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IMPLEMENTATION THE QUALITY MANAGEMENT SYSTEM (QMS) OF ISO 9001:2015 TO IMPROVE THE QUALITY LEARNING STANDARDS AT UIN MALANG INDONESIA

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ABSTRACT

This study aims to produce an implementation of the Quality Management System (QMS) of the ISO 9001:2015 to improve the learning quality at UIN Malang Indonesia. Malang Indonesia. The researchers use the qualitative research methods and data analysis techniques in the interactive analysis model, so the results can be concluded as follows: 1) establish indicators of the idealized profile and competence of lecturers; 2) establish indicators of learning quality standards; 3) establish indicators of quality standards for management and campus facilities that support the realization of the quality of learning. This research contributes to scientific management in higher education that combines scientific and religious culture in the indicators form of the application of the ISO 9001:2015 Quality Management System (QMS). The realization of the learning quality is the main foundation of the university's business to achieve the quality standards of student and graduate competencies as well as the university quality standards towards the World-Class University (WCU) that is capable of competing in the global era.

INTRODUCTION

This article aims to analyze implementation of the ISO 9001:2015 quality assurance system to improve the learning quality standards at Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang - East Java – Indonesia (called: UIN Malang). This research is necessary because the perception of most people has given a negative label to the education and learning system in various types and levels of Islamic Education Institutions that are of low quality, including at

the university level. To increase public confidence in the quality of education and learning within the Islamic Education Institution, UIN Malang since 2008 has implemented the Quality Management System (QMS) of the ISO 9001:2008 (Sumbulah, 2017; Hindaryatiningsih & La Mashuri, 2020).

In 2008, there were three State Islamic Universities (UIN) that had pioneered the implementation of the ISO 9001 quality management system, namely: the State Islamic University (SIU/UIN) Syarif Hidayatullah in Jakarta, the State Islamic University (SIU/UIN) Sunan Kalijaga in Yogyakarta and the State Islamic University (SIU/UIN) Maulana Malik Ibrahim Malang. Thus this period, the UIN Malang campus community has known, recognized, understood, and tried to apply from the principles of the ISO 9001:2008 quality management system which includes eight principles, namely: 1) Customer-focused, 2) Leadership, 3) Every involvement people, 4) Process approach, 5) Management system approach, 6) Continuous improvement, 7) Factual approach to decision making and 8) Good relationship with suppliers. Then in 2016, the campus community of UIN Malang gradually adopted the ISO 9001:2015 quality management system following the latest standards. Thus, if calculated in years, UIN Malang has implemented ISO 9001 QMS, which has been running for about 12 years until now. Even though in reality timeline the campus community has not performed a maximum of various quality standards that have been agreed with the consultants from the QMS ISO 9001. In different self-evaluation results, there are still many obstacles to being able to apply the ISO 9001 QMS to the maximum, because there has not been a growing understanding and awareness of all citizens the campus will be valuable in realizing quality standards and culture in all campus activities, especially in learning activities (Mahendra, 2016; Mulyono, 2017; Arintasuta & Ganesh, 2020).

Learning activities are one of the determining factors in the success of education in every type and level of training, starting from kindergarten to university level. The low quality of education is a result of the low quality of the learning process carried out at various levels of education (Husnaery, 2004). Learning is the heart of the education process at every level of education, including at the university. The quality of learning is complex and dynamic. It can be seen from various perceptions and perspectives across the timeline. At the micro-level, the achievement of quality learning is the professional responsibility of a lecturer, for example, through the creation of meaningful learning experiences for students. The result of student learning outcomes is, of course, also supported by the availability of all campus facilities that can be utilized by each student for maximum learning outcomes. At the macro level, through a quality learning system, the University is responsible for the formation of qualified teaching staff, which can contribute to the intellectual, attitude, and moral development of each student as a member of the community. Factors that influence the learning process both external and internal factors, namely: 1) educators/lecturers, 2) material, 3) patterns of interaction, 4) media and technology, 5) learning situations, and 6) university management systems.

Theoretically, the success of students in achieving learning objectives is also determined by the characteristics of the students themselves, including in the

form of learning styles, attitudes and study habits and activities they do in responding to the learning strategies used by lecturers in lectures (Razi, 2004; Zulaekha, Prastiwi, and Rumaniyah, 2012). With these things, the university is required to continue to strive to improve the quality of learning with standard quality, including by applying the QMS ISO 9001:2015.

Research questions

How is the implementation of the Quality Management System (QMS) ISO 9001:2015 to improve the quality learning standars at UIN Maulana Malik Ibrahim Malang?

Research Objectives

Analyzing the implementation of the Quality Management System (QMS) ISO 9001:2015 to improve the quality learning standars at UIN Maulana Malik Ibrahim Malang.

LITERATURE REVIEW

The concept of learning quality is one element of the new paradigm of higher education management in Indonesia, which is relevant to the needs of the graduate user community. The Directorate of Higher Education Quality Assurance in Indonesia (2016) published a book of *The Higher Education Quality Assurance System Guidelines*, among which it was explained that this paradigm contains the main attributes that universities must have an academic atmosphere in the implementation of study programs, institutional commitment from leaders and staff to effective and productive organizational management, study program sustainability, and efficiency. programs selectively based on feasibility and adequacy. These dimensions have a very strategic position and function to design and develop quality-oriented education delivery businesses in the future. According to Umaedi (2004) in general terms, quality means the degree (level) of the superiority of a product (work/effort) in the form of goods and services; both tangible and intangible. In the context of learning the definition of quality, in this case, refers to the learning process and learning outcomes. In the quality learning process, various inputs are involved, such as teaching materials (cognitive, affective, and psychomotor), methodology (varies according to the ability of educators), facilities, administrative support and infrastructure, and other resources as well as creating a conducive atmosphere.

According to Wahab and Kusumastuti (2009), education management at the university level as part of the national education system needs to continue to improve its internal organizational instruments. In other words, universities need to strive to continuously improve quality. The ability to manage and develop higher education must use modern management principles that are quality-oriented, one of which is implementing the ISO 9001:2015 Quality Management System. Quality improvement is needed to improve and perfect educational activities as well as to anticipate the development of universities that are getting bigger to go-international, and prepare themselves to enter global competition towards the World Class Universities (WCU). For this reason, the development of excellence that has received international

recognition for the quality of an education process at all university levels is very important. In higher education management, where service is the main factor, and on the other hand, it can also be compared to a manufacturing organization, where the main components are students (as input) and science, and the output is quality graduates.

The ISO 9001:2015 is an international standard for the quality management systems or quality standards that establishes requirements and recommendations for the design and assessment of a quality management system. The ISO 9001:2015 is not a product standard, because it does not state the requirements that must be met by a product (goods or services) but is a quality management system standard, so with the application of ISO 9001:2015, the products (goods and/or services) are resulting from an international quality management system, will have a good quality/standard. With the efforts of UIN Malang to have a certificate and apply the principles in the ISO 9001:2015, of course, this is one of the added values for the Islamic University which currently becomes an organization's need to improve the quality of service to its stakeholders. (<http://umm.tp.ugm.ac.id/>).

According to Mahendra (2016), based on the results of his study said that in some cases organizations that have received ISO 9001 Certificate, have difficulty in maintaining a quality management system and experienced a decline in performance in subsequent times. For this reason, he whose profession as an ISO practitioner recommends that the University succeeds in implementing the ISO 9001:2015 Quality Management System to achieve the specified quality standards including the quality of learning, it is necessary to do: 1) Commit to improvement; 2) Conduct analysis and assessment of the Quality Management System (Self Assessment); 3) Include everyone in the training program; 4) Set clear goals and objectives and make sure everyone knows about them; 5) Ensuring Ensuring the existence of Key Performance Indicators (KPI); 6) Listen to the advice of employees and customers; 7) Give praise and appreciation; 8) Creating a simple work system; 9) Creating a quality group/quality community in the organization; 10) Forming mindsets and cultures that focus on improvement.

METHODS

This study uses qualitative methods with a case study model (Denzin & Lincoln, 1994, p.2). The research design develops during the research process. The researcher collected data using techniques, namely: (1) in-depth interviews, (2) observation, and (3) documentation (Moleong, 1990, p. 163-164). Researchers conducted in-depth interviews with several key informants on campus, namely leaders at the rector's level, leaders at the faculty level, and leaders at the department level, as well as managers at the Quality Assurance Institution at the university level and the Quality Assurance Unit at the faculty level. Researchers conducted observations on on-campus activities, which include learning activities in the classroom and outside the classroom, extracurricular activities in the campus environment. Researchers collected data through documentation, namely: primary, secondary, and supporting data sources. The primary document data of this research are the books that become the University's academic guidelines (Baharuddin, 2004; UIN Malang, 2009; UIN Malang,

2010). While secondary and supporting data are several other literature documents and downloads from the internet that support the data and documents related to the focus of research (Mulyono & Wekke, 2018a; 2018b). While the data analysis technique uses an interactive data analysis model referring to the opinion of Miles and Huberman (1992, p.10-14). Data analysis takes place simultaneously carried out with the process of data collection, with a flow of stages: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion or verification.

