

IMPROVING THE QUALITY OF EDUCATION SERVICES THROUGH QUALITY MANAGEMENT SYSTEM ISO 9001: 2008

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ABSTRACT

The purpose of this study was to evaluate the implementation of Quality Management System ISO 9001:2008 at SMK (Vocational Senior Secondary School) Putra Bangsa Depok. The researcher used qualitative evaluation method CIPP to examine the agreement between the implementation of Quality Management System ISO 9001:2008 and the principle of ISO. The study concluded: (1) Overall, the implementation of Quality Management System ISO 9001:2008 at SMK Putra Bangsa Depok already ran well, (2) The facilities are clean and comfortable, the human resources as the organizer of management was proactive enough to increase the educational service quality. This could be seen from conducive organizational culture, the work ethos and organizational discipline were good as well as the discipline of the teachers and administrators, (3) The strength of SMK Putra Bangsa Depok was its ability to integrate or combine the curriculum with culture to accomplish customer satisfaction. This research recommends: (1) The headmaster of SMK Putra Bangsa Depok endorses the reform of school committee more actively to play role in constructing school programs, (2) the headmaster of SMK Putra Bangsa Depok should be proactive to help all teachers with sufficient qualification get professional certificate.

Keywords: Service quality of education; quality management system; vocational high school

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan sistem manajemen mutu yang diterapkan SMK Putra Bangsa Depok. Dalam kajian ini peneliti menggunakan metode evaluasi kualitatif, dengan model CIPP (Context, Input, Process, Product). Hasil evaluasi menyimpulkan sebagai berikut: (1) Secara keseluruhan implementasi Sistem Manajemen Mutu ISO 9001:2008 sudah berjalan dengan baik, (2) Sarana yang bersih dan nyaman, sumber daya manusia sebagai pengelola pendidikan juga cukup proaktif dalam meningkatkan kualitas pelayanan pendidikan. Hal ini terbukti dengan adanya budaya organisasi yang kondusif serta etos kerja guru dan karyawan yang tinggi, (3) Kelebihan SMK Putra Bangsa Depok adalah kemampuannya dalam mengintegrasikan kurikulum dengan budaya untuk memenuhi kepuasan pelanggan. Rekomendasi dari hasil penelitian ini adalah bahwa sistem manajemen mutu ISO: 9001:2008, dapat dilanjutkan, dengan catatan sebagai berikut: (1) Kepala sekolah mendorong restrukturisasi komite sekolah agar berperan aktif dalam penyusunan program sekolah, (2) Kepala sekolah lebih proaktif untuk membantu guru-guru yang sudah memenuhi persyaratan untuk dapat memperoleh sertifikat profesi.

Kata Kunci: Mutu layanan pendidikan; sistem manajemen mutu; sekolah menengah kejuruan

INTRODUCTION

As part of efforts to improve its ranking in Depok City as a vocational high school, Putra Bangsa Vocational School has made a breakthrough namely standardizing services and meeting customer needs, namely parents, business, industry and government. The standardization in question is an effort to meet the requirements of the ISO 9001: 2008 Quality Management System. The facts at the location (Putra Putra Bangsa Vocational School) at the time of the initial observation, it appears that although school programs have not fully met the expectations of customers both internally and externally related to service delivery, teachers and employees are also not yet ready in the implementation of quality management systems, infrastructure provided by the school manager also has not fully supported the ISO Quality Management System, but the commitment of top management shows that there is a strong desire to implement the ISO Quality Management System in improving the quality of service to parents and students. But has the school culture been internalized well by the school community in supporting the smooth implementation of the Quality Management System? For this reason, the author is interested in conducting more in-depth research on the implementation of the ISO 9001: 2008 Quality Management System.

To obtain the certificate, the school must demonstrate an integrated teaching and learning process between theory and practice, service to students, parents or guardians and the community, including business, industry and government agencies. School managers must also have a strong commitment by preparing adequate funding, facilities and infrastructure to support the implementation of the ISO 9001: 2008 Quality Management System.

