

The policy of the ISO 9001 :2008 Quality Standard School

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Abstract:

This research was aimed at finding out the implementation of the ISO9001:2008 of the State Vocational Senior High School 1 in Sumenep, Madura, East Java Indonesia in three different sites for three different departments. This research employed the qualitative approach using the multisites design. Data were collected using interview, documentation, and observation. The research found out that the implementation of the ISO9001:2008 in three different sites of the Vocational Senior High School 1 in Sumenep, Madura, East Java was experienced through integrative processes and steps to produce qualified outputs covering the planning and implementation of the site visit quality policy, the formulation of the policy of the quality, and the evaluation as well as monitoring of the implementation of the policy of the quality. The scope of the ISO standardization included 8 (eight) major business processes which included the so-called WMM, Vice of curriculum, Vice head master of students affair, Vice headmaster of school, Public Realition and the so-called HKI/HUBINinfrastructure, Administration, Library. The results revealed that the compliance reached in a range of 88% to 100%.

Keyword:

site visit, quality policy and evaluation monitoring

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Introduction

The implementation of ISO 9001:2008 on the education world was a conscious effort to empower the school through the aspects of the quality of services and education quality and graduate as well as customer satisfaction. By the implementation of ISO 9001:2008, it is expected (1) warranties of the organization to implement a quality management system and the output of school graduates that are produced in accordance with the desires and expectations of the community; (2) every work unit in the school had the clarity of tasks and responsibilities. It can be assured that there will be no overlapping of authority in running the management of the school planning process; and the actualization of the accuracy and the acceleration of the quality in all the work units of the schools.

The importance of SMM ISO 9001:2008 in education institutions namely ISO as quality standard throughout the world that was built by several countries and the level of trust in this standard is high so that it gained international recognition of the guarantee quality system, its function to control the implementation of the procedures that have been made in addition to the evaluation done by the 3rd party namely outside parties so that they could improve the credibility with the ISO, gain confidence that the work that was done in accordance with the specified procedures, organizational structure, the responsibility of the authority and responsibility of the work was clearer so that it could increase the trust of customers.

One of the key instruments which were important in the quality management system ISO 9001:2008 was school policy. Titmuss (1974) in Suharto (2006:7) defines the policy as the principles governing the action that was directed to the specific purposes. According to Titmuss, policy was always oriented toward the problem (problem oriented) and is oriented to the act (action oriented).

Quality Policy was one of the documents that had to be possessed by each company or organization implementing the Quality Management System ISO 9001:2008. Quality Policy was the official policy and written from the top of the organization about the commitment of the organization to consider the aspects of quality in the daily activities of the organization or company. In general, the quality policy was consistent with the overall policy of the organization and provides the framework for assignment quality objectives. The school had a policy in planning to achieve the quality of both in the short term planning, medium and long term through the procedures of the quality that was the document that contained the steps and responsibility for the implementation of the process of the management. The procedures were organized to explain how to run the quality policy that had been arranged in the quality manual and overall responsibility of each activity in the process of management. In the quality of the procedure had to be determined how an activity was done, noted, and controlled. The procedures that had to be documented are: (1) Document control, (2) Recording control, (3) Internal Audit, (4) Product control, (5) Actions of correction, and (6) Preventive actions.

The implementation of the policy in the context of the management was in the framework of organizing leading the controlling. So when the policy had been made, the next task is to organize, perform the leadership to lead the implementation and controlling the implementation. In detail the activities of the management of the implementation of the policy can be arranged sequentially as follows. This research explored the implementation

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of the ISO9001:2008 in three different departments of State Vocational High School 1 in Sumenep, Madura, East Java Indonesia.

Research Method

To reveal the substance of this research requires deep observation and natural background (natural settings). Thus, the appropriate approach of this research was qualitative approach (Bogdan & Biklen, 1998). This research was focused on the Site Visit on quality policy based on standard ISO 9001: 2008, the implementation of the policy of the quality based on the standard ISO 9001: 2008 and evaluation monitoring Quality Policy based on standard ISO 9001: 2008.

