

**IMPLEMENTASI REFORMASI PENDIDIKAN
BERBASIS ISO: EFEKTIVITAS ISO 21001:2018
DALAM PENINGKATAN LAYANAN PERGURUAN TINGGI
ISLAM NEGERI**

TUGAS AKHIR



Oleh:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
Fairus Tahta Alifana
NIM : 221101030066

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
OKTOBER 2025**

**IMPLEMENTASI REFORMASI PENDIDIKAN
BERBASIS ISO: EFEKTIVITAS ISO 21001:2018
DALAM PENINGKATAN LAYANAN PERGURUAN TINGGI
ISLAM NEGERI**

TUGAS AKHIR

diajukan kepada Universitas Islam Negeri
Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan memperoleh
gelar Sarjana Pendidikan (S.Pd)
Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Manajemen Pendidikan Islam



Oleh:
Fairus Tahta Alifana
NIM : 221101030066
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
OKTOBER 2025**

**IMPLEMENTASI REFORMASI PENDIDIKAN
BERBASIS ISO: EFEKTIVITAS ISO 21001:2018
DALAM PENINGKATAN LAYANAN PERGURUAN TINGGI
ISLAM NEGERI**

TUGAS AKHIR

diajukan kepada Universitas Islam Negeri
Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan memperoleh
gelar Sarjana Pendidikan (S.Pd)
Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Manajemen Pendidikan Islam

Oleh:

Fairus Tahta Alifana
NIM : 221101030066

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Disetujui Pembimbing

Dr. Imron Fauzi, M.Pd. I.
NIP. 198705222015031005

**IMPLEMENTASI REFORMASI PENDIDIKAN
BERBASIS ISO: EFEKTIVITAS ISO 21001:2018
DALAM PENINGKATAN LAYANAN PERGURUAN TINGGI
ISLAM NEGERI**

TUGAS AKHIR

Telah diuji dan diterima untuk memenuhi salah satu
Persyaratan memperoleh gelar Sarjana Pendidikan (S.Pd)
Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Manajemen Pendidikan Islam

Hari : Senin
Tanggal : 06 Oktober 2025

Tim Penguji

Ketua

Sekretaris

Dr. Ahmad Rovani, S.Pd.I., M.Pd.I
NIP. 198904172023211022

Nur Ittihadatul Ummah, S.Sos.I., M.Pd.I
NIP.198912192023212042

Anggota :

1. Dr. Hartono, M.Pd
2. Dr. Imron Fauzi, M.Pd.I

Menyetujui
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Abdul Muhsin, S.Ag., M.Si.
NIP. 197301242000031005

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Artinya:

“Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum hingga mereka mengubah apa yang ada pada diri mereka. ” (QS. Ar-Ra’d [13]:11)*



* Kementerian Agama RI, *Al Qur'an dan Terjemahannya Edisi Penyempurnaan 2019, Juz 11-20*, (Jakarta: kementerian Agama, 2019), 346.

PERSEMBAHAN

Dengan penuh rasa syukur kepada Allah Swt, atas segala nikmat berkah dan rahmat-Nya yang selalu memberikan kemudahan dalam setiap langkah, sehingga saya dapat menyelesaikan tugas akhir ini dengan lancar serta tepat waktu. Rasa Syukur dan bahagia ini saya persembahkan kepada orang-orang yang sangat berarti dan berharga dalam proses perjalanan studi saya, karena berkat doa, harapan dan dukungan dari mereka saya dapat menyelesaikan tugas akhir ini dengan baik. Tugas akhir ini saya persembahkan kepada:

1. Kedua orang tua saya, cinta pertamaku Bapak Ahmad Sukisman dan Mama tercinta Siti Sukatwiasih. Terimakasih atas segala pengorbanan dan kasih sayang yang tulus. Beliau tidak sempat untuk duduk di bangku perkuliahan. Namun, dari beliau lah terlahir putri-putri dengan gelar sarjana. Terimakasih atas pengorbanan hingga penulis bisa rasakan menjalani kehidupan yang penuh rasa syukur. Terimakasih atas segenap doa, dukungan, harapan yang tiada henti. Terimakasih atas segala jerih upaya untuk menjadikan kami putri-putrinya untuk menggapai kesuksesan di masa depan. Terimakasih atas segala motivasi, arahan, serta nasihat yang telah diberikan selama masa studi ini khususnya dalam proses penyelesaian tugas akhir. Semoga dengan ini, penulis bisa tumbuh menjadi putri yang bisa menaikkan derajat kedua orang tua. Semoga bapak dan mama selalu sehat, panjang umur, dan selalu dalam kebahagiaan.
2. Teruntuk Kakak dan Adik tersayang, Aski Widdatul Fuadah dan Iftina Assyabiya Rafifa. Terimakasih atas segala doa serta dukungan yang telah diberikan selama ini. Untuk kakak, terimakasih telah menjadi panutan dan penenang selama proses studi hingga penyelesaian tugas akhir ini. Teruntuk adik, semoga dengan ini bisa menjadikan motivasi dan panutan di masa depan. Semoga keselamatan, kebahagiaan, kesehatan juga kesuksesan selalu menyertai kita semua.

KATA PENGANTAR

Puji syukur penulis haturkan kehadiran Allah Swt yang telah memberikan nikmat kesehatan dan kesempatan sehingga dalam proses penyelesaian tugas akhir sebagai salah satu syarat menyelesaikan program sarjana dengan judul “Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services” dapat terselesaikan dengan lancar.

Kelancaran dan kesuksesan ini dapat penulis peroleh karena adanya dukungan dari berbagai banyak pihak. Oleh karena itu, penulis menyadari dan menyampaikan terima kasih yang sedalam-dalamnya kepada:

1. Bapak Prof. Dr. Hepni, S. Ag, M.M. CPEM. selaku Rektor Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember yang telah memberikan ijin serta dukungan secara moral maupun materil.
2. Bapak Dr. H. Abdul Mu'is, S. Ag., M.Si. selaku Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember yang telah memberikan layanan dan fasilitas dalam menempuh program sarjana.
3. Bapak Dr. Nuruddin, S. Pd.I, M. Pd.I. selaku Ketua Jurusan Pendidikan Islam dan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember yang telah memberikan pendampingan dan arahan selama menempuh program sarjana.
4. Bapak Dr. Ahmad Royani, S. Pd.I., M. Pd.I, selaku Koordinator Program Studi Manajemen Pendidikan Islam Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember yang telah memberikan izin dan kesempatan untuk melakukan penelitian ini.
5. Bapak Dr. Imron Fauzi, M.Pd.I. selaku Dosen Pembimbing tugas akhir saya yang telah memberikan ilmu, bimbingan, arahan, waktu, motivasi, kesabaran serta saran yang sangat berarti bagi saya dalam menyelesaikan tugas akhir ini dengan baik.
6. Bapak Prof. Dr. H. Abd. Muis, M.M. dan Bapak Totok Sudarmanto, S.Kom., M.Pd. selaku DPA, Bapak Drs Imam Syafi'i, M.Pd.I. selaku pembimbing dan motivator penulis selama masa perkuliahan.
7. Seluruh dosen Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember khususnya dosen Fakultas Tarbiyah dan Ilmu Keguruan serta segenap staf karyawan UIN Kiai Haji Achmad Siddiq Jember yang telah memberikan ilmu, bimbingan serta pelayanan yang baik selama masa perkuliahan.
8. Pihak UIN Kiai Haji Achmad Siddiq Jember dan segenap Dosen dan staf yang telah memberikan kesempatan untuk melakukan penelitian tugas akhir.
9. Keluarga saya yang selalu memberikan doa, dukungan dan support yang tiada henti selama proses studi hingga penyelesaian tugas akhir ini.
10. Kepada saudara Atla Achmad Mukhalla, yang awalnya hadir sebagai teman dalam persaingan nilai dan peringkat, namun kini menjadi pendukung utama

disetiap pilihan dan proses yang penulis ambil. Terimakasih atas doa, harapan, kehadiran juga kesabaran serta selalu meyakinkan penulis bahwa ada proses yang perlu dinikmati hingga mencapai tangga kesuksesan.

11. Teman mahasiswa MPI C2 angkatan 2022, Mahasiswa Asjar Thailand 2025, Teman Pesantren SMP Nurul Jadid, Teman MAN 1 Jember yang telah memberikan dukungan moral dan intelektual selama masa studi serta proses penyusunan.
12. Semua pihak yang telah membantu dan mendukung penyelesaian tugas akhir ini, baik secara langsung maupun tidak langsung, yang tidak dapat penulis sebutkan satu per satu.
13. Terakhir, terimakasih untuk diri sendiri Fairus Tahta Alifana, karena telah mampu bertahan dan terus melangkah sejauh ini. Terimakasih telah percaya pada keraguan dan kelelahan dalam setiap proses ini, meskipun jalannya tidak mudah.

Dalam proses penulisan Tugas Akhir ini penulis telah mengusahakan semaksimal mungkin untuk mendapatkan hasil terbaik. Namun penulis sadari akan selalu ada kekurangan di dalamnya. Dengan ini, semoga segala amal baik yang telah Bapak/Ibu/saudara/i berikan kepada penulis mendapat balasan yang setimpal dari Allah. Semoga Ridho Allah Swt selalu menyertai kita semua. Dan semoga tugas akhir ini dapat bermanfaat bagi penulis dan para pembacanya.

Jember, 06 Oktober 2025



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Penulis

ABSTRAK

Fairus Tahta Alifana, 2025: *Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services*

Kata Kunci: ISO 21001:2018, Kualitas Layanan, Jaminan Mutu Akademik, Standar Internasional.

