

Awareness, Benefits, and Services: Lecturers' Perceived Towards The Application of ISO 9001: 2008 at University

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Abstract

The State Islamic Institute Sulthan Thaha Saifuddin (IAIN STS) Jambi has been applying ISO 9001: 2008 since February 2013. One of previous research findings was the resistance regarding the ISO standards and the certification process. This study was to examine the problem through conducting lecturers' perception towards ISO 9001: 2008 at IAIN STS Jambi in terms of their awareness, benefits and services. Respondents were lecturers of IAIN STS Jambi as many as 122 people from 4 faculties. The research employed a quantitative survey method that uses a likert-scale questionnaire and analysed with descriptive statistic. The findings show that lecturers' perception on the application of TQM ISO 9001: 2008 in IAIN STS Jambi included in the group of moderate to high. The mean empirical data ($x = 47,30$) was higher than the average hypothetical ($\mu = 42$). This indicates that the perception of lecturers on the application of ISO in IAIN STS Jambi is high (positive). Empirical standard deviation ($s = 9,910$) was higher than the hypothetical standard deviation ($\sigma = 9,33$). This shows that the perception of lecturers on the application of ISO 9001: 2008 at IAIN STS Jambi has a high variation. Meanwhile, gender variable has a significant relationship between the perceptions of ISO 9001: 2008 on improving the quality of teaching. Employment status (fulltime civil employer or non-full-time civil employer) have a significant relationship between the perception of ISO 9001: 2008 for quality of services and quality of coordination.

Keywords: ISO 9001: 2008, lecturers' perceived, State Islamic Institute

1. Introduction

Quality management in the organization is intended to achieve the best performance, productivity and improved productivity, increase profitability and improve the reputation the organization, both in the domestic market and the external market. One model implementation of quality management in education is Total Quality Management (TQM), which is defined as (Rafaat Salameh et al, 2011):

"a performance of work truly from the first time, according to a set of educational standards necessary to raise the level of quality educational product with minimal effort and cost achieving the educational goals and educational objectives of society and meet the needs of labor market of qualified cadres".

When the ISO 9000 adapted to the context of education, there are some problems appear, such as defining the term. For example, the term "product". In ISO 9000, the products have a variety of alternative interpretations. The products could be intended as the acquisition of learning, a student, or a degree or qualifications obtained. ISO 9000 also gave birth to some of the problems and weaknesses in the academic

world.

The terms for the adaptation of ISO 9000 for college is the guidance for implementation in the field. It starts with a commitment from the highest level of leadership in the organization, in this case the Rector. This commitment was followed by gaining acceptance of the concept of all levels of administration, in particular from senior administrators. Understanding the concept and importance of ISO procedures for all workers and it must be equipped with a set number of training events or seminars. This procedure takes a long time, and usually about one or two years. ISO 9000 also requires a steering committee to resolve all quality activities at the policy level. For it is necessary established the executive committee or agency of Quality Assurance.

The group has a Quality Management Representative who is responsible for administering the ISO 9000 such as training, seminars, and the general quality manual. Quality manual in a different department or division is the responsibility of the sub-working group drawn from the line workers. The college also must evaluate and revise the quality manual to later on fit for the workforce, practices and procedures. Internal audit units trained to carry out internal quality audits to ensure that the work carried out in accordance with the procedures described in the

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document. This process can take 1-2 years from the certificate of ISO 9000 assessment audit.

The State Islamic Institute ‘Sulthan Thaha Saifuddin’ (IAIN STS) Jambi has a vision of becoming an Islamic innovative, responsive and competitive university. It has adopted the vision for the years 2012 to 2016. In the 2013-2016 Strategic Plan Book, IAIN STS Jambi stated that efforts to achieve the 2016 vision set out four principal missions, namely:

- a) increasing academic quality,
- b) strengthen and develop the institutional management system,
- c) improve the quality of service and quality assurance (quality assurance) to students and alumni, and
- d) expanding the networking of national, regional and international.

To increase and assure the quality are two things to be a serious concern of institutional leaders. This is firstly caused by the need for quality standards of national education through the Government Regulation No. 19 of 2005, for example, which stated that educational institutions are required to conduct quality assurance, is also driven by important issue regarding to the ideals of the status change of IAIN STS Jambi became State Islamic University (UIN) (Rizalman, 2011).

In earlier studies Iskandar and Sayuti (2013) states that in 2013 the implementation of ISO 9001 in IAIN STS Jambi has brought three things:

- a) began to build atmosphere and academic culture,
- b) orderliness of academic documents, and
- c) the presence of weaknesses and strengths of academic services.

However, this study also states that there are three factors inhibiting the implementation of ISO 9001 quality assurance system, namely: the resistance, the slow achievement of quality objectives and slowness improvement of the results of internal quality audits.

This study is aimed to measure the perceptions of IAIN STS Jambi’s lecturers on the application of ISO 9001; 2008, which has been running in terms of awareness, services and benefits of the ISO 9001: 2008.

2. Research Methodology

This research is quantitative descriptive. The entire faculty Jambi IAIN STS population in this study. Furthermore, the distribution of the questionnaire by considering the proportion of each number of lecturers in each faculty.