The research design of this research was a Multisite Study because the place sites selected for this research had some similarities. Based on the method, the analysis used in this research was Modified Analytic induction namely by conducting analysis on the findings of the research that had similarities to draw the final conclusion.

In qualitative research, as stated by Bogdan and Biklen (1982), Yin (1994), and Nasution (1988) data acquisition in a holistic and integrative were done with the technique of data collection by: (1) in-depth interviews, (2) Documentation Study, and (3) Participant observation. The data collection procedure in this research was done by converting the requirements ISO 9001: 2008 on the company into the world of education.

In this research, the data were analyzed through data analysis techniques with Qualitative analysis. Data analysis was done during and after the data collection completed. The process included the workmanship, organizing troubleshooting and synthesis of data and the search for the pattern, disclosure of important, and the final decision about what had been reported. All of the data were produced through interview, observation, documentation, and questionnaires that were reported systematically.

Data check was based on the four criteria that consist of a degree of belief, transferring, dependency, and legal certainty or objectivity or can confirmable (Moleong, 2011:234; Mantja, 2011; Sugiyono, 2011:267; Bungin, 2007:254-256).

Research Results

Site Visit on quality policy based on standard ISO 9001: 2008

Research Results site visit shows the matrix about the summary of across case findings or the first focus, namely the site visit on the quality policy based on standard ISO 9001:2008.

Table 1) Focus I: site visit on quality policy based on standard ISO 9001:2008. Stages of the preparation of the site visit.

No	Site 1	Site 2	Site 3	Across Case
1	Gap Analysis	the understanding of the ISO 9001:2008 On Schools	the understanding of the ISO 9001:2008 On Schools	Gap Analysis
2	Training and preparation	The Making Document ISO	The Making Document ISO	Training and preparation
3	The development of	The decision of the	The decision of the implementation and	The system development and

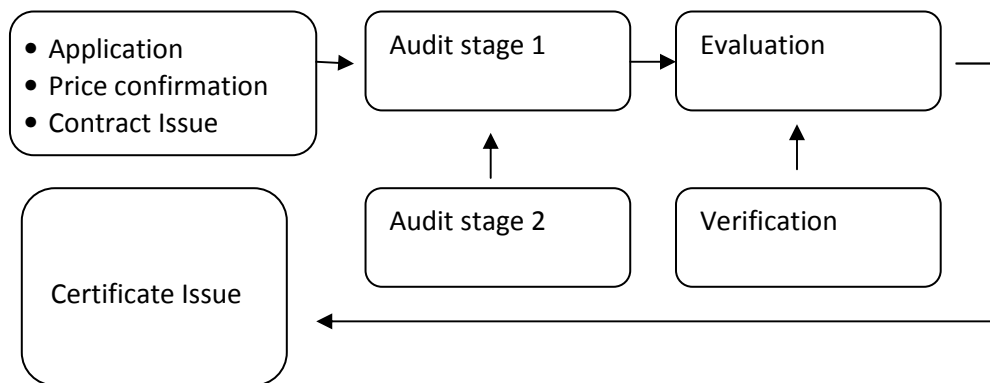
	system and implementation	implementation and the test of SMM	the test of SMM	implementation
4	Internal Audit	The implementation of internal audit	The implementation of internal audit	Internal audit
5		Reviewing the management	Reviewing the management	Improvement action
6		Improving the internal audit and reviewing the management	Improving the internal audit and reviewing the management	