The school can obtain a ISO 9001: 2008 Quality Management System (QMS) certificate if the school organization is able to implement a good management system, supported by the competence of teachers, administrative staff and other education personnel as well as school residents in conducting teaching and learning activities, optimization of learning infrastructure and marketing graduates. ISO 9001: 2008 is an international standard for Quality Management Systems. ISO 9001: 2008 stipulates the requirements and recommendations for the design and assessment of a Quality Management System, aims to ensure that the organization carries out a process that will provide products (goods and or services) that meet the specified requirements. These stipulated requirements can be specific requirements of the customer, where the contracted organization or consultant is responsible for ensuring the quality of certain products or services or is a requirement of a particular market.

Education is a major factor in human resource development. Education is the spearhead of the progress of a nation. Developed countries such as Japan, South Korea, Germany or Malaysia have made education an important and strategic factor in creating the progress of their nation. Quality education can produce quality and competitive human resources. This encourages a country to become a developed and fast country in the development of science and knowledge.

Recognizing this, the government is very serious in handling the education sector, because with a good education system it is expected to emerge a nation that is qualified and able to adapt to living in a society, nation and state. The school is one of the educational organizations as a place to achieve national development goals. The success of educational goals in schools depends on the human resources at the school, namely the principal, teachers, students, administrative staff, and other education personnel. In addition, it must be supported by adequate facilities and infrastructure. To form human beings in accordance with national development goals, which are essentially aimed at improving the quality of Indonesian people who are advanced and modern based on Pancasila, a qualified educational staff is needed and there is a quality management system.

To realize the ideals as stated in the Act above, it is necessary for educational institutions to mobilize all education stakeholders to jointly plan and initiate the vision and mission of educational institutions to realize them together so that quality schools become support and hope of all parties.

There is a quality movement in education as written by Edward Sallis that:

"The integrated quality movement in education is still relatively new. There is little literature that contains references to this before the 1980s. Some organizational efforts towards work practices with the TQM concept have been carried out by several universities in America and several other higher educations in the UK. The initiative to implement the method developed first in America only later in England, but it was only in the early 1990s that the two countries were truly hit by the wave of the method. There are many ideas that are connected with quality and are also well developed by higher education institutions and these quality ideas are continuously researched and implemented in schools.

The term quality management system is no longer a new thing for industrial society both goods and services. In its development, Quality Management is coupled in synergy which is then better known as Integrated Quality Management (TQM Total Quality Management). The term TQM in the community is better known as Quality Management System - ISO QMS.

Sobana defines the quality management system as follows:

A system oriented to the process approach. This ISO Quality Management System is reviewed at least every five years. ISO 9001 QMS is not a product standard because this ISO 9001 QMS does not state the requirements that must be met by the product. There are no product acceptance criteria in ISO 9001. ISO 9001 QMS is only a Quality Management System Process Standard.

International Standards Quality Management Systems ISO 9001 establishes the requirements and recommendations for the design of the Quality Management System, while according to Gaspersz states that quality management systems are: organizational structure, responsibilities, procedures, processes, and resources for implementation quality management. A quality management system is a set of documented procedures and standard practices for system management that aims to ensure compliance and conformity of a process and product (goods and or services) to specific requirements or requirements.

According to Sobana ISO derived from the Greek word ISOS which means the same, the word ISO is not taken from the abbreviation of the name of an organization even though many people think that ISO comes from the International Standard of Organization. ISO 9001 is an international standard that regulates the quality management system, therefore it is often referred to as "ISO 9001, QMS". As for the 2008 text showing the revised year, ISO 9001: 2008 was the revised ISO 9001 quality management system in 2008.

From the definition stated by these experts, it can be concluded that the ISO Quality Management System is a synergy that must be reflected from a system to achieve a common goal of customer satisfaction shown through the fulfillment of agreed standards.

