

The Quality Management System (QMS) on IMMI School of Management Standardization (ISO9001:2015)

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ABSTRACT

Robust quality management is needed to meet the demands of continuous performance improvement and a rapidly changing business environment. The IMMI School of Management (IMMI College of Management/STIMA IMMI) is one of the educational institutions that has implemented Quality Management System (QMS) ISO 9001: 2015 to consistently maintain and improve higher education quality. This research was conducted at the IMMI School of Management from September 2019 to November 2019, by using descriptive qualitative approach. Data collected through observation, interviews, and study of documentation. The results and analysis in this study were discussing the Deming PDCA (Plan, Do, Check and Action) model consisting of 10 clauses and 26 ISO 9001: 2015 criteria. This study found that the implementation of the ISO9001: 2015 Quality Management System at the IMMI School of management had fulfilled all the proposals and criteria contained in all elements/clauses and criteria. Furthermore, this research proposed that the QMS ISO 9001: 2015 at the IMMI School of Management should be integrated with the BAN-PT criteria/standards so that documentation and implementation become more effective and efficient.

KEYWORDS: Quality Management System; ISO 9001:2015, Standardization

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I. INTRODUCTION

The current tight globalization competition coupled with the agreement to form the ASEAN Economic Community (AEC) allows freedom between countries, especially the 10 ASEAN member countries, to interact with each other in terms of trade, investment, employment, and other aspects. With this agreement's enactment, Indonesia's human resources must improve its quality to be more competitive with other countries. In the agreement, according to the Ministry of Foreign Affairs, the movement of skilled workers in ASEAN is regulated through the Mutual Recognition Agreement (MRA). ASEAN currently has 8 (eight) MRAs, namely engineers, architects, surveyors, general practitioners, dentists, nurses, tourism services, and accountants. ASEAN also regulates other professional workers' movement through the ASEAN Agreement on the Movement of Natural Persons (MNP) in November 2012. This agreement guarantees additional rights and rules regulated in AFAS regarding MNP and facilitates MNP in carrying out trade in services and investment. This agreement provides good opportunities for Indonesia and presents challenges in various fields, especially in developing human resources quality. AEC enables Indonesian human resources to provide wider opportunities for college graduates to work with ease across countries in 10 ASEAN countries for skilled workers. On the other hand, MEA can be a threat to Indonesia's human resources if they are not equipped with relevant skills and competencies so that Indonesian human resources are unable to compete with graduates from other countries.

Indonesia is a developing country to show its existence in the competitive global world. Indirectly, the demands of globalization in developing countries are the availability of quality human resources in education, namely producing quality human resources quality graduates since knowledge and technology (science and technology) have progressed rapidly and impacted the industrial sector's increasing need qualified human resources.

There are 4.680 universities in Indonesia consisted of 946 colleges at the Academy level, 304 colleges at the Polytechnic level, 2.506 colleges at the high school level, and 227 colleges at the institute level, 631 colleges at the university level, and 26 community academy level colleges, as depicted in Figure 1. Ministry of

Education, in the electronic newspaper Kompas, said that currently, 96 universities in Indonesia had achieved “A” accreditation. Based on official BAN-PT data shown in table 1, 2.259 universities have received accreditation “A” to “C”. This data also shows that 2.421 tertiary institutions (51.7 percent) have not received accreditation; thus, the quality is questionable. In this regard, Aris Junaedi, Director of Quality Assurance at the Directorate General of Belmawa Media Indonesia (2017), stated that the low quality of accreditation is due to the lack of facilities and infrastructure, low quality of human resources, research, student involvement, publications, lecturers.

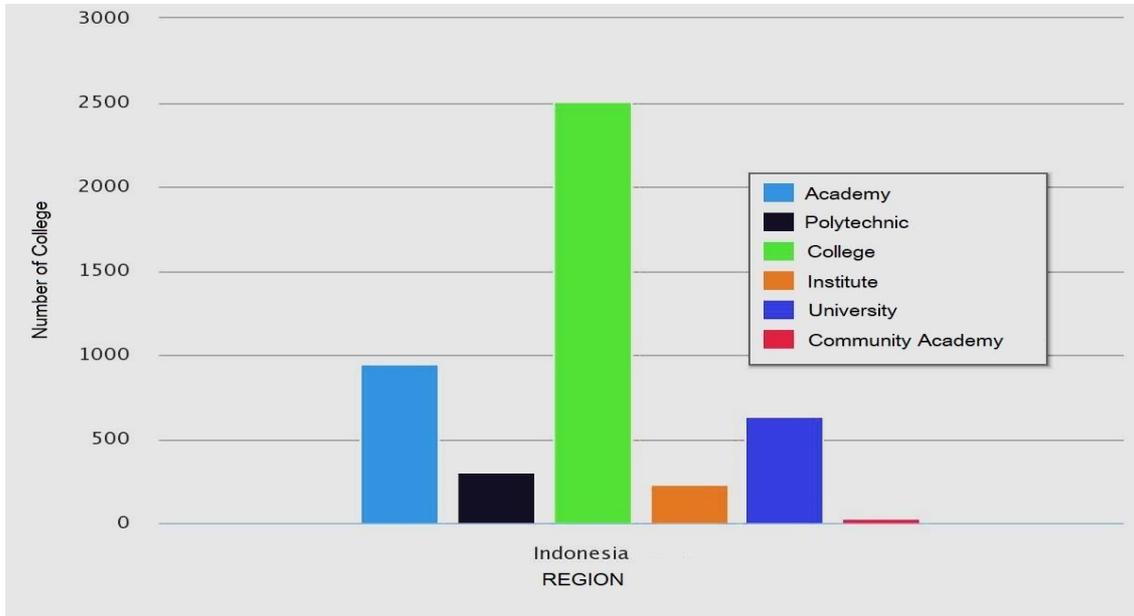


Figure 1. Info graphics of the number of universities in Indonesia (Ministry of Higher Education)

