

## Conference Paper

# Implementation Quality Management System of ISO 9001: 2015 at Vocational High School Yappi Wonosari Gunungkidul Regency

Rokhmah Nur Istriani and Setya Rahardja

## Abstract

The aim of this study illustrate ts M utu Management System (QMS) ISO 9001: 2015 and know how to resolve obstacles that arise in SMM realization in Vocational High School Yappi Wonosari Gunung Kidul Regency. This research is a descriptive study with a qualitative approach. Research data was collected through interviews, documentation, and observation. The results of the study show: 1) The application of elements of focus on customers, leadership, *engagement of people*, *process approach*, *improvement*, *evidence-based decision-getting* , and *relationship management* is good enough; 2) The positive impact of the implementation of QMS is to improve school performance so that it has an impact on the satisfaction of parents; 3) How to maintain and overcome obstacles from the implementation of QMS by controlling school quality internally and externally.

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## 1. Introduction

Improving the quality of human resources is a prerequisite for achieving development goals. One way to improve the quality of human resources is through education. Achieving excellence in management of public education centers is a means to achieve high quality in education by implementing performance management (Ronco & Mezquida, 2016: 2). The teacher considers it necessary to improve the quality of awareness of the diversity of several aspects as an adequate number of students. Same with the argument from Sartika (2013: 983) stating that achieving national education goals must have a directive standard on teaching activities to produce quality human resources.

One effort to improve the quality of education in Gunungkidul Regency is to strengthen school institutions to improve quality in Vocational High Schools (SMK). It is necessary to use the reference as a regulator of the management system in the school according to the improvement of the quality of the school by adopting Total

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Quality Management (TQM) with one of its elements namely the Quality Management System (QMS). TQM is more talked about in the industrial world, so the integrated quality management strategy in the world of education refers to the industrial world, but now it has reached educational institutions to be able to approach quality problems in order to be able to provide quality services. However, currently there are still many school residents, especially teachers who have not fully understood the importance of TQM as a tool for the school activity process, so that there is no full support for implementing it. The interesting thing to study is whether the implementation of the QMS implemented by Yappi Wonosari Vocational School is the same and similar to TQM?

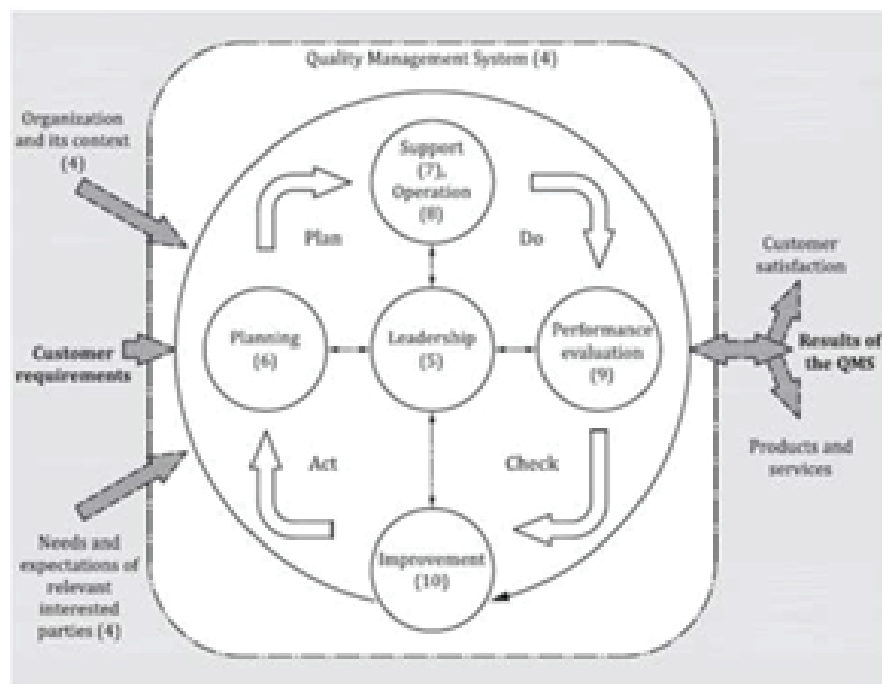
## 2. Literature Review

The success of the industry in implementing Total Quality Management (TQM) has prompted several institutions including educational institutions trying to implement in the organization to improve customer satisfaction on an ongoing basis (customers). Salis (2002: 25) defines TQM: "TQM practical approach to running an organization that focuses on the needs of its customers and clients. It rejects any outcome other than excellence. TQM is not a set of slogans, but a deliberate and systematic approach to achieve appropriate levels of quality in a consistent fashion that meets the needs and wants of customers."

Anil & Satish (2016: 555) defines TQM, *Total quality management (TQM) is an integrated management philosophy aimed at continuously improving the quality of products and processes to achieve better customer satisfaction*. From this quote, giving an understanding of TQM is an integrated management philosophy that aims to continuously improve the quality of products and processes to achieve better customer satisfaction. Gazpersz (2011: 9) defines the Integrated Quality Management as a way to improve performance continuously (*continuously performance improvment*) at every level of operations or processes, in every functional area of an organization, using all human resources and capital available. Arcaro (1995: 13) says that *a quality leader is defined as a person who measures his or her success in individuals within the organization*. In this context, higher education leaders are the main element in building and institutionalizing a quality culture in higher education.

ISO 9001 or the *International Organization for Standardization (ISO)* is an international standard that regulates the *Quality Management System*. The application of the Quality Management System through ISO 9001: 2015 Certificate in education is not

much different from the application in companies and other organizations. According to Wilson and Larry (2016: 836) have seven quality management principles that help develop policies, among others, as follows: (a) *Customer Focus* (focus on customers); (b) *Leadership* (leadership); (c) *Engagement of people* (people's involvement); (d) *Process Approach* (process approach); (e) *Improvement* (increase); (f) *Evidence-based decision-making* (evidence-based decision making); (g) *Relationship Management* (relationship management). The clauses in the principle can be described in the PDCA quality management system (*Plan-Do-Check-Action*) model as follows:



The PDCA cycle can be applied to all processes and to the overall quality management system. Then briefly explain: a. *Plan* (plan), which is setting the objectives of the system and process, and the resources that will be needed; b. *Do* (do) that is implementing what is planned; c. *Check* (check) which is monitoring, measuring the process, planned activities, and reporting the results; d. *Act* (follow-up) that is taking action to improve the process performance needed.

### 3. Material & Methodology

The purpose of this research was held so that the organization's performance in the school would improve better. The implementation of ISO 9001: 2015 QMS is based on 7 quality management principles, namely *customer focus, leadership, engagement of people, process approach, and improvement*.

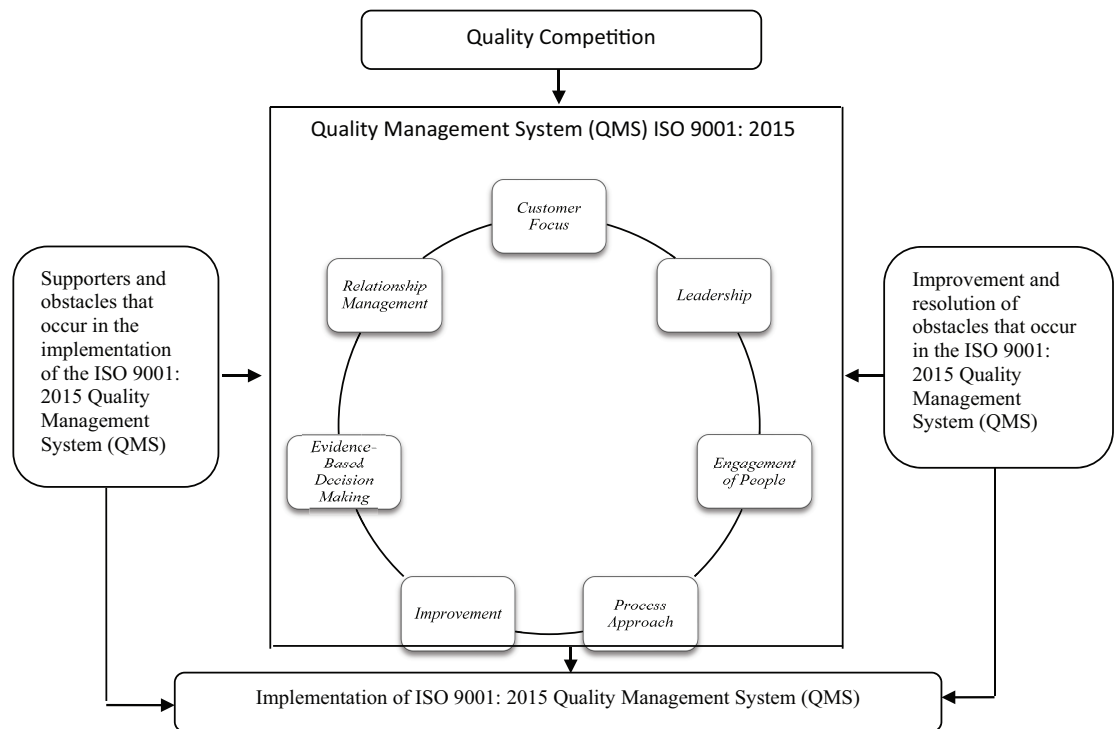


Figure 1: The Mindset.

This study uses qualitative research used to get an overview of the implementation of the quality management system and know how to overcome the obstacles that arise in the implementation of the quality management system at Yappi Wonosari Vocational School, Gunungkidul Regency. The subjects of this study were the principal, the representative of quality management (*key informant*), the teacher. Data collection techniques involve interviews, documentation, and observation.

