An Evaluation of Implementation and Development Strategy of Quality Management System ISO 9001: 2008

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Article Info	Abstract
Keywords *Quality management system, evaluation Vocationnal schools, TQM.*	This study aims to reveal (1) the effectiveness rate of the quality management system ISO 9001: 2008 implementation at Vocational High Schools in Kebumen regency, (2) the hindering and supporting factors of the quality management system ISO 9001: 2008 at vocational high school in Kebumen regency, (3) the benefit rate of the quality management system ISO 9001: 2008 implementation at vocational high schools in Kebumen regency, (4) the development strategy used to implement the quality management system ISO 9001: 2008 at vocational high school in Kebumen regency. This study employed the quantitative approaches. The research subject comprised headmasters, teachers and staffs, students, and entrepreneur. They were selected by means of purposive sampling. The data were collected by participation observation, interview, focus group discussion, and document analysis. The data were analyzed using technique of descriptive quantitative analysis and FGD. This research reveals five findings. *(1)* The implementation of quality management system ISO 9001: 2008 at six vocational high schools in Kebumen regency was very good (2) The program challenging factors were input, output, and outcome and the program supporting factors were context and process. (3) The program benefit rate was very good. (4) The development strategy used was by applying Bostingl's four-pole of TQM, the cycle of *plan*, *do*, *check*, and *act* introduced by Damming, addressing to continual improvement, and integrating ISO instruments with accreditation ones. **Keywords: *quality management system, evaluation, vocational schools, TQM*.**

Introduction

Currently, the public pays considerable attention and hopes to Vocational High Schools (SMK), however, the quality of graduates from this school is still not in line with expectations, especially the business world and the industrial world (DUDI). In August 2016, Vocational High School (SMK) graduates who did not have a job reached 11.11 percent. This is the highest compared to other levels of education. Meanwhile, the lowest unemployment rate based on data from the Central Statistics Agency is elementary school (SD) graduates and below, only around 2.8 percent. The high interest of Junior High School (SMP) students who continue to Vocational School in the hope of getting a job soon after graduation is not as expected. In fact, most SMK graduates do not have jobs due to the lack of job opportunities offered by the business world.

The lack of synergy between the work entry criteria set by the world of work and the quality of vocational school graduates is one of the reasons why the absorption of vocational graduates in the world of work is low. The government program to declare the proportion of SMK: SMA to 70: 30 and the large number of public interest in choosing this level of education is a challenge as well as an opportunity for SMK education managers to provide optimal services. Vocational High School (SMK) which is a secondary school from junior high school (SLTP) has the aim of preparing graduates to be able to work independently both in the industrial world and in their own business. Thus, this school must prepare them to have adequate technical skills at the secondary level and have the personality and integrity that can lead them to enter the community. To be able to deliver graduates with these competencies, schools must be managed effectively and efficiently by implementing a modern management system involving all school members, oriented to the job market and industry, continuous

progress, and led by a principal who has a vision and mission that are known and can be implemented by all school components.

In order to produce the expected output, schools must be managed professionally by involving teachers, parents, and school committees in decision making. The implementation of the education management system should be directed to meet and satisfy the demands of stakeholders, namely effective schools. Effective schools have elements that are categorized into input, output processes and their management should be implemented holistically, not partially, and must follow changes in the pattern of education management that occur.

School-based management is a management strategy that is very suitable to be applied in education in the era of regional autonomy in Indonesia, however, policies from the center still tend to apply top-down implementation so that the goal of school-based management to implement school independence by empowering and involving all school members in decision making is still far from expectations. The implementation of education by combining school-based management with a quality management system will increase the competitiveness and effectiveness of the school if all school members have a high commitment to carry it out according to their respective duties. The quality of educational institutions should be improved because the progress of a nation is determined by the quality of human resources living in the country.

One of the strategies that can be taken to improve the quality of education is to implement the ISO quality management system in each educational unit, including SMK. This ISO standard quality management system promotes the adoption of a process approach when implemented and developed can increase the effectiveness of an education system in increasing customer satisfaction by meeting customer requirements. The application of a system of processes within an organization along with the identification and interaction of these processes and their arrangement to produce the desired product can be called the process approach. The advantage of the process approach is the ongoing monitoring given to the relationships between individual processes, combinations, and interactions within a system of processes. In addition, the PDCA (plan-do-check & act) cycle can also be applied to this ongoing process (ISO 9001:2008 E).