The organization must always continuously improve the sustainability and effectiveness of the ISO 9001 Integrated Management System by encouraging and supporting teachers and staff to make improvements in their scope of work. According to Gaspersz Continuous Improvement methods such as: PDCA (Plan-Do-Check-Act) or DMAIC (Define, Measure, Analyze, Improve, Control) are used to identify areas of continuous improvement. The repair process must include actions taken to handle complaints, suggestions, and comments from customers, employees, suppliers and related parties. Corrective actions taken are adjusted to the impact of the problems encountered. The Corrective Action Procedure explains the provisions for: (1) Identification of nonconformities, including customer complaints; (2) Determination of causes and nonconformities, (3) Evaluation of actions needed to ensure that nonconformities will not be repeated; (4) Determination and application of necessary corrective actions; (5) Record, store and maintain the results of the actions taken; (6) Reviewing the effectiveness of corrective actions taken.

From various theories and opinions of experts about the ISO 9001 Quality Management System, the author believes that educational institutions that implement the ISO 9001 Quality Management System can standardize services to create a healthy and constructive organizational culture to meet customer satisfaction.

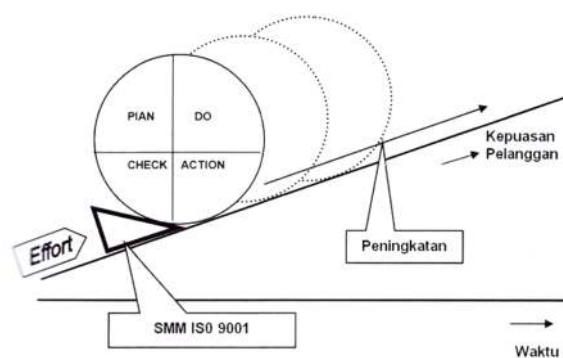


Figure 1. PDCA (Plan, Do, Check, Action)

Source: Sobana.2011. "Tips on Understanding ISO 9001 Quality Management System" p.17

In the science of program evaluation, there are many models that can be used to evaluate a program. Although between one another is different, but the purpose is the same, namely conducting data collection or information related to the object being evaluated which aims to provide material for decision making in determining the follow-up of a program.

This study generally has a purpose to obtain an overview of the evaluation of the implementation of the ISO 9001: 2008 Quality Management System in the Putra Bangsa Depok Vocational School. It is expected to have several uses as follows:

(1) Theoretically it can enrich the educational knowledge, especially related to the quality management system in schools; (2) Empirically become input for SMK Putra Bangsa Depok in particular and other schools in general related to the implementation of the ISO 9001: 2008 Quality Management System (QMS); (3) For the government, this simple research can be input in conducting training and coaching to principals so that they can develop a quality management system; (4) The results of this study are expected to be an input for prospective principals to become an alternative in developing school (5) For the writer, writing this thesis can be a valuable lesson so that this scientific work is the basis for developing a profession in the management of education in schools and the application of a quality management system so as to produce quality services especially for students.

METHOD

Researchers used qualitative methods, namely research methods that had naturalistic characteristics because the research was carried out in natural settings, researchers were a key instrument in this research, data collection techniques were carried out by means of inductive triangulation. This research is evaluative, which means researchers conduct an analysis of the components under study, in this case the components related to the ISO 9001: 2008 Quality Management System. For this reason, the researcher used the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam et al, namely an evaluation model that views programs evaluated as a system. In this model, evaluators must analyze the program based on its components. The purpose of this evaluation model is to make decisions in planning, implementing and developing programs. The evaluation model used in this study was the CIPP model.

CIPP Evaluation Model, this evaluation was the model most widely known and applied by evaluators. Therefore, the description given was relatively long compared to other models. This CIPP model was developed by Stufflebeam, et al (1967) at Ohio State University. CIPP stands for the initial letter of four words: Context, Input, Process and Product. The four words mentioned in the CIPP abbreviation are evaluation targets, which are nothing but components of the process of an activity program. In other words, the CIPP model is an evaluation model that views programs evaluated as a system. Thus, if the evaluator team had determined the CIPP model as the model to be used, then inevitably they analyzed the program based on its components.