Menjamin layanan pendidikan yang berkualitas tinggi merupakan tantangan yang terus berkembang bagi Universitas Islam Negeri (UIN) di Indonesia, terutama dalam upaya mengharmonisasikan nilai-nilai pendidikan Islam dengan standar internasional. Penelitian ini bertujuan untuk mengkaji efektivitas implementasi ISO 21001:2018 dalam meningkatkan kualitas layanan di Perguruan Tinggi Keagamaan Islam Negeri. Metode yang digunakan adalah studi kasus kualitatif, dengan pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Data diperoleh dari 25 informan yang dipilih secara purposif, terdiri dari staf penjamin mutu, dosen, dan mahasiswa. Hasil penelitian menunjukkan bahwa ISO 21001:2018 secara signifikan meningkatkan akreditasi institusi melalui standarisasi proses manajemen mutu serta penguatan sumber daya manusia dan infrastruktur. Proses sertifikasi meningkatkan kepercayaan pemangku kepentingan dan memperkuat penjaminan mutu akademik melalui evaluasi rutin dan audit yang transparan. Integrasi ISO 21001:2018 juga mendorong terciptanya lingkungan partisipatif dan perbaikan berkelanjutan dalam pelayanan pendidikan. Studi ini menekankan pentingnya adaptasi standar internasional ke dalam konteks pendidikan dan nilai-nilai keagamaan lokal. Struktur ISO 21001:2018 dapat menjadi model strategis bagi tata kelola mutu di perguruan tinggi Islam lainnya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

DAFTAR ISI

HALAMAN SAMPUL.....	i
HALAMAN PERSETUJUAN.....	ii
HALAMAN PENGESAHAN.....	iii
MOTTO	iv
PERSEMBAHAN	v
KATA PENGANTAR.....	vi
ABSTRAK.....	viii
DAFTAR ISI.....	ix
DAFTAR LAMPIRAN	x
ARTIKEL	12
LAMPIRAN	39



DAFTAR LAMPIRAN

Lampiran 1. Lampiran Pernyataan Keaslian Tulisan	39
Lampiran 2. Lampiran Surat Tugas	40
Lampiran 3. Lampiran Hasil Turnitin.....	42
Lampiran 4. Lampiran Proses Publikasi.....	43
Lampiran 5. Lampiran <i>Reviewer A</i>	45
Lampiran 6, Lampiran <i>Reviewer B</i>	50
Lampiran 7, lampiran <i>e-mail Editor Decision</i>	53
Lampiran 8, lampiran <i>Copyediting Review Request</i>	54
Lampiran 9, lampiran <i>Copyediting Review Completed</i>	55
Lampiran 10, lampiran <i>Copyediting Review Acknowledgement</i>	56
Lampiran 11, lampiran <i>Journal History</i>	57
Lampiran 12, Biodata Penulis	58





Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services

Fairus Tahta Alifana¹, Imron Fauzi², Alma Vorfi Lama³

^{1,2}Islamic Educational Management Department, Universitas Islam Negeri Kiai Haji Achmad
Siddiq Jember, East Java, Indonesia

³English Language Department, University of Business and Technology, Kosovo

Email: fairustahta06@gmail.com¹, imronfauzi@uinkhas.ac.id², alma.lama@ubt-uni.net³

DOI: <http://doi.org/10.33650/al-tanzim.v9i3.11286>

Received: 09 May 2025

Revised: 24 July 2025

Accepted: 27 August 2025

Abstract:

Ensuring high-quality educational services is a growing challenge for State Islamic Universities (UIN) in Indonesia, particularly in efforts to harmonise Islamic educational values with international standards. This study aims to assess the effectiveness of ISO 21001:2018 implementation in improving service quality at State Islamic Religious Universities. The method used is a qualitative case study, with data collection through in-depth interviews, participant observation, and document analysis. Data were obtained from 25 purposively selected informants, consisting of quality assurance staff, lecturers, and students. The results show that ISO 21001:2018 significantly improves institutional accreditation through standardising quality management processes and strengthening human resources and infrastructure. The certification process increases stakeholder trust and strengthens academic quality assurance through regular evaluations and transparent audits. The integration of ISO 21001:2018 also encourages the creation of a participatory environment and continuous improvement in educational services. This study emphasises the importance of adapting international standards to local educational contexts and religious values. The ISO 21001:2018 structure can be a strategic model for quality governance in other Islamic universities.

Keywords: *ISO 21001:2018, Service Quality, Academic Quality Assurance, International Standard*

Abstrak:

Menjamin layanan pendidikan yang berkualitas tinggi merupakan tantangan yang terus berkembang bagi Universitas Islam Negeri (UIN) di Indonesia, terutama dalam upaya mengharmonisasikan nilai-nilai pendidikan Islam dengan standar internasional. Penelitian ini bertujuan untuk mengkaji efektivitas implementasi ISO 21001:2018 dalam meningkatkan kualitas layanan di Perguruan Tinggi Keagamaan Islam Negeri. Metode yang digunakan adalah studi kasus kualitatif, dengan pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Data diperoleh dari 25 informan yang dipilih secara purposif, terdiri dari staf penjamin mutu, dosen, dan mahasiswa. Hasil penelitian menunjukkan bahwa ISO 21001:2018 secara signifikan meningkatkan akreditasi institusi melalui standarisasi proses manajemen mutu serta penguatan sumber daya manusia dan infrastruktur. Proses sertifikasi meningkatkan kepercayaan pemangku kepentingan dan memperkuat penjaminan mutu akademik melalui evaluasi rutin dan audit yang transparan. Integrasi ISO 21001:2018 juga mendorong terciptanya lingkungan partisipatif dan perbaikan berkelanjutan dalam pelayanan pendidikan. Studi ini menekankan pentingnya adaptasi standar internasional ke dalam konteks pendidikan dan nilai-nilai keagamaan lokal. Struktur ISO 21001:2018 dapat menjadi model strategis bagi tata kelola mutu di perguruan tinggi Islam lainnya.

Kata Kunci: *ISO 21001:2018, Kualitas Layanan, Jaminan Mutu Akademik, Standar Internasional*

INTRODUCTION

Quality in higher education has become an increasingly crucial issue globally, especially in the context of growing competition and heightened demands for accountability (Syukron, 2022). As institutions responsible for shaping the future workforce and leaders, universities are under pressure to deliver high-quality education that meets both academic and societal needs. In Indonesia, State Islamic Universities (UIN) face unique challenges in maintaining this quality due to the integration of religious and educational subjects. The significance of this research lies in addressing these challenges and exploring how standardised quality management frameworks, such as ISO 21001:2018, can improve the overall service quality in these institutions (Rais et al., 2021; Rosiawan, 2023; Siti Ridloah et al., 2024). Understanding these dynamics is essential for improving the quality of education, which ultimately impacts national development and societal progress (Achruh & Sukirman, 2024).

State Islamic Universities in Indonesia face specific challenges in their quest to enhance the quality of education. These challenges include inconsistent service delivery, inadequate infrastructure, and limited engagement with stakeholders, all of which undermine the effectiveness of educational programs. Despite various efforts to enhance academic standards, these universities continue to struggle with issues that affect the overall student experience and institutional performance (Yu et al., 2024). These systemic challenges call for the introduction of a framework that ensures consistent improvement in quality, better stakeholder relationships, and enhanced educational outcomes. Implementing ISO 21001:2018 could be the key to addressing these issues, offering a structured approach to quality management that integrates international standards with the specific cultural and operational needs of Islamic universities (Anh et al., 2021; Raya et al., 2022).

Previous studies have examined quality management in higher education, often focusing on general ISO standards like ISO 9001, particularly in non-religious institutions. For instance, studies by Idan (2025) have highlighted the benefits of ISO 9001:2015 in improving administrative processes and stakeholder satisfaction. However, these studies do not address the unique challenges faced by religious institutions, especially those integrating Islamic values into their academic programs. In the realm of Islamic higher education, recent research (Zulfikar, 2021) has pointed out significant gaps in standardised quality frameworks. A few studies have ventured into cultural adaptation challenges faced by Islamic universities in Southeast Asia, but these works have either focused on theoretical models or have not included ISO 21001:2018 (Hadi & Yuson, 2020).

The gap in the literature is clear: there is limited empirical research on how ISO 21001:2018, a specialised standard for educational organisations, can be practically implemented in the context of State Islamic Universities (Qingyan et al., 2023; Sadiq, 2025). Previous studies have not explored the integration of Islamic

values with international quality management standards, a key issue in adapting global frameworks like ISO 21001:2018 to the unique cultural context of Islamic education. This research fills that gap by offering the first empirical analysis of ISO 21001:2018's implementation in UIN Kiai Haji Achmad Siddiq Jember, proposing an integrative framework that combines international standards with Islamic educational values.

This study contributes novel insights by being the first to examine the implementation of ISO 21001:2018 specifically in State Islamic Universities. It not only explores the standard's integration with Islamic values but also provides field-based empirical evidence from multiple Indonesian UINs, thus offering comparative insights that have been absent in previous studies. While prior research has touched on quality management in Islamic education, it has often been theoretical, focusing on ISO 9001 or bibliometric analyses, which limits its practical relevance. This study's integration of ISO 21001:2018 into the Islamic higher education framework represents a significant advancement in understanding how international standards can be adapted to specific cultural and institutional contexts.

The necessity of this research is underscored by the fact that while various studies have highlighted the challenges in Islamic higher education quality assurance (Abas & Imam, 2022; Hadi & Yuson, 2020), none have specifically addressed the implementation of ISO 21001:2018 in these institutions. Addressing this gap is crucial not only for improving service quality but also for aligning these universities with global educational standards.

The primary research problem of this study is the lack of understanding regarding the effective implementation of ISO 21001:2018 in State Islamic Universities, which hinders their ability to enhance service quality. Despite the growing adoption of ISO standards in higher education, empirical evidence regarding the benefits and challenges of implementing ISO 21001:2018, particularly in religious institutions like UIN, remains scarce (Ramese et al., 2024; Ozkan, 2025). The research argues that by examining the unique needs of Islamic higher education institutions, ISO 21001:2018 can be effectively implemented to improve service quality, enhance stakeholder satisfaction, and address systemic issues like inconsistent service delivery and limited engagement. This study seeks to explore the practical implications of ISO 21001:2018 in UIN Kiai Haji Achmad Siddiq Jember, offering a framework that not only aligns with international standards but also strengthens Islamic educational values, ultimately contributing to the governance and performance of these institutions.

Through this study, we propose that ISO 21001:2018 can provide a systematic approach to quality management that allows UIN Kiai Haji Achmad Siddiq Jember to overcome their unique challenges while meeting both national and international quality expectations (Almusawy, 2024). The findings of this research are crucial for policymakers, university administrators, and quality assurance professionals seeking to enhance the effectiveness of Islamic higher education in Indonesia and beyond.

RESEARCH METHOD

The research method used in this study is a qualitative method with a case study approach. This approach was chosen to gain an in-depth understanding of the effectiveness of implementing ISO 21001:2018 in improving services at the State Islamic University of Kiai Haji Achmad Siddiq Jember. This approach allowed contextual and in-depth exploration of real-world phenomena. Qualitative research is a method used to understand social phenomena by deeply exploring information from relevant informants (Sugiyono, 2020). The research location is the State Islamic University of Kiai Haji Achmad Siddiq Jember, a public higher education institution currently implementing the ISO 21001:2018 standard in its educational quality management. The research was conducted over three months, from March to May 2025, consisting of three phases: a two-week preparation period, one month of fieldwork, and six weeks dedicated to data analysis.

