GOOD GOVERNANCE UNIVERSITY; STRATEGIC MANAGEMENT APPLICATION BASED ON ISO 21001: 2018

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Abstract:

This study aims to analyze the implementation of strategic management based on ISO 21001-2018 in realizing superior Islamic boarding school-based university governance. This research uses a qualitative approach with the type of case study. The results show that strategic management based on ISO 21001-2018 is carried out through quality planning, control, and quality improvement. In quality planning, the quality control work unit and stakeholders formulate and prepare higher education governance plans according to ISO 21001: 2018 standards. In the quality control process, universities establish requirements and recommendations for design and quality assessment. Meanwhile, universities carry out continuous quality improvement by evaluating improvements that focus on Lean and Six Sigma techniques at the quality improvement stage. This research has implications for the importance of quality orientation carried out by higher education institutions in order to create public trust and customer loyalty.

Keywords : *Good Governance University, Strategic Managemen, ISO 21001: 2018*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang implementasi manajemen strategic berbasis ISO 21001-2018 dalam mewujudkan tata kelola perguruan tinggi berbasis pesantren yang unggul. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Hasil penelitian menunjukkan bahwa manajemen strategik berbasis ISO 21001-2018 dilakukan melalui perencanaan mutu, quality control, dan quality improvement. Dalam perencanaan mutu, unit kerja kendali mutu bersama dengan stakeholders merumuskan dan menyusun perencanaan tata kelola perguruan tinggi yang selaras dengan standar ISO 21001: 2018. Dalam proses quality control, perguruan tinggi menetapkan persyaratan-persyaratan dan rekomendasi untuk desain dan penilaian mutu. Sedangkan pada tahapan quality improvement, perguruaan tinggi melakukan perbaikan mutu secara berkelanjutan dengan melakukan evaluasi perbaikan yang berfokus pada teknik Lean dan Six Sigma. Penelitian ini memberikan implikasi tentang pentingnya orientasi mutu yang dilakukan oleh lembaga pendidikan tinggi guna menciptakan kepercayaan publik dan loyalitas pelanggan.

Kata Kunci: *Tata Kelola Unggul, Manajemen Strategik, ISO 21001: 2018*

INTRODUCTION

The current era demands competition in almost all sectors. One of the sectors affected and required to be ready to compete in educational institutions (Untari & Satria, 2021). Competition between educational institutions is characterized by quality competition, the benchmark for educational users viewing and making it the first choice among educational institutions (Muali et al., 2019). Quality in this context is in the form of quality standards that are by the needs to satisfy users (customer satisfaction) (Asim & Kumar, 2018; Mundiri & Jannah, 2021). This makes a lot of educational institutions, both at the International and National level competing to improve the quality of an institution. In order to realize a quality educational institution, an institution should always carry out evaluations and quality improvement programs continuously; these improvements can be made with several programs and policies, namely: first, providing complete facilities to the community related to education. Second, increase customer satisfaction. Third, improve educational facilities. Improve the management of archives in support of accountability in administration. Fourth, conduct training for educators and education staff to improve competence and professionalism. Fifth, provide facilities for the welfare of educators and education staff. Sixth, evaluate education management to improve the quality of education. Seventh, improving the quality of the curriculum and its implementation pattern to produce students with good character (Larasati et al., 2013; Zamroni, 2017; Ilyasin, 2017).

In order to manage the quality of educational institutions, it is necessary to have a superior governance system that leads to the achievement of quality. Therefore, in this context, a quality management system is needed in an organizational culture that emphasizes efforts to create consistent quality through every aspect of an organization's activities. Quality management requires an understanding of the nature of quality and the quality system and management's commitment to work (Andriesgo et al., 2020). Quality management needs a leader figure who can invite all members to contribute as much as possible to the educational institution they lead (Ali & Anwar, 2021). This can be raised through a conscious understanding and inspiration that the quality of a product or service is the responsibility of the leadership and all members of the organization. Education contributes significantly to the progress of a country. Therefore, every educational institution prepares an effective quality management strategy in order to produce high-quality educational institutions (Tohet & Eko, 2020). Speaking of education in Indonesia, Islamic boarding schools realize efforts to reform the Islamic education system, namely efforts to improve the pesantren system. Islamic boarding schools are Islamic educational institutions that integrate all educational centers, which are comprehensive and total, covering all fields, both spiritual (spiritual quotient), intellectual (intellectual quotient), and moral emotional (emotional quotient) (Adhimah, 2019).

Pesantren-based universities are not only studying religious values but pesantren educational institutions are required to improve quality management, therefore in this global era, competitiveness must be paid close

attention to Islamic boarding schools. Thus, competitiveness in educational institutions is proliferating along with the advancement of the global era, so that human resources are part of an urgent aspect in increasing competitiveness in higher education (Osman et al., 2020). Educational human resource management is all activities related to recognizing the importance of human resources in higher education as a vital resource and making a meaningful contribution to achieving educational goals, and ensuring that these resources are used effectively and fairly for individuals' benefit institutions and society (Cobanoglu et al., 2018; Owenvbiugie & Ekhaise, 2019). Pesantren-based universities need quality to determine the ability to compete between educational institutions at the national and international levels. Quality pesantren-based universities are characterized by the existence of the ISO 2100:2018 standard, with the validity of the ISO 21001: 2018 standard at Islamic Boarding School-based universities; these universities are inevitable of high quality. Several figures define what quality is. Quality is conformity to the customer and the needs of the market or consumer. Companies that dominate the market or can be called quality are companies whose production is tailored to the needs of consumers, and if consumers are satisfied, they will be loyal in providing products continuously. So it is called a quality company. According to Juran (1998), quality is the suitability of product use (fitness for use) to meet customer needs and satisfaction. Juran trilogy is concerned with quality planning, quality control, and improvement.

Several researchers have researched ISO standardized quality management. However, most researchers only focus on quality management carried out in educational institutions. The focus of research on quality management is carried out in secondary education institutions. However, some discuss quality management in higher education, which is different from secondary education institutions. Quality management in higher education focuses on the governance of human resources. With quality human resources, universities can produce graduates with character and identity with high integrity, unlike the case with middle-level institutions that focus more on service to customers, which is done by improving good service. Thus, the customer will assume that the institution is of high quality (Suki & Suki, 2019; Fan, 2021). Similarly, the research conducted by Wibisono focuses on the comparison of standardization in ISO 9001 with 21001. This study discusses the differences and similarities between the two and their suitability for educational organizations (Wibisono, 2019)

The results of another study that also focused on the application of ISO standards in universities have also been carried out by Cahyono (2019), which found that the application of ISO standards is only as dissemination of messages that management actions against ISO in realizing higher quality. However, this research has not explicitly discussed quality management-oriented towards achieving the ISO 21001: 2018 standard by integrating quality management that leads to higher education national standards. Thus, this research emphasizes quality planning, quality control, and quality improvement in achieving ISO 21001: 2018 standards in Islamic boarding

schools. The achievement of the ISO 21001: 2018 standard for higher education institutions, especially for Islamic boarding schools, is a new thing that has not been done much. Based on this description, researchers are interested in researching quality management from the perspective of the Juran Trilogy, which leads to the achievement of the ISO 21001: 2018 standard.

RESEARCH METHODS

This study uses a qualitative approach with a case study. Researchers try to describe and analyze how the quality management strategy with the ISO 21001: 2018 standard is located at Nurul Jadid University Paiton, Probolinggo, East Java. Nurul Jadid University is the first university to achieve the ISO 21001: 2018 standard. Thus, this study seeks to uncover intensive, detailed, and in-depth strategic management cases based on ISO 21001: 2018.

Data collection techniques using interviews, from sharing sources involving several lecturers and employees, participation observations, and documentation so that the data we get is more accurate. This data collection technique aims to reveal data about the strategic efforts made by Nurul Jadid University in achieving the ISO 21001: 2018 standard. Thus, in this process, the researcher conducted interviews with the parties involved in achieving ISO 21001: 2018 at Nurul Jadid University and observed the university governance process. The data and information obtained it is analyzed using data reduction (data reduction), data presentation (data display), and conclusion (verification) (Sugiono, 2016). Qualitative research is aimed at social phenomena from the participant's point of view or perspective.

RESULTS AND DISCUSSION

The development of the world of education has a very strategic role in determining the direction of progress and retreat of the quality of a higher education institution. Integrated quality management can also be interpreted as Total Quality Management (TQM). TQM is a system that prioritizes customer satisfaction by introducing organized management changes and continuous improvement. In Ishikawa's opinion, total quality management is a management system formed based on the concept of quality, teamwork, productivity, understanding, and customer satisfaction (Wahyudin et al., 2020; Dinh et al., 2021). In order to provide quality assurance in pesantren-based universities, the ISO 21001;2018 certificate is one of the achievement targets set by Nurul Jadid University. To achieve the ISO 21001: 2018 standardization, Nurul Jadid University takes the following quality management steps;

Quality Planning

Based on the results of the study, it was found that the quality planning process based on the ISO 21001;2018 standard was carried out in the form of quality policy cycle planning, quality standards, and quality manuals that had been planned at Nurul Jadid University. The quality planning process leads to the achievement of the ISO 2021:2018 standard implemented and carried out by involving all university stakeholders. This planning is under the responsibility of a particular institution in charge and responsible for handling management

and quality control in pesantren-based universities. In this plan, the quality control work unit and university stakeholders formulate and prepare higher education governance plans according to the ISO 21001: 2018 standard by optimizing good services and facilities for educator participants. Among the governance plans that are in line with the ISO 21001: 2018 standard, it focuses on the management system clause, in which stakeholders play an essential role in the implementation of Islamic boarding school-based tertiary education, the contents of the clause in the form of organizational scope, organizational context, leadership, normative references, risk management, support, operations, and performance evaluation planning. Organizational coverage planning at pesantren-based universities emphasizes the main functions of higher education in the form of the tri dharma of higher education and the distinction of pesantren-based universities full of Islamic values. Thus, the planning of the scope of the pesantren-based higher education organization is education and teaching, research, community service, and Islamic values as stated in the Trilogy philosophy and the Pancakes of the students' consciousness. The organizational context in pesantren-based universities provides the best quality curriculum. With this curriculum, pesantren-based universities can produce graduates with high-integrated outputs and cannot be separated from Islamic values that have become the vision and mission of pesantren-based universities.

The leader (Chancellor) in planning for pesantren-based tertiary institutions plays a significant role in realizing governance plans in line with the ISO 21001: 2018 standard and has full responsibility for implementing the planning. In planning for a pesantren-based university, the leader has thought about the risks when carrying out the planning in the agency. Human resources, information, communication, documentation, competence, and awareness are supporting factors in the implementation of planning in Islamic boarding schools, with the support of several elements that are very influential in the realization of planning. Evaluation of organizational coverage at pesantren-based tertiary institutions becomes a benchmark for performance, where pesantren-based tertiary institutions monitor the performance activities carried out and ensure performance implementation performance.

The process has been implemented and carried out in each faculty and study program, accredited B, and includes quality standards. The quality planning process involves several parties such as the Chancellor, Dean, and the Head of the study program. The planning process provides good services and facilities for educators, infrastructure facilities, and curriculum planning to produce students with good character. This finding leads to quality planning that has been implemented at Nurul Jadid University, with quality planning that has been neatly arranged with steps that refer to Juran, where Juran said quality planning is a process that serves customers to provide the best quality, Juran said. The planning process also requires quality by design (QLD), a structured process for designing and launching new products. Products that have high quality and meet customer needs, so they are interested in using the product rather than other sources to meet their needs (Mundiri, 2017).

Quality Assurance

In quality assurance at universities based on the ISO 21001: 2018 standard, within the organization's scope, stakeholders and the quality control group team carry out quality standards, quality policies, and quality manuals to achieve the quality of a boarding school-based higher education institution, which has been done by the quality control team that guarantees in the faculties and study programs. Quality assurance in the organizational context of pesantren-based universities, monitoring every unit's activity in the higher education institution of Nurul Jadid University. The leadership of LP2M has a role in carrying out quality assurance at Nurul Jadid University by monitoring and evaluating every activity carried out. With the assurance planning process, the leadership of LP2M has already thought about the risks that will occur; that support from several institutions at Nurul Jadid University helps the implementation of quality assurance. The evaluation in each unit is requested for an implementation report. However, this evaluation is an annual evaluation or can be known as an internal quality audit, where this evaluation process consists of monitoring and evaluation, which is submitted with a work report document. With the findings in the field, the higher education institution of Nurul Jadid University focuses on customer needs; by knowing what customers need, the higher education institution of Nurul Jadid University improves quality assurance based on ISO 21001: 2018. Quality assurance measures that have been implemented at Nurul Jadid University are focused on providing the best needs for educators and the surrounding community.

In the higher education quality assurance system, to guarantee the quality of an institution, ISO 21001: 2018 standardization is required by setting requirements and recommendations for the design and assessment of a quality management system, which aims to provide the best quality assurance. BAN-PT is an institution that has the authority to evaluate and assess a higher education institution. Quality assurance develops a model based on the integration of BAN-PT Accreditation and ISO 21001: 2018. With Juran's quality assurance theory, production is tested and evaluated against the provisions of quality standards, with activities evaluating product designs, comparing products with other products, and taking action when deviations occur. With this, the higher education institution of Nurul Jadid University applies what Juran has suggested.

Quality Improvement

The higher education institution of Nurul Jadid University, in quality improvement, consistently implements continuous quality improvement, wherein one unit there is a problem that the quality control group team conducts an evaluation of improvements, which focuses on Lean and Six Sigma, correcting deficiencies that have been planned previously. This improvement anticipates and prevents deficiencies that may require improvement in the future and build the quality of a higher education institution, with efforts to provide the best service for students and the community, which is the main focus in pesantren-based higher education institutions. With this, the higher education institution of Nurul Jadid University fulfills the needs desired by

students and the surrounding community. With the implementation of quality planning that has been carried out in universities, universities are considered worthy and said to be of high quality, so that many people are interested in learning at these universities. Continuous quality improvement is a theory that every higher education institution consistently applies.
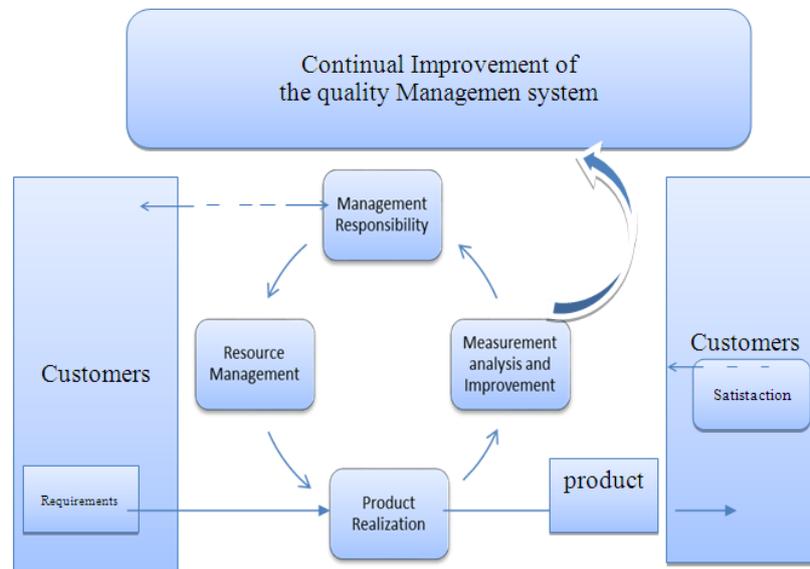
Figure 1: Continuous quality improvement

A pesantren-based university, Nurul Jadid University, has ISO 21001: 2018 standards; achieving ISO standards is not an easy thing but requires careful preparation. With this, Universitas Nurul Jadid implements a strategy to achieve the quality of an institution. In obtaining an ISO certificate, Nurul Jadid University plans a quality standard that refers to the cycle of Determination, Implementation, Evaluation, Control, and Improvement Documents, also known as PPEPP.

In its implementation, in the process of determining the quality policy, quality standards, and quality manuals that have been planned. Moreover, the implementation process is carried out by management units, namely study programs, faculties, and institutions such as LPPK and LIK institutions. Moreover, in the evaluation process in each unit, a report on its implementation is requested. However, this evaluation is an annual evaluation or can be known as an internal quality audit, where this evaluation process consists of monitoring and evaluation submitted with a work report document. This control process is a follow-up process in the internal quality audit. After the standard has been determined, there is an improvement plan; this increase can be an annual budget plan and management review meeting based on control results.

Also at Nurul Jadid University and Nurul Jadid University have implemented quality assurance related to governance quality, student quality, human resources quality, facilities and infrastructure quality, quality related to the tri dharma (education, research, and community service), in quality control.

Which has been applied at Nurul Jadid University, also refers to the PPEPP cycle. During the last two years or so, there have been several processes for improving the quality of graduates, where Nurul Jadid University has established a professional certification body, which will have a graduate certification process. Moreover, improvements to the quality of research and service have been monitored, and evaluation from LP2M related to the quality of research and service quality. Nurul Jadid University has participated in the independent campus program to improve the quality of higher education in education.

Higher education is an educational institution that organizes higher education by conducting research and community service, often referred to as the tri dharma of higher education, which is the hallmark of higher education. Higher education consists of academic and professional education; academic education is education directed at the mastery of science, which includes universities in high schools, institutes, and universities. At the same time, professional education is directed at the readiness to place specific skills. The only difference is that professional education is more flexible, which can be carried out by all forms of higher education. With this, the role of universities is vital; higher education must function as an asset for preparing truly high-quality human resources. Thus, it is unreasonable for higher education institutions to occur instantly through breakthroughs producing lightning-fast graduates. If a higher education institution moves instantly, it will produce graduates who are certainly not ready to implement their knowledge when they enter the world of work.

According to Juran's concept, quality management standards are not limited to quantities expressed by numbers or objects. Setting education quality standards or a standards-based approach (standard-based approach)(Machali et al., 2016) intended to measure and assess the fulfillment of quality standards, Juran states that the quality standards are; 1) To coordinate the work of various departments to deal with the same problem; 2) To improve uniformity in handling repetitive functions; 3) To turn problems that have been solved into routine procedures so that the solution is only a matter of recording; 4) Guide all who face these kinds of problems in the future.

In addition, Juran also provides ten steps to improve quality (ten steps to quality improvement), namely; a) Forming awareness and the need for improvement and opportunities for improvement, b) Setting improvement goals, c) Organizing to achieve the goals that have been set, d) Providing training, e) Implementing projects that aim to solve problems, f) Reporting progress, g) Giving rewards, h) Communicating the results achieved, i) Storing and maintaining the results achieved, j) Maintaining momentum by making improvements in the company's regular system.

Quality standards are the characteristics of goods or services that are relatively well established and by customer needs. The quality of an item or service can be good if it is by predetermined quality standards, which can meet customers' needs both locally, nationally, or globally. Management strategy is very influential in improving the quality of an institution where tertiary

institutions can be said to be qualified in the TQM concept must meet the specifications that have been set (Babatunde & Victor, 2018; Kurniawan, 2020; Badrudin et al., 2021). Operationally, two factors determine quality: quality in fact (actual quality), which fulfills the specified specifications; secondly, quality in perception (quality of perception), which fulfills the expected specifications according to the demands and needs of service users. In its implementation, quality looks at the profile of graduates by the goals of higher education institutions with academic ability standards. At the same time, quality in perception is satisfaction and increases customer interest in higher education institutions graduates (Farisi, 2021; Silviani et al., 2021).

The international standard that is always hotly discussed in higher education institutions is ISO, a world standards body based in Switzerland and founded in 1946. The term ISO comes from the Egyptian language, namely ISOS, which means ONENESS, a quality assurance standard. And international quality management. The importance of ISO 21001: 2018 QMS in the world of education, namely as a worldwide quality standard built by several countries, the level of trust in this standard is high so that it has received international recognition regarding the quality assurance system.

The general goal in standardizing ISO 21001: 2018, one of the main tasks of the ISO QMS is to provide quality education to students. The delivery of services must be with the wishes and expectations of students and other interested parties. ISO 21001: 2018 standard is an educational organization management system adapted from ISO 9001:2015; this standard is specifically designed for the education sector in achieving goals; the ISO 21001 standard has principles that encourage educational institutions to become more socially responsible and provide services education(Nafiah, 2016). The primary purpose of the ISO 21001: 2018 QMS is to evaluate whether educational institutions meet the needs of students and provide good services to students and interested parties (Nugroho & Antonius, 2017). The application of the ISO 21001: 2018 standard can provide positive impacts and benefits for institutions, namely a) increasing social responsibility by providing high-quality education, b) as an appropriate evaluation process and tool to increase effectiveness and efficiency, c) increasing the credibility of educational institutions, d) aligning the activities of the institution with the policies, vision, and mission of the institution, e) continuous improvement through continuous monitoring to improve the learning process, f) increasing competitiveness and improving the quality of education, g) increasing student satisfaction (Fahmi, 2021)

The main focus of integrated quality management is quality or quality. The word total in integrated quality management emphasizes that everyone in the organization must be involved in continuous improvement efforts. Quality is a dynamic idea, can be used as a relative concept; this understanding is commonly used in TQM (Yuliyati, 2020). Correctly understanding the basic concepts of integrated quality management can help an organization fully understand the need for organizational transformation to improve the quality of products or services; integrated quality management plays a crucial role in ensuring that every activity or individual can create satisfaction.

Integrated quality management, such as Edward Sallis's concept, said that integrated quality management is a philosophy of continuous improvement to meet customer satisfaction. In Islamic education, some teachings can be used as the basis for the concept of integrated quality management, such as the word of Allah in the letter al-Baqarah verse 208;

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا ادْخُلُوْا فِى السِّلْمِ كَاۤفَّةً

Who believe enter into Islam as a whole. In this verse, there are two concepts related to integrated quality management; firstly, "Salim" has been interpreted as Islam in a religious context, but actually, it can be interpreted more broadly, including "welfare, safety, prosperity, quality and so on which leads to a high level of goodness. And the second "kaffah," clearly has the meaning of totality and totality. The concept of quality in educational institutions is more visible from customer satisfaction. So the more satisfied customers are with educational institutions, the more qualified the institution is. Customer satisfaction can be seen from the fulfillment of customer expectations. Davis defines quality as a condition associated with products, services, people, processes, and the environment that meet or exceed expectations. In a tertiary institution, quality has met or is above the minimum standard, both the standard of potential graduates and educators and education personnel (Mundiri, 2015).

Improving the quality of education must be adapted to the times so that later it can produce quality output. By improving the quality of education, there is an indirect contribution from educational institutions to many people. Thus the quality of education is the degree of excellence in managing education effectively and efficiently to give birth to academic excellence. In higher education institutions, increasing competitiveness is needed by institutions; with that competitiveness is the ability of a nation to create a product or service that meets specific criteria and realize a high level of income sustainably and seize job opportunities. In the current context, competitiveness describes a nation's ability to face future challenges and its readiness to interact with other nations.

The term competitiveness is the same as competitiveness or competitive. Competitiveness means strength, and competitiveness means achieving more than others, being different in terms of quality, or having certain advantages. This means that competitiveness can mean the strength to try to be superior in certain things that a person, group, or institution does (Purwowidodo et al., 2020).

Competitiveness also indicates the strengthening of the domestic economy with a global orientation and competitiveness. At a macro level, economic globalization can be interpreted as a theory based on the assumption of free trade/free markets throughout the world, without any barriers either in the form of tariffs or non-tariff. However, on micro-level, economic globalization can be interpreted as a business initiative based on the belief that the world has become more homogeneous, as the fundamental differences between domestic markets are becoming increasingly blurred about regional

cooperation. Stated that economic and financial cooperation, especially in international trade, is currently leading to the formation of cooperation to realize regional economic and financial integration. Competitiveness is indicated by productivity, where the level of output produced for each input unit is used. Competitiveness is the ability of a producer to produce a commodity at a low enough cost so that the prices that occur in the international market are profitable. Competitiveness also indicates the strengthening of the domestic economy with a global orientation and competitiveness.

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CONCLUSION

In order to manage the quality of educational institutions, it is necessary to have a superior governance system that leads to the achievement of quality. Therefore, in this context, a quality management system is needed in the form of an organizational culture that emphasizes quality planning, which is a process that serves customers in order to provide the best quality. The planning can be done by meeting customer needs, developing product characteristics according to consumer demand, and developing processes that support the achievement of product characteristics. Quality assurance (quality control) is a product tested to meet customer needs before being given to consumers. Quality assurance can be done by taking action if there are deviations. Improvement and improvement of quality (quality improvement) is a process where the quality of products that are already good quality is maintained. This process can be done by identifying improvement projects.

In achieving quality standards, ISO 21001: 2018 standardization is required by establishing requirements and recommendations for designing and assessing a quality management system. QMS ISO 21001: 2018 is an international standard on quality management systems that focus on customer satisfaction and, during the implementation process, meets the standard requirements that have been set to assist and establish an organization or educational institution to meet customer satisfaction (customer satisfaction) and continuous quality improvement (continuous processes improvement). This study confirms that strategic efforts in achieving the ISO 21001: 2018 standard

are based on local wisdom and excellence. As one of the universities under the auspices of the Pesantren, Nurul Jadid University has a characteristic of governance that distinguishes it from other universities. The ability of Nurul Jadid University managers to transform superior institutional governance while maintaining local values and wisdom is a different strength that other universities do not have. Thus, the efforts made in achieving the ISO 21001: 2018 standard are strategic management based on local wisdom with the goal of customer satisfaction.

ACKNOWLEDGMENT

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