



ISO 9001 and IWA-2 Quality Management System in Education

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ABSTRACT

This study observes that an institution will continue to exist if its products can provide satisfaction to customers, especially in education. The purpose of this research is to maintain existence, guarantee customer satisfaction is needed and a continuous improvement process must always be carried out and educational institutions that are always in demand by the community are those that are good at managing existing resources, accountable, quality, and able to compete with other institutions and make their students continuing further education or entering the world of work with science and technology as well. The method used in this research is qualitative method.

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1. INTRODUCTION

Management is an important element in the implementation of every organizational program, including educational organizations. In educational institutions, all elements of the implementation of education will work well if managed using management concepts and principles. Management principles that are applied correctly and well will have an impact on the efficiency of program implementation, increasing the quality and productivity of education which will ultimately make the institution quality (Ara Hidayat and Imam Machali, 2012).

Quality is very important in the educational process. From a microscopic point of view, there are several factors that affect the quality of education. Including educational facilities that have curriculum factors, educational policies, modern strategies and balanced with professional management (Nurhayati, 2010). Quality is the most important part of an organization's overall agenda, and quality improvement is the most important task any institution faces. Improving the quality of education is the goal of developing the national education sector and an important part of efforts to improve the quality of humanity (Mulyasa, 2015).

Quality is central to SNI ISO 9001:2008 as a quality management system. SNI ISO 9001:2008 defines the notion of quality with two meanings. The first, quality is the specification of the product that can meet customer needs. Second, quality also means freedom from failure (Komala, 2014: 3). Quality improvement is becoming increasingly

important for institutions used to gain better control (Sallis, 2010:15). According to Heizer & Render (1993:12) defines quality as suitability in product use. Furthermore, Atamadi (2010: 28) states that quality as a result of production, both the production of goods and services succeeds in meeting customer satisfaction and is free of defects. According to Widodo (2011: 6), quality is a dynamic concept that is difficult to standardize. ISO 9001 Management System in education is a framework that helps educational institutions to improve the quality and effectiveness of the educational services provided. ISO 9001 is an international standard that focuses on quality management and is applicable in various sectors including education.

In the context of education, the implementation of ISO 9001 involves several stages, such as identifying the needs and expectations of customers (students, parents and other parties involved), setting clear goals, determining an efficient educational process, and measuring performance periodically to ensure quality service. In addition, this standard also encourages the adoption of the PDCA (Plan-Do-Check-Act) cycle to continue to make improvements and innovations. By implementing the ISO 9001 management system, educational institutions are expected to be able to achieve excellence in providing quality, efficient, and in accordance with the expectations of all stakeholders. According to Gaspersz (2002: 25) there are seven clauses that must be implemented by organizations implementing the ISO 9001: 2015 Quality Management System, including management commitment, customer focus, quality policy, management planning, responsibility, authority and communication and management review.

The IWA-2 Management System defines products as “educational services” and customers are “learners”. In the education sector, students are actually not only customers who take advantage of the knowledge, skills, and values that educational institutions instill in students. The learning and teaching process as the main process in producing "educational service" products will not be created without cooperation between students (students/students) and teaching staff (teachers/lecturers). Or in another sense, students are not just customers and customers are not just students. A more precise and broader definition of product in educational institutions is the knowledge, abilities and values embedded in students as the end result of the entire educational process chain.

2. RESEARCH METHOD

This study uses a qualitative method. Qualitative methods help provide rich descriptions of phenomena. Qualitative encourages understanding of the substance of an event. Thus, qualitative research is not only to fulfill the researcher's desire to get an overview/explanation, but also helps to get a deeper explanation (Sofaer, 1999). The qualitative method is dynamic, meaning that it is always open to changes, additions, and replacements during the analysis process (Srivastava, A. & Thomson, SB, 2009). In terms of data collection, Gill et. al. (2008) suggests that there are several types of data collection methods in qualitative research, namely observation, visual analysis, literature study, and interviews (individual or group).