Although many educational institutions have succeeded in implementing ISO, some have failed. There are several reasons why ISO is not successful in improving the performance of an organization, among others are: weak management commitment, errors in the implementation of the management system, management dichotomy, insufficient resources needed and poor organizational structure resulting in unclear task flow assigned to members of the organization. (IDEA ISO Consultant)

Evaluation of the implementation and development strategy of the ISO 9001:2008 system is needed in order to know the level of effectiveness, the inhibiting and supporting factors, the level of benefits and the strategies used in the implementation of this quality management system. Therefore, the researcher conducted a study on evaluating the implementation of the ISO 9001: 2008 quality management system in Vocational High Schools in Kebumen Regency, Central Java with the title *Evaluation of Implementation and Strategy Development of ISO 9001: 2008 Quality Management Systems at Vocational High Schools (SMK) in Kebumen.*

The main purpose of this evaluation research is to examine and evaluate the implementation of the ISO 9001:2008 quality management system in SMK in Kebumen district, Central Java. Specifically, the objectives of this research are as follows:
1. Analyzing the effectiveness of the implementation of the ISO 9001:2008 quality management system in SMK in Kebumen district, Central Java.
2. Analyzing the factors constraining the implementation of the ISO 9001:2008 quality management system at SMK in Kebumen district, Central Java.
3. Analyzing the factors that provide support for the implementation of the ISO 9001:2008 quality management system at SMK in Kebumen district, Central Java.
4. Analyzing the benefits of implementing the ISO 9001: 2008 quality management system in SMK in Kebumen district, Central Java.
5. Analyzing the strategy for the implementation of the ISO 9001: 2008 quality management system in SMK in Kebumen district, Central Java.

All forms of evaluation consist of systematically gathering information and making decisions about the basis of that information. A further expectation is that the assessed information is used for decisions about the operation of the education system over time or to involve decisions about system revisions and changes. The term monitoring is seen as a further qualification of evaluation, emphasizing the relationship with on-going

information gathering as the basis for trust management decisions on administrative data (Scheerens. Glas & Thomas, 2005).

There are several definitions of evaluation put forward by experts, including: Rogers & Badham (2005: 2) states that "Evaluation is the process of systematically collecting and analyzing information in order to form value judgments based on firm evidence". Kufman & Thomas, (1980: 4) stated that "Evaluation is a process used for valuing". Although the two opinions seem different, they are basically the same. The first opinion is the evaluation is carried out to make decisions based on strong evidence, while the second opinion is the purpose of the evaluation is to assess, after assessing the implementation of the program based on the standard reference set, the results of the assessment are then used to make decisions. In this study, the researcher used the CIPP (contect, input, process, and product) model which was first introduced by Stufflebeam in 1965.

According to the Macmillan English Dictionary, the word implementation comes from English implementation (noun) whose base word is to implement (verb) which means to make something such as an idea, plan, system or law start to work or be used. Thus implementation means the implementation of ideas, ideas, systems, and laws. According to Hill & Hupe (2002) implementation means implementing policies that have been planned to achieve goals. Meanwhile Meter and Horn (1975: 447) define implementation as activities carried out by the public and individuals privately or in groups directed at achieving future goals in previous policy decisions. This includes major efforts to transfer one decision into operational terms as well as continued efforts to achieve the major and minor changes mandated by the policy decision.

ISO comes from the Latin root as a prefix to the words iso bar, iso metric, and iso sceles (equal size, and the same side of a triangle), which means the same thing. ISO works on standards development, testing and certification to influence trade on conformity of products and services: region to region, country to country around the world. Quality management system refers to the activities carried out within the organization to satisfy customer requirements and expectations. To ensure that the organization has implemented a quality management system, customers or regulatory agencies (regulatory agencies) can certify that the organization demonstrates that the quality management system complies with the ISO 9001 model. According to ISO 9001, the standard does not indicate that every product or service meets customer requirements, only indicates that the use of the quality management system makes it possible to fulfill them. Organizations must continuously assess how satisfied customers are and show progress constantly as measured by their feedback. According to Collins (2009) that ISO 9001:2008 is a standard requirement, I SO 9000, ISO 9004, ISO 10012, and ISO 19011 are standard guidelines. ISO 9001 specifies requirements for a quality management system, not how it is structured. The goal of ISO is to increase organizational effectiveness, not just to become certified. The most important thing with the implementation of ISO policies for all employees is to improve operational effectiveness, not just achieve certification.