This study used a questionnaire about the perception of lecturers by proposing a number of statements related to of awareness, services, benefits and problems in the application of ISO 9001: 2008 in Jambi IAIN STS. There are 14 items overall proposed statement. These items consist of three items for

aspects of awareness, 6 items for services, and 5 items for benefits.

The questionnaire was designed using a Likert scale consists of 5 options approval level of the 14 statements in question namely: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA).

Analysis of the data used in this research is descriptive statistics which focuses on the frequency. To ensure that the research instrument valid and reliable, it was carried out validity test and reliability test. The validity test was carried out by using item analysis (item to total analysis) while reliability test was carried out by using alpha cronbach approach. This was carried out by using the assistance of SPSS software program at 5% significant level. But before that, the first step was to determine the validity and reliability of the questionnaire items. Validity test results indicated that not all question items were valid because every question items should have significant levels (p -value) less than 5% or r value more than r product moment table (0,468). Thus 4 question items then removed because the item was not through try-out stage. Meanwhile on reliability testing, the result showed alpha cronbach was 0,891, greater than 0,7. It means that the items after deleted were reliable.

Characteristic of the sample

The sample was 56,2% male, and 43,8% females. A general profile of respondents is presented in table above. Some of the main observations in the respondents’ profile are that is 36,9%, of lecturers are in the age range of 41-50 years and that 28,7% are 31-40, while the rest 24,9% were under 30 and over 50. Most of respondents’ education are master degree (91%), while the rest are doctorate (23%) and bachelor degree (8%). Regarding the status of employment, respondents as a fulltime civil employer is higher (92%) than non-fulltime civil employer (29%).

The tenure of the respondents varied, the largest class interval there during more than 10 years of work that is as much as 54,9%, while the two other classes namely 0-5% 6-10 years old and the same percentage which is equal to 22.1%.

The respondents are almost evenly distributed proportionally among the Tarbiyah (Islamic Education), Ushuluddin (Religious Science / Theology), Syari’ah (Islamic Law) and Adab

(Literature and Humanities) Faculty, where the biggest portion is Tarbiyah (46%).

Table 1. Characteristic of the sample

Charasteristic Variabel	Total N	Prevalence %
Gender		
Laki-Laki	68	56,2
Perempuan	53	43,8
Age		
under 30	11	9,0
31-40	35	28,7
41-50	45	36,9
51-60	19	15,6
Education Level		
Bachelor's Degree	8	6,6
Master's Degree	91	74,6
Doctorate Degree	23	18,9
Employment Status		
Fulltime Civil Employer (PNS)	92	76,0
Non-Fulltime Civil Employer	29	24,0
Previous Last Education		
5 years ago	95	77,9
6-10 years ago	18	14,8
11-15 years ago	7	5,7
16-20 years ago	1	,8
more than 20 years ago	1	,8
Current working Experience		
0-5 tahun	27	22,3
6-10 tahun	27	22,3
lebih dari 10 tahun	67	55,4
Faculty		
Syariah (Islamic Law)	16	13,2
Tarbiyah (Islamic Education)	55	45,5
Ushuluddin (Religious Science/Theology)	32	26,4
Adab & Humaniora (Literature & Humanities)	18	14,9

3. Result and Discussion

a. Awareness Aspect

Awareness is the earliest thing that must be owned by the faculty, which is related to the knowledge and understanding related to the TQM ISO 9001: 2008 Awareness is the starting point to involve faculty in all the processes to be achieved through a process of documentation as expected by ISO 9001: 2008.

ISO 9001: 2008 is a management certification attached to the management process rather than on products and services. In a higher education lecturers is an important aspect that controls processes in the system of quality education. Therefore the application of ISO 9001: 2008 must involve lecturers as an important part of the academic world. The process begins with socialization and dissemination of information related to what and how management ISO 9001: 2008 was supposed to be and targets to be achieved and the extent to which the expected role to the lecturers.

Here is a lecturers perceptions regarding with the awareness of ISO 9001: 2008 applied by IAIN STS Jambi.

Table 2. Lecturers perception on ISO 9001: 2008 implementation

Item	Indicators	Those Who agree or disagree	
		Disagree	Agree
B1	Realized that ISO has been applied	7,38	70,49
B2	Realized that ISO useful for improving services	7,38	62,30
B3	Realized that there was an increase in the quality of teaching	14,75	50,82

The majority of lecturers (70,5%) agreed that ISO 9001: 2008 has been applied, 62,3% also agreed that ISO useful for improving services. Surprisingly, only 50,8% that there was an increase in the quality of teaching.

There are several causes of ignorance lecturers such as the low quantity and quality of socialization associated with the implementation of ISO management in IAIN STS Jambi. An explanation of the ISO at the level of administrative documents and written information. It is considered not maximized, so that some lecturers still do not understand about the urgency of implementing TQM and how important the involvement of lecturers and the role of what is expected in the fight for the expected goal of TQM, which provides quality service for customers.

b. Services Aspects

The service at higher education in which not only dedicated to students as consumers, but also to lecturers as internal customers. Below is the expected

service obtained from the relevant institutions with the commitment of institutions and policy makers in the framework of the implementation of ISO 9001: 2008.