Table 1. Distribution of Higher Education Accredited Rankings until June 30, 2019

Group campus	Grade			Total	Expired
	A	B	C		
National Religious University	7	48	19	74	
Private Religious University	-	35	304	339	
Government Institute	7	67	4	78	
National University	43	48	3	94	
Private University	39	682	953	1674	1
Total	96	880	1283	2259	1

Source: National Accreditation Board of Higher Education (BAN-PT)

In terms of quality of higher education globally, according to Pusparisa (2019), as shown in Figure 2, there are only nine universities in Indonesia that in the top 1,000 best universities in the world, and none is in the list of the world top 100. It also shows that the quality of higher education in Indonesia is still low. The low ranking of higher education is due to the number of citation papers in five years sourced from Scopus and the proportion of international students, coupled with a lack of collaboration between scientific and low research budgets. Sicca (2018) added that at least six indicators in the ranking must be considered, including academic reputation, graduates' reputation, faculty and student ratios, citations to scientific journals, international faculty, and international students.

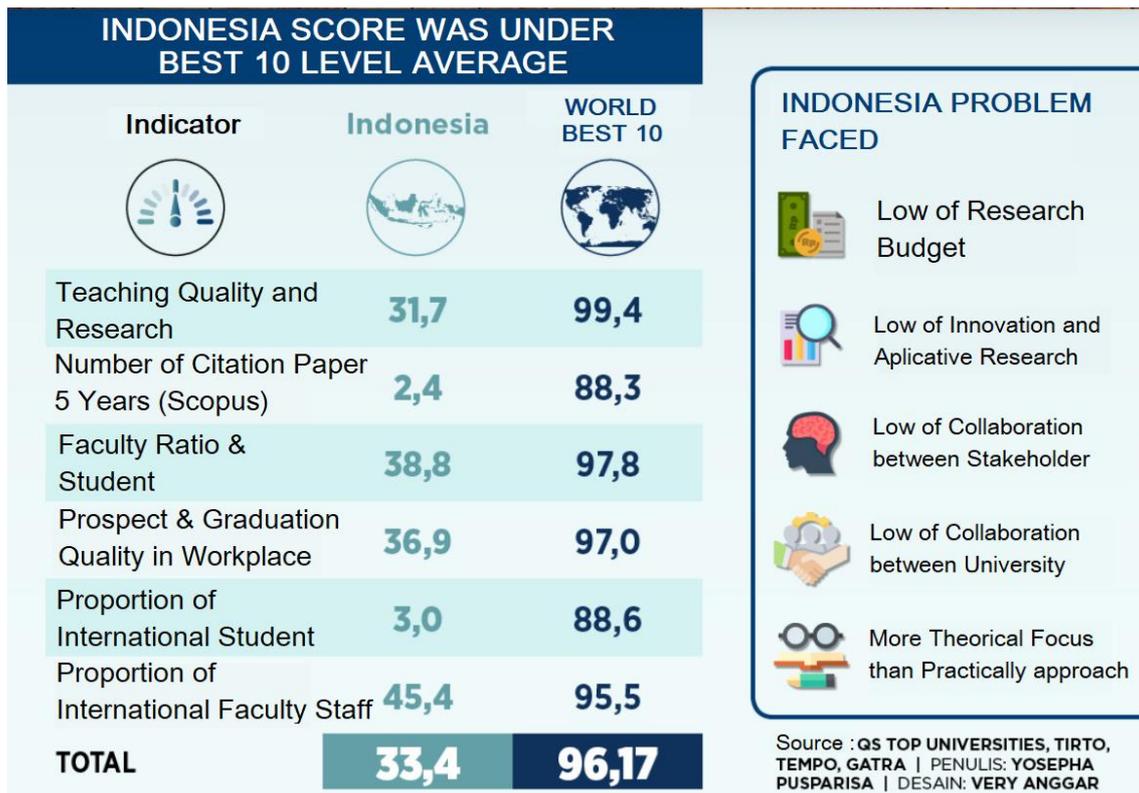


Figure 2. Quality Score of Indonesian University and Abroad University (katadata.co.id).

It is essential because universities play an essential role in improving the quality of superior and quality Indonesian human resources. Implementing the AEC will be a challenge for universities in Indonesia in preparing human resources who are ready to compete with other countries. Realizing this, the government then tried to improve the performance and quality of higher education by enacting Law No. 12 of 2012 concerning Higher Education, and Ministry of Education No. 62 of 2016 concerning Higher Education Quality Assurance System, which aims to ensure the fulfilment of higher education standards (Ministry of Education Standards) systemically and sustainably. Thus, a culture of quality could grow and develop, defined in thought patterns, attitude patterns, and behaviour patterns.

Fulfilment of educational standards by a tertiary institution means that universities must guarantee the education that held. Article 3 Ministry of Education No. 62 of 2016 concerning Higher Education Quality Assurance System states that the higher education Quality Assurance System consisted of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME). Universities plan, implement, evaluate, and develop the SPMI. Meanwhile, SPME's planning, evaluation, implementation, controlling, and development conducted by the National Accreditation Board - Higher Education (BAN-PT) and the Independent Accreditation Institute (LAM) within their respective authority.