Source: Processed by Researcher Team

Basically the findings geared to 6 aspects, namely 1) Gap analysis; 2) Training and preparation; 3) System development and implementation; 4) Internal audit; And 5) Implementation of the improvement. Each aspect is described as follows. First, the Gap Analysis identifies the process of school activities relevant to the implementation of ISO 9001: 2008 which was realized in the form of an action plan towards the development of ISO 9001: 2008. Second, the training and preparation was the stage of understanding of the school to SMM ISO 9001: 2008 and prepare everything that was required in the implementation of ISO 9001: 2008 one of them with the establishment of an organization that specifically oversees the implementation of 9001: 2008. Thirdly, the stipulation of the enforcement and test of ISO 9001: 2008 was the official stipulation regarding the implementation of ISO 9001: 2008 which was agreed upon by all school residents. Fourth, System Development and Implementation 9001: 2008 includes the activities of (1) the making of SMM ISO 9001: 2008 documents: quality manual, quality procedures, work instructions and forms., and (2) monitoring of SMM Implementation ISO 9001: 2008: Consultants and project teams to all management representatives who produced findings and recommendations for improvements to the findings. Fifth, internal audit was the stage in which contains the activities (1) the consultant provides internal audit training to the ISO 9001: 2008 project team which includes auditing techniques, audit planning, audit instruments, managing audit activities, and reporting on audit results; (2) implementation of internal audit: the project team conducted audits (assisted consultants) on all requirements of ISO 9001: 2008 standards; (3) management review: review of the audit report (customer complaints, process performance & product conformity, status of corrective and preventive actions, improvement recommendations) by the project team; (4) Pre-certification audit and corrective action. Audit pre-certification audit conducted for certification preparation by the Certification Board. While the sixth, the implementation of the improvement that is implementing ISO 9001: 2008 based on the results of improvements obtained from the previous step.

The cross-case findings about the implementation stage of site visit on the ISO 9001: 2008 standard quality policy are then represented in Figure 1 below.

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The cross-case findings about the implementation stage of site visit on the ISO 9001: 2008 standard quality policy are then represented in Figure 1 below.

Figure 1. Stages of Site Visit Implementation

3.2. Implementation of Standard Quality Policy ISO 9001: 2008

The implementation of SMM ISO 9001: 2008 was done with several stages or processes to produce quality output. The findings of cross-case implementation of quality policy based on standard of ISO 9001: 2008.

Table2. Focus Finding II: implementation of ISO 9001: 2008 standard quality policy. The Formulation of Quality Policy.

No	Site 1	Site 2	Site 3	Cross Cases
1	Formulation of Quality Policy	Formulation of Quality Policy	Formulation of Quality Policy	Formulation of Quality Policy
2	Formulation of Policy	Formulation of Quality Policy	Formulation of Quality Policy	Formulation of Quality Policy
3	Implementastion of Quality Policy	Implementastion of Quality Policy	Implementastion of Quality Policy	Implementastion of Quality Policy

Source: Processed by research team

The result of the research shows that the quality policy was conical in 3 stages, namely 1) the formulation of the quality policy that was the process of formulating the formulation in the quality policy which includes a) the perception of the quality policy; B) determination of the foundation of making quality policy; And c) the adoption of policies in the making of quality policies; 2) policy formulation that was policy making process Quality based on the perceptions of agreement, basis and source obtained at the stage of formulation; 3) the implementation of quality policy was the realization of quality policy in the form of quality objectives. The formulation of the quality policy made by each school on which the main formulation focuses on 8 aspects: 1) A meaningful quality orientation in every school organizational activity of the achievement of maximal quality must be the main concern; 2) customer satisfaction which means that every quality oriented service is aimed at realizing customer satisfaction; 3) Work culture is to create a work culture that

encourages the realization of the maximum quality service; 4) Responsible, active, creative and innovative human resources that make the citizens of the school as a highly competent human resources responsible, active, creative and innovative; 5) continuous improvement means that schools are continuously improving; 6) awareness on the learning environment ie the school must be able to provide a good environment against the implementation of teaching and learning process; 7) Increasing spiritualism as a source of action wisdom that was making religious teachings as a source of wisdom in action; 8) Learning with a practical approach that was practice-oriented learning in achieving students' understanding of the material being taught.

The implementation of ISO 9001: 2008 quality policy based on ISO 9001: 2008 standard at each cone at 7 focus of school quality, that was 1) success rate of result of student learning. It was a quality objective concerning the process and outcomes of learning activities which include: the pass rate, the achievement of the national exam scores, the achievement of the UAS average scores, the competency of skills; 2) the realization of the number of alumni who continue their education was the quality objective pertaining to the school's efforts to encourage graduates to continue their education to a higher level with clear targets; 3) the absorption of alumni in the business world / education world (DU / DI) was a quality objective pertaining to the business of schools to facilitate graduates to obtain jobs in DU / DI with clear targets; 4) the realization of alumni into entrepreneurs (entrepreneurs) was a quality objective pertaining to the business of schools to facilitate graduates to become entrepreneurs / traders with clear targets; 5) teacher competence improvement was a quality objective related to the school's efforts to improve school human resources through formal and non-formal education; 6) the development of teaching materials was a quality objective with regard to the school's efforts to create teaching materials that meet school demands and needs; And 7) the improvement of employee competence was the quality objective related to the improvement of employee competency by employing employees in training both with training and apprenticeship.