Table 3. Expected services in ISO 9001: 2008 implementation

Item	Indicators	Those Who agree or disagree	
		Disagree	Agree
B4	Institution provides training and professional development based on ISO	13,9	49,2
B5	The implementation of the training and professional development is carried out with a satisfactory quality	25,4	30,3
B6	The institution conducts evaluations of ISO	10,7	50,0
B7	The evaluation was conducted with satisfactory quality	27,9	29,5
B8	The institution provides coordination activities of the teaching schedule	17,2	45,9
B9	The implementation of the coordination are of excellent quality	31,1	33,6

c. Benefits Aspects

ISO orientation is customer focus. In this case the lecturers could have either function as an employer or can be as internal customer. The perception lecturers IAIN STS Jambi regarding the benefits include: teaching to be effective and efficient (B10), increasing the satisfaction of student learning (B11), encourage initiative in learning (B12), encouraging the campus achieve kompetensi (B13), and motivate an increase in the learning process for students (B14).

Table 4. Perception on benefits

Item	Indicators	Those Who agree or disagree	
		Disagree	Agree
B10	Teaching becomes effective and efficient	16,4	63,1
B11	Enhance student learning satisfaction	12,3	64,8
B12	Encourage the initiative in the learning process	11,5	60,7
B13	Encourage institution achieve its competence	10,7	65,6
B14	Enhance the learning process for students	18,0	63,1

As many as 65,6% of lecturers agreed that the ISO encourages institutions to achieve competence. Respondents also agreed that the benefits of ISO to motivate student satisfaction in learning (64,8%). According to the lecturers, the other benefits of ISO is be effective and efficient of teaching (63%), at the same time improving the learning process for students (63%). The smallest score of benefit compared to the other four is ISO encourage initiative in the learning process (60,7%).

As it is known that the beneficial aspects rated lower than the previous two aspects. This if further traced is the impact of the weak socialization of the substance of the ISO and involvement of lecturers in achieving the objectives of the application of ISO 9001: 2008. The maximum impact of the implications for understanding and involvement terhadap lecturers perceptions of the benefits of ISO itself.

d. Influence of Gender and the Status of Employment toward ISO

With crosstab analysis, it appears gender relations as indicated value perception percentage of each answer choice, while how strong the relationship of gender to the answer items are marked with the numbers of degrees of significance. In this case a significant relationship indicated by $p > 0,05$. If the numbers are below significance indicates that gender is a significant effect on perception.

It turned out that only one item (B3) which is below 0,002 figures significance. This item is related to the perception lecturers related to "an increase in the quality of teaching". This means that gender tendency to answer this very significant item. Male respondents still have undecided (40%) leading to

agree as much as 52%, while female respondents almost half of them expressed doubt and did not agree to an increase in the quality of this teaching.

Fulltime Civil lecturers (PNS) tend undecided and leads to disagree (78%), but the status of non-fulltime civil lecturers (Non PNS) more tended to disagree (45%) and the remaining neutral (31%), and a small portion (24%) agree, So did the same with the B9 item: "quality Coordination Services". Answer of PNS Lecturer Non PNS lecturers significantly different from that indicated the significance value of 0,000. Where PNS lecturers agreed by 36% despite the hesitation of 36%, but the tendency of the majority of Non-PNS lecturers responded disagreed with the statement (48%),

3. Conclusion

Furthermore, to draw conclusions, researchers conducted a percentage of the total score ranking categories namely High, medium and low by first determining the hypothetical mean (μ) with the following formula:

$$\mu = \frac{1}{2}(imax + imin) \sum k.$$

Therefore, the hipotic average which was gained is 42 and its deliver hipotic deviation standard () which described below:

$$\sigma = \frac{1}{6}(Xmax + Xmin)$$

then obtained standard deviation of hypothetical () equal to 9,33. The categorization obtained as follows:

No	Score Range	Criteria
3	> 51,33	High
2	31,73-51,33	Medium
1	< 31.73	Low

Overall assessment of awareness items, services or benefits can be summarized as follows:

1. Perception of lecturers on the implementation of TQM ISO 9001: 2008 at IAIN STS Jambi included in the category of medium and leads to a high category. It is noticeable that 57% are in the medium category and 38% at the high category.
2. The comparison showed that the average empirical ($x = 47,30$) higher mean hypothetical ($\mu = 42$). This shows that the perception of lecturers on the application of ISO at IAIN STS Jambi is high (positive).
3. The results of the comparison shows that the empirical standard deviation ($s = 9,910$) was higher than the hypothetical standard deviation ($= 9,33$). This shows that the perception of lecturers on the application of ISO 9001: 2008 at IAIN STS Jambi has a high variation. In other words, the subjective perception of each other have significant differences.

4. Gender has a significant relationship to the awareness of improvement in the quality of teaching.
5. The employment status has a significant relationship to the quality of services and quality of coordination.

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