3. RESULTS AND DISCUSSIONS

ISO Quality Management System in Education

The ISO Quality Management System is an international organization that has standardized, and is a world federation of ISO member national standards bodies which was founded in 1947 and is based in Geneva, Switzerland. Its membership comprises the standards bodies of around 130 countries. ISO's task is to produce international agreements that are published into international standards, the

number of standards that have been issued is around 13,000 standards (including the ISO 9001 standard), and has more than 200 Technical Committees. According to Purwadi (2012), the use of ISO around the world and the top 10 countries that imply ISO 2001:2008 are China, Italy, Japan, Spain, India, Germany, USA, UK, France, Netherlands.

Table 1. Types of ISO Standards

No	ISO Standard Type	Standard Name
1	ISO 9001	Quality Management System
2	ISO14000	Environmental Management System
3	ISO22000	Food Safety Management System
4	ISO 27001	Information Security Management System
5	OHSAS 18001	Occupational Health & Safety Management System
6	SA8000	Social Accountability Management System
7	ISO/TS 16949	Quality Management System – particular to Automotive Industry

Table 1 above shows the types of ISO standards that apply and are determined internationally and have been mutually agreed upon to be used as benchmarks in the standardization of a product/agency/institution.

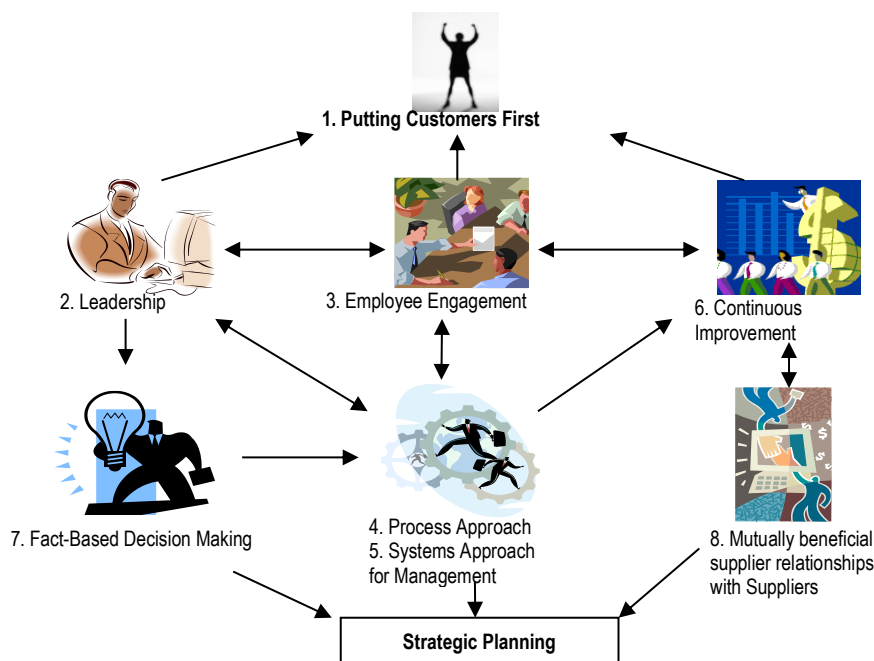


Figure 1. What is expected from a standardization

Figure 2 above shows that ISO implements standardization so that quality is maintained properly, so the above procedures must be followed and carried out as well as possible. there are eight ISO quality management principles namely customer first, leadership, employee involvement, process approach, systems approach, continuous improvement, fact-based decision-making, and mutually beneficial supplier relationships

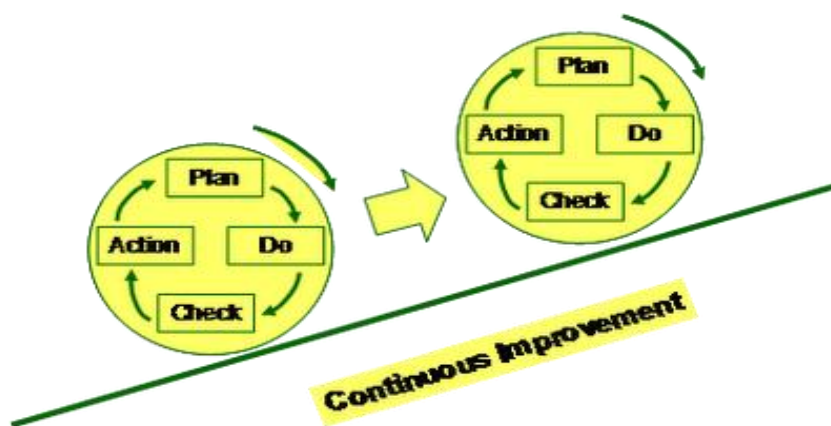


Figure 2. Continual Improvements of All Processes (Application of PDCA)