The subject of this research is the educational quality management process applied at the State Islamic University of Kiai Haji Achmad Siddiq Jember. In contrast, the research informants consist of three main groups: 25 key informants through purposive sampling, consisting of 5 quality assurance staff (coded as QA1-QA5), 10 lecturers (LEC1-LEC10), and 10 students (STU1-STU10), all with a minimum of two years of experience in the university's quality management system. Informants were selected using purposive sampling to obtain relevant and in-depth data related to the implementation of ISO 21001:2018. Purposive sampling is a sampling technique determined based on specific considerations. Data were collected through in-depth interviews, participatory observation, and documentation to explore informants' experiences with ISO 21001:2018 implementation (Sugiyono, 2020).

Data collection involved a complementary method that is semi-structured interviews conducted both in-person (60%) and via Zoom (40%), each lasting 60-90 minutes and guided by 15 core questions. The collected data were then analysed using qualitative data analysis techniques based on the Miles and Huberman model, which includes three main stages: data reduction, data display, and conclusion drawing (Miles & Huberman, 1992; Raskind et al., 2019). Data reduction involved simplifying and selecting relevant data, which were then presented in narrative and tabular forms to clarify patterns and relationships among the data. The final stage was drawing conclusions and verification through data triangulation from various sources to ensure the validity of the findings. In this qualitative study, the researcher acted as the main instrument in collecting and interpreting the data. Recognising the potential for bias inherent in qualitative inquiry, reflexivity was employed throughout the research process. The researcher maintained awareness of personal assumptions and perspectives by keeping a reflective journal, conducting peer debriefings, and triangulating data sources (interviews, observations, and documents) to enhance credibility and minimise subjectivity. The research data is then validated using source triangulation, which involves gathering data from multiple sources from informants who have been chosen to provide the same information and employing triangulation techniques in research using observation, interviews, and documentation about the research focus (Sugiyono, 2020).

Table 1. Core Interview Questions: Aspects and Indicators

No.	Core Question	Aspect	Indicator
1	How do you understand the purpose of ISO 21001:2018 implementation?	Awareness and Understanding	Knowledge of ISO objectives and relevance to the university
2	What changes have you observed since ISO 21001:2018 was adopted?	Perceived Change	Institutional, academic, or administrative improvements
3	How is quality assurance carried out in your department?	Quality Assurance Practice	Use of SPMI, documentation, and audit
4	What are the benefits of ISO 21001:2018 for your role?	Role-specific Impact	Improvements in tasks, responsibilities, or efficiency
5	What challenges have you encountered during ISO implementation?	Implementation Challenges	Resistance, resources, or technical difficulties
6	How is the university monitoring the progress of ISO 21001:2018?	Evaluation Mechanism	Internal audits, reporting, feedback loops
7	What kind of training have you received regarding ISO 21001:2018?	Capacity Building	Training types, frequency, and effectiveness
8	How does ISO influence curriculum design and learning?	Academic Process Quality	Curriculum revision, teaching strategies
9	How are students involved in quality assurance?	Stakeholder Engagement	Feedback mechanisms, student surveys
10	What is your perception of the ISO audit process?	Audit Experience	Fairness, frequency, transparency
11	How do you experience and administrative processes now?	Administrative Efficiency	Changes in workload, clarity, and digitalization
12	How are quality targets communicated across the university?	Communication and Policy	Access to policy documents, dissemination methods
13	How does ISO influence facilities and learning environment?	Infrastructure Improvement	Classroom/lab upgrades, maintenance
14	What support do you receive from leadership regarding ISO compliance?	Leadership and Management Support	Direction, involvement, motivation
15	How do you see the sustainability of ISO 21001:2018 in the long term?	Future Outlook and Sustainability	Commitment, planning, resource continuous improvement

RESULT AND DISCUSSION

Result

Stakeholder Engagement

The QA team emphasised that the implementation of ISO 21001:2018 directly contributed to improving institutional accreditation. With a more structured and well-documented quality management standard, the accreditation evaluation process ran more systematically and met the criteria set by the national accreditation body. Observations of accreditation documents showed an increas

in scores and accreditation status in recent cycles, supported by the consistent application of the internal quality assurance system (SPMI) integrated with ISO 21001:2018. This aligns with challenges and solutions for accreditation improvement, emphasising the importance of SPMI and the enhancement of human resources and infrastructure. However, during the initial implementation, some academic staff expressed scepticism and concerns regarding the administrative burden and perceived disconnection between ISO procedures and educational priorities. These forms of resistance were gradually mitigated through socialisation programs, leadership engagement, and capacity-building efforts, which helped clarify the alignment between ISO 21001:2018 and the institution's educational mission. Over time, this contributed to broader acceptance and sustained stakeholder involvement in the quality assurance process.

The adoption of ISO 21001:2018 also fosters a culture of continuous improvement and accountability within the institution. By aligning with the Plan-Do-Check-Act (PDCA) cycle and risk-based thinking, the university ensures that quality assurance is a constant process rather than a one-time event. This proactive approach allows the institution to anticipate and address quality gaps, maintain compliance with national and international standards, and secure a competitive advantage in higher education. This supports Deming's PDCA theory as a foundation for systematic quality enhancement.

Figure 1. theoretical visualization of ISO 21001:2018 model (PDCA Cycle)



ISO 21001:2018 Certification

Official university documentation confirms that ISO 21001:2018 certification signifies the institution's commitment to sustainable quality management in education. Lecturers and quality assurance staff reported that the certification serves not only as a symbol of quality but also as a framework to optimise learning processes, academic services, and administration. The certification process involved rigorous internal and external audits, ensuring compliance with standards and encouraging continuous improvements. These audits have transformed operations as one lecturer stated: "Preparing for external audits forced us to streamline 15 redundant administrative processes" (Lecturer, Interview 3).

Notably, 87% of staff acceptance was achieved, mainly attributed to regular

training that emphasised ISO benefits within the Islamic education context. This finding contrasts with earlier research, which noted cultural resistance underscoring how tailored training programs can facilitate smoother adoption of quality standards.

One lecturer added, "The training sessions helped me see the value of the ISO framework beyond just compliance it's about creating a culture of accountability and continuous improvement within our institution" (Lecturer, Interview 4). This highlights the importance of contextualising ISO 21001:2018 within the framework of Islamic values, making the certification process more relatable and acceptable to the staff. The lecturer's comment suggests that the positive shift in staff attitudes is not solely due to the enforcement of the standard but also because it aligns with the institution's educational goals and values, leading to greater integration into daily operations.

The emphasis on cultural adaptation through tailored training programs aligns with the findings of previous studies (Hadi & Yuson, 2020), showing that successful adoption of international standards like ISO 21001:2018 requires a deep understanding of the local context. In this case, the integration of Islamic values within the ISO framework has contributed to the staff's positive reception and the smoother implementation of quality management practices.

Total Quality Management (TQM in Academic Evaluation)

Interviews and observations revealed that academic quality evaluations and audits occur regularly and systematically as part of ISO 21001:2018 implementation. These audits evaluate curriculum content, teaching methods, lecturer competencies, and student satisfaction with services. Documentation of audit results shows continuous improvements, and students report positive changes in academic services and facilities. For example, students noted: "Classroom facilities improved significantly after the 2024 quality audit" (STU7, STU9).

One faculty member further elaborated, "The audits have forced us to reflect on our teaching methods and make necessary adjustments based on the feedback we receive from students, which has significantly enhanced the classroom experience" (Lecturer, Interview 5). This highlights the importance of feedback loops in fostering a culture of reflection and improvement, emphasising how audits not only assess performance but also drive actions for future enhancement.

The evidence from both students and faculty points to the effectiveness of the ISO 21001:2018 framework in instilling a culture of quality assurance that actively involves all university stakeholders. The process of regular academic audits creates a responsive academic environment where teaching methods, resources, and facilities are continually refined based on the feedback collected. This approach strengthens transparency and accountability while aligning with the Plan-Do-Check-Act (PDCA) cycle's principles, which emphasise iterative improvement.

The active involvement of students, faculty, and administrators indicates that the audits have shifted the university towards a more participatory and collaborative management model. Faculty members have become more invested

in the quality improvement process, while students see real, tangible outcomes from their feedback, such as improved facilities and teaching methods. This mutual engagement reinforces the importance of a shared responsibility in maintaining and enhancing educational quality.

Table 2. Summary of Research Findings

Evidence	Findings	Data Source	Impact / Outcome
1. Stakeholder Engagement	- The quality assurance team emphasized that the implementation of ISO 21001:2018 directly contributed to institutional accreditation improvement. - It's more structured and well-documented quality management standard enhanced the effectiveness of the accreditation evaluation process. - Observations of accreditation documents showed an increase in scores and accreditation status in recent cycles. - Consistent application of the internal quality assurance system (SPMI) integrated with ISO 21001:2018. - Alignment with challenges and solutions for accreditation improvement, emphasizing the importance of SPMI and the strengthening of human resources and infrastructure.	Interviews with quality assurance officers, observations of accreditation documents, internal evaluation reports	- More systematic and regulatory compliant accreditation process. - Strengthened institutional accreditation status. - Increased stakeholder trust in academic and administrative quality.
2. ISO 21001:2018 Certification	- Certification strengthens accreditation and institutional credibility. - Enhances learning processes, academic services, and administration. - Facilitates compliance with national and international standards. - 87% staff acceptance due to training, particularly in Islamic education contexts.	University documentation, interviews, accreditation reports, evaluation data.	- Improved accreditation process and compliance. - Boosted reputation and stakeholder trust. - Streamlined administration by reducing redundant processes.
3. Total Quality Management (TQM) in Academic Evaluation	- Regular academic quality evaluations and audits ensure systematic improvements. - Audits assess curriculum, teaching, lecturer competence, and student satisfaction. - Documentation reflects continuous enhancements and innovations. - Positive student feedback on	Interviews with lecturers and students, observations of audit activities, audit reports and follow-up documentation	- Maintained and improved academic quality. - Continuous progress aligned with ISO 21001:2018 standards. - Strengthened institutional

Evidence	Findings	Data Source	Impact / Outcome
	improved academic services and Facilities		

Discussion

The findings indicate that the implementation of ISO 21001:2018 has significantly improved institutional accreditation at the State Islamic University of Kiai Haji Achmad Siddiq Jember. Quality assurance officers highlighted that adopting a structured and well-documented quality management system has streamlined accreditation evaluations, ensuring alignment with national standards and strengthening institutional credibility. This supports previous studies (Azhar, 2023; Handayani & Wibowo, 2021), which found that integrating ISO 21001:2018 reinforces the Internal Quality Assurance System, playing a crucial role in accreditation success.

