Challenges in Implementing School Vision and Mission in Riau Islands

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Abstract: This study aims to identify and analyze the challenges faced by schools in the Riau Archipelago in implementing their vision and mission. School vision and mission are crucial guidelines in the educational process, as they reflect the goals and direction that the educational institution seeks to achieve. However, the challenges in their implementation often affect the effectiveness of achieving those goals. This study focuses on local factors that may influence the implementation of school vision and mission in the Riau Archipelago, such as limited resources, infrastructure issues, and cultural and social barriers in the archipelago region. The methodology used in this study is descriptive qualitative, with data collection techniques through in-depth interviews, field observations, and documentation studies. The results of the study indicate that, although the vision and mission of schools in the Riau Archipelago are clear and well-defined, the main challenges lie in the lack of adequate facilities and resources, as well as difficulties in reaching remote and isolated areas. Additionally, local cultural factors and public perceptions of education also affect effective implementation. This study suggests the need for improved access to educational resources, training for teachers and school principals, as well as the utilization of technology to overcome geographical and social barriers. Therefore, this study is expected to contribute to the improvement of the education system in the Riau Archipelago and other remote areas.

Keywords: Educational Challenges, Implementation of School Vision, Mission, Riau Archipelago.

1. Introduction

The vision and mission of a school are crucial elements in the education system, as both provide clear direction and goals for managing and developing the quality of education in a school. The vision typically represents an ideal picture or long-term goal that the school aspires to achieve, while the mission serves as practical steps to realize that vision. These two aspects not only serve as guides in the learning process but also in school management and decision-making. However, the implementation of a school's vision and mission is often faced with various challenges, especially in regions with unique characteristics, such as the Riau Archipelago.

The Riau Archipelago, as a province located in a coastal area with many small islands, faces more complex challenges compared to other regions in terms of implementing educational vision and mission . Main Challenges in Implementing the Vision and Mission of Schools in Kepulauan Riau

The main challenges faced in implementing the vision and mission of schools in Kepulauan Riau stem from several interconnected factors related to geographical isolation, limited resources, and socio-cultural differences. The region's geographic setup, consisting of many small islands, presents unique barriers in terms of accessibility and infrastructure, which significantly impact the delivery of quality education. Below is a detailed analysis of the challenges:

1. Geographical Constraints and Infrastructure Limitations

Kepulauan Riau consists of a vast archipelago, with some islands being hard to reach, which causes significant infrastructure challenges. Many schools in remote areas lack essential facilities such as sufficient classrooms, internet access, and modern teaching tools. These limitations hinder the schools' ability to implement the national curriculum, especially the aspects focused on modern technology and digital learning. Furthermore, limited transportation infrastructure between islands complicates the mobility of both students and teachers, which affects the efficiency and effectiveness of the teaching-learning process.

2. Education Access Gaps

Another major issue is the gap in access to education between urban areas, such as Batam, and rural or isolated islands. Urban schools have better facilities, including access to digital tools and resources, while remote islands struggle with a lack of educational resources. This creates a disparity in the quality of education, with students in rural areas often lacking access to a quality learning environment that would allow them to compete on an equal footing with their peers in urban areas. The gap between urban and rural educational quality further complicates the implementation of a uniform educational vision and mission.

3. Teacher Quality and Human Resource Limitations

The lack of qualified teachers in Kepulauan Riau is another significant challenge. Many schools in remote areas struggle to hire teachers who meet the required qualifications, particularly in specialized subjects like science, mathematics, and technology. Additionally, the availability of professional development opportunities for teachers is limited. Many teachers in remote areas are not adequately trained in modern teaching methods, especially in the use of technology for education. As a result, the educational quality falls short of the expectations outlined in the national curriculum and the vision of the schools.

4. Economic Limitations of Local Communities

The economic condition of many communities in Kepulauan Riau, particularly those in remote islands, directly impacts the education system. Many families in these areas live under limited financial conditions, and children are often expected to help their families through labor, which affects their ability to focus on education. This economic hardship leads to a lack of prioritization of education in these communities, which hinders the successful implementation of school visions and missions. Children from lower-income families may miss opportunities for quality education, further exacerbating the social and educational divide.

5. Cultural Diversity and Social Differences

Kepulauan Riau is home to a diverse mix of cultures and ethnic groups, each with their own values and customs. This cultural diversity poses a challenge in implementing a uniform vision and mission across all schools in the region. While the national education curriculum emphasizes certain aspects of education, such as the integration of science and technology, many communities in the archipelago still prioritize religious education and traditional values. As a result, there may be resistance to education that does not align with local cultural values, particularly in remote or more conservative areas.