Internal higher education Quality Assurance, or SPMI, is mandatory for every tertiary institution that organizes higher education regarding Ministry of Education No. 44 of 2015 on National Higher Education Standards. There are 24 (twenty-four) national standards functioned as the minimum standards for higher education quality assurance. It consisted of eight minimum education standards, eight research minimum standards, and eight minimum community service standards. Each university is also encouraged to add other standards to improve higher education quality to produce superior quality education and create quality graduates.

To ensure higher education management quality by established standards, the government requires accreditation for higher education institutions. According to Ministry of Education No. 32 of 2016 on Accreditation, study programs and tertiary institutions are currently the institution designated to hold accreditation for higher education institutions is the National Accreditation Board for Higher Education (BAN-PT). BAN-PT accreditation is an external quality assurance system from the government. Ministry of Education No. 32 of 2016 also states that the Independent Accreditation Institute (LAM) can act as an accreditation body to improve Indonesia's quality of higher education. At the international level, the development of a QMS for ISO 9001: 2015 is a system built internally and focused on customer satisfaction using a process approach. Managing "Tridarma" in higher education institutions to be more effective and efficient, it is necessary to map

and develop a quality management system that can simultaneously meet the accreditation requirements and certification of ISO 9001: 2015.

Implementing ISO 9001: 2015 to universities will provide a comprehensive picture of organizations' quality assurance. The integration between SPMI based on Ministry of Education No. 44 of 2015 with an ISO 9001-based quality management system can support the perfection of quality assurance in higher education. On the other hand, with the update of ISO 9001: 2008 to the 2015 version, in addition to focusing on ensuring the quality of the organization's service, it also focuses on the quality of the organization itself, so that the prospect of benefits from this integration will be more excellent.

IMMI Management College (STIMA IMMI) is one of the private universities operating in Jakarta. Apart from meeting the national accreditation quality standards, BAN-PT, STIMA IMMI has also adopted and implemented the ISO 9001 Quality Management System. The implementation of QMS ISO 9001 at STIMA IMMI has been in effect since the 2008 version. Along with the development of universities in Indonesia and the need for international competitiveness, STIMA IMMI has updated its quality standards by adopting ISO 9001 version 2015 from the United Registrar of System. The purpose of the STIMA IMMI's academic quality assurance body is to consistently maintain and improve education quality to realize the vision, mission, and goals of STIMA IMMI through the Tri Dharma implementation.

Figure 3 shows a diagram related to the main tasks of the STIMA IMMI Academic Quality Assurance Agency (BPMA) in carrying out the Internal Quality Audit (AMI) and ISO certification, as follows: (1) carrying out quality internal audit activities (AMI) within the IMMI School of Management; (2) preparing and updating the Quality Management System document and the International Standard for Organization (QMS ISO) 9001: 2008; (3) preparing and updating the documents (AMI) and ISO; (4) preparing qualified internal auditors in the STIMA IMMI environment; (5) compiling and evaluating the Procedure Manual (MP) in each operational unit/activity in the IMMI Management College; (6) evaluating the corrective action of each AMI and ISO findings; (7) carrying out a tracer study (tracking study); (8) recording operational achievements with the High School of Management strategic plan periodically (per semester); and (9) periodically publishing quality documents through the BPMA website.

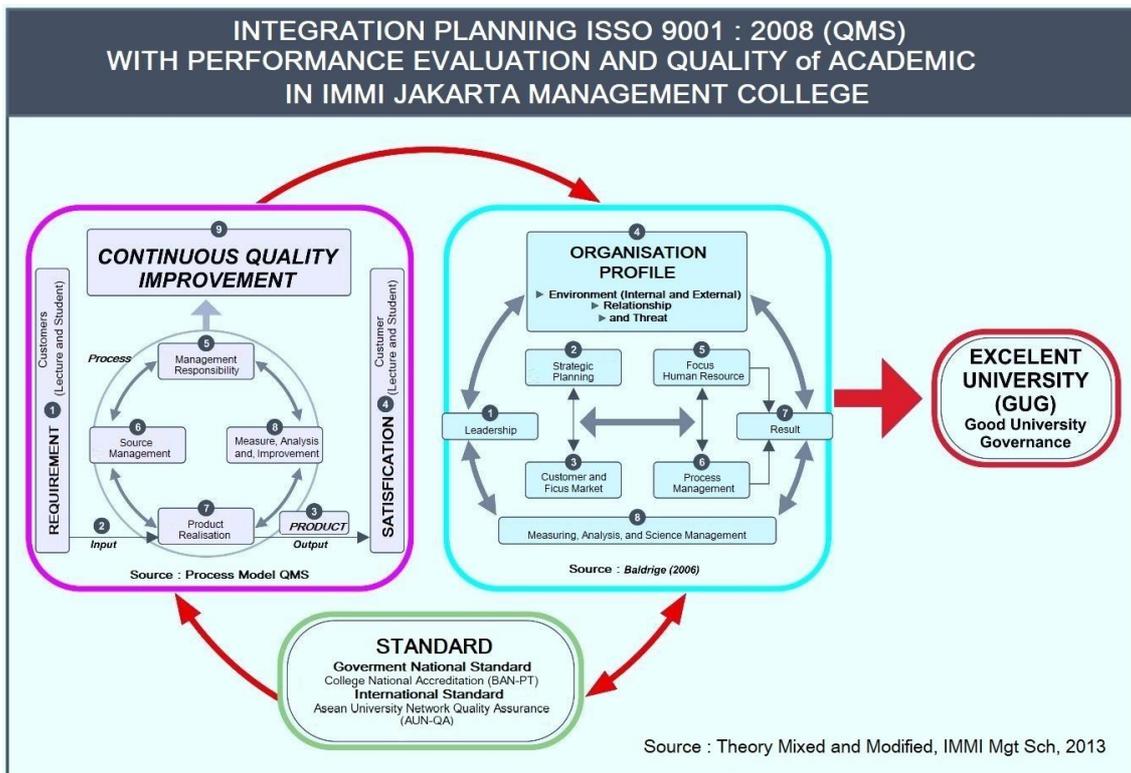


Figure 3. ISO 9001: 2015 Engagement Plan with Academic Quality Performance Evaluation.