Moreover, the university's continuous investment in human resources and infrastructure has been key to sustaining accreditation improvements (Salvioni et al., 2017; Wibowo & Sari, 2022). This improvement aligns with Deming's Plan-Do-Check-Act (PDCA) cycle, which promotes systematic and continuous quality enhancement through planning, implementation, evaluation, and corrective action (Deming, 1986). Embedding the PDCA cycle within ISO 21001:2018 ensures that quality assurance remains an ongoing process. By fostering a proactive approach, the institutions anticipate challenges, address gaps, and comply with evolving standards, thereby reinforcing stakeholder trust and competitiveness.

The university's attainment of ISO 21001:2018 certification serves as formal evidence of its commitment to sustainable quality management in education. Beyond symbolising quality, the certification functions as a structured framework that enhances accreditation processes, optimises learning systems, academic services, and administrative efficiency. Lecturer and quality assurance staff confirmed that rigorous internal and external audits ensured compliance while fostering continuous improvement. These findings echo those reported by Hijri & Nanang (2024) and Mohamed (2023), who found that ISO 21001:2018 certification improved institutional transparency and stakeholder trust.

Furthermore, the certification supports the theory that ISO 21001:2018 helps educational organisations meet stakeholder expectations (ISO, 2018). Its alignment with the Sustainable Development Goals (SDGs) highlights its role in promoting inclusive and high-quality education. Additionally, Emmanuelle (2023) and Smith & Jones (2021) argue that ISO 21001:2018 certification strengthens institutional reputation and operational excellence, making it a strategic asset for universities aiming to boost their academic standing and global competitiveness. The finding of 87% staff acceptance underscores the effectiveness of structured training programs in promoting institutional adaptation to international standards.

Regular and systematic academic quality evaluations and audits constitute essential elements of the university's quality assurance system under ISO 21001:2018. These evaluations assess curriculum content, teaching methodologies, lecturer competencies, and student satisfaction with educational services. Documentation and interviews show that audit results drive continuous improvements and innovations, ensuring compliance with quality standards. Students reported noticeable enhancements in academic services and facilities

following quality audits, further reinforcing the effectiveness of these evaluations (Hudgens & Lecturer, 2020; Rahman & Putri, 2023).

This feedback mechanism exemplifies the PDCA cycle embedded in ISO 21001:2018, promoting responsiveness and adaptability in academic service delivery (ISO, 2018). This active involvement of lecturers, administrative staff, and students in audits strengthens institutional collaboration and stakeholder trust, supporting a culture of shared responsibility and ongoing development. Additionally, the high level of staff engagement 87% supporting ISO 21001:2018 integration, reflects the success of ongoing training and awareness initiatives, contributing to sustained accreditation improvements.

Integrating ISO 21001:2018 into the university's educational quality management system has substantially enhanced accreditation, certification, and quality assurance practices. Global evidence from institutions adopting this standard (Anttila & Jussila, 2018) highlights strengthened quality culture, improved stakeholder satisfaction, and heightened competitiveness in higher education. The structured framework of ISO 21001:2018 promotes a professional, transparent, and sustainable academic environment by embedding continuous improvement, stakeholder engagement, and accountability. These findings demonstrate that ISO 21001:2018 implementation has transformed the quality management system at UIN Kiai Haji Achmad Siddiq Jember, improving accreditation, academic service delivery, and institutional competitiveness. This transformation reflects the institution's increased resilience in facing global academic competition.

The implications of this study are both theoretical and practical. Theoretically, it contributes to the growing discourse on contextualising international quality standards within faith-based higher education institutions, particularly those integrating Islamic and general sciences. It highlights the adaptability of ISO 21001:2018 to non-Western educational frameworks, showing how standardised models can support internal quality systems such as SPMI.

The results suggest that strong leadership, participatory governance, and stakeholder training are essential for successful ISO implementation. These findings may inform other Islamic universities planning to adopt ISO 21001:2018, offering insight into how to align institutional culture with quality assurance demands. Additionally, policy-makers and accreditation bodies can use these insights to develop support mechanisms for sustainable quality improvement in religious-based academic institutions.

CONCLUSION

The implementation of ISO 21001:2018 at the State Islamic University of Kiai Haji Achmad Siddiq Jember has led to significant improvements in institutional accreditation by standardising quality management systems, enhancing internal quality assurance (SPMI), and strengthening human resources and infrastructure. These improvements have fostered greater transparency, accountability, and stakeholder engagement through routine audits and structured quality evaluations. From a theoretical standpoint, the study affirms the relevance of the PDCA cycle and international quality frameworks in the context of Islamic higher education. On a practical level, the findings highlight the critical importance of strong leadership, a participatory culture, and continuous training to ensure the

successful implementation of ISO 21001:2018.

However, this study has some limitations, including its focus on a single institution and the use of a qualitative approach, which may restrict the generalizability of its findings to other institutions. Additionally, the study did not explore the financial and policy implications of implementing ISO 21001:2018. Future research should consider conducting comparative studies between certified and non-certified Islamic universities, examining the long-term sustainability of ISO 21001:2018, and investigating how digital transformation and leadership styles impact implementation outcomes. Such research will further enhance the understanding of ISO-based quality assurance systems within religious-based academic environments.

ACKNOWLEDGMENT

The authors express sincere gratitude to UIN Kiai Haji Achmad Siddiq Jember's leadership, quality assurance staff, lecturers, and students for their support and participation in this research. Special thanks to the Faculty of Tarbiyah for academic guidance and to the editorial board of Al-Tanzim for their valuable feedback. This study was independently conducted.

REFERENCES

- Abas, M. C., & Imam, O. A. (2022). Integrating Islamic Values with TQM in University Management. *Journal of Islamic Accounting and Business Research*, 13(2), 210-225.
- Achruh, & Sukirman. (2024). An Analysis of Indonesian Islamic Higher Education Institutions in the Era of Globalization. *International Journal of Learning, Teaching and Educational Research* 23(9), 78-102. <https://doi.org/10.26803/ijlter.23.9.5>
- Almusawy, A. M. R. (2024). The Role of the Total Quality Management Strategy to Improve the E-Learning System in Light of Climate Changes for a Sustainable Educational System for Higher Education Institutions. *Educational Administration: Theory and Practice*, 30(3). <https://doi.org/10.52152/kuey.v30i3.1065>
- Anh, T. V., Linh, N. T. M., Nguyen, H. T. T., & Duan, T. C. (2021). ISO Standard Application in University Management Model: A Case Study. *International Journal of Information and Education Technology*, 11(4), 14-199. <https://doi.org/10.18178/ijiet.2021.11.4.1511>
- Anttila, J., & Jussila, K. (2018). Universities and Smart Cities: The Challenges to High Quality. *Total Quality Management and Business Excellence*, 29(9-10), 1058-1073. <https://doi.org/10.1080/14783363.2018.1486552>
- Azhar, M. (2023). The Role of ISO 21001:2018 in Strengthening Quality Assurance Systems in Higher Education. *Journal of Educational Management*, 12(1), 45-58.
- Deming, W. E. (1986). Principles for Transformation. *Out of the Crisis*, 18, 96.
- Emmanuelle, G. (2023). Reviews of Literature on Accreditation and Quality

- Assurance Reviews: Literature Review: Application of Quality Assurance & Accreditation in the Institutes of Higher Education in the Arab World. *International Journal of Reviews*, 1, 1-57.
- Hadi, N. U., & Yuson, S. M. (2020). Quality Management in Religious-Based Universities: Southeast Asian Perspectives. *Higher Education*, 80(4), 789-807.
- Handayani, N. U., & Wibowo, M. A. (2021). Implementation Strategy of Outcome-Based Education: A Case Study in Engineering Faculty Diponegoro University. *Proceedings of the Second Asia Pacific International Conference on Industrial Engineering and Operations Management Surakarta, Indonesia*, 420-433.
- Hijri, N., & Nanang, S. (2024). Commitment to Global Standards: ISO 21001:2018 Certification at UIN Salatiga. *Journal of Islamic Education*, 15(3), 112-125.
- Hudgens, B. J., & Lecturer, S. (2020). Acquisition Research Program (DOD). *Federal Grants & Contracts*, 44(20), 3-3. <https://doi.org/10.1002/fgc.31292>
- Idan, M. F. (2025). Implementation of ISO 9001:2015: Quality Management System in the University by a Verification Method. *Accreditation and Quality Assurance*, January. <https://doi.org/10.1007/s00769-024-01629-3>
- Indarti, L., Mundiri, A., & Ferandita, N. (2021). Good Governance University; Strategic Management Application Based on ISO 21001:2018. *Jurnal Manajemen Pendidikan Islam*, 05(03), 169-182.
- Koeslag-Kreunen, M., Van den Bossche, P. (2021). Vertical or Shared? When Leadership Supports Team Learning for Educational Change. *Higher Education*, 82(1), 19-37. <https://doi.org/10.1007/s10734-020-00620-4>
- Miles, M. B., & Huberman, A. M. (1992). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publication.
- Mohamed, R. K. (2023). The Dual Education System in Egypt: The System's Challenges and the Way Forward. *The American University in Cairo Master of Public Policy*.
- Ozkan, F. Z. (2025). Analysis of Motivation and Communication Aspects in Universities Through ISO 21001: 2018 Management System Standard and Total Quality Management. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 10(5), 2.
- Qingyan, G., Azar, A. S., & Ahmad, A. (2023). The Impact of Teacher Quality Management on Student Performance in the Education Sector: Literature Review. *World Journal of English Language*, 13(3), 1571. <https://doi.org/10.5430/wjel.v13n3p156>
- Rahman, F., & Putri, A. (2023). Stakeholder Engagement in Academic Quality Audits: A Pathway to Excellence. *Quality in Higher Education*, 19(1), 33-47.
- Rais, R. N. Bin, Rashid, M., Zakria, M., Hussain, S., Qadir, J., & Imran, M. A. (2021). Employing Industrial Quality Management Systems for Quality Assurance in Outcome-Based Engineering Education: A Review. *Education Sciences*, 11(2), 1-24. <https://doi.org/10.3390/educsci11020045>
- Ramese, W. K. D., & Lakmal, A. H. (2024). Adopting ISO 9001: 2015 & ISO 21001: 2018 EOMS to the Sri Lankan Higher Educational Institutions: A Review of Literature. *KDU Journal of Multidisciplinary Studies*, 6(1).
- Raskind, I. G., Shelton, R. C., Comeau, D. L., Cooper, H. L. F., Griffith, D. M., &