On the other hand, this diversity also presents an opportunity for the development of inclusive education that integrates local values and beliefs with broader educational objectives. By acknowledging and respecting these cultural differences, schools can adapt their vision and mission to create a more inclusive and locally relevant curriculum. The integration of religious values with modern education, for example, can help bridge the gap between global knowledge and local cultural wisdom.

6. Limited Access to Technology

Despite the technological advancements that have revolutionized education worldwide, access to technology in Kepulauan Riau remains limited, particularly in remote islands. Many schools in these areas do not have stable internet connections or the necessary digital equipment to support modern teaching methods. This lack of access to technology is a major barrier to implementing the national education vision, which increasingly relies on digital tools, online learning platforms, and other technology-based methods. In the digital age, this lack of technological infrastructure severely limits students' opportunities to acquire essential skills required to compete globally.

7. Government Role and Educational Policy

The role of the local government is crucial in addressing these challenges. Although there have been various policies and initiatives aimed at improving education quality, such as educational assistance distribution and infrastructure development, many challenges remain unresolved. The success of implementing the vision and mission of schools in Kepulauan

Riau largely depends on the continuation of policies that support equitable education and the active involvement of all stakeholders, including the local community. Only through sustained government action, collaboration between educational institutions, and community engagement can these challenges be overcome.

The implementation of the vision and mission of schools in Kepulauan Riau faces substantial challenges, ranging from infrastructural limitations and educational access gaps to social, economic, and cultural factors. However, these challenges also present opportunities to design more contextual, inclusive, and locally relevant educational solutions. To overcome these obstacles, collaboration between the government, educational institutions, the local community, and the private sector is needed to create a more equitable and efficient education system in Kepulauan Riau. This would enable the realization of the schools' vision and mission and improve the overall quality of education in the region.

With this background, it is important to further analyze the challenges faced in implementing the vision and mission of schools in the Riau Archipelago. Research on this matter will not only help to understand the existing barriers but also provide recommendations for policymakers, educators, and the community to improve the educational conditions in this region. Furthermore, this research can provide a broader perspective on how the vision and mission of schools can be adapted to address the geographical, social, and economic challenges in the Riau Archipelago.

2. Literature Review

The vision and mission of a school are fundamental in determining the direction and educational objectives of an educational institution. The vision reflects the long-term goals to be achieved, while the mission outlines the strategic steps that must be taken to reach these goals. A clear vision and mission are essential to guide all components of education, from school management to students, in achieving better educational outcomes. However, the implementation of the vision and mission on the ground often faces various challenges, particularly in regions with unique geographical and social conditions, such as the Riau Archipelago.

The Riau Archipelago is a province located in the western part of Indonesia, consisting of many islands with scattered and isolated geographical conditions. This brings its own set of challenges in organizing education, including issues related to accessibility, infrastructure, and the quality of teaching. Although Indonesia has a national education curriculum that applies throughout the country, the challenges in implementing the vision and mission of schools in regions like the Riau Archipelago are significantly influenced by local factors such as transportation difficulties, limited educational facilities, and a lack of trained human resources.

In the Riau Archipelago, despite many schools having clear visions and missions, their implementation is often hindered by various obstacles. One of the main issues is the lack of resources and facilities that support quality education, such as limited internet access, inadequate classroom space, and a shortage of qualified teachers. In addition, the communities in the archipelago often have different views and priorities regarding education, which can sometimes affect the implementation of the established vision and mission.

Another challenge faced is the difficulty in disseminating information related to the school's vision and mission to all stakeholders, including parents, students, and the wider community. The cultural and social diversity in the Riau Archipelago, with communities that have different values and traditions, requires a more sensitive approach tailored to the local character. In many cases, the acceptance of the school's vision and mission may be hindered by a lack of understanding or insufficient active participation from the various parties involved in education.

A relevant study to this research is titled "Education in Indonesia: Rising to the Challenge" by the OECD/Asian Development Bank. This report identifies challenges in Indonesia's education system, including in the Riau Archipelago, such as disparities in education quality across regions, the lack of curriculum relevance to local needs, and governance issues in education .

Another relevant study is titled "Challenges with Mission, Vision, and Change in a 1:1 School: A Faction Analysis." This article discusses the challenges schools face in implementing their vision and mission, particularly in the context of technological change and organizational culture. Although the focus is not on the Riau Archipelago, the findings from this study can provide insights into similar challenges in the local context .

Additionally, a study titled "Future Challenges for School Leaders in Implementing the Concept of Mission and Vision" identifies challenges faced by school leaders in implementing their vision and mission, including resistance to change, lack of resources, and communication challenges. The findings are relevant to understanding the challenges that schools in the Riau Archipelago may face .