The main task of BPMA STIMA IMMI is in carrying out field certification national and international accreditation. It consisted of (1) preparing and updating national and international accreditation documents; (2) preparing internal assessors in preparation for national accreditation; (3) developing and evaluating National and International Accreditation Standards; (4) evaluating the corrective action of any findings of National Accreditation and International Accreditation; (5) recording operational achievements with the IMMI

Management College's strategic plan periodically (per semester); and (6) publishing quality documents through the BPMA website periodically.

It becomes interesting to examine because Indonesia's vision is to advancing Indonesian Superior Human Resources. It is a benchmark and motivation for a university to compete to improve higher education institutions' quality, both in terms of organization and quality of graduates ready to compete internationally. The success of STIMA IMMI in implementing the ISO 9001: 2015 Quality Management System proved by obtaining an ISO 9001: 2015 International certificate recognized by the United Registrar of System Certification Institute on July 30, 2019. This certification proved that STIMA IMMI had met the international requirements as a manager who obeys the regulations and fulfills all the rules in carrying out educational programs.

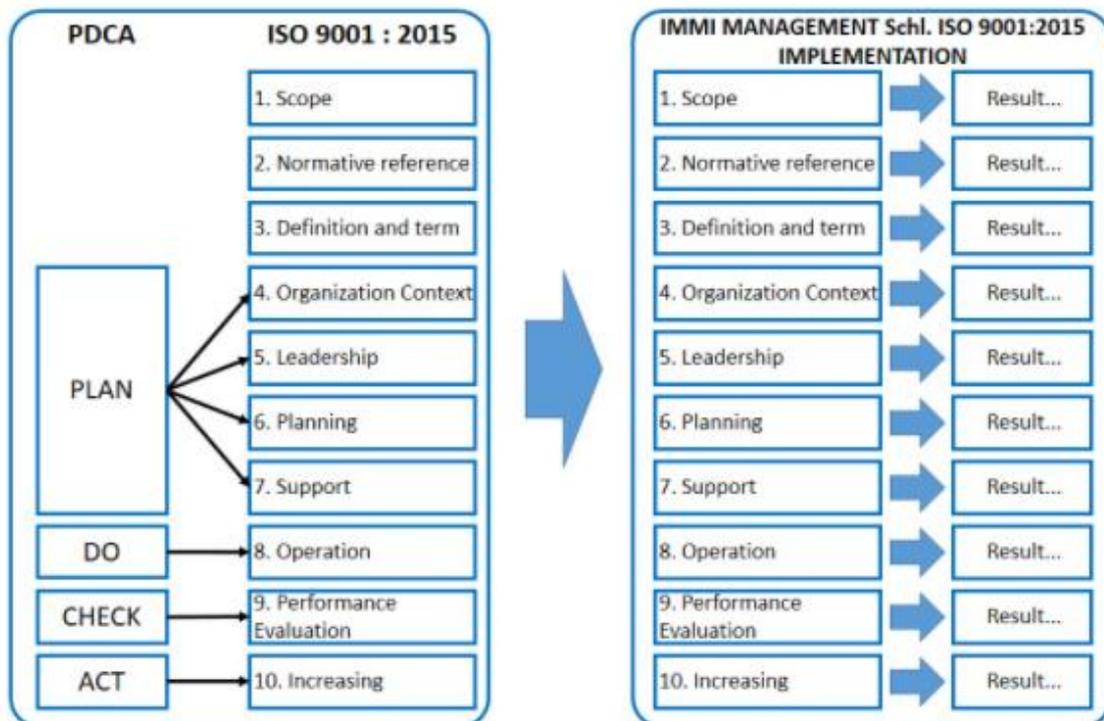
The success of STIMA IMMI in fighting for the title of "Good" from BAN-PT and gain trust by getting ISO 9001: 2015 certificate from United Registrar of System makes this research interesting to be studied and analyzed, with the aim of this paper will be a reference for STIMA IMMI to achieve high standards to produce quality graduates.

II. METHOD

This study used a qualitative approach, which observed activity that a person carries out in an environment where mutual interaction occurred and trying to understand their environment about the world of work (Nasution in Sugiyono, 2014). Data collected through interviews, observation, and literature study.

Research subjects were selected based on their capabilities, based on their daily work-life, engagement, and responsibility in the work field consisted of the Chairperson of the Academic Quality Assurance Agency, the Secretary, and the representative staff. Research tools were interview guides, magazines, journals, articles, internet sites, and other sources in conducting data collection techniques.

The interview results were used as the primary data source, and the observations were used as secondary data. In this research, documents related to the implementation of ISO 9001: 2015 were observed, including planning documents, implementation documents, evaluation documents, and follow-up documents. This study also interviewed several people, namely those responsible for the management of ISO QMS 9001:2015, experts who prepare ISO documents, and several lecturers and students who observe and experience the impact of implementing ISO at STIMA IMMI. According to Moleong's theory (2011), the data collected analysed and sorting the data into patterns, categories, and basic description units so that themes can be found and work hypotheses can be formulated as suggested by the data. The grid's model is designed according to the components and aspects that being evaluated, as depicted below.