Method

Types of research

This research is a type of program evaluation research. According to Stufflebeam (1985) the scope of a complete program evaluation generally includes four levels, namely context, input, process and product evaluation. The approach used is descriptive quantitative. This approach was chosen with the consideration that this study will describe the actual condition of the research population based on the sample that is of concern in this study by basing it on data in the form of numbers. This evaluation aims to answer the question of how effectively the program objectives can be realized; what programs can be achieved with high and low yields; what is the level of satisfaction of the people who are the targets of implementing the program; whether the program is on time; what are the positive and negative effects of the program; whether the program needs to be continued with improvement or discontinued.

Evaluation Model used

This research is a type of evaluative research with the CIPPO model. This study identifies the implementation of the ISO 9001:2008 Quality Management System using the CIPP (Context, Input, Product, and Output) evaluation model developed by Stufflebeam plus O (Outcome). "In the field of education, Stufflebeam (2002) classifies the education system into four dimensions, namely context, input, process, and product. Researchers added one dimension, namely outcome, so that the evaluation model was named the CIPPO model which stands for the five dimensions. The purpose of adding an outcome component is to adjust the education system which

consists of context, input, process, product/output and outcome components. The reason for using the Stufflebeam model is because this model is more comprehensive because it evaluates all components in an education system.

Research Site
In accordance with the scope of the problem to be studied, the subjects used as trials were SMK Negeri I Gombong, SMK Negeri 2 Kebumen, SMK Negeri 1 Karanganyar, SMK Negeri 1 Kebumen SMK Bina Karya 1 Karanganyar, and SMK Tamtama Karanganyar.

Research Time

The time for the evaluation or collection of quantitative data is from February to April 2016, the collection of qualitative data through FGDs is carried out in October 2016 and the writing of the report begins when the data is collected.

Population and Research Sample

Sampling technique is a method or method used to determine who and the number of people who will be used as sources of information. The sampling technique used in this research is purposive sampling. With this purposive sampling technique, it is intended to capture as much information as possible from various sources. Purposive sampling is a sampling technique that is taken not to emphasize the number, but to emphasize the quality of understanding the problem under study. The sample in evaluative research must be representative or can represent the understanding of the population in interpreting the problem under study. There were 6 schools that were sampled with categories 2 superior schools, 2 medium schools, and 2 low schools. The respondents of this study were 6 principals, 6 Quality Management Representatives (WMM), 170 teachers and employees, and 703 students in class XI.

The questionnaire method is the main data collection method in this study. The questionnaire distributed to the respondents was a questionnaire with a differential semantic scale format. The differential semantic scale is a scale for measuring attitudes that are arranged in a continuum line. Each respondent was asked to assess the indicators in the components of context, input, process, product and outcome in the implementation of the ISO 9001:2008 quality management system in SMK in Kebumen.

1. **Interview**
   This study uses structured interviews. Structured interviews are interviews in which researchers use interview guidelines that have been prepared for data collection. Interviews were submitted by the principal, head of the sampled expertise program, WMM, and vice principal of the curriculum section. The interview method in this study is a supporting method used to support the results of the questionnaire. Interviews were used to reveal data on the application of quality management system principles with ISO 9001:2008 standards as the fulfillment of customer satisfaction levels, supporting factors, inhibiting factors and efforts to overcome these obstacles.

2. **Focus Group Discussion (FGD)**
   The Focus Group Discussion (FGD) method in this research is not only used to support the adoption method, but also to collect qualitative data, especially to answer research question number 5, namely "What are the strategies that can be applied in overcoming obstacles to the implementation of the ISO 9001 quality management system: 2008 at SMK in Kebumen district?" and to validate the component constructs of the proposed TQM framework which is the framework for developing a quality management system towards TQM for SMK, the proposed conceptual integrated quality management framework for SMK and the proposed TQM implementation framework for SMK, as well as to evaluate the usefulness of these framework concepts.

3. **Documentation**
   The documentation method in this study was used to find references on the implementation of the ISO 900: 2008 system in SMK in Kebumen. Documentation is carried out by collecting secondary data in the form of documentation of the implementation of the ISO 9001:2008 standard quality management system. The documentation data includes, for example, quality guidelines, SOPs, quality objectives, evaluation of quality objectives, observation, nonconformity reports, results of management reviews, analysis and percentage of graduate absorption, teacher data, data on SMK graduates in the last two years, documentation of students

enrolled in SMK the last two years and data on SMK students. Documents are used because researchers consider them to be a reliable source of data.