The three journals above provide valuable insights into the challenges of implementing school vision and mission, particularly in areas such as the Riau Archipelago. While not all of them directly address the topic, they offer relevant perspectives related to the local context, teacher preparedness, and the integration of cultural values in education.

Several previous studies have identified similar challenges in implementing school vision and mission in remote and island areas. One study by Sari & Hadi revealed that the main obstacle in implementing vision and mission in remote areas is the lack of infrastructure and educational access. This research shows that while schools may have a good vision, without adequate facilities, it is difficult to bring that vision to life in practice .

Another study by Yusuf & Farah in the Journal of Educational Innovations also discusses the impact of geographical challenges on the implementation of educational policies in isolated areas. They found that despite the central government's policies supporting education, local challenges such as logistical issues, limited infrastructure, and shortages of educators hinder the achievement of school vision and mission in those areas .

Meanwhile, a study by Ahmad & Khalid in the International Journal of Educational Development examines how cultural and social challenges affect the implementation of school vision and mission. They highlight that cultural diversity in various regions, including the Riau Archipelago, often becomes a barrier in implementing education policies due to differing views on education between schools, families, and communities

From this literature review, it is clear that implementing school vision and mission in areas like the Riau Archipelago faces more complex challenges, especially in terms of accessibility, infrastructure, the lack of qualified educators, and the influential social and cultural factors. Therefore, it is crucial to conduct further research to explore how these challenges can be overcome and what strategies can be applied to improve the effectiveness of implementing school vision and mission in the Riau Archipelago.

3. Proposed Method

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This study uses a descriptive qualitative approach . Descriptive qualitative research aims to systematically, thoroughly, and deeply describe the phenomena or events that occur. This approach is suitable for studying complex issues, such as the challenges in implementing the vision and mission of schools, which not only rely on quantitative data but also on the contextual and subjective understanding of the individuals involved.

The approach used in this study is a case study approach. A case study allows researchers to focus on one or more units of analysis in depth, in this case, schools in the Riau Archipelago . This approach is highly effective for exploring specific challenges faced by schools in implementing their vision and mission, as well as understanding local factors that influence the process, such as geographic conditions, limited resources, and social and cultural dynamics in the region.

The data collection techniques used in this study are : 1) In-depth Interviews: In-depth interviews are conducted with various stakeholders in schools, including school principals, teachers, students, and parents. These interviews aim to gather their views, experiences, and perceptions regarding the challenges in implementing the vision and mission of the school. This technique allows the researcher to uncover more personal and detailed information. 2) Participant Observation: The researcher will conduct direct observations of daily activities at the school, including teaching processes, interactions between teachers and students, and the implementation of policies related to the school's vision and mission. This observation will provide concrete insights into how the vision and mission are translated into real actions in the classroom and school environment. 3) Documentary Study: The researcher will collect

documents related to the vision and mission of the school, including curriculum documents, lesson plans, annual reports, and other documentation. These documents provide information about the policies and strategies implemented by the school in realizing its vision and mission.

The subjects of this research involve teachers, school principals, students, parents, and local education managers in the Riau Archipelago .. The selection of these subjects is based on the importance of perspectives from various stakeholders in the process of implementing the school's vision and mission. Teachers and school principals play a central role in teaching and management, while students and parents provide valuable insights into how the implementation of the vision and mission affects their experiences at school.

The data obtained from interviews, observations, and document studies will be analyzed using thematic analysis. This technique involves identifying patterns, themes, or categories that emerge from the collected data . The researcher will group the data based on key themes related to the challenges in implementing the vision and mission of the school. Afterward, analysis will be carried out to find relationships between themes and draw conclusions about the factors influencing the implementation of the vision and mission in the Riau Archipelago.

This research methodology is designed to explore in-depth the challenges faced by schools in the Riau Archipelago in implementing their vision and mission. By using a descriptive qualitative approach and a variety of data collection techniques, this study is expected to provide a more comprehensive insight into the existing issues and potential solutions to enhance the effectiveness of implementing the vision and mission of schools in this archipelagic region .

4. Results and Discussion

Challenges in Implementing School Vision and Mission in the Riau Archipelago

The implementation of the vision and mission of schools is a fundamental step in the educational development process in each educational institution (. The vision and mission of a school function as guidelines to direct the goals, policies, and strategies to be followed by the school . However, despite many schools having clear and well-defined visions and missions, challenges in implementation often arise, especially in areas with unique geographical and social conditions, such as the Riau Archipelago. This journal discusses the various challenges faced in implementing the vision and mission of schools in the Riau Archipelago and provides insights into the factors that influence the effectiveness of these implementations.