## 4. Results and Discussion

### 4.1. Result

#### 4.1.1. Customer focus

The main mission of an organization that implements a quality management system is to focus on customers (*Customer focus*). Superior organizations are organizations that maintain customer relationships and have an obsession with quality. The results of the research on the aspects of service indicate that school services provided to students and teachers at Yappi Wonosari Vocational School are quite good. Physical and non-physical services will be optimal if supported by human resources who are able to manage professionally. In increasing the professionalism of teachers and employees,

the school has sent personnel to take part in training that serves to add insight so as to increase the focus on customers.

#### 4.1.2. Leadership

Direction and mission of top management has *a powerful* leadership force it is very important to make sure all parts of the organization understand well what goals the organization wants to achieve. The principal provides encouragement and guidance to all teams of teachers and employees to provide quality services for all school residents and parents of students. The results of the study were that the Yappi Wonosari Vocational School principals had contributed and fully supported the implementation of the school's quality management system.

#### 4.1.3. Engagement of people

Creating value for customers will be easier if our organization is supported by a team that is competent, easily empowered, and willing to be fully involved at all levels of the organization. No matter what the position, all feel the same responsibility in achieving organizational goals and provide more value to customers. The results of more value research for customers that a competent team has been formed through a decision letter from the school that is overcome by the quality management representative and assisted by several teachers as the school's internal auditor team.

#### 4.1.4. Process approach

Every organization must realize that they are a unified interconnected process so that each part must understand not only the task of the part, but also the duties of the parts related to it so that all can work together together. Organizations must ensure that everyone is familiar with all organizational activities. The implementation of the quality management system at Yappi Wonosari Vocational School on the learning process aspects through several stages: learning planning, learning implementation, and continued evaluation of learning.

#### 4.1.5. Improvement

Every organization is required to make improvements and development in all elements of quality management. At Yappi Wonosari Vocational School formed a quality management team as a mentor and as a monitor of all quality management system processes to suit the organization's goals, namely the school's vision and mission. Improving the quality of Yappi Wonosari Vocational School is through collaboration with the world industry PT TUV as evidence of improving the quality of schools. The existence of such cooperation provides an impetus to reach qualified graduates so that graduate students can work at the PT.

#### 4.1.6. Evidence-based decision-makin

Making decisions about a problem in an organization has never been easir. Therefore, it is important to examine all the strong evidence so that the decision taken is right. The results of the research at Yappi Wonosari Vocational School interviewed representatives of quality management that the school had a meeting with the school community to be able to solve the problem with mutual consultation so that the right solutions could be found to solve school problems.

#### 4.1.7. Relationship management

Business life in the era of advanced communication technology today requires every organization to communicate actively with various parties. Ease of access to information, makes it easy for organizations to track related parties, especially third parties (suppliers, subcontractors, distributors). Yappi Wonosari Vocational School has relations with several industrial worlds as a channel for students who have graduated from school. In the process of distributing Yappi students first selected by the school then it will be re-selected by companies that have cooperation with schools.

## 5. Discussion

The results showed that Yappi Wonosari Vocational School had tried fully in the implementation of the quality management system by forming a school quality management team as a monitoring team of activities carried out by the school so as not to get out of planning as achieving school quality. But the implementation of the quality management

system that has been implemented is still not maximal with human resources that are still limited in capacity. Human resources should be given a socialization of the quality management system in order to understand the flow and achievement of school quality goals so that they do not deviate from the vision and mission that has been formed by the school. The quality management system has had a positive impact in the form of increasing school performance and student achievement and teacher performance.

Another impact caused by the implementation of the quality management system at Vocational School Yappi Wonosari is that the increase in school costs poses its own challenges with the conditions of the middle economic community, which decreases the interest of parents to attend school. However, to overcome all the problems that exist, the Yappi Wonosari Vocational School controls the quality of the school through school management and evaluating all processes whether it is in accordance with the school's quality plans and objectives. School control through internal and external controls, internal control through school quality management checks as a school audit team, then external control through monitoring from PT TUV as a school external audit team that will examine the implementation of quality management at Yappi Wonosari Vocational School to meet the school's quality objectives.

## 6. Conclusion

The implementation of the quality management system at Yappi Wonosari Vocational School on the following elements: 1) focus on customers is good, but there are still limitations that need to be adequately equipped with adequate school facilities, 2) Principal leadership is clearly visible from the interactions with school residents. The principal has carried out the task of monitoring all the activities in the school, 3) Teams formed at Yappi Vocational School, some teachers already have auditor certificates so that they understand the audit process accordingly, 4) The quality management system process is good enough. that all school citizens help each other in achieving school quality goals, 5) Improving school quality can be seen from school achievement through evaluating student learning which is increasing, 6) Decision making as school problem solving through consultation between teachers and school employees so that solutions are found the right to solve the existing problems, 7) Relationships owned by the school are in collaboration with the industrial world as a distribution of company personnel from Yappi Wonosari Vocational School graduates through the school selection stage and then followed by selection by the intended company.

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