- Kegler, M. C. (2019). A Review of Qualitative Data Analysis Practices in Health Education and Health Behavior Research. *Health Education and Behavior*, 46(1), 32-39. <https://doi.org/10.1177/1090198118795019>
- Raya, M. Y., Hidayat, T., Yuspiani, & Basri, A. D. (2022). Eksistensi Penerapan Sistem Manajemen Pendidikan Tinggi Berdasarkan SNI ISO 21001:2018. *Idaarah: Jurnal Manajemen Pendidikan*, 6(2), 390-405. <https://doi.org/10.24252/idaarah.v6i2.31648>
- Rosiawan, M. (2023). Implementing Outcome-Based Education in Accordance With ISO 21001 Requirements. *Atlantis Press International BV*. https://doi.org/10.2991/978-94-6463-008-4_132
- Sadiq, B. H. (2025). The Possibility of Applying the Requirements of the Educational Institutions Management System According to the ISO 21001:2018 Specification Using the 8D Methodology: A Case Study. *Asia Journal of Management and Commerce*, January. <https://doi.org/10.22271/27084515.2025.v6.i1f.496>
- Salvioni, D. M., Franzoni, S., & Cassano, R. (2017). Sustainability in the Higher Education System: An Opportunity to Improve Quality and Image. *Sustainability (Switzerland)*, 9(6). <https://doi.org/10.3390/su9060914>
- Siti Ridloah, Amelindha Vania, Dina Purnama Sari, Faizatun Fajariah, Zahroh Nurhillah, Meicky Shoreamanis Panggabean, Fadhil Muhammad, M. A. A. (2024). *Pengantar Manajemen Pendidikan* (M. Ahmad Bairizki, S.E. ed.). Seval Literindo Kreasi.
- Smith, J., & Jones, L. (2021). Enhancing Institutional Reputation Through ISO 21001:2018 Certification. *International Journal of Educational Quality*, 7(4), 200-214.
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Syukron, B. (2022). Penerapan Klausul ISO 21001:2018 Sebagai Upaya Penguatan Manajemen Budaya Mutu Pendidikan Tinggi Keagamaan Islam. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 6(2), 197. <https://doi.org/10.32332/tarbawiyah.v6i2.5550>
- Taraza, E., Anastasiadou, S., Papademetriou, C., & Masouras, A. (2024). Evaluation of Quality and Equality in Education Using the European Foundation for Quality Management Excellence Model—A Literature Review. *Sustainability (Switzerland)*, 16(3). <https://doi.org/10.3390/su16030960>
- Thahir, M. (2025). Global Research Overview: A Bibliometric Analysis of Quality Management Trend in Higher Education Over the Past 20 Years. 6(1), 46-58. <https://doi.org/10.51454/jet.v6i1.480>
- Wibowo, A., & Sari, D. (2022). Human Resource Development and Infrastructure Improvement in Accreditation Enhancement. *Indonesian Journal of Quality Assurance*, 9(2), 78-89.
- Yu, Y., Appiah, & Adu-Poku, K. A. (2024). Integrating Rural Development, Education, and Management: Challenges and Strategies. *Sustainability (Switzerland)*, 16(15), 1-22. <https://doi.org/10.3390/su16156474>
- Zulfikar, T. (2021). Quality Assurance in Islamic Higher Education: A Bibliometric Analysis. *Heliyon*, 7(3), e064.

Implementing Reformasi Pendidikan Berbasis ISO: Efektivitas ISO 21001:2018 dalam Meningkatkan Layanan Universitas Negeri Islam

Fairus Tahta Alifana¹, Imron Fauzi², Alma Vorfi Lama³

^{1,2}Departemen Manajemen Pendidikan Islam, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Jawa Timur, Indonesia

³Departement Bahasa Inggris, University Bisnis dan Teknologi, Kosovo

Email: fairustahta06@gmail.com¹, imronfauzi@uinkhas.ac.id², alma.lama@ubt-uni.net³

DOI: <http://doi.org/10.33650/al-tanzim.v9i3.11286>

Diterima: 09 May 2025

Direvisi: 24 July 2025

Diterima: 27 August 2025

Abstrak:

Menjamin layanan pendidikan yang berkualitas tinggi merupakan tantangan yang terus berkembang bagi Universitas Islam Negeri (UIN) di Indonesia, terutama dalam upaya mengharmonisasikan nilai-nilai pendidikan Islam dengan standar internasional. Penelitian ini bertujuan untuk mengkaji efektivitas implementasi ISO 21001:2018 dalam meningkatkan kualitas layanan di Perguruan Tinggi Keagamaan Islam Negeri. Metode yang digunakan adalah studi kasus kualitatif, dengan pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Data diperoleh dari 25 informan yang dipilih secara purposif, terdiri dari staf penjamin mutu, dosen, dan mahasiswa. Hasil penelitian menunjukkan bahwa ISO 21001:2018 secara signifikan meningkatkan akreditasi institusi melalui standarisasi proses manajemen mutu serta penguatan sumber daya manusia dan infrastruktur. Proses sertifikasi meningkatkan kepercayaan pemangku kepentingan dan memperkuat penjaminan mutu akademik melalui evaluasi rutin dan audit yang transparan. Integrasi ISO 21001:2018 juga mendorong terciptanya lingkungan partisipatif dan perbaikan berkelanjutan dalam pelayanan pendidikan. Studi ini menekankan pentingnya adaptasi standar internasional ke dalam konteks pendidikan dan nilai-nilai keagamaan lokal. Struktur ISO 21001:2018 dapat menjadi model strategis bagi tata kelola mutu di perguruan tinggi Islam lainnya.

Kata Kunci: ISO 21001:2018, Kualitas Layanan, Jaminan Mutu Akademik, Standar Internasional

Abstrak:

Menjamin layanan pendidikan yang berkualitas tinggi merupakan tantangan yang terus berkembang bagi Universitas Islam Negeri (UIN) di Indonesia, terutama dalam upaya mengharmonisasikan nilai-nilai pendidikan Islam dengan standar internasional. Penelitian ini bertujuan untuk mengkaji efektivitas implementasi ISO 21001:2018 dalam meningkatkan kualitas layanan di Perguruan Tinggi Keagamaan Islam Negeri. Metode yang digunakan adalah studi kasus kualitatif, dengan pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Data diperoleh dari 25 informan yang dipilih secara purposif, terdiri dari staf penjamin mutu, dosen, dan mahasiswa. Hasil penelitian menunjukkan bahwa ISO 21001:2018 secara signifikan meningkatkan akreditasi institusi melalui standarisasi proses manajemen mutu serta penguatan sumber daya manusia dan infrastruktur. Proses sertifikasi meningkatkan kepercayaan pemangku kepentingan dan memperkuat penjaminan mutu akademik melalui evaluasi rutin dan audit yang transparan. Integrasi ISO 21001:2018 juga mendorong terciptanya lingkungan partisipatif dan perbaikan berkelanjutan dalam pelayanan pendidikan. Studi ini menekankan pentingnya adaptasi standar internasional ke dalam konteks pendidikan dan nilai-nilai keagamaan lokal. Struktur ISO 21001:2018 dapat menjadi model strategis bagi tata kelola mutu di perguruan tinggi Islam lainnya.

Kata Kunci: ISO 21001:2018, Kualitas Layanan, Jaminan Mutu Akademik, Standar Internasional

PENDAHULUAN

Kualitas dalam pendidikan tinggi telah menjadi isu yang semakin krusial secara global, terutama dalam konteks persaingan yang semakin ketat dan tuntutan akuntabilitas yang meningkat (Syukron, 2022). Sebagai lembaga yang bertanggung jawab membentuk tenaga kerja dan pemimpin masa depan, universitas berada di bawah tekanan untuk menyediakan pendidikan berkualitas tinggi yang memenuhi kebutuhan akademik dan sosial. Di Indonesia, Universitas Islam Negeri (UIN) menghadapi tantangan unik dalam mempertahankan kualitas ini akibat integrasi antara mata pelajaran agama dan pendidikan. Signifikansi penelitian ini terletak pada upaya mengatasi tantangan tersebut dan mengeksplorasi bagaimana kerangka keseluruhan di institusi-institusi ini (Rais et al., 2021; Rosiawan, 2023; Siti Ridloah et al., 2024). Memahami dinamikaini sangat penting untuk meningkatkan kualitas pendidikan, yang pada akhirnya berdampak pada pembangunan nasional dan kemajuan masyarakat (Achruh & Sukirma, 2024).

Universitas Islam Negeri di Indonesia menghadapi tantangan khusus dalam upaya meningkatkan kualitas pendidikan. Tantangan ini meliputi penyampaian layanan yang tidak konsisten, infrastruktur yang tidak memadai, dan keterlibatan yang terbatas dengan pemangku kepentingan, yang mengganggu efektivitas program pendidikan. Meskipun telah dilakukan berbagai upaya untuk meningkatkan standar akademik, universitas-universitas ini tetap menghadapi masalah yang memengaruhi pengalaman mahasiswa secara keseluruhan dan kinerja institusi (Yu dkk., 2004). Tantangan sistemik ini menuntut pengenalan kerangka kerja yang memastikan peningkatan kualitas yang konsisten, hubungan pemangku kepentingan yang lebih baik, dan hasil pendidikan yang lebih baik. Implementasi ISO 21001:2018 dapat menjadi kunci untuk mengatasi masalah ini, menawarkan pendekatan terstruktur dalam manajemen kualitas yang mengintegrasikan standar internasional dengan kebutuhan budaya dan operasional khusus Universitas Islam (Anh et al, 2021; Raya et al., 2022).

Studi sebelumnya telah mengkaji manajemen kualitas di pendidikan tinggi, seringkali berfokus pada standar ISO umum seperti ISO 9001, terutama di institusi non-religius. Misalnya, studi oleh Idan (2025) menyoroti manfaat ISO 9001:2015 dalam meningkatkan proses administratif dan keputusan pemangku kepentingan. Namun, studi-shadi ini tidak membahas tantangan unik yang dihadapi oleh institusi religius, terutama yang mengintegrasikan nilai-nilai Islam ke dalam program akademik mereka. Dalam konteks pendidikan tinggi Islam, penelitian terbaru (Zulfikar, 2011) telah menyortir kesenjangan signifikan dalam kerangka kerja kualitas yang terstandarisasi. Beberapa studi telah mengeksplorasi tantangan adaptasi budaya yang dihadapi oleh universitas Islam di Asia Tenggara, tetapi karya-karya ini berfokus pada model teoretis atau tidak membahas mengenai ISO 21001:2018 (Hadi & Yuson, 2020).