1. Geographical and Infrastructure Challenges

The Riau Archipelago is a province consisting of many islands, with vast distances between them. This geographical condition leads to significant infrastructure barriers in the educational process. Many schools in rural or remote areas of the Riau Archipelago lack adequate facilities, such as sufficient classrooms, internet access, or learning technologies required to support technology-based learning. Without adequate facilities, it is difficult for schools to carry out the vision and mission that include the modernization of education and the development of 21st-century skills, as outlined in the national curriculum.

The Riau Archipelago, as a province in Indonesia consisting of more than a hundred islands, some of which are geographically isolated, faces substantial challenges in providing equitable access to quality education. The large distances between islands and limited transportation access are major obstacles to providing adequate educational facilities, which also affect the teaching and learning process in schools located in remote areas.

Schools in rural or small islands in the Riau Archipelago often face limitations in educational facilities. Many schools lack sufficient classrooms or other facilities that support effective learning. Facilities such as laboratories, computer rooms, and libraries are often unavailable in schools in these areas, which undoubtedly affects the quality of education that students receive.

Moreover, access to the internet and adequate learning technology also becomes one of the biggest obstacles in implementing a curriculum that emphasizes technology use. In this digital age, technology is essential in supporting online learning, distance learning, and the development of 21st-century skills, such as digital skills and problem-solving. Unfortunately, many areas in the Riau Archipelago lack stable internet connections or are not covered by internet services at all. This limits students' access to online educational resources such as e-learning, educational videos, and technology-based learning materials.

2. Addressing the Challenges of Geography and Infrastructure

The isolated geographical condition, which is far from educational centers and public services, adds another challenge in providing equitable access to education in the Riau Archipelago. Some areas located on small or remote islands are difficult to access by public transportation, which limits the ability of students and teachers to participate in educational activities effectively. For example, students living on more distant islands often have to travel long distances by boat or other transportation, which consumes time and incurs high costs to attend school. These constraints not only affect students but also teachers. Schools in remote areas often struggle to attract and retain qualified teachers due to the lack of facilities and challenges related to transportation and living conditions in these isolated regions. This impacts the quality of teaching and creates an educational gap between urban and rural areas.

Many schools in the Riau Archipelago have established visions and missions focusing on the modernization of education and the development of 21st-century skills. However, without proper infrastructure, it is difficult for these schools to realize those goals. The national curriculum, which emphasizes the use of technology in education, cannot be effectively implemented without the necessary facilities. For example, without adequate internet access, students cannot take advantage of online learning platforms provided by the government or educational institutions .

3. Solutions to Overcome Infrastructure Challenges

To overcome these infrastructure challenges, several solutions have been tried, such as building more equitable educational infrastructure across all regions, including remote areas . Programs like technology-based education that use devices like tablet computers or mobile devices to assist learning in remote areas have started to be introduced. In addition, improving the quality of teacher training and providing technology-based educational resources are also being pursued, including using mobile technology to provide educational materials accessible via smartphones.

The government is also working to improve internet access in remote areas, through projects such as fiber optic network installation, satellite connections, and mobile internet services. Although many challenges remain, these steps can help minimize the educational gap between remote and urban areas.

4. Conclusion

Geographical and infrastructure challenges in the Riau Archipelago are significant barriers that affect the implementation of school visions and missions in the region. Limited facilities, internet access, and geographical isolation hinder the quality of education provided to students, which in turn also obstructs the achievement of national education goals. Therefore, efforts to improve educational infrastructure, provide better access to technology, and enhance teacher training are crucial to ensuring that education in the Riau Archipelago can be implemented according to the established vision and mission, and achieve broader goals in inclusive and quality education.

Lack of Quality Human Resources

Human resources, especially teachers, play a very important role in implementing the school's vision and mission. In the Riau Islands, despite government efforts to increase the number of trained teachers, major challenges remain in the distribution of quality teachers. Many schools in remote areas have difficulty finding teachers with the appropriate qualifications, especially in science, mathematics, and technology subjects. In addition, limitations in professional training for teachers in these areas also limit their ability to implement a curriculum that focuses on technology-based learning and the development of 21st century skills in accordance with the established vision and mission.