FINDINGS AND DISCUSSION

Putra Bangsa Vocational School is an educational service provider that develops and implements a quality management system and documents the best experience to better satisfy customer expectations and educational service requirements and improve all service management in the Quality Management System by meeting the requirements of the ISO 9001: 2008 International Standard. This system explains Education Service both in terms of administration and operation.

This quality manual is divided into 8 (eight) sections related to ISO 900: 2008 Quality Management System. Each section starts with a policy statement describing the commitment of the Depok Putra Bangsa Vocational School to implement the basic requirements in accordance with each part of the requirements of the Quality Management System. Each policy is followed by more detailed information and is linked to procedures that explain the methods used to implement the requirements. This quality manual describes the Quality Management System including the authority and responsibility and the relationship of each personnel in implementing the system. This quality manual also provides references to procedures and SOPs (Standard Operating Procedures) for all activities in the Quality Management System to ensure compliance with standard requirements.

The manual is used internally as a guide in the management of education services in all parts of the Putra Bangsa Depok Vocational High School against several ISO standard requirements that must be met and maintained in ensuring customer satisfaction, continuous improvement and giving instructions that prioritize professionalism.

The manual is also used externally to introduce the Quality Management System to the public and external parties, organizations and individuals who need it. The manual is used to provide understanding and also the controls that have been implemented and guarantees that the integrity of the Quality Management System has been maintained which focuses on customer satisfaction and continuous improvement (sustainable).

Putra Bangsa Vocational School is an educational service provider institution, thus not all provisions or requirements that apply in the ISO 9001: 2008 QMS can be applied in all parts. The implementation of the ISO 9001: 2008 Quality Management System in Putra Bangsa Vocational Schools includes: Putra Bangsa Vocational Organization, covering all educational management processes that take place in the Putra Bangsa Vocational School; 2) ISO 9001: 2008 QMS requirements, covering all requirements of the ISO 9001: 2008 QMS international standard.

Customers, Leadership, All Involvement, Process Approach, System Approach to Management, Continuous Improvement / Improvement, Fact Approach, Involvement of Other Parties. Researchers will analyze the compatibility between CIPP components contained in Depok Putra Nation Vocational Schools with 8 (eight) principles of ISO 9001: 2008 Quality Management System.

Table 1. Component analysis of evaluation of iso 9001: 2008 quality management system implementation at Depok vocational school.

1. Context component

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Physical and Personnel Conditions	Are all planning and system implementation activities intended to satisfy customers?	.The comfort and cleanliness of the school environment is very good. Personnel from SATPAM, staff, teachers have been serving guests and students in a friendly and deft manner. Teachers, homerooms, program heads are easily found according to a predetermined schedule.	Customer focus is that all system planning and implementation activities are intended to satisfy customers.	Putra Bangsa Vocational School in planning has involved all solid management teams, training all personnel and preparing adequate infrastructure. All are intended to satisfy customers.
Vision and mission	What is the process of formulating the school's vision and mission?	<ul style="list-style-type: none"> - Understanding in advance the history of the Putra Putra Vocational School. - Understanding people's needs in the present and future. - Understanding the values developed by Putra Bangsa Vocational School. 	Everyone's involvement. The leader functions as a leader in directing and overseeing the implementation of the system.	Putra Bangsa Vocational School's vision and mission has been prepared by taking into account the needs of the school, the needs of the community and future needs, by including the values and results to be achieved.
	Are all elements in the organization involved in and concerned with the formulation of Vision Missions related to the implementation of ISO QMS?	Principals, Deputy Principals, Teachers are known by the foundation. After being formulated and determined, the school's vision and mission are socialized to school residents through MOPDB, making wall banners in every school room used in learning activities.	Everyone's involvement. All elements in the organization are involved and concerned in the implementation of the quality management system according to their respective work functions.	The formulation of vision and mission has involved almost all school residents, and after being determined, it is very well socialized to all school residents with existing communication media such as wall banners, regular meetings, Monday and every occasion.