Instrument Validity Test

The validity test is carried out to test the extent to which the instrument can be used to measure what is being measured (Sugiono, 2013). A measuring instrument can be said to have high validity if the tool performs its measuring function, or provides measurement results that are in accordance with the purpose of the measurement. A measuring instrument with high validity and reliability will have a small error variance and obtain valid and reliable research results, so that the data collected is reliable data.

Testing the validity in this study was carried out by item analysis. Item analysis was carried out by correlating each instrument item score with the total score for each variable, in order to find out which questions were valid and which were invalid. The correlation coefficient that is considered valid is a significant correlation coefficient at the 95% confidence level.

Validity test steps: 1) consider the score of the questions as the value of X and the total score as the value of Y; 2) correlate the items with the total score using the Pearson correlation technique:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where:
rxy is: the validity coefficient of the item being searched for,
n is: the number of respondents, X is the score of the questions, and Y is the total score of the questions.
Furthermore, to simplify calculations, the SPSS version 16.0 application is used.
If r count is greater than or equal to r table, then the question is considered valid (significant). Significant correlation figures indicate that the measuring instrument is valid and feasible to use in testing research hypotheses. The criteria for declaring a valid questionnaire item as stated by Azwar (1992) and Sugiono (2013) used a critical value of 0.3 so that items that have a correlation value above 0.3 are categorized as valid items. The correlation coefficient that is considered valid is a significant correlation coefficient at the 95% confidence level or < 0.05. On the other hand, those that are not valid will not be included in the research hypothesis testing. Furthermore, the statement items that are considered valid are tested for reliability.

In this study, the instrument validation test was carried out twice, the first was expert validation by two professors, namely Prof. Slamet P.H., Ph.D. and Prof. Dr. Husaini Usman. Second, a trial was conducted on the schools to be studied.

Reliability Test

Reliability test is an analysis to determine the nature of the measuring instrument used, in the sense of whether the measuring instrument is accurate, stable and consistent. The instrument used in the study is said to be reliable if it has a Cronbach' alpha coefficient of more than 0.60 (Sugiyono, 2006) The criterion for reliability testing is to use Cronbach's alpha with the help of the SPSS Version 21 program and the results were reliable so that the instrument could be used.

Result and Discussion

1. Component Evaluation of ISO Quality Management Implementation Context 9001:2008

The table below describes the context evaluation components of the implementation of ISO 9001:2008 in Vocational High Schools (SMK) in Kebumen Regency. The evaluation targets are the support of parents, the reasons for the program and the basis of the program. The results of the analysis can be explained as follows:

Table 1. Description of the Context Evaluation Component

No.	Dimension	Indicator	Indicator average	Indicator category	Dimension average	Dimension category
1	Faktor Eksternal	Student Parent Support	3.71	High		
	(Kemendiknas	Reason of Program	4.24	Very high	4,13	Very high
	2011)	Dasar program	4.43	Very high		

Based on the table above, the highest average value is the basic indicator of the ISO 9001:2008 program which is 4.43 with a very high category, the ISO program is implemented based on the school's vision, school mission and school goals. The behavior applied by schools in the context of TQM is the ability to communicate the vision, mission, goals, innovations for improving the quality of vocational schools throughout the ranks of vocational schools in simple ways; empowerment of teachers and employees to stimulate and help teachers and employees improve their intellectuality by involving them in the decision-making process and implementing the decision results.

2. Input Evaluation Components of ISO 9001:2008 Quality Management Implementation

The input evaluation component consists of several dimensions including quality management documentation, organization, leadership, curriculum, staff or teachers, students, physical environment and resources, financing and school regulations. The results of the analysis can be shown as in the table.