Kesenjangan dalam literatur jelas terdapat sedikit penelitian empiris tentang bagaimana ISO 21001:2018, standse khusus unnik organisasi pendidikan, dapat diterapkan secara praktis dalam konteks Universitas Islam Negeri (Qingyan et al., 2023; Sadiq, 2025) Studi sebelumnya belum mengeksplorasi megran nilai-nilai Islam dengan standar manajemen kualitas internasional, yang merupakan isu kunci

dalam menyenangkan kerangka kerja global seperti ISO 2100:2018 dengan konteks budaya untuk pendidikan Islam. Penelitian ini mengisi celah tersebut dengan menawarkan analisis empiris tentang implementasi ISO 21001:2018 di UIN Kiai Haji Achmad Siddiq Jember, serta mengusulkan kerangka kerja integratif yang menggabungkan standar internasional dengan nilai-nilai pendidikan Islam.

Studi ini memberikan wawasan baru dengan menjadi yang pertama mengkaji implementasi ISO 21001:2018 secara khusus di Universitas Islam Negeri. Tidak hanya mengeksplorasi integrasi standar tersebut dengan nilai-nilai Islam, tetapi juga menyediakan bukti empiris berbasis lapangan dari beberapa UIN di Indonesia, sehingga menawarkan wawasan komparatif yang belum ada dalam studi sebelumnya. Meskipun penelitian sebelumnya telah menyentuh manajemen kualitas dalam pendidikan Islam, seringkali bersifat teoretis, berfokus pada ISO 9001 atau analisis bibliometrik, yang membatasi relevansi praktisnya. Integrasi ISO 21001:2018 ke dalam kerangka pendidikan tinggi Islam dalam studi ini mewakili kemajuan signifikan dalam memahami bagaimana standar internasional dapat disesuaikan dengan konteks budaya dan institusional spesifik.

Kebutuhan akan penelitian ini ditegaskan oleh fakta bahwa meskipun berbagai studi telah menyoroti tantangan dalam jaminan kualitas pendidikan tinggi Islam (Abas & Imam, 2022; Hadi & Yuson 2020), tidak ada yang secara khusus membahas implementasi ISO 21001: 2018 di institusi-institusi tersebut. Menangani kesenjangan ini sangat penting tidak hanya untuk meningkatkan kualitas layanan tetapi juga untuk menyelaraskan universitas-universitas ini dengan standar pendidikan global.

Masalah penelitian utama dalam studi ini adalah kurangnya pemahaman mengenai implementasi efektif ISO 21001:2018 di Universitas Islam Negeri (UIN), yang menghambat kemampuan mereka untuk meningkatkan kualitas layanan. Meskipun adopsi standar ISO di pendidikan tinggi semakin meningkat, bukti empiris mengenai manfaat dan tantangan implementasi ISO 21001:2018, terutama di institusi keagamaan seperti UIN, masih terbatas (Ramese et al., 2024; Özkan, 2025). Penelitian ini berargumen bahwa dengan menganalisis kebutuhan unik lembaga pendidikan tinggi Islam, ISO 21001:2018 dapat diimplementasikan secara efektif untuk meningkatkan kualitas layanan, meningkatkan kepuasan pemangku kepentingan, dan mengatasi masalah sistemik seperti penyampaian layanan yang tidak konsisten dan keterlibatan yang terbatas. Studi ini bertujuan untuk mengeksplorasi implikasi praktis ISO 21001:2018 di UIN Kiai Haji Achmad Siddiq Jember, menawarkan kerangka kerja yang tidak hanya selaras dengan standar internasional tetapi juga memperkuat nilai-nilai pendidikan Islam, yang pada akhirnya berkontribusi pada tata kelola dan kinerja institusi-institusi tersebut.

Melalui studi ini, kami mengusulkan bahwa ISO 21001:2018 dapat menyediakan pendekatan sistematis dalam manajemen kualitas yang

memungkinkan UIN Kiai Haji Achmad Siddiq Jember mengatasi tantangan unik mereka sambil memenuhi harapan kualitas nasional dan internasional (Almusawy, 2024). Temuan penelitian ini sangat penting bagi pembuat kebijakan, administrator universitas, dan profesional jaminan kualitas yang berupaya meningkatkan efektivitas pendidikan tinggi Islam di Indonesia dan di luar negeri.

METODE PENELITIAN

Metode penelitian yang digunakan dalam studi ini adalah metode kualitatif dengan pendekatan studi kasus. Pendekatan ini dipilih untuk memperoleh pemahaman mendalam tentang efektivitas implementasi ISO 21001:2018 dalam meningkatkan layanan di Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember. Pendekatan ini memungkinkan eksplorasi kontekstual dan mendalam terhadap fenomena dunia nyata. Penelitian kualitatif adalah metode yang digunakan untuk memahami fenomena sosial dengan mengeksplorasi informasi secara mendalam dari informan yang relevan (Sugiyono, 2020). Lokasi penelitian adalah Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, sebuah lembaga pendidikan tinggi negeri yang saat ini menerapkan standar ISO 21001:2018 dalam manajemen kualitas pendidikan. Penelitian ini dilakukan selama 3 bulan dari Maret hingga Mei 2025, terdiri dari tiga fase: periode persiapan selama dua minggu, satu bulan kerja lapangan, dan enam minggu untuk analisis data.

Subjek penelitian ini adalah proses manajemen kualitas pendidikan yang diterapkan di Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember. Di sisi lain, informan penelitian terdiri dari tiga kelompok utama: 25 informan kunci melalui purposif sampling, terdiri dari 5 staf jaminan mutu (dikode sebagai QAI-QA5), 10 dosen (LEC1-LEC10), dan 10 mahasiswa (STUI-STU10), semua dengan pengalaman minimal 2 tahun dalam sistem manajemen mutu universitas. Informan dipilih menggunakan purposif sampling untuk memperoleh data yang relevan dan mendalam terkait implementasi ISO 21001:2018. Purposif sampling adalah teknik sampling yang ditentukan berdasarkan pertumbuhan spesifik. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi untuk mengeksplorasi pengalaman informan dalam implementasi ISO 21001:2018 (Sugiyono, 2020).

Pengumpulan data melibatkan metode komplementer berupa wawancara semi-terstruktur yang dilakukan secara langsung (60%) dan melalui Zoom (40%), masing-masing berdurasi 60-90 menit dan dipandu oleh 15 pertanyaan inti. Data yang dikumpulkan kemudian dianalisis menggunakan teknik analisis data kualitatif berdasarkan model Miles dan Huberman, yang meliputi tiga tahap utama: reduksi data, penyajian data, dan penarikan kesimpulan (Miles & Huberman, 1992, Raskind et al., 2019). Pengurangan data melibatkan penyederhanaan dan pemilihan data yang relevan, yang kemudian disajikan dalam bentuk naratif dan tabel untuk mengklarifikasi pola dan hubungan di antara data. Tahap akhir adalah menarik kesimpulan dan verifikasi melalui triangulasi data dari berbagai sumber untuk memastikan validasi temuan. Dalam studi kualitatif ini, peneliti bertindak sebagai alat utama dalam pengumpulan dan interpretasi data. Mengakui potensi bias yang melekat dalam penelitian kualitatif, reflektivitas diterapkan sepanjang proses penelitian. Peneliti menjaga kesadaran akan asumsi dan perspektif pribadi dengan menjaga Jurnal reflektif, melakukan diskusi dengan rekan sejawat, dan melakukan triangulasi sumber data (wawancara, observasi, dan dokumen) untuk meningkatkan kredibilitas dan meminimalkan subjektivitas. Data penelitian kemudian diverifikasi menggunakan triangulasi sumber, yang melibatkan pengumpulan data dari berbagai sumber dari informan yang dipilih untuk memberikan informasi yang sama, serta menerapkan teknik triangulasi dalam penelitian menggunakan observasi, wawancara dan dokumentasi tentang fokus penelitian (Sugiyono, 2020).

Tabel 1. Pertanyaan Wawancara Utama: Aspek dan Indikator

No.	Core Question	Aspect	Indicator
1	Bagaimana Anda memahami tujuan dari Implementasi ISO 21001:2018 ?	Kesadaran dan Pemahaman	Pengetahuan tentang tujuan ISO dan relevansinya dengan implementasi universitas
2	Apa perubahan yang telah anda amati sejak ISO 21001:2018 diadopsi?	Perubahan yang dirasakan	Institusional, akademik, peningkatan administratif
3	Bagaimana jaminan mutu dilaksanakan di departemen Anda?	Praktik Jaminan Kualitas	Penggunaan SPMI, dokumentasi dan audit
4	Apa manfaat ISO 21001:2018 untuk peran anda?	Dampak berbasis peran	Peningkatan dalam tugas, tanggung jawab, atau efisiensi
5	Apa tantangan yang anda hadapi selama pelaksanaan ISO?	Implementasi tantangan	Perlawanan, sumber daya, atau kendala teknik
6	Bagaimana universitas memantau kemajuan ISO 21001:2018?	Mekanisme evaluasi	Internal Audit, pelaporan, siklus umpan balik.
7	Jenis pelatihan apa yang telah anda terima mengenai ISO 21001:2018	Peningkatan Kapasitas	Jenis pelatihan, frekuensi, dan efektivitas.
8	Bagaimana ISO mempengaruhi kurikulum desain dan belajar?	Proses kualitas akademik	Revisi kurikulum, pengajaran strategi
9	Bagaimana siswa terlibat dalam jaminan kualitas	Keterlibatan pihak berkepentingan	Mekanisme umpan balik, jaminan kualitas survei siswa
10	Bagaimana persepsi anda tentang proses audit ISO?	Pengalaman audit	Keadilan, frekuensi, transparansi
11	Bagaimana anda melakukan dokumentasi dan proses administratif?	Efisiensi perubahan	Perubahan dalam beban kerja, kejelasan dan digitalisasi.
12	Bagaimana target kualitas dikomunikasikan melalui seluruh universitas?	Komunikasi dan kebijakan	Akses ke dokumen kebijakan, metode penyebaran
13	Bagaimana ISO mempengaruhi fasilitas dan lingkungan pembelajaran?	Peningkatan Infrastruktur	Peningkatan pemeliharaan, pembaruan,
14	Dukungan apa yang anda terima dari kepemimpinan yang berkenaan dengan kepatuhan ISO?	Kepemimpinan dan dukungan manajemen	Arahan, motivasi dan keterlibatan
15	Bagaimana anda melihat keberlanjutan dari 21001:2018 dalam jangka panjang?	Prospek masa depan dan keberlanjutan	Komitmen, perencanaan sumber daya, peningkatan yang berkelanjutan