2. Input Component

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Principal Leadership	How does the leader function as a leader in directing the implementation of a controlled system always in one command?	The principal as a leader is assisted by competent and highly dedicated Vice principal in carrying out their duties. As the leader of the Principal has a strong willingness to advance schools and innovate in the field of education and quality management systems. Control / control in guarding system implementation.	The leader functions as a leader in directing and overseeing the implementation of the system that all organizational movements are always controlled in a single command with the same commitment and synergistic movement in every element of the organization.	In connection with the implementation of ISO QMS, the Principal has taken the right role as Chair of the Steering Committee, selecting the right human resources and at the right time, appointing Vice principal 1 in the Field of Curriculum & Quality Control as a Management Representative in ISO implementation.
Managing personnel	How are all elements in the organization involved and concerned in implementing ISO QMS according to their respective work functions?	The division of duties of teachers and employees in accordance with the educational background and competencies of each personnel. The Management Team conducts training and dissemination of ISO QMS related to the duties and functions of each personnel.	Everyone's involvement. All elements in the organization are involved and concerned with the implementation of the quality management system in accordance with their respective work functions.	The Management Team has tried well that every teacher, staff, and implementing officers in the field have received ISO implementation socialization and training in accordance with their respective main tasks and functions.
Management of Facilities and Infrastructure	How do continuous improvement and improvement efforts (management of facilities) in implementing ISO QMS?	Facilities and infrastructure are maintained regularly and periodically so that they can be used properly when needed. SOP management of facilities is carried out properly.	Continuous improvement and improvement, never stops at one point.	Facilities and infrastructure owned by Depok Putra Vocational High School are adequate and maintained regularly according to SOP.
	How is the provision of facilities and infrastructure	Putra Bangsa Vocational School has its own land and building which is	Fact approach. Every decision in the implementation of the system is	Facilities and infrastructure owned by Depok Putra Vocational

	always based on facts and data seen from the ratio of needs?	adequate for the implementation of learning activities. The room at Putra Bangsa Vocational School consists of 28 classrooms, 47 toilets, 2 prayer rooms / prayer room, principal's office, teacher's room, library, computer and language laboratory, workshop, UKS, canteen, OR field, supported by electricity, internet, and adequate water source.	always based on facts and data.	School are adequate and in accordance with the ratio of the needs of its users. So that school residents feel comfortable in the implementation of teaching and learning processes and school activities.
Student Services	Are all student service activities aimed at satisfying customers?	Almost all services can be obtained by students in a comfortable, friendly, fast and accurate manner. Financial services are easy and fast with the availability of several service counters. The teacher gives extra time for students who still need to ask for material that is not yet understood. PKL Services / Industrial Practices are carried out in a friendly and fast manner. Students' daily needs such as canteen, photo copy, ATK, etc. are available in the Marketing Production Unit in the form of a Mini Market.	Customer focus is that all system planning and implementation activities are intended to satisfy customers.	Depok Nation's Boys Vocational School makes its customers namely students feel satisfied with the services provided by the school. Customer satisfaction is a priority.
Public Relations Management	What is the involvement of other parties in the school promotion program?	School promotion is done through social media (FB, twitter, blog), website, radio advertisements, mass media coverage of activities carried out by Putra Bangsa Depok Vocational School.	Other party involvement. There is no institution in carrying out its work without requiring other parties.	Public Relation of the Putra Putra Depok Vocational School has gone well with the promotion of schools through social media, mass media, and cooperation with companies that

				support the implementation of learning and industrial practices as well as the absorption of graduates in the world of work.
	How is the involvement of other parties in the cooperation program with the business world / industry?	Collaboration with the business world and the industrial world is realized through the establishment of the School Special Job Exchange. This cooperation was realized through a memorandum of understanding with several institutions including: Margo City, Matahari Department Store, PT Amazone, PT Catur Sentosa, Royal Mediterranean Garden, Sukas Tax Consultant.	Other party involvement. There is no institution in carrying out its work without requiring other parties.	Public Relation of the Putra Depok Vocational School has gone well with the promotion of schools through social media, mass media, and cooperation with companies that support the implementation of learning and industrial practices as well as the absorption of graduates in the world of work.