Human resources (HR), especially teachers, play a very vital role in implementing the school's vision and mission. Teachers are not only responsible for delivering subject matter, but also act as guides, facilitators, and motivators for the development of students' character and skills. The quality of teaching is highly dependent on the quality of the teachers who teach, which includes academic competence, pedagogical skills, and the ability to adapt teaching methods to the needs of the times. However, in remote areas, especially in the Riau Islands, the challenge in providing quality human resources in education is still very large and has an impact on the quality of education received by students. The Riau Islands consist of many separate islands and have limited accessibility. This geographical condition makes the distribution of quality teachers a major challenge. Despite government efforts to increase the number of trained teachers, remote areas or small islands often have difficulty in obtaining competent teachers who meet the necessary qualifications, especially in subjects that require special skills such as science, mathematics, and technology. In many remote areas, the

available teachers do not necessarily have an educational background that is in accordance with the fields they teach, which of course affects the quality of teaching and students' understanding of the material.

In addition, the disparity in the number of teachers between urban and rural areas is also a major problem. Schools in urban areas find it easier to get teachers with the appropriate educational background and skills, while schools in the Riau Islands, which are more isolated, face difficulties in attracting and retaining quality teachers due to the lack of incentives, facilities, and opportunities for professional development.

One of the factors causing the shortage of quality human resources is the limited professional training for teachers in remote areas. Although the central government has provided training for teacher competency development, the training often does not reach remote areas in the Riau Islands. This is due to geographical factors and logistical constraints, such as high transportation costs and limited facilities in the area. As a result, many teachers have not received adequate training in the latest teaching methods, the use of technology in education, and 21st century skills, which are very important in supporting the implementation of a modern curriculum based on technology and competency-based learning.

These poorly trained human resources also affect teachers' ability to implement a technology-based curriculum, which is an important part of the vision and mission of modern schools. Without adequate training, teachers will struggle to teach students how to use technology or innovative teaching methods that are in line with current developments. This further exacerbates the educational gap between schools in remote areas and those in urban centers.

One of the main visions of education in the Industrial Revolution 4.0 era is the development of 21st-century skills, such as critical thinking skills, collaboration, and mastery of information and communication technology. To achieve this goal, a technology-based curriculum must be integrated into the education system. However, in the Riau Islands, the limited number of qualified teachers is a major obstacle to the implementation of this curriculum.

Teachers who are not trained in using educational technology or digital resources will not be able to teach students how to use digital devices effectively to explore subject matter, conduct research, or collaborate online. For example, the use of online learning platforms or technology-based educational applications becomes less effective without teachers' in-depth understanding of how to integrate the technology into the learning process. As a result, students in isolated areas of the Riau Islands may miss out on the opportunity to develop the digital skills needed in an increasingly connected global world.

To address these challenges, a more holistic strategy is needed to improve the quality of human resources in the Riau Islands. Some steps that can be taken include: 1) Increasing access to professional training: The government and educational institutions need to ensure that teacher training, especially related to technology and 21st century skills, is accessible to teachers in remote areas. One solution is to utilize online training and online learning platforms that allow teachers in remote areas to take training without having to travel far. 2) Providing incentives: To attract quality teachers to remote areas, there needs to be financial incentives and improved welfare for those who are willing to teach in those areas. This can be in the form of special allowances, career development opportunities, and other supporting facilities. 3) Collaboration with universities and other educational institutions: Collaborating with universities and higher education institutions to provide training or internships in remote areas will expand teachers' access to the latest knowledge and skills needed to teach technology-based curricula.

The lack of qualified human resources in the Riau Islands is one of the biggest challenges in implementing the vision and mission of education which aims to create a generation that is skilled in technology and ready to face global challenges. Limitations in professional training, shortage of qualified teachers, and minimal educational facilities in remote areas exacerbate the inequality of education quality in the region. Therefore, to overcome this problem, there needs to be a more planned and integrated effort to improve teacher quality, provide relevant training, and create an environment that supports technology-based teaching throughout the Riau Islands region.

Diverse Social and Cultural Factors

The Riau Islands have diverse cultures and social backgrounds, which also influence the community's acceptance and understanding of the vision and mission of education. Social and cultural differences between the islands in the Riau Islands create challenges in building understanding and commitment to the larger goals of education. For example, in some more

remote areas, communities tend to value religious and moral education more than science or technology. This can create a misalignment between the vision of education that prioritizes character building through religious values and the mission of education that prioritizes technology and practical skills.

The Riau Islands is a province consisting of many islands, each with different social and cultural characteristics. This social and cultural diversity creates its own challenges in implementing the vision and mission of education, especially in realizing the goal of inclusive and equitable education throughout the province. These diverse social and cultural factors influence how the community accepts and understands the vision of education set by the government and schools, as well as how they interact with the existing curriculum and education programs.