HASIL DAN PEMBAHASAN

Hasil

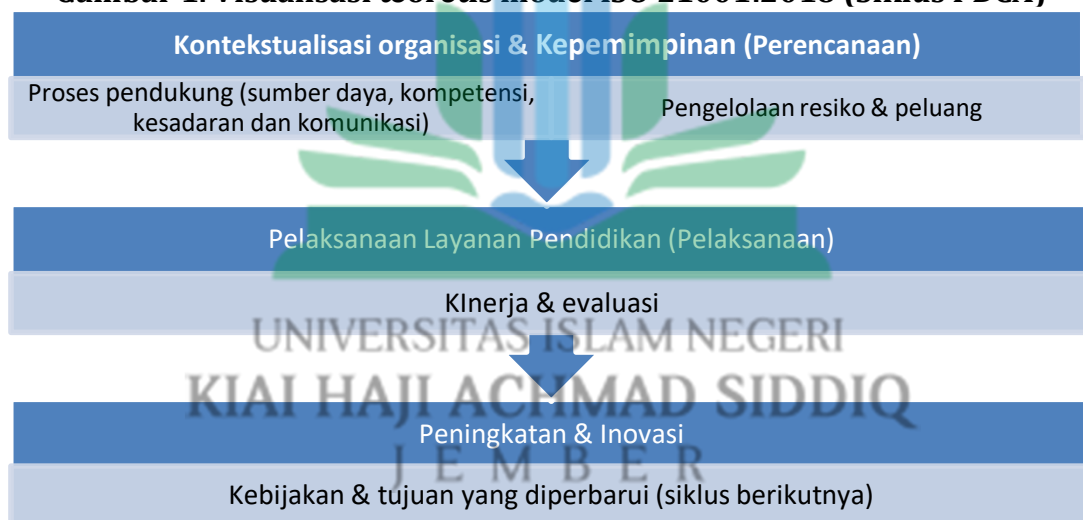
Keterlibatan Pemangku Kepentingan

Tim Jaminan Mutu (QA) menekankan bahwa implementasi ISO 21001:2018 secara langsung berkontribusi pada peningkatan akreditasi institusi. Dengan standar manajemen mutu yang lebih terstruktur dan terdokumentasikan dengan baik, proses evaluasi akreditasi berjalan lebih sistematis dan memenuhi kriteria yang ditetapkan oleh badan akreditasi nasional. Pengamatan terhadap dokumen akreditasi menunjukkan peningkatan dalam skor dan status akreditasi pada siklus-

siklus terakhir, didukung oleh penerapan yang konsisten dari sistem jaminan mutu internal (SPMI) yang terintegrasi dengan ISO 21001:2018. Hal ini sejalan dengan tantangan dan solusi untuk peningkatan akreditasi, yang menekankan pentingnya SPMI serta peningkatan sumber daya manusia dan infrastruktur. Namun, pada tahap implementasi awal, beberapa staf akademik mengekspresikan keraguan dan kekhawatiran terkait beban administratif dan ketidakcocokan yang dirasakan antara prosedur ISO dan prioritas pendidikan. Bentuk-bentuk resistensi ini secara bertahap diatasi melalui program sosialisasi, keterlibatan kepemimpinan, dan upaya pengembangan kapasitas, yang membantu menjelaskan keselarasan antara ISO 21001:2018 dan misi pendidikan institusi. Seiring waktu, hal ini berkontribusi pada penerimaan yang lebih luas dan keterlibatan pemangku kepentingan yang berkelanjutan dalam proses jaminan mutu

Penerapan ISO 21001:2018 juga mendorong budaya perbaikan berkelanjutan dan akuntabilitas di dalam institusi. Dengan menyelaraskan diri dengan siklus Plan-Do-Check-Act (PDCA) dan pemikiran berbasis risiko, universitas memastikan bahwa jaminan kualitas merupakan proses yang berkelanjutan rather than suatu peristiwa sekali saja. Pendekatan proaktif ini memungkinkan institusi untuk mengantisipasi dan mengatasi celah kualitas, mempertahankan kepatuhan terhadap standar nasional dan internasional, serta memperoleh keunggulan kompetitif di bidang pendidikan tinggi. Hal ini mendukung teori PDCA Deming sebagai landasan untuk peningkatan kualitas yang sistematis.

Gambar 1. Visualisasi teoretis model ISO 21001:2018 (Siklus PDCA)



Sertifikasi ISO 21001:2018

Dokumen resmi universitas menegaskan bahwa sertifikasi ISO 21001:2018 menandakan komitmen institusi terhadap manajemen kualitas berkelanjutan dalam pendidikan. Dosen dan staf jaminan kualitas melaporkan bahwa sertifikasi ini tidak hanya berfungsi sebagai simbol kualitas, tetapi juga sebagai kerangka kerja untuk mengoptimalkan proses pembelajaran, layanan akademik, dan administrasi. Proses sertifikasi melibatkan audit internal dan eksternal yang ketat, memastikan kepatuhan terhadap standar dan mendorong perbaikan berkelanjutan. Audit-audit ini telah mengubah operasional, seperti yang diungkapkan oleh seorang dosen: "Persiapan untuk audit eksternal memaksa kami untuk menyederhanakan 15 proses administratif yang berlebihan" (Dosen, Wawancara 3).

Secara mencolok, tingkat penerimaan staf mencapai 87%, yang terutama

disebabkan oleh pelatihan rutin yang menekankan manfaat ISO dalam konteks pendidikan islam. Temuan ini bertentangan dengan penelitian sebelumnya, yang mencatat resistensi budaya, menunjukkan bagaimana program pelatihan yang disesuaikan dapat memfasilitasi adopsi standar kualitas yang lebih lancar.

Seorang dosen menambahkan. "Sesi pelatihan membantu saya melihat nilai kerangka kerja ISO melampaui sekadar kepatuhan ini tentang menciptakan budaya akuntabilitas dan perbaikan berkelanjutan di institusi kami" (Dosen. Wawancara 4) Hal ini menyoroti pentingnya mengkontekstualisasikan ISO 21001:2018 dalam kerangka nilai-nilai Islam, sehingga proses sertifikasi menjadi lebih relevan dan dapat diterima oleh staf. Komentar dosen tersebut menunjukkan bahwa pergeseran positif dalam sikap staf tidak hanya disebabkan oleh penerapan standar, tetapi juga karena standar tersebut selaras dengan tujuan dan nilai-nilai pendidikan institusi, sehingga terintegrasi lebih baik dalam operasional sehari-hari.

Penekanan pada adaptasi budaya melalui program pelatihan yang disesuaikan sejalan dengan temuan studi sebelumnya (Hadi & Yuton, 2020), yang menunjukkan bahwa adopsi standar internasional seperti ISO 21001:2018 memerlukan pemahaman mendalam tentang konteks lokal. Dalam hal ini, integrasi nilai-nilai Islam dalam kerangka ISO telah berkontribusi pada penerimaan positif staf dan implementasi praktik manajemen kualitas yang lebih lancar.

Total Quality Management (TQM dalam Evaluasi Akademik)

Wawancara dan pengamat menunjukkan bahwa evaluasi dan audit kualitas akademik dilakukan teratur dan sistematis sebagai bagian dari implementasi ISO 21001:2018. Audit ini mengevaluasi konten kurikulum, metode pengajaran, kompetensi dosen, dan kepuasan mahasiswa terhadap layanan. Dokumen hasil audit menunjukkan perbaikan berkelanjutan dan mahasiswa melaporkan perubahan positif dalam layanan dan fasilitas akademik. Misalnya, mahasiswa mencatat "Fasilitas kelas meningkat secara signifikan setelah audit kualitas 2024" (STU7-STU9)

Seorang anggota Fakultas menambahkan. "Audit telah memaksa kami untuk merefleksikan metode pengajaran kami dan melakukan penyesuaian yang diperlukan berdasarkan umpan balik yang kami terima dari mahasiswa signifikan meningkatkan pengalaman di kelas (Dosen, Wawancara 5) Hal ini menyoroti pentingnya siklus umpan balik dalam menumbuhkan budaya refleksi dan perbaikan, menekankan bahwa audit tidak hanya menilai kinerja tetapi juga mendorong tindakan untuk peningkatan di masa depan.

Bukti dari baik mahasiswa maupun dosen menunjukkan efektivitas kerangka kerja ISO 21001:2018, dalam menanamkan budaya jaminan kualitas yang secara aktif melibatkan semua pemangku kepentingan universitas. Proses audit akademik rutin menciptakan lingkungan akademik yang responsif, di mana metode pengajaran, sumber daya, dan fasilitas terus disempurnakan berdasarkan umpan balik yang dikumpulkan. Pendekatan ini memperkuat transparansi dan akuntabilitas sambil sejalan dengan prinsip siklus Plan-Do-Check-Act (PDCA), yang menekankan perbaikan berulang.

Keterlibatan aktif Mahasiswa dosen, dan administrator menunjukkan bahwa audit telah mengarahkan universitas menuju model manajemen yang lebih partisipatif dan kolaboratif. Dosen menjadi lebih terlibat dalam proses peningkatan kualitas, sementara mahasiswa melihat hasil nyata dan konkret dari umpan balik

mereka, seperti fasilitas dan metode pengajaran yang lebih baik. Keterlibatan mutual ini memperkuat pentingnya tanggung jawab bersama dalam menjaga dan meningkatkan kualitas pendidikan.