Monitoring and Evaluation of Standard Quality Policy ISO 9001: 2008

Monitoring and evaluation of the School Quality Policy was undertaken in order to follow up the ISO 9001:2008 principle of continuous improvement. Monitoring was meaningful to supervise the implementation of ISO 9001: 2008 whose function was to know the effectiveness level of the implementation of SMM ISO 9001: 2008.

The findings of the research indicate that the results of the quality policy monitoring regarding the quality of school cross-case quality primarily based on the questionnaire results were 1) the quality objectives of WMM reached 96%; 2) Vice headmaster of curriculum's quality objectives reached 100%; 3) vice headmaster of students affair's quality objectives reached 89%; 4) vice headmaster of school infrastructure's quality target reached 96%; 5) the quality of public relation and HKI / HUBIN target reached 97%; 6) administrative quality objectives reached 95%; 7) head of competence and skill affair's quality objectives reached 97%; And 8) the quality target of the Library reached 92%. While the overall achievement reached 95%.

Cross-case findings on the achievement of quality objectives of each management representative based on ISO 9001: 2008 standards in each school are then represented in table 3 below.

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Table 3. Results of Monitoring and Evaluation of Vice Management's Quality Goals

NO	QUALITY TERGET VICE MANAGEMENT	LEVEL OF ACHIEVEMENT			CROSS CASES
		CASE I	CASE II	CASE III	
1	WMM	100%	93%	94%	96%
2	Vice headmaster of curriculum	100%	100%	100%	100%
3	Vice head master of students affair	94%	78%	96%	89%
4	Vice headmaster of school infrastructure	95%	95%	97%	96%
5	Public Realtion and HKI/HUBIN	94%	97,2%	100%	97%
6	Tata Usaha (Administration)	97%	94%	94%	95%
7	Head of comptence and skill		95%	98%	97%
8	Library		88%	96%	92%

Source: processed by research team

Site Visit on ISO 9001: 2008 standard quality policy

The first focus findings indicated that the site visit activity on ISO 9001: 2008 standard quality policy was done through two stages of preparation and implementation phase. The preparatory phase concerns all actions taken to meet all the requirements required in the site visit. While, the implementation stage was the stage of verification and evaluation conducted by the certification body whether it was feasible or not to receive the ISO 9001: 2008 certificate.

Preparation Phase Site Visit ISO 9001: 2008 covers the first stage was gap analysis. Gap analysis, the second stage was the stage of training and preparation, the third stage was the stage of system development and implementation, The fourth stage was an internal audit consisting of two parts: internal audit training and internal audit implementation and, the fifth stage which was the last stage of the series of preparations Site visit was the implementation of the improvement of the implementation of ISO 9001: 2008 that had been conducted internal audit. The implementation phase of ISO 9001: 2008 based quality policy visit site based on the result of cross-case study concluded there are 5 stages, namely agreement, stage 1 audit, phase 2 audit, verification, and evaluation.

Based on the above description of the quality policy site visit which was a more specific scope of quality policy was carried out through two stages: audit stage 1 and audit stage 2. Phase 1 audit includes: (1) quality policy document review, (2) field evaluation with respect to realization Quality policy, (3) assessment of school's understanding of quality policy, and (4) inference. While in the second phase of audit includes: (1) Reviewing and verifying evidence of implementation of the quality policy, and (2) Observation and interviewing the implementation process of quality policy at ISO 9001: 2008.

Implementation of Standard Quality Policy ISO 9001: 2008

Based on the results of cross-case implementation of quality policy based on ISO 9001: 2008 standard could be divided into three parts, namely 1) the formulation of quality policy was the process of formulating the formulation of the quality policy; 2) policy formulation that was the process of making a quality policy based on the perceptions of the perceptions, foundations and sources obtained at the stage of formulation; 3) the implementation of quality policy is the realization of quality policy in the form of quality objectives.

Based on the findings of site 1, it is shown that the quality policy was the decision selected by the school to be implemented in order to obtain the maximum quality agreed by all the citizens of the school. Then on site 2 the quality policy was to guide the long-term policy direction of the school in terms of continuous improvement of school quality. While the findings on the 3rd site of the quality policy are as guidelines for the policy direction of school quality on an ongoing basis based on the objectives of the school to achieve customer satisfaction. From the above three definitions there appears little difference, but all schools agreed that the quality policy is a guide for schools to achieve the quality of schools that provide sustainable customer satisfaction.

The policy formulation as part of the public policy process was the most crucial stage since policy implementation and evaluation can only be implemented when the policy formulation phase had been completed. The failure of a policy in its objectives may have been due to imperfections in the management of the formulation stage. Based on the results of cross-case study indicated that the formulation is done by two stages. First, each quality management representative must submit an appropriate quality policy obtained from the results of the respective deliberations of the units based on the prior arranged agreements. Afterwards discussing the formulations together (top management, all management representatives and school residents) to find the point of the selected quality policy agreement so that the formulation of the quality policy of the school was formed. The process of quality policy-making actors conducted on these three sites is similar to Anderson and Madani's opinion (2011: 37) that policy actors include internal actors of bureaucracy and external actors who always had a policy concern. Individual actors or groups, who participated in discussions and debates on public policy.

The main themes that were focused on the quality policy of cross-case study are 1) Meaningful quality-orientation in every school organization's activities of attainment of maximal quality must be the main concern; 2) customer satisfaction which means that every quality oriented service was aimed at realizing customer satisfaction; 3) Work culture was to create a work culture that encourages the realization of the maximum quality service; 4) Responsible, active, creative and innovative human resources that made the citizens of the school as human resources (HR) that were competent, high responsible, active, creative and innovative; 5) continuous improvement means that schools were continuously improving; 6) awareness on the learning environment i.e. the school must have been able to provide a good environment against the implementation of teaching and learning process; 7) Increasing spiritualism as a source of action wisdom that was making religious teachings as a source of wisdom in action; 8) Learning with a practical approach that is practice-oriented learning in achieving students' understanding of the material being taught.

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From the above description could be explained that in a quality policy formulation consists of several components that were reciprocally related each other to form a systemic pattern of input-process-output-feedback. This could be accomplished in the event of a deliberate act of formulating a quality policy; there were policy actors who made policy and the orientation of values to be achieved. The implementation of policies in principle was a way for a policy to achieve its objectives. When the policy had been made, then the next task was to organize, implement leadership to lead the implementation, and control the implementation of the leadership was known as organizing-leading-controlling. Where in the implementation should have been able to identify the policy issues to be implemented, confirming the objectives of the policy to be achieved, and develop the implementation procedures of quality policy.

School quality objectives from cross-case study results were 1) the success rate of student learning outcomes; 2) the realization of the number of alumni who continue their education; 3) alumni absorption in business world and education world; 4) the realization of alumni to become entrepreneurs (entrepreneurs); 5) improvement of teacher competence; 6) development of teaching materials; and 7) improvement of employee competency. In the target of school quality was explained about target, achievement strategy, responsible, measurement frequency, and measurement method. For example, the focus on the first quality of school objectives on the success rate of students, especially the average value of the National Final Examination (Ujian Nasional or UN) set targets on each material (Mathematics: 65, Indonesian: 70, English: 67, Vocational Theory Apk: 70, Vocational Theory Ak: 70, Vocational Theory Pm: 70, Vocational Theory of TKJ: 70, Vocational Theory of RPL: 70), with its achievement strategy with improving the quality of PBM through the addition of study time, and conduct a tryout for 3 national examinations. The person responsible for the quality objectives are vice headmaster of curriculum, vice headmaster of student affair, and vice headmaster of school infrastructure. This achievement level of quality objectives is measured by comparing the student's results with the targets performed each year.

Monitoring and Evaluation of Standard Quality Policy ISO 9001: 2008

The characteristics of evaluation consisted of three characters. The first was the focus of values, because to determine the value of a policy not only seen from the level of performance but also seen from the values. Based on cross-case study it was concluded that the success of policy implementation reached 95% on average. This indicates that what was targeted by the school in general can be achieved well. Thus the implementation of ISO quality assurance system could be perceived by schools and school residents i.e. the benefits of work done in accordance with the procedures set so that school goals are achieved.

Impact of the implementation of SMM ISO 9001: 2008 in the research site that was in accordance with the quality objectives of 95-100 percent implementation of the National Examination with integrity and achieved the value of each subject, then the acceptance of students in the State College, from graduates can run their own business and or entrepreneurship and fresh graduate alumni work in the industrial world. Iskandar (2012: 1) says that the preparation of skilled workforce with the skills and competence of work that can be relied upon, it is expected that the graduates of this vocational school can immediately work so as to reduce the unemployment rate.

Furthermore, based on the results of monitoring and evaluation cross-case can be concluded that the factors supporting the implementation of SMM ISO9001: 2008 in improving the quality of its graduates namely the input factor of students into supporters then the readiness of students and teachers in learning activities in accordance with curriculum relevant to the business world and education (DUDI) , Infrastructure readiness, and teaching media, if from the aspects of the process factors that support the implementation of learning, empowerment of human resources (HR), the implementation of administration and cooperation with DUDI so as to improve the quality of graduates. In accordance with Salis' opinion (in Suharsaputra, 2010: 231) the supporting factor in the quality of education is "there are many sources of quality in education, such as good building facilities, outstanding teachers, high values, satisfactory test results, specialization or vocation, Parents, businesses and local communities, abundant resources, cutting-edge technology applications, good and effective leadership, attention to children's learning, an adequate curriculum, or a combination of these factors. "

Moreover, there were also factors inhibiting the implementation of SMM ISO 9001: 2008 in improving the quality of graduates that are the lack of awareness and responsibility of a quality management that was useful for the organization, staff and the staffs only perform their duty so they have less responsibility towards the work procedures that have been determined.

The solution to overcome the obstacles of the implementation of SMM ISO 9001: 2008 in improving the quality of the graduates are: 1) doing awareness for all school components from teacher / staff to students; 2) approaching and giving understanding to human resources to commit together; And 3) building commitment with all school members to have the same motivation and understanding in implementing the ISO quality management system and to run it with full awareness and accountability. An approach built to foster a shared commitment with a heart-to-heart approach by understanding the importance of ISOs to school.

Conclusion

The site visit to obtain ISO certificate was carried out with two stages of preparation stage and implementation phase. Implementation of the preparation includes 5 steps: (1) gap analysis, (2) training and preparation, (3) system development and implementation, (4) internal audit, and (5) improvement implementation. In the implementation stage, there are at least five steps, namely (1) agreement, (2) stage 1 audit, (3) phase 2 audit, (4) verification, and (5) evaluation.

Furthermore, the implementation stages of SMM ISO 9001: 2008 were: (a) management commitment; (B) the setting of quality policies; (C) the assignment of QMR and ISO team; (d) awareness & documentation training; (E) SMM planning; (F) implementation of QMS; (G) internal audit training; (H) internal audit; (I) management review; (J) audit; And (k) submission of ISO quality documents.

The process which was undertaken to produce qualified graduates i.e. from the perspective of inputs (qualified students) done by selective processes are: 1) met the criteria of input and curriculum; 2) Reliable and competent human resources such as principals, teachers, administrative staff, and all components of the school; 3) equipped with infrastructure

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facilities that support learning activities either time practice or classroom. So if the whole process is done, then it can produce qualified graduates.

Monitoring and evaluation of the implementation of SMM ISO 9001: 2008 on the three sites focused on the implementation of quality objectives shows 95-100 percent concerning with the implementation of the National Examination with integrity and achieved the targeted score of each subject, then the acceptance of students in the State Colleges, from graduates can be self-employed and or entrepreneur and the fresh graduate alumni are distributed to work in the industrial world.

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