The Riau Islands have a very strong cultural diversity, influenced by the tribes, customs, and traditions that exist on each island. There are various tribes and ethnicities living in this area, including the Malays, Bugis, and Minangkabau, as well as other groups that bring their own cultural influences. This cultural diversity creates challenges in unifying views and perceptions of education, because each community group has different cultural values.

For example, communities on more remote islands or those that prioritize customs and traditions often view religious and moral education as more important than education related to science and technology. This creates an imbalance between the vision of education that focuses on character building through religious education and the mission of education that prioritizes the development of practical skills, such as mastery of technology and scientific knowledge.

Islamic religious education in the Riau Islands often emphasizes the development of moral and ethical values, which are part of the formation of student character. Meanwhile, science and technology education is more directed at the development of technical skills needed to face the challenges of the modern world. In some areas, especially in more remote islands, communities and even educators often focus more on religious education, with the hope that their children will grow into individuals with noble character and be able to maintain their cultural traditions.

However, on the other hand, the curriculum set by the government and national education policies focus more on science and technology-based learning as part of the development of 21st century skills. This creates a mismatch between the religious values taught in schools and the technology-based curriculum implemented by the government. This mismatch can cause confusion for students and parents who have different understandings of the educational priorities that should be given to their children.

In addition to cultural factors, people's perceptions of education are also greatly influenced by their socio-economic background. In some areas of the Riau Islands, especially in less developed areas, education is often considered a secondary need compared to more practical direct work, such as working in the marine or agricultural sectors. Societies that are more conservative and place a high value on traditional values may prefer that their children learn more about religious and ethical values that can help them in their daily lives, rather than emphasizing education that leads to technological skills and scientific knowledge.

People from lower socioeconomic backgrounds are often more focused on basic needs and daily living, so education that focuses on science and technology or technical skills development may be considered less relevant to their needs. This results in low support for the implementation of science and technology-focused curricula that are considered too far removed from their real lives.

To address the mismatch between the vision of education that prioritizes character building through religious values and the mission of education that prioritizes technology and practical skills, it is important to develop a more integrated and inclusive approach to education. One solution that can be taken is to integrate religious values into science and technology learning. For example, science teaching can be done with an approach that shows the connection between scientific discovery and the greatness of God, so that students can see science as a means to better understand God's creation and draw closer to Him.

Education can also emphasize the important role of morality and ethics in the use of technology, leading to good character building while teaching practical skills. In this regard, it is important to introduce concepts such as social responsibility, empathy, and environmental awareness that can be integrated into science and technology learning, to ensure that students are not only intellectually intelligent, but also have good character and can adapt to social change.

The Riau Islands face challenges in implementing an educational vision and mission that integrates religious values and scientific knowledge, due to the significant social and cultural differences between islands. Although Islamic religious education is more emphasized in some areas, the national curriculum that emphasizes technology and practical skills must still be adjusted to the local social and cultural context. Therefore, an educational approach is needed that integrates religious and scientific values so that students not only have technical skills, but also strong character and a broader understanding of the world and their lives.

For example, although many schools in the Riau Islands have a vision to form students with character, they are also faced with challenges in teaching values such as tolerance, empathy, and intercultural cooperation, which are important in the context of a multicultural society. Therefore, the development of a vision and mission that includes social awareness and character development based on religion must be carried out by paying attention to local social and cultural aspects so that it can be accepted and understood by all parties.

Lack of Parental and Community Involvement

In implementing the school's vision and mission, parental and community involvement is a key factor. However, in the Riau Islands, many schools face difficulties in involving parents and the community in the education process. Parents' lack of understanding of the importance of education for their children's future can affect their support for the school's vision and mission. Communities that prioritize work and daily life over education often do not care much about educational developments in schools, which in turn can hinder the implementation of the school's vision and mission.

Parental and community involvement is one of the key factors in the successful implementation of the school's vision and mission. Parents and the community have a very important role in supporting the success of their children's education. This support can be in the form of attention to learning activities at school, good communication between teachers and parents, and active involvement in educational decision-making at the school level. However, in the Riau Islands, many schools face challenges in effectively involving parents and the community in the education process, which has the potential to hinder the achievement of the school's vision and mission.

One of the main challenges faced in parental involvement in the Riau Islands is the lack of parental understanding of the importance of education for their children's future. Many parents, although they care about their children, do not fully understand their role in supporting their children's formal education. In some areas, especially on small islands or inland, education is often seen as the sole responsibility of the school, rather than a shared responsibility between the school and parents. This lack of understanding is often caused by limited knowledge, both in terms of the value of education itself and the needs of education in the modern era that continue to develop. For example, parents may not be aware of the importance of developing 21st century skills, such as critical thinking skills, creativity, or digital skills that are taught in schools. This leads to a lack of parental support for the implementation of technology-based curricula and character development based on the school's vision and mission.