3. Process Components

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Principal Managerial Process	How do principals' managerial activities always follow the flow of processes that occur in the organization?	The Headmaster has made good planning, implementation and control in accordance with ISO QMS standards.	Process approach. System implementation activities always follow the process flow that occurs within the organization.	The managerial process at Putra Bangsa Vocational School has gone well with the division of tasks and authority according to school needs. The decision-making process is not centralistic, but participatory.
	How does the principal's supervision and evaluation process function to measure the success of ISO QMS implementation?	The division of tasks and authority of the teaching staff is done with consideration of school needs, competence and ability to cooperate. in carrying out their duties the head of school is assisted by		

		<p>the Vice principal in the field of curriculum, student affairs, student affairs, the field of industrial relations, alumni and cooperation and the head of the expertise program.</p> <p>Supervision and evaluation of principals is carried out regularly and periodically.</p> <p>The decision-making process is carried out in a participatory and collegial manner by involving interested parties.</p>		
Teaching and learning process	How improvements continuously are made in the learning model and system?	<p>The learning system uses a CBT system and a system of assistance and puts forward a pleasant learning atmosphere using multi methods, multi media and multi learning resources.</p> <p>Students can study and use school facilities outside formal study hours under the guidance of subject teachers.</p>	Continuous improvement, never stops at one point.	The learning process at Putra Bangsa Vocational School has been going very well because applying CBT students can learn directly, actively and creatively and the learning atmosphere becomes enjoyable.

4. Product Component

Sub Components	Question Evaluation	Conditions at Putra Bangsa Vocational School	Principle ISO QMS	Analysis
Service	What form of service to students has been standardized?	<p>Standardized services in Putra Bangsa Vocational Schools:</p> <ol style="list-style-type: none"> 1. Service of teaching and learning activities. 2. Curriculum development. 3. Allocation of teacher workload. 4. Preparation of teacher learning administration. 	Fact approach. Every decision in the implementation of the system is always based on facts and data. There is no data (proof of implementation) the same as not implementing ISO.	Putra Bangsa Vocational School has compiled SOPs that are related to 8 parts of services and try to implement them according to the SOP. So that the services provided are standardized and well documented.

		<p>5. Evaluation and assessment of learning outcomes.</p> <p>6. Determination of class increase and student graduation.</p> <p>7. Issuance of diplomas and certificates.</p> <p>8. Infrastructure facilities.</p>		
Academic achievement	What form of academic achievement has been achieved?	<p>Academic achievements of Putra Bangsa Vocational School students in Depok can be seen from the process of class upgrading that must meet the KKM and graduation process in accordance with SKL.</p> <p>Depok Nation's Boys Vocational School also won several times in the Student Competence Competition (LKS) and Marketing Olympiad.</p>	Fact approach. Every decision in the implementation of the system is always based on facts and data. There is no data (proof of implementation) the same as not implementing ISO.	<p>Achievement of Putra Bangsa Vocational School which has been achieved both in the academic and non-academic fields is quite a lot, both at the city and provincial levels.</p> <p>This achievement shows the sincerity of the Management Team, teachers and students of Putra Bangsa Vocational School to be able to achieve achievements.</p>

CONCLUSION

The results of the evaluation of the implementation of the ISO 9001: 2008 Quality Management System that the ISO 9001: 2008 Quality Management System program needs to be maintained with the following notes:

The school principal needs to improve communication and coordination with all stakeholders including school committees by holding regular meetings that discuss school programs. Principals need to be proactive and increase cooperation with the Depok City Education Office to propose and assist teachers who have fulfilled the requirements to obtain professional certificates from the Ministry of Education and Culture, because this will improve teacher competency. The ISO 9001: 2008 Quality Management System needs to become a school culture so that its implementation is not just ahead of audit surveillance and implementation mismatches with SOPs continue to be followed up and corrected.

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