Table 2. Component Analysis of Input Evaluation of Implementation of ISO: 9001:2008

No.	Dimension	Dimension average	Input average	Input category
1	Documents of quality management	4,05		
2.	Organization	4,18		
3.	Leadership	4,15		
4.	Curriculum	3,92		
5.	Staff/ teachers	3,94	4,02	Very high
6.	Students	3,75		
7.	Physic environment & resources	3,87		
8.	Access	3,89		
9.	Budget	4,46		

Based on the table above, the average input is 4.02 with a very high input category, the input dimension that provides the highest support in the implementation of ISO 9001: 2008 is financing, while the obstacle that still exists is the student dimension. Educational inputs are declared qualified if they are ready to process. The education process is of quality if it is able to create a PAKEMB atmosphere (Active, Creative, Effective, Fun, and Meaningful Learning). In general, it can be concluded that the evaluation of inputs at SMK in Kebumen Regency already has good inputs, which can provide support to the process that is good. better quality.

3. Components of Quality Management Implementation Process Evaluation ISO 9001:2008

Process evaluation at SMK in Kebumen Regency is related to the activities of implementing the program plan using the inputs that have been provided. Process evaluation is used to answer questions when the program is implemented, what are the procedures for implementing the program, how is the performance of the people involved in the program, whether the program is implemented according to the implementation schedule. The results of the evaluation of the ISO 9001:2008 quality implementation process can be explained as follows:

Table 3. Analysis of Components of Evaluation of ISO Implementation Process: 9001:2008

No.	Dimension	Dimension average	Process Average	Process
1.	Process Management	4,18		
2.	Customer service	3,89		
3.	Effective learning Implementation	3,88	4,07	Very high
4.	HR Empowerment	4,14		
5.	Student handling	4,19		
6.	Assessment implementation	4,16		

Based on the results above, it can be concluded that the average process is 4.07 with a very high process category. Quality management system is a system based on input-process-output. Input relates to various things to be processed (including resources). The process is the interrelation and interaction between various activities in changing the input into output, and the output is the result of the process. The average input result is 4.02 with the input category of very high, based on the input it produces an average process of 4.07 with a very high process category. The student handling dimension has the highest average dimension value of 4.19 with a very high indicator category, while the smallest dimension average is the implementation of effective learning. One of the indicators that hinders the implementation of ISO 9000:2008 is the implementation of effective learning. Some indicators that must be improved include pretest in learning, a healthy atmosphere according to student expectations, student-centered learning, and student responsibility for what is learned.

4. Components of Quality Management Implementation Output Evaluation of ISO 9001:2008

The output evaluation component in the implementation of ISO 9000:2008 quality management, the first indicator is job satisfaction. Consumer satisfaction is an important factor in total quality management, therefore the identification of Vocational High School consumers and their needs is a very crucial aspect. Evaluation of customer satisfaction can be seen as in the table below, and based on the table we can conclude that the average value of the customer satisfaction dimension is 3.90 with a very high indicator category.

Table 4. Analysis of Output Evaluation Components of ISO Implementation: 9001:2008

No.	Dimension	Dimension average	Output average	Output category
1	Customer satisfaction	3,90		
2.	Graduate Competency	4,02	3,99	Very high
3.	School performance	4,06		

The average output is 3.99 with a very high output category, the highest average dimension value is school performance with an average value of 3.99 with a very high dimension category. Evaluation of output at SMK in Kebumen Regency indicators that support the output of ISO 9000:2008 implementation are graduate performance and graduate competence, and one of the indicators that must be improved is customer satisfaction.

5. Components of Outcome Evaluation of Quality Management Implementation ISO 9001:2008

The outcome evaluation component in the implementation of ISO 9001:2008 in SMK in Kebumen Regency can be seen from four outcome indicators including the percentage of graduates continuing further studies, the percentage of graduates entering the workforce, the percentage of entrepreneurial graduates and DUDI satisfaction with graduate competencies. The results of the analysis can be shown as follows.

Table 5. Outcome Category Description

No	Dimension	Indicator	Indicator average	Indicator average	Dimension average	Dimension Category
1	(Kemendiknas, 2011)	Percentage of graduate continue study	3.80	Very high		
		Percentage of graduate can enter the job.	4.21	Very high		
		Percentage of graduate berwirausaha	3.72	High	3.95	Very high
		Kepuasan DUDI terhadap kompetensi lulusan	4.06	Very high		

The highest average indicator in the outcome evaluation component is the indicator of the percentage of graduates able to enter the workforce, the average value of the indicator is 4.21 with a very high indicator category. Meanwhile, the percentage of graduates who are entrepreneurs with an average indicator of 3.72 with a high indicator category. Graphically, the outcome component can be explained as follows:
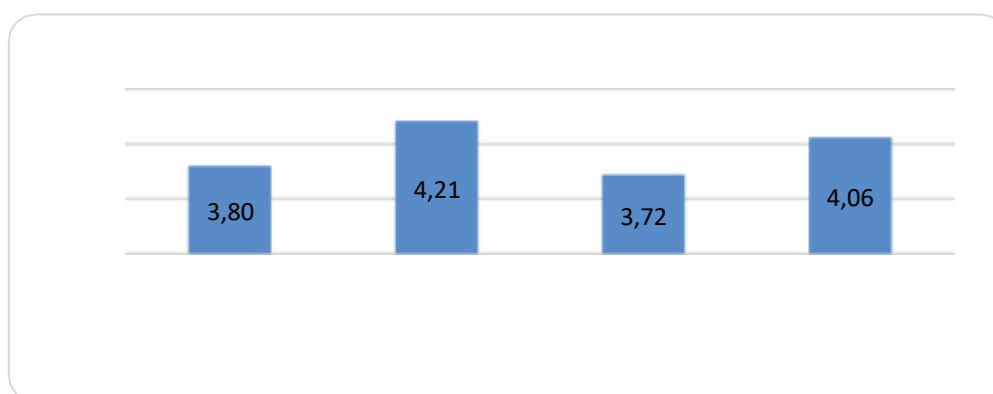

Figure 1. Graphic of outcome component

Conclusion

Based on the results of the analysis and discussion, conclusions in the study can be explained as follows:

1. Based on the results of the assessment of the context, inputs, processes, outputs and outcomes, the results of the analysis show that the conditions in SMK in Kebumen Regency which are already very good are in the context and process in implementing the SMK quality management system in Kebumen Regency. The context is based on two indicators, namely the basis of the program and the reasons for implementing the program. Furthermore, the dominant component of the evaluation process is very good, namely the dimensions of the management process, empowering human resources, handling students and implementing assessments.

2. The inhibiting factor in implementing the quality management system in SMK in Kebumen Regency based on the results of interviews is the lack of understanding of the school community towards ISO instruments; frequent delays in documentation; lack of data on customer satisfaction; lack of awareness of students to progress so that they lack enthusiasm for learning and consequently low achievement; the less than optimal function of guidance and counseling, especially in private schools. The results of the survey research, components of input, output and outcome even though they have a very high average score in the evaluation criteria, compared to the context and process components, the scores are still low and can be considered as an inhibiting factor. The input components include the dimensions of the curriculum, staff or teachers, students, physical environment and resources. While the output component is customer satisfaction, some components that do not exist include student satisfaction surveys, community satisfaction questionnaires, learning progress that affects students, there is no regular screening of student opinions aspirations. Furthermore, the outcome evaluation component, several indicators must be improved including the

percentage of graduates to continue their studies and the percentage of graduates capable of entrepreneurship by providing tutoring to enter state universities, providing understanding and insight into better future prospects if they become undergraduates. Provide more intensive theoretical and practical guidance in entrepreneurship.

3. Supporting factors in the implementation of the quality management system at SMK in Kebumen Regency can be explained as follows, more than 10 indicators have a very good evaluation of which are the reasons underlying the implementation of the program, the basis of the program, the school environment, compact teamwork, independence, ability to change, healthy communication, implementation of environmental management, training for teachers and employees, guidance and counseling programs, books for handling students with problems, information on KKM, assessment routines, use of assessments, and reports of assessment results to parents.

4. The level of benefits of the quality management system at SMK in Kebumen district has been very good in improving the quality of graduates with competencies and skills that are in accordance with the needs of the workforce. Several strategies must be taken to increase the motivation of students to continue their studies at a higher level of education and a curriculum structure that supports the competence of graduates to be able to foster an entrepreneurial spirit.

5. The strategies implemented to develop and overcome obstacles to the implementation of the ISO 9001:2008 quality management system include the implementation of the 4 pillars of TQM as formulated by Bostingl (1992), the PDCA Demming cycle, and the integration of accreditation instruments with ISO 9001:2008 instruments.

6. The FGDs have agreed that the proposed framework for developing QMS towards the implementation of TQM can be implemented in SMK Kebumen Regency.

Recommendations

When this research was carried out, ISO 9001:2008 was still in use but it has been withdrawn and has been replaced with ISO 9001: 2015, so that the next researchers who want to conduct research with the same topic should use the new version.

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