In some areas in the Riau Islands, especially in more remote areas, communities tend to prioritize daily work and economic needs over formal education. A life that is more dependent on traditional sectors such as agriculture, marine, or local trade makes communities more focused on the practical aspects of life, which often makes them less involved in their children's education. In conditions like this, parents often cannot spare the time or energy to participate in school activities, such as parent meetings, extracurricular activities, or monitoring their children's academic progress.

The limited time available to parents is also often related to limited access to information about educational activities at school. Because many areas in the Riau Islands are geographically isolated, parents may have difficulty getting the latest information about their children's educational progress or ways they can contribute more to their education. This exacerbates the inability of parents to provide the necessary support in implementing the school's educational vision and mission.

Effective communication between the school, parents, and the community is key to the successful implementation of the school's vision and mission. However, in many schools in the Riau Islands, communication between the school and parents is often limited. This happens for a variety of reasons, including geographical distance, technological limitations, or a lack of initiative from the school to involve parents in the educational process. Without good communication, parents and the community do not receive sufficient information about the school's vision and mission, the educational goals it wants to achieve, or how they can

contribute to achieving those goals. Schools also need to be more active in creating open channels of communication with parents and the community, and providing education about the importance of their involvement in education. This can be done by holding regular parent meetings, using technology to share information about children's development, and involving parents in school activities, both academic and social.

In addition to the existing problems in parental involvement, community support for education in the Riau Islands is also often minimal. Communities, especially those in remote areas, often do not have sufficient understanding of the importance of their role in supporting the implementation of the school's vision and mission. Some communities may consider education to be the sole responsibility of the school and government, rather than part of a shared responsibility involving the community.

Developing community awareness of the importance of education and their role in supporting children's education should be a priority. Communities need to be given an understanding of how education can improve their overall quality of life, both in terms of economics, social, and culture. Their involvement in supporting education can have a positive impact on school progress and improve the overall quality of education.

To increase parental and community involvement, there are several steps that can be taken by schools and local governments: 1) Educate parents and the community: Hold seminars, training, or activities that provide an understanding of the importance of education and how parents and the community can play an active role in supporting education. 2) Leveraging technology for communication: By optimizing digital platforms and social media, schools can more easily contact parents and the community to provide updates on school activities, students' academic progress, and how they can contribute. 3) Increasing opportunities for involvement: Schools can create more opportunities for parents and the community to get involved in school activities, such as through volunteer programs, seminars, or extracurricular activities that involve the community.

The lack of parental and community involvement in the education process in the Riau Islands is a major challenge in implementing the school's vision and mission. To overcome this problem, more intensive efforts are needed to increase awareness of parents and the community regarding the importance of their support for education. With better communication, relevant education, and strengthening the role of the community, it is hoped that the vision and mission of education can be implemented more effectively, so that it can produce a generation that is ready to face global challenges.

In addition, the lack of communication between schools, parents, and the community about the importance of long-term educational goals can also cause gaps in supporting the achievement of the school's vision and mission. Therefore, schools need to increase parental and community involvement, by providing a better understanding of their role in supporting the success of education in schools.

Gaps in Curriculum Implementation

Although the existing curriculum in Indonesia is designed to be used nationally, there are gaps in its implementation in remote areas, such as the Riau Islands. Several areas in the Riau Islands have difficulty adapting the curriculum to their local needs and geographical conditions. The curriculum that emphasizes the use of modern technology and digital-based learning is difficult to implement in areas that lack access to technology and other facilities. Schools in remote areas often face problems in aligning the national curriculum with local conditions, which causes a mismatch between the vision and mission that have been set and the reality on the ground .

Education in Indonesia has long had a curriculum designed to be used nationally, which aims to create equal education standards throughout the country. However, the implementation of this curriculum in remote areas, such as the Riau Islands, faces many challenges, especially related to gaps in infrastructure, human resources, and difficulties in adapting the curriculum to local needs and unique geographical conditions.

The Riau Islands consist of several islands with very varied geographical conditions, which makes it difficult to implement a uniform curriculum throughout the region. More remote islands are often difficult to reach, both by qualified teachers and by adequate educational facilities. This limited accessibility hampers the process of delivering educational materials and implementing a technology-based curriculum. For example, schools on small islands often do not have stable internet access, which is an important element in a curriculum that emphasizes the use of modern technology and digital-based learning. These geographical conditions force schools in remote areas to adapt to existing limitations, which often causes a mismatch between the established curriculum and the real conditions faced in the field.

One of the main components of Indonesia's current national curriculum is the use of digital technology in learning. The curriculum, which emphasizes 21st-century skills, including digital literacy, requires schools to utilize technological devices, such as computers and internet access, to support the learning process. However, schools in the Riau Islands, especially those in remote areas, often lack the infrastructure needed to support the implementation of this curriculum. Limited technological facilities such as computers, projectors, and unstable internet are major obstacles to the implementation of technology-based learning. Without adequate devices, students and teachers cannot fully utilize digital-based teaching materials, such as e-learning or video-based learning, which should be part of the curriculum.

In addition, many teachers in remote areas have not been trained to use technology in learning. Although there are training programs to improve technology competency for teachers, limited access and facilities in remote areas hinder these efforts. Thus, the lack of facilities and training creates a mismatch between the curriculum that prioritizes technology and school conditions that cannot accommodate these needs.

Although the national curriculum is designed to ensure that all students in Indonesia receive an equal education, there is a mismatch between the nationally implemented curriculum and local needs in the Riau Islands. Each region has different characteristics, both in terms of social, cultural, and economic. The Riau Islands, as a region consisting of isolated islands, have special needs in terms of a curriculum that is more relevant to local conditions. For example, in some remote areas, communities may value religious education or practical skills such as marine, agriculture, and local trade more, compared to a greater focus on modern technology or science. The implementation of a centralized national curriculum may not sufficiently address these needs. Many schools in the Riau Islands area feel that the existing curriculum does not always reflect their local context. For example, a curriculum that prioritizes the use of advanced technology may be less relevant to students in areas that do not have access to such devices. Conversely, a curriculum that emphasizes science and technology-based learning may not necessarily be in line with local values in the community. Therefore, there needs to be an adjustment to the curriculum that takes into account local needs and contexts so that education is more relevant and beneficial for students.

This gap in curriculum implementation has a direct impact on the quality of education received by students. Although the government-designed curriculum aims to provide equal education throughout Indonesia, the inability to implement the curriculum effectively in remote areas has led to educational disparities between schools in urban areas and those in remote areas. Students in remote areas often do not have equal access to quality teaching materials or adequate teaching, resulting in poor quality learning.

In addition, the mismatch between the vision of education stated in the curriculum and the reality on the ground makes it difficult for teachers to teach and for students to learn. This can also affect students' motivation to participate in learning, because they feel that there is no connection between what they are learning and their daily needs or their local context.

A more flexible and contextual curriculum is needed, allowing for local adaptation without sacrificing national standards. A competency-based curriculum can be adapted to local conditions, giving schools room to adapt materials to the needs and context of students in the Riau Islands.

Increasing access to technology and educational facilities in remote areas is essential to support the implementation of a technology-based curriculum. The government needs to strengthen educational infrastructure in less developed areas by building more facilities and providing the necessary technological devices. Continuous training for teachers so that they can master the latest educational technology and teaching methodologies that are relevant to the modern curriculum. Online and online-based training can be a solution to reach teachers in remote areas. The gap in the implementation of the education curriculum in the Riau Islands is caused by various factors, including limited infrastructure, geographical difficulties, and the mismatch between the existing curriculum and local needs. To improve effective curriculum implementation, there needs to be an adjustment to the curriculum that takes into account regional conditions, as well as the development of infrastructure that supports technology-based learning. With these steps, it is hoped that the education gap can be minimized, and the vision and mission of education can be implemented more effectively throughout Indonesia, including in remote areas such as the Riau Islands.

The challenges in implementing the vision and mission of schools in the Riau Islands are very complex and multifaceted. Constraints related to infrastructure, human resources, social and cultural differences, community involvement, and gaps in the curriculum affect the effectiveness of achieving educational goals. Therefore, to ensure that the vision and mission of schools can be achieved, policies are needed that are more sensitive to local conditions, adequate provision of resources, and efforts to increase the involvement of all parties in supporting education in the Riau Islands

5. Conclusions

This study concludes that the implementation of the school vision and mission in the Riau Islands faces several significant challenges, including limited infrastructure, difficulties in the distribution of quality human resources, and diverse social and cultural factors. Although a clear educational vision and mission have been established, isolated geographical conditions and lack of adequate educational facilities hinder the development of technology-based curricula and the development of 21st century skills. In addition, differences in community views on education and limited parental and community involvement are also obstacles in realizing a more inclusive and modern educational vision. Therefore, strategic steps are needed to improve educational infrastructure, provide training for educators, and improve communication and involvement of parents and the community in the educational process to ensure the successful implementation of the school vision and mission in the Riau Islands.

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