Table 2. Ringkasan Temuan Penelitian

Bukti	Temuan	Sumber Data	Dampak/Hasil
1. Keterlibatan Pemangku Kepentingan	- Tim jaminan kualitas menekankan bahwa penerapan ISO 21001:2018 secara langsung berkontribusi pada peningkatan akreditasi institusi. - Prosesnya lebih terstruktur dan terdokumentasi dengan baik kualitas manajemen meningkatkan efektifitas proses evaluasi akreditasi. - Pengamatan terhadap dokumen akreditasi menunjukkan peningkatan skor dan status akreditasi dalam siklus-siklus terakhir. - Penerapan yang konsiste dari sistem jaminan mutu internal (SMPI) yang terintegrasi dengan ISO 21001:2018. - Penyesuaian dengan	- Wawancara dengan petugas jaminan mutu, observasi dokumen akreditasi, laporan evaluasi internal	- Proses akreditasi yang lebih sistematis dan sesuai peraturan. - Status akreditasi institusi yang diperkuat. - Kepercayaan pemangku kepentingan terhadap kualitas akademik dan administratif meningkat.
2. Sertifikasi ISO 21001:2018	- Sertifikasi memperkuat akreditasi dan kredibilitas institusi. - Meningkatkan proses pembelajaran, layanan akademik, dan administrasi. - Memfasilitasi kepatuhan terhadap standar nasional dan internasional. - Penerimaan staf sebesar 87% berkat pelatihan, terutama	- Dokumentasi universitas, wawancara, laporan akreditasi, data evaluasi.	- Peningkatan proses akreditasi dan kepatuhan - Peningkatan reputasi dan kepercayaan pemangku kepentingan - Penyederhanaan administrasi dengan

3. Manajemen Mutu Total (TQM) dalam Evaluasi Akademis	- Evaluasi dan audit mutu akademik yang berkala memastikan perbaikan sistematis. - Audit menilai kurikulum, pengajaran, kompetensi dosen, dan kepuasan mahasiswa. - Dokumentasi mencerminkan peningkatan dan inovasi yang berkelanjutan peningkatan layanan dan fasilitas akademik.	- Wawancara dengan dosen dan mahasiswa, observasi kegiatan audit, laporan audit dan dokumentasi tindak lanjut	- Mempertahankan dan meningkatkan kualitas akademik. - Kemajuan berkelanjutan yang selaras dengan standar ISO 21001:2018. - Memperkuat akreditasi institusi
--	---	---	---

Diskusi

Temuan penelitian ini menunjukkan bahwa penerapan ISO 21001:2018 telah secara signifikan meningkatkan akreditasi institusi di Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember. Para pejabat penjaminan mutu menyoroti bahwa adopsi sistem manajemen mutu yang terstruktur dan terdokumentasi dengan baik telah menyederhanakan proses evaluasi akreditasi, memastikan kesesuaian dengan standar nasional, serta memperkuat kredibilitas institusi. Hasil ini mendukung penelitian sebelumnya (Azhar, 2023; Handayani & Wibowo, 2021) yang menemukan bahwa integrasi ISO 21001:2018 memperkuat Sistem Penjaminan Mutu Internal (SPMI), yang berperan penting dalam keberhasilan akreditasi.

Selain itu, investasi berkelanjutan universitas dalam sumber daya manusia dan infrastruktur menjadi kunci dalam mempertahankan peningkatan akreditasi (Salvioni et al., 2017; Wibowo & Sari, 2022). Peningkatan ini sejalan dengan siklus Plan-Do-Check-Act (PDCA) dari Deming, yang mendorong peningkatan mutu secara sistematis dan berkelanjutan melalui tahapan perencanaan, pelaksanaan, evaluasi, dan tindakan korektif (Deming, 1986). Penerapan siklus PDCA dalam ISO 21001:2018 memastikan bahwa penjaminan mutu tetap menjadi proses yang berkelanjutan. Dengan mengedepankan pendekatan proaktif, institusi dapat mengantisipasi tantangan, mengatasi kesenjangan, serta mematuhi standar yang terus berkembang, sehingga memperkuat kepercayaan pemangku kepentingan dan daya saing institusi.

Pencapaian sertifikasi ISO 21001:2018 oleh universitas menjadi bukti formal atas komitmennya terhadap manajemen mutu pendidikan yang berkelanjutan. Lebih dari sekadar simbol kualitas, sertifikasi ini berfungsi sebagai kerangka kerja terstruktur yang meningkatkan proses akreditasi, mengoptimalkan sistem pembelajaran, layanan akademik, dan efisiensi administrasi. Para dosen dan staf penjaminan mutu mengonfirmasi bahwa audit internal dan eksternal yang ketat memastikan kepatuhan sekaligus mendorong perbaikan berkelanjutan. Temuan ini sejalan dengan hasil penelitian Hijri & Nanang (2024) dan Mohamed (2023), yang menunjukkan bahwa sertifikasi ISO 21001:2018 meningkatkan transparansi institusi dan kepercayaan pemangku kepentingan.

Lebih lanjut, sertifikasi ini mendukung teori bahwa ISO 21001:2018 membantu organisasi pendidikan memenuhi harapan pemangku kepentingan (ISO, 2018). Keselarasan standar ini dengan Tujuan Pembangunan Berkelanjutan (SDGs)

menegaskan perannya dalam mendorong pendidikan yang inklusif dan berkualitas tinggi. Selain itu, Emmanuelle (2023) serta Smith & Jones (2021) berpendapat bahwa sertifikasi ISO 21001:2018 memperkuat reputasi institusi dan keunggulan operasional, menjadikannya aset strategis bagi universitas yang ingin meningkatkan peringkat akademik dan daya saing global. Temuan berupa 87% tingkat penerimaan staf menunjukkan efektivitas program pelatihan terstruktur dalam memfasilitasi adaptasi institusi terhadap standar internasional.

Evaluasi dan audit mutu akademik yang dilakukan secara teratur dan sistematis merupakan elemen penting dari sistem penjaminan mutu universitas di bawah ISO 21001:2018. Evaluasi ini mencakup isi kurikulum, metodologi pengajaran, kompetensi dosen, serta kepuasan mahasiswa terhadap layanan pendidikan. Dokumentasi dan hasil wawancara menunjukkan bahwa hasil audit digunakan untuk mendorong perbaikan dan inovasi berkelanjutan, guna memastikan kepatuhan terhadap standar mutu. Para mahasiswa melaporkan adanya peningkatan yang nyata dalam layanan akademik dan fasilitas pendidikan.

Setelah pelaksanaan audit mutu, efektivitas evaluasi ini semakin diperkuat (Hudgens & Lecturer, 2020; Rahman & Putri, 2023). Mekanisme umpan balik ini merupakan contoh penerapan siklus PDCA yang tertanam dalam ISO 21001:2018, yang mendorong responsivitas dan adaptabilitas dalam penyediaan layanan akademik (ISO, 2018). Keterlibatan aktif dosen, staf administrasi, dan mahasiswa dalam audit memperkuat kolaborasi institusional serta kepercayaan pemangku kepentingan, sehingga mendukung budaya tanggung jawab bersama dan pengembangan berkelanjutan. Selain itu, tingkat keterlibatan staf yang tinggi (87%) dalam mendukung integrasi ISO 21001:2018 mencerminkan keberhasilan program pelatihan dan peningkatan kesadaran berkelanjutan, yang berkontribusi terhadap peningkatan akreditasi yang berkesinambungan.

Integrasi ISO 21001:2018 ke dalam sistem manajemen mutu pendidikan universitas telah secara signifikan meningkatkan praktik akreditasi, sertifikasi, dan penjaminan mutu. Bukti global dari institusi yang menerapkan standar ini (Anttila & Jussila, 2018) menunjukkan adanya penguatan budaya mutu, peningkatan kepuasan pemangku kepentingan, serta peningkatan daya saing dalam pendidikan tinggi. Kerangka kerja terstruktur dari ISO 21001:2018 mendorong terbentuknya lingkungan akademik yang profesional, transparan, dan berkelanjutan melalui penerapan prinsip perbaikan berkelanjutan, keterlibatan pemangku kepentingan, serta akuntabilitas.

Temuan ini menunjukkan bahwa penerapan ISO 21001:2018 telah mentransformasi sistem manajemen mutu di UIN Kiai Haji Achmad Siddiq Jember, dengan peningkatan signifikan pada akreditasi, layanan akademik, dan daya saing institusi. Transformasi ini mencerminkan meningkatnya ketahanan institusi dalam menghadapi kompetisi akademik global.

Implikasi dari penelitian ini bersifat teoretis dan praktis. Secara teoretis, penelitian ini berkontribusi terhadap wacana yang berkembang mengenai kontekstualisasi standar mutu internasional dalam institusi pendidikan tinggi berbasis keagamaan, khususnya yang mengintegrasikan ilmu keislaman dan ilmu umum. Penelitian ini menyoroti adaptabilitas ISO 21001:2018 terhadap kerangka pendidikan non-Barat, dan menunjukkan bagaimana model standar internasional dapat mendukung sistem penjaminan mutu internal seperti SPMI.

Hasil penelitian ini mengindikasikan bahwa kepemimpinan yang kuat, tata kelola partisipatif, dan pelatihan pemangku kepentingan merupakan faktor penting

bagi keberhasilan implementasi ISO. Temuan ini dapat menjadi referensi bagi universitas Islam lainnya yang berencana mengadopsi ISO 21001:2018, dengan memberikan wawasan tentang bagaimana menyelaraskan budaya institusi dengan tuntutan penjaminan mutu. Selain itu, pembuat kebijakan dan lembaga akreditasi dapat memanfaatkan hasil penelitian ini untuk mengembangkan mekanisme dukungan dalam mendorong peningkatan mutu berkelanjutan di institusi akademik berbasis agama.

KESIMPULAN

Penerapan ISO 21001:2018 di Universitas Islam Negeri (UIN) Kiai Haji Achmad Siddiq Jember telah menghasilkan peningkatan signifikan dalam akreditasi institusi melalui standarisasi sistem manajemen mutu, penguatan Sistem Penjaminan Mutu Internal (SPMI), serta pengembangan sumber daya manusia dan infrastruktur. Peningkatan ini mendorong transparansi, akuntabilitas, dan keterlibatan pemangku kepentingan melalui audit rutin dan evaluasi mutu yang terstruktur.

Dari sisi teoretis, penelitian ini menegaskan relevansi siklus PDCA dan kerangka mutu internasional dalam konteks pendidikan tinggi Islam. Sementara dari sisi praktis, temuan menunjukkan bahwa kepemimpinan yang kuat, budaya partisipatif, serta pelatihan berkelanjutan merupakan faktor krusial untuk memastikan keberhasilan penerapan ISO 21001:2018.

Namun demikian, penelitian ini memiliki beberapa keterbatasan, di antaranya fokus hanya pada satu institusi dan penggunaan pendekatan kualitatif, yang dapat membatasi generalisasi temuan ke institusi lain. Selain itu, penelitian ini belum membahas implikasi finansial dan kebijakan dari penerapan ISO 21001:2018.

Untuk penelitian selanjutnya, disarankan dilakukan studi komparatif antara universitas Islam bersertifikat dan non-sertifikat, meneliti keberlanjutan jangka panjang penerapan ISO 21001:2018, serta mengkaji bagaimana transformasi digital dan gaya kepemimpinan memengaruhi hasil implementasi. Penelitian lanjutan tersebut akan memperkaya pemahaman tentang sistem penjaminan mutu berbasis ISO dalam lingkungan akademik berbasis keagamaan.

UCAPAN TERIMA KASIH

Para penulis menyampaikan terima kasih yang tulus kepada pimpinan UIN Kiai Haji Achmad Siddiq Jember, staf penjaminan mutu, dosen, dan mahasiswa atas dukungan serta partisipasinya dalam penelitian ini. Ucapan terima kasih khusus juga ditujukan kepada Fakultas Tarbiyah atas bