific neural networks and endocrine systems, enhancing organizational outcomes such as leadership effectiveness and employee engagement. In the setting of family firms, shared vision fosters an optimistic outlook and encourages change, which can significantly impact business performance. Moreover, Doten-Snitker et al. (2021) emphasize the role of shared vision in promoting organizational learning, facilitating knowledge acquisition, and encouraging knowledge sharing among members.

However, the concept of shared vision is not without its challenges. Some critics argue that creating and maintaining a shared vision can be difficult, particularly in diverse groups where individual goals and values may conflict. Additionally, the process of aligning a group's vision can be time-consuming and requires skilled leadership to ensure inclusivity and coherence. Despite these challenges, the educational activity demonstrated that introducing students to the concept of shared vision can significantly enhance their understanding of leadership and organizational dynamics. This knowledge is invaluable as they prepare to take on roles in various organizational settings, whether in school or future professional environments.

According to the author, the role of communication in implementing shared vision is very important. The existence of leadership, member, and communication elements is to support the achievement of a shared vision in an organization. In other words, communication that does not receive feedback will lead to misunderstandings and ineffectiveness of a forum in an organization. This is in line with research by Wicaksana (2023), that there is ineffectiveness in the use of communication media or forums because most members do not provide feedback. So we conduct Shared Vision educational activities and motivate Ma'arif's high school students to be able to implement it in their organization now and in the future to be a successful and structured organization. The success of our activities can be seen from a higher post-test score than the pre-test, with the result that it can be concluded that the educational activities on this Shared Vision are successful.

CONCLUSIONS





The activity was carried out at Ma'arif Batu Middle School with the aim of increasing students' knowledge about Shared Vision which can be a provision for joining an organization or becoming a leader of an organization. At Ma'arif Middle School in Batu City, shared vision has not been running well within the organization or team that was formed, so a productive effort that can be made to develop shared vision at Ma'arif Middle School in Batu City is to provide education related to shared vision. The implementation of this student educational activity consists of several activity stages, the first stage is the opening, introduction and greeting to Ma'arif Middle School, Batu City by the team tasked as Master of Ceremony, the second stage is a Pre-test to determine the students' initial abilities, the third stage is presentation of the material using the lecture method using power point media, the fourth stage is filled with game activities and the final stage is taking a post-test to determine the students' final abilities. The success of our activities can be seen from the post-test scores which are higher than the pre-test scores, with these results it can be concluded that this educational activity regarding Shared Vision was successful.

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Conflict of Interest

The authors declare that there are no conflicts of interest that could influence the scientific articles presented here.

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