Figure 2 explains that the PDCA cycle and its implementation go through four stages, namely plan, do, check, and action. The first stage is called a plan, namely setting goals and processes needed, then defining problems that arise and will arise, analyzing the situation to study and define problems and develop improvement plans. The second stage is called do, namely the implementation of process activities, then implementing the plans that have been prepared, documenting procedures and observations, and collecting data or information. The third stage is called a check, namely monitoring and measuring the implementation of the process, then proceed with analyzing data from a process of activities that have been carried out. The fourth stage is called action, namely taking action to improve performance.

Table 2. Before and after implementing ISO 9001 and IWA-2 in Education

No.	Description	Before	After	What the institution feels
1	Document	Not having a document as a work reference standard for every vice principal or administration	Have documents.	At the time of HR replacement, all documents as work references are available and under control
		Not all teachers want to prepare teaching tools	Each teacher has teaching tools according to the standards set by the school	There is an increase in discipline
		Not all types of activities can be proven by recorded evidence	Records of controlled activities according to procedures	Records as proof of work are stored, easy to find and controllable
		Less orderly in document control	Be orderly in documentation	Documents are stored, easy to find and controllable
2	Management responsibility	There is responsibility but not detailed	Determination of written responsibilities and socialized	Every personnel understands and implements the provisions There are clear and measurable quality objectives
3	Resource Management	Yes but not detailed	Have a detailed HR competency matrix, needs analysis and HR development program and	Clarity of responsibilities carried out

			there are minimum standards for infrastructure needs and rules for their use.	Work does not accumulate in one section. Facilitate monitoring
4	Process	Process standards are not detailed in the procedure flow	Process standards are contained in procedural documents, including: PSB, curriculum design and development, purchasing, training process, monitoring of measuring instruments (questions)	Facilitate control (audit), Facilitate the replacement of personnel occupying positions Implementation is complied with by all human resources
5	Control and monitoring	Not all activities are controlled and monitored consistently	Have a controllable monitoring process flow provisions	Increased discipline and responsibility of each personnel
6	Measurement	Not all	Measures are taken in all process lines	Statistical data of measurement results in all lines.
7	Follow-up improvements	Done but not consistent	There is an evaluation in each process and follow-up for improvement and prevention	There are improvements in all processes. There is a decrease in non-conformity Continuous improvement

IWA-2 Quality Management System in Education

The IWA Management System 2 (International Workshop Agreement 2) is a guide developed by the International Organization for Standardization (ISO) to assist educational institutions in implementing a quality management system based on ISO 9001 standards that has been adapted for the educational environment. IWA-2 is a guideline for implementing the ISO 9001 Quality Management System (QMS) for educational institutions. IWA stands for International Workshop Agreement. This guide is published by ISO (International Standardization of Organization) and is prepared through a workshop mechanism, and not through a committee process.

The IWA Management System 2 includes more specific and detailed instructions for adapting the ISO 9001 principles to an educational context. This includes education planning and management, performance measurement and evaluation, continuous improvement, and communication with stakeholders. By implementing the IWA 2 Management System, educational institutions can more easily understand and apply the ISO 9001 principles according to their special needs and characteristics in the field of education. This approach helps improve the efficiency, quality and sustainability of education services, as well as encourages related parties to commit to continuous quality improvement efforts.

4. CONCLUSION

The most well-established and most widely used quality assurance system in all institutions in the world is the International quality assurance system in the form of ISO. For educational institutions, the QMS ISO 9001 Quality Management System is used, and is based on modern management principles with the PDCA cycle (Plan, Do, Check, and Action). IWA-2 is a more specific use guide for implementing ISO 9001 QMS in the world of education and is not a requirement as ISO 9001 QMS. By implementing IWA-2 it is hoped that it will have high effectiveness for educational institution organizations in schools and tertiary institutions. to be able to meet customer requirements, clarify the implementation of ISO 9001, achieve continuous development and success.

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