Sources : SNI ISO 9001:2015 Modified
Figure 4. Mapping PDCA with ISO 9001:2015

Table 2. Instrument Grid

Component	Aspect Analysis of ISO 9001: 2015	Criteria Item
Plan	Organizational Context	3 item
	Leadership	2 item
	Plan	3 item
	Support	5 item
Do	Operation	7 item
Check	Performance Evaluation	3 item
Act	Enhancement	3 item

III. DISCUSSION

Initially, the QMS ISO 9001 applied widely in the manufacturing industry. Over time, now ISO 9001 is also applied to the type of industry in the service and service sector, several points were revised to be more flexible in the service sector. However, the application of ISO 9001 in educational institutions, including the service sector, still needs to be adjusted because educational institutions are generally non-profit. Based on the observations and interviews with informants, the implementation of ISO 9001: 2015 at STIMA IMMI is as follows.

3.1. Planning (plan) of the ISO 9001: 2015

3.1.1. Organizational context

Firstly, understand the organization and its context. The researcher's analysis of interviews, document review, and observations at STIMA IMMI showed that the organizational context in planning the ISO 9001: 2015 quality management system had been implemented following higher education standards based on Ministry of Education. Thus, all higher education activities have a standard, with the common belief that a fair process would give the right product. It is in line with Heizer's statement that improvements in quality help companies increase customer satisfaction, reduce costs, and increase profitability.

Secondly, understand the needs and expectations of interested parties. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, it showed that the needs and expectations of interested parties had been included in Quality Manual 04 in the Organizational Context at point 4.2, which showed that ISO implementation at STIMA IMMI was coherence with the vision, mission, and future goals that could graduate IT-based students, in terms of meeting the needs related to the vision and mission, students were facilitated in the complaint box or can directly convey to the BPMA STIMA IMMI team to submit complaints that aim to make the process even better. It showed that organizational planning aimed to understand interested parties' needs and expectations, including lecturers and students. It was coherent with ISO's standards that organizations must monitor and review information about interested parties and their relevant requirements.

Thirdly, determine the scope of the QMS. Based on analysis of the researcher's of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, it showed that determining the scope of the quality management system had been included in the Quality Manual 04 in the Organizational Context at point 4.3, which indicated by STIMA IMMI held a meeting before determining the scope of the system quality management. At the meeting, BPMA made a key performance indicator (KPI) for each unit to control all activities at STIMA IMMI. The KPI could also function to record activities that had priority to be repaired to all documented well. With these guidelines, monitoring and evaluation were carried out periodically, once a year. Thus, things had been running, and what was on its path can be known. In line with ISO's theory, an organization should apply all the requirements of this standard if applicable within the quality management system's scope. It also in line with Gasperz's theory said that a quality management system is a set of documented procedures and standard practices for system management that aim to ensure the conformity of a process and product (goods/services) to the needs or requirements specified or specified by the customer or organization, quality management systems, and processes.

Based on analysis of the researcher's of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that the QMS and its processes have been included in Quality Manual 04 in the Organizational Context at point 4.4, by always controlling all its processes, its implementation by conducting socialization to all work units. BPMA would monitor all running activities using the PDCA method. It is in line with Deming's circle theory, which states that the PDCA cycle could be applied to all processes and the overall quality management system.

3.1.2. Leadership

Firstly, leadership and commitment. Based on the researcher's analysis of the document review on the ISO 9001: 2015 quality management system at STIMA IMMI, leadership and commitment had been included in

the Quality Manual 05 in leadership in point 5.1 (Manual book, 2019). It showed that the implementation of leadership at STIMA IMMI ran according to ISO's predetermined standards that the chairman directly monitored all process activities through reports from BPMA. The report was summarized in KPI. The report then became a consideration for the chairman to determine the next steps. It shows that the entire ISO process was under the supervision of the leader or chairman, which is also the ISO standard that the leader would take responsibility for the quality management system's effectiveness. It is coherent with Nurcahyo's theory, which states that adopting a university's quality management system must be a strategic decision for the university leadership. The organization's quality management system's design and implementation were influenced by several factors, including the organization's environment, organizational needs, organizational goals, products/services provided, the processes that were carried out, and its structure size.

The second, the policy. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that the policy has been included in the Quality Manual 05 in Leadership in point 5.2 (Manual book, 2019), in terms of determining policies internally, BPMA STIMA IMMI referred to the standard which had been established by ISO and strived to achieve what had been standardized by ISO as well as what had been standardized by BAN-PT.

Thirdly, the roles, responsibilities, and authorities of the organization. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the roles, responsibilities, and authorities of the organization had been included in the Quality Manual 05 in leadership at point 5.3 (Manual book, 2019). In its implementation carried out by STIMA IMMI, the leadership ensured that responsibility and authority to Relevant roles are defined, communicated, and understood within the organization.

3.1.3. Action planning

Firstly, actions aimed at opportunities and risks. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that actions aimed at opportunities and risks had been included in Quality Manual 06 in Action Planning in point 6.1 (Manual book, 2019). In its implementation, STIMA IMMI referred to the standard ISO. If STIMA IMMI already had ISO certification, the customer would see that the excellent quality. It could interest people to collaborate with or become students. If STIMA IMMI has BAN-PT accreditation, this is an opportunity for STIMA IMMI and avoids risks. -Risks STIMA IMMI makes guidelines from the standards set by ISO and Ministry of Education. It is in line with Deming Circle in ISO 9001: 2015, which states that planning in setting the goals of its systems and processes also utilizes the resources needed, this is to produce results following customer requirements and organizational policies, as well as to identify and handle risks and opportunities.