RESULTS AND DISCUSSION

Results

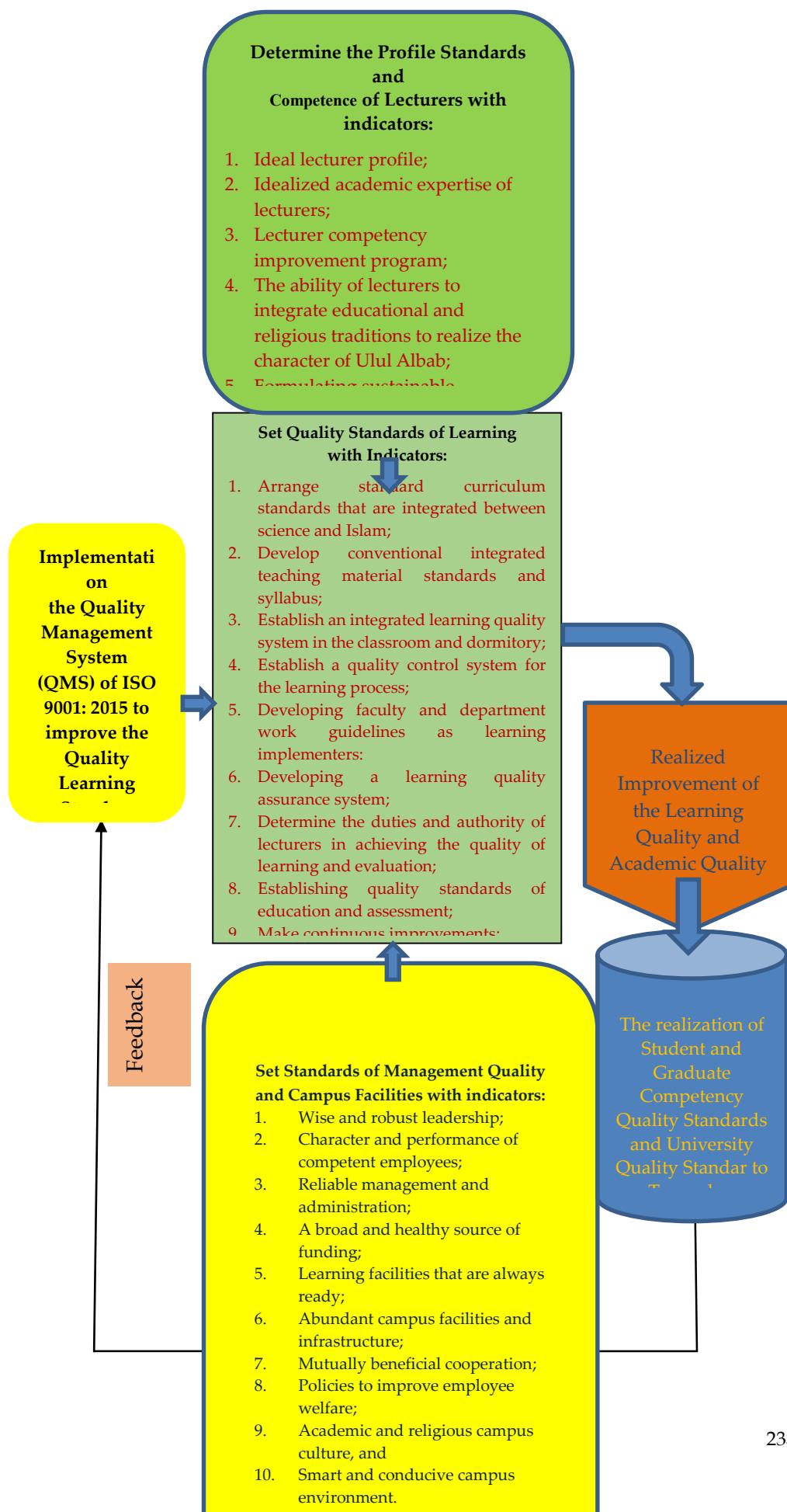
Implementation the Quality Management System (QMS) of the ISO 9001:2005 to improve the learning quality standards at UIN Maulana Malik Ibrahim Malang can be found as follows: *First*, set lecturer quality standards with indicators: 1) Establish an ideal lecturer profile; 2) Determine idealized academic competencies of lecturers; 3) Formulate an idealized teacher competency improvement program; 4) The ability of lecturers to integrate educational and religious traditions to form profiles of students and graduates with the character of Ulul Albab (Munir, 1974; Zulkifli, 2006; (Zulkilfi, 2006; Suhaimi & Yusof, 2013; Shahril & Baba, 2013; Subirin, Alwi, Fathiyah, Umi Kalthom, and Siti Suria. 2017, Sumbulah, 2017); and 5) Formulating sustainable professional development for lecturers' careers.

Second, setting standards of learning quality with indicators: 1) Developing curriculum standard standards that integrate national curriculum, university curriculum and an integrated curriculum between science and Islam; 2) Develop standard unified teaching material standards and syllabus; 3) Establish an integrated learning quality system in the classroom, outside the classroom such as laboratories, libraries, and in student dormitories especially in the first year (at UIN Malang called Ma'had al-Ali); 4) Establish a quality control system for the learning process; 5) Arranging faculty and department work guidelines as learning implementers; 6) Develop learning quality assurance systems at the faculty, department and study program levels; 7) Determine the duties and authority of lecturers in achieving the quality of learning and evaluation; 8) Establishing quality standards of education and assessment; 9) Follow up on the evaluation results to make continuous improvements; 10) Determine performance of the best lecturers every year at the department, faculty and university level based on student questionnaire assessments.

Third, setting standards of management quality and adequate campus facilities to realize learning quality standards with indicators: 1) campus leadership that is tough, wise, friendly, disciplined and can be an example; 2) Character and performance of employees who are polite, disciplined, capable, precise and fast in serving the needs of the civitas and campus customers; 3) Academic management and administration that are reliable, fast, precise, through the network and easily accessible to anyone who needs it; 4) The availability of a broad and robust campus funding and funding source; 5) Learning facilities inside and outside the classroom that are always available and ready to be used at any time; 6) Campus facilities and infrastructure which are adequate and

abundant as well as fair and measurable in their distribution and utilization; 7) Increasing the amount of cooperation with various parties both domestically and abroad that are mutually beneficial to realize the progress of the university; 8) Fair and measured periodic employee welfare improvement policies; 9) The realization of an integrated university culture between academic traditions and religious traditions; 10) The establishment of a safe, comfortable, beautiful and conducive campus environment (smart and beautiful campus).

The results of this study can be described in the form of a chart as follows:



DISCUSSION

In the current era of globalization, every university is required to maintain and improve its quality. The ISO 9001:2015 standard as a quality management system standard requirement can be used as a reference for designing and developing Higher Education Quality Assurance Systems. The ISO 9001:2015 standard is very helpful in setting quality standards, implementing, evaluating, and continuously improving. Thus the Higher Education can sustainably and consistently produce graduates who meet the requirements of graduate users and the applicable laws and regulations. (<http://umm.tp.ugm.ac.id/>). From this discussion the authors can illustrate the importance chart of universities implementing ISO 9001:2015 management as follows:

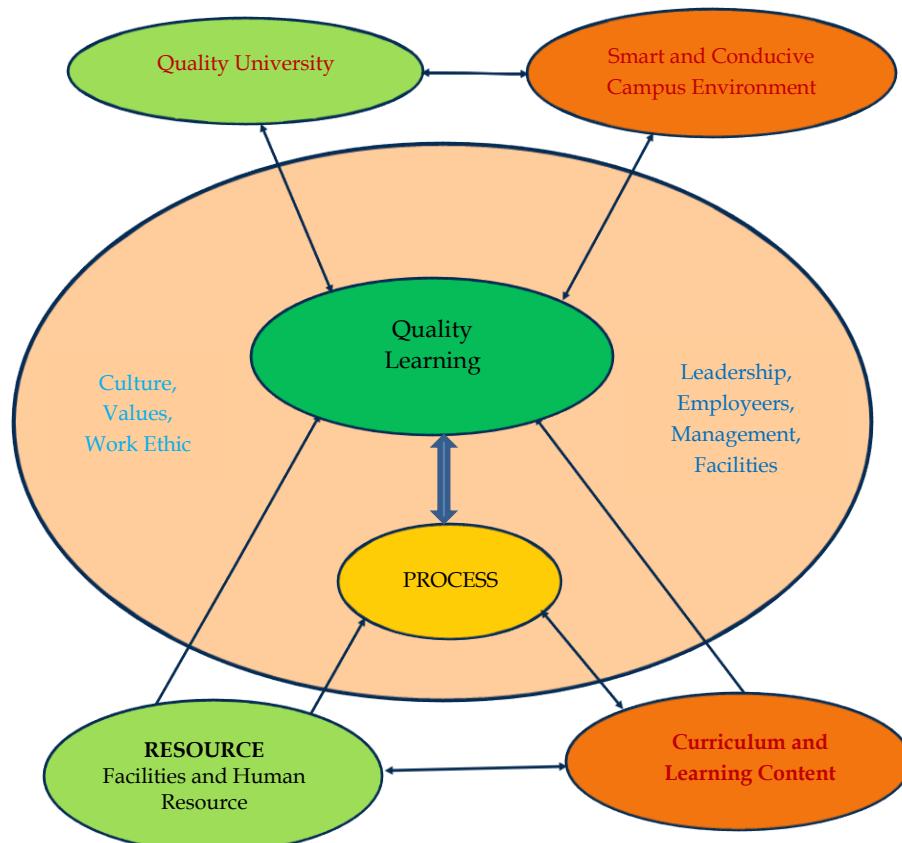


Figure 2. Implementation of the Quality Management System to Improve the Learning Quality at University
(Developed from the Administrator of the Perbanas Institute)

The ISO 9001:2015 is an international standard for quality management systems or quality standards that establish requirements and recommendations for the design and assessment of the quality management system. The ISO 9001:2015 is not a product standard, because it does not state the requirements that must be met by a product (goods or services) but is a quality management system standard, so that with the application of the ISO 9001:2015, products (goods

and/or services) that resulting from the international quality management system, will have good quality/standards. With the efforts of UIN Malang to have a certificate and apply the principles in the ISO 9001:2015, this is certainly one of the added values for the Islamic University which is currently an organization's need to improve the quality of service to its dealers (Mansur, 2009; Perbanas Institut, 2012, Grafispaten, 2013; Samudi, 2013; Sahlan, 2014). UIN Malang as one of the leading Islamic Universities in Indonesia to realize its vision of giving birth to scholars, masters, and doctors who are professional, experts in their fields, able to be competitive and have the character of Ulul Albab, for that UIN Malang is very important to implement the ISO 9001:2015 Quality Management System. By implementing the ISO 9001 management, all academic activities and administrative services have a more standard quality management system standard. This is what UIN Malang wants to be able to provide better and standardized services to the entire campus community and its stakeholders. (Mulyono, Sahlan, Sholihah, Rusmingsih, and Riadi, 2020).

As for the institutional benefits, UIN Malang implements the ISO 9001:2015 quality management system: 1) Makes the work system on campus documented work standards and has good work rules so as to facilitate control; 2) Ensuring that the processes carried out are in accordance with standardized quality management systems; 3) The work system will facilitate the leader in achieving the targets because he has prepared measurable targets and plans for achieving them; 4) Increase morale and morale of officials and employees due to clarity of duties and authority (job description); 5) The management system directs officials and employees to be quality-minded in meeting customer services and demands, both internal and external; 6) To increase productivity, efficiency, operational effectiveness and reduce costs incurred due to inappropriate services; 7) The value of competition and positive image of the university both as a reputable educational institution and as a potential and strategic cooperation partner.

CONCLUSIONS

The research results for application the Quality Management System (QMS) of the ISO 9001: 2015 to improve the learning quality standards at UIN Maulana Malik Ibrahim Malang can be concluded as follows:

First, setting the profile and competency standards of lecturers with indicators: 1) Ideal lecturer profile; 2) idealized academic competence of lecturers; 3) Lecturer competency improvement program; 4) The ability of lecturers to integrate academic and religious traditions to realize the character of Ulul Albab; 5) Formulating sustainable professional development for lecturers' careers.

Second, set quality standards of learning with indicators: 1) Arrange standard curriculum standards that are integrated between science and Islam; 2) Develop standard integrated teaching material standards and syllabus; 3) Establish an integrated learning quality system in the classroom and dormitory; 4) Establish a quality control system for the learning process; 5) Developing faculty and department work guidelines as learning implementers: 6) Developing a learning

quality assurance system; 7) Determine the duties and authority of lecturers in achieving the quality of learning and evaluation; 8) Establishing quality standards of learning and evaluation; 9) Make continuous improvements; 10) Determine the performance of the best lecturers every year.

Third, set standards of management quality and campus facilities with indicators: 1) strong and wise leadership; 2) Character and performance of competent employees; 3) Reliable management and administration; 4) A strong and broad source of funding; 5) Learning facilities that are always ready; 6) Abundant campus facilities and infrastructure; 7) Mutually beneficial cooperation; 8) Policies to improve employee welfare; 9) Academic and religious campus culture, and 10) Smart and conducive campus environment. This research contributes to scientific management in the field of higher education that combines scientific and religious culture in the indicators form for implementation of the Quality Management System (QMS) of the ISO 9001:2015. The realization of the learning quality and academic quality is the main foundation of the university's business to realize the quality standards of student and graduate competencies as well as the university quality standards towards the World-Class University (WCU) that can compete in the global era.

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Biography

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