Secondly, quality objectives and planning to achieve targets. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the quality objectives and planning to achieve the objectives had been included in Quality Manual 06 in Action Planning in point 6.2 (Manual book, 2019). In its implementation, STIMA IMMI in planning the learning program referred to quality standards, so that if there was a correction from ISO, it equipped with the curriculum, learning system, and the preparation of the vision and mission. Thus, the STIMA IMMI carried out its vision and mission based on the standards set by ISO and the Higher Education National Standard. It is also in line with the Deming Circle theory, which states that planning includes setting the system's goals and planning the processes and the required resources.

Thirdly, changes in planning. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that planning changes had been included in Quality Manual 06 in Action Planning in point 6.3 (Manual book, 2019). In its implementation, STIMA IMMI organizational activities guided by Ministry of Education standards and ISO. Besides, it also had an internal quality audit team. If it were not suitable, then the management would change it. In this case, BPMA has a benchmark for assessment in the quality assurance itself in part; namely, the implementation is in each of the Prodi leaders. If it found a mismatch of ISO standards in the checking phase, it would be seen in the KPI. There would be monitoring and evaluation so that the findings will be presented to the leadership and then adjusted to ISO and Higher Education standards; if the findings require changes, then STIMA IMMI would complete according to these standards.

3.1.4. Supporters

The first is resources. Based on the researcher's analysis of document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that resources had been included in the Quality Manual 07 in Support at point 7.1 (Manual book, 2019). In its implementation, STIMA IMMI had determined operational support resources by assigning and providing personnel to carry out organizational processes and control of the process. The planning includes monitoring and measuring the capacity of resources. That is, the ability, capacity, and job desk had been adjusted accordingly. STIMA IMMI had also provided and maintained infrastructure needed for

organizational activities, be it buildings and equipment, means of transportation, and technology.

The second is competence. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that the competence had been included in the Quality Manual 07 in Support at point 7.2 (Manual book, 2019). It indicated that there were procedures in organizational planning activity regarding competence. It included determining sufficient competence to carry out a job by ensuring that they are competent based on the appropriate training, education, or experience. If the resources were still not competent enough, then special training and guidance would be given. It is in line with Karapetrovic's statement in Nurcahyo (2011) regarding the application of ISO 9001: 2015, which states that documentation also increases understanding between faculties and staff and could be used to train new staff. In this case, the documentation found in the Key Performance Indicator from the results of later evaluations. Results showed an increase or decrease. These results used to consider whether the intersected teams need to be increased competence or members who already have the competence and various other policies.

The third is caring. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that concern had been included in the Quality Manual 07 in Support at point 7.3 (Manual book, 2019 of research documents). In its implementation, STIMA IMMI had standards given to each of them. With these guidelines, monitoring and evaluation were carried out periodically. It showed that STIMA IMMI had carried out socialization related to quality management, which also aims to ensure that all units care about quality policies, quality objectives, staff contributions to the effectiveness of QMS. It is in line with Karapetrovic's statement in Nurcahyo (2011) regarding the implementation of ISO 9001: 2015, which states that the quality management system provides a clear explanation of the rights and obligations of faculty students and staff, where a clear explanation will motivate every stakeholder to care about the quality management system.

The fourth is communication. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that communication had been included in the Quality Manual 07 in Support at point 7.4 (Manual book, 2019 research documents). In its implementation, STIMA IMMI communicated directly to those concerned guided by the KPI by observing the KPI. If there were findings that need to be corrected, the BPMA team would coordinate directly with the unit concerned for repairs. It is in line with Karapetrovic's statement in Nurcahyo (2011), which states that the implementation of the Quality Management System can provide benefits for universities in terms of more efficient operations so that quality problems can be identified, repaired, and prevented, and can become a reference for activities. "improvement" or continuous improvement that can be done systematically.

The fifth is documented information. Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that documented information had been included in Quality Manual 07 in Support at point 7.5 (Manual book, 2019 of research documents). The research results in the planning context (Plan) showed that the quality management system at STIMA IMMI had met the requirements in implementing the ISO 9001: 2015 quality management system. However, as expressed by the Secretary of BPMA, there were weaknesses in archiving that STIMA IMMI still needs more attention. Overall, the results showed that STIMA IMMI in planning educational operations paid attention to all planning elements, including preparing an organization, leadership roles, action planning, and supporting elements that coherent and meet ISO requirements. However, improvements in the filing system are still needed.

It is in line with Karapetrovic's theory in Nurcahyo (2011) that the application of ISO 9001 in higher education can provide several benefits, namely the QMS ISO 9001 documentation will make the teaching and learning activities (KBM) process and research take place comfortably, directed, acceptable, and documentation also increases understanding between faculty and staff. It can be used to train new staff. This study is also in line with Gasperz's theory, which states that the ISO 9001: 2015 quality management system emphasizes risk management, which complements a process approach's principles.

This study's results are also in line with previous relevant research conducted by Mufid Rizal Sani (2019), which states that from the vision, goals, and objectives planned by IAIN Purwokerto, an operational guideline made as an implementation standard. With this implementation standard, the available resources, vision, goals, and objectives are strived for by IAIN Purwokerto always to meet the quality standards set.

3.2. Implementation (do) of the ISO 9001: 2015

3.2.1. Operations planning and control

Based on the researcher's analysis of the document review on the ISO 9001: 2015 quality management system at STIMA IMMI, found that operational planning and control were included in the Quality Manual 08 in Operations in point 8.1 (Manual book, 2019). In its implementation, STIMA IMMI had an internal audit team to carry out operational planning and control regarding standards set by the Higher Education with the Internal Quality Assurance System (SPMI). These standards become the benchmarks for the BPMA to assess portions of its implementation at each study program leader, the assessment documented in the form of KPI so that the monitoring results would be read and evaluated. If there were a correction, results would be presented to the

leader, and the decision would be submitted to the leadership of STIMA IMMI. It showed that in carrying out all processes, planning and control were included. Planning was carried out by looking at the results of monitoring and evaluation in the previous process. It is in line with Karapetrovic's theory in Nurcahyo (2011), which states that internal quality audit allows each faculty and staff to raise and solve existing problems, both those arising from the faculty point of view of the department and in the aspects of management carried out by the faculty. On the other hand, students and other related parties can take advantage of the existing formal processes to respond to the ongoing service process.

3.2.2. Process related to customer

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the process related to customers had been included in the Quality Manual 08 in Operation at point 8.2 (Manual book, 2019). In its implementation, STIMA IMMI provided opportunities for students to submit complaints. Students were given an assessment form related to STIMA IMMI management services, lecturers, and supporting facilities at the end of each lecture course. The services' quality provided by management to customers could be seen from this assessment. The results could also be used as consideration for improving the quality provided. It is in line with the standards set out in ISO 9001: 2015 that communication with customers must include obtaining customer feedback regarding products or services, including customer complaints.

3.2.3. Curriculum design and development

Based on the researcher's analysis of the document review on the ISO 9001: 2015 quality management system at STIMA IMMI, known that curriculum design and development had been included in the Quality Manual 08 in Operation at point 8.3 (Manual book, 2019). In its implementation, STIMA IMMI designed a curriculum based on standards set by the government. In this case, the DIKTI standard, which BAN-PT uses, is then juxtaposed with the ISO standard, which is more towards service to customers. These standards are then collaborated into one big STIMA IMMI's plan, then elaborated according to related units to run according to their respective job desks. BAN-PT will see in total the Tri Dharma of higher education, the teaching and learning process, research and community service, the curriculum, and all components of the teaching and learning process, which are accumulated in a score to obtain the accreditation predicate.

3.2.4. Control of process services provided by external providers

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the service process control provided by external providers had been included in the Quality Manual 08 in Operations at point 8.4 (Manual book, 2019). In its implementation, STIMA IMMI supervised external providers through ISO standards, so there was not much activity submitted to an external provider. While using external services, STIMA IMMI ensured that the service process provided by external service providers was coherent with the standards set by STIMA IMMI. Besides, the process provided by external providers was the result organization's decision. It is in line with the procedures set in ISO standards related to controlling external providers' service processes. With the application of ISO standards, all organizational activities become measurable; activities that require external services are required to have standards set by STIMA IMMI.

3.2.5. Production and service provision

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, production and service provisions were included in Quality Manual 08 In Operations in point 8.5 (Manual book, 2019). In its implementation, the standards formed in the organization STIMA IMMI referred to ISO standards that were collaborated with Ministry of Education standards. These standards were then translated by BPMA, which then compiled into quality standards in job descriptions, or Standard Operating Procedure, which is called the STIMA IMMI Masterwork plan. The work plan cascaded into a unit work plan. It showed that all standards set in terms of service provisions already had a factual basis for compilation. It is in line with Karapetrovic's theory in Nurcahyo (2011), which states that the quality management system provides a clear explanation of students, faculty, and staff's rights and obligations.

3.2.6. Waiver of services

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the release of services had been included in the Quality Manual 08 in Operations at point 8.6 (Manual book, 2019), which stated that STIMA IMMI implemented a planned arrangement at different stages appropriate to verify that the service requirements have been met. STIMA IMMI kept documented information on service release. It is in line with Gasperz's theory in Sani (2019), which states that a quality management system is a set of documented procedures and standard practices for system

management that aim to ensure the suitability of a process and product (goods/services) to the specified needs or requirements or specified by the customer or organization.

3.2.7. Output mismatch control

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that the control of output mismatches had been included in the Quality Manual 08 in Operations at point 8.7 (Manual book, 2019). This study results were in line with Gasperz's theory, which states that the ISO 9001: 2015 quality management system emphasizes risk management, which complements the principles of the process approach and implementation of the Plan-Do-Check-Act (PDCA) cycle that applied in the previous version.

The results of this study are also in line with previous relevant research conducted by Mufid Rizal Sani (2019), which states that every year the IAIN Purwokerto institution has goals to be achieved with a work program based on PDCA for a particular time, while for daily use SDCA (Standard-Do -Check-Act). Work programs made are based on the vision, mission, goals, and objectives strived to meet all the requirements of ISO 9001: 2015, from the implementation of the result, then evaluated and compiled a new vision and mission to improve the quality of education further.

3.3. Evaluation (Check) of the ISO 9001: 2015

3.3.1. Monitoring, measurement, analysis, and evaluation

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, known that monitoring, measurement, analysis, and evaluation had been included in the Quality Manual 09 in Performance Evaluation in point 9.1 (Manual book, 2019). In its implementation, STIMA IMMI monitors measurement, analysis, and evaluation with the help of the Key Performance Indicator (KPI) tool. This tool would reveal various deficiencies or activities that were overlooked and deviated from planning. The results of the monitoring were then used as considerations for further planning.

3.3.2. Internal audit

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, an internal audit was included in the Quality Manual 09 in the Performance Evaluation in point 9.2 (Manual book, 2019). In its implementation, STIMA IMMI used Key Performance Indicators (KPI) to conduct internal audits. All activities were documented in the KPI. Thus, the evaluation results can be seen through all leaders' meetings and checks on each work unit. However, there were some obstacles experienced by the management of STIMA IMMI in terms of internal audit, namely the unavailability of an independent internal quality audit. In its implementation, the internal audit was carried out by lecturers or staff who were still part of management, but the technique used cross-assessment, in signals can assist management in conducting assessments internally. It is still in line with Karapetrovic's theory in Nurcahyo (2011), which states that internal quality audits allow each faculty and staff to raise and solve existing problems, both those arising from the faculty point of view of the department and in the aspects of management carried out by the faculty.

On the other hand, students and other related parties can take advantage of the existing formal processes to respond to the ongoing service process. It showed that even though the management of STIMA IMMI still utilized dependent quality audits (within the scope of management), the technical implementation of internal quality audits can cross assessments that could reveal and solve existing problems from each working perspective unit. Thus, the technique was still possible to get the purpose or function of the internal quality audit.

3.3.3. Management review

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, the management review was included in the Quality Manual 09 in the Performance Evaluation in point 9.3 (Manual book, 2019). This study's results are in line with Gasperz's theory, which states that the ISO 9001: 2015 quality management system emphasizes risk management, which complements the principles of a process approach *Plan-Do-Check-Act* (PDCA) in the previous version.

This study results were also in line with previous relevant research conducted by Mufid Rizal Sani (2019), which states that the sequence of these activities' activity stages includes: quality awareness, internal quality audits, management review meetings, external quality audits, certification, and continuous improvement.

3.4. The follow-up (act) of the ISO 9001

3.4.1. General

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, found that general elements, which include the strategy for selecting opportunities for improvement and the actions needed to meet customer requirements, had been included in Quality Manual 10 in improvement in

point 10.1 (Manual book, 2019). In its implementation, STIMA IMMI's actions included correcting, preventing, and reducing undesirable actions to increase the quality management system's performance and effectiveness with the help of a tool called Key Performance Indicator (KPI), which still needs improvement. STIMA IMMI also facilitated students if they want to file complaints using a management performance appraisal form. Assessment, and input from students, then used as material for consideration for STIMA IMMI to improve future programs' preparation.

3.4.2. Non-conformities and corrective action

Based on the researcher's analysis of document review on the QMS ISO 9001: 2015 at STIMA IMMI, information obtained was that non-conformities and corrective actions had been included in the Quality Manual 10 in Improvement in point 10.2 (Manual book, 2019). In its implementation, STIMA IMMI observed KPI and student assessment forms as a reference for taking corrective action and corrective action. Henceforth, the report is conveyed to specific units to get corrective action immediately. Some suggestions and assessments would be discussed in a management meeting for further corrective action after being observed and studied by the leader. It is in line with Nurcahyo's (2011) statement, which states that adopting a university's quality management system must be a strategic decision for higher education leaders. In this regard, the design and implementation of an organization's quality management system are influenced by several factors, including the organizational environment, organizational needs, objectives organization, services provided, processes carried out, and its structure and size.

3.4.3. Continuous improvement

Based on the researcher's analysis of the document review on the QMS ISO 9001: 2015 at STIMA IMMI, continuous improvement had been included in Quality Manual 10 in Improvement in point 10.3 (Manual book, 2019). This study's results are in line with Gasperz's theory, which states that the ISO 9001: 2015 quality management system emphasizes risk management, which complements the process approach principles and the implementation of the Plan-Do-Check-Act (PDCA) cycle. This study's results are also in line with previous relevant research conducted by Mufid Rizal Sani (2019), which states that continuous improvement is made until the institutional vision is realized through continuous efforts to meet standards.

IV. CONCLUSION

Planning (Plan) on the ISO 9001: 2015 quality management system at the IMMI School of Management had emphasized risk management and maximizing opportunities that complemented the process approach principles and implemented the Plan-Do-Check-Act (PDCA) cycle, which previously applied in the previous version. Planning (plan) at STIMA IMMI included clauses on organizational context, leadership, action planning, and support.

Implementation (Do) of the QMS ISO 9001: 2015 at the IMMI Management College had adjusted the standards required by ISO 9001: 2015 by implementing Key Performance Indicators in each working unit.

Evaluation (Check) of the ISO 9001: 2015 quality management system at the IMMI Management College was coherent with the requirements of ISO 9001, including mapping, measurement, analysis and evaluation, customer satisfaction oriented, and improvement in carrying out internal audits.

Follow-up (Act) on the QMS ISO 9001: 2015 at the IMMI School of Management was coherent with the requirements of ISO 9001: 2015, which includes standards for review and action by promoting continuous improvement.

This study proposed strategic and operational advice. Firstly, is strategic advice. ISO 9001: 2015 guidelines are integrated with the BAN-PT standard, including criteria one to criteria nine. The integration of the BAN-PT standard then follows the changes in IAPS 4.0 2018, which must be implemented as of October 1, 2018, by using 9 (nine) standards. Integration of ISO 9001: 2015 with IAPS 4.0 2018 carried out using integrated guidelines and SOPs. Thus, it does not require different documents, different audit times, and different team appointments. Integration of ISO 9001: 2015 Quality management with BAN-PT 2018 could be done by appointing Representative management, integrated with BPMA under collegial leadership. Therefore, there is no confusion of responsibilities and efficiency in the implementation of academic quality assurance.

Secondly is the operational advice. With the integration of the QMS ISO 9001: 2015 with the BAN-PT standard, the SOPs could be used integrated without using different SOP versions. With the existing policies, the respective SOPs can be integrated to be more operationally effective and efficient.

Disclosure statement

No potential conflict of interest was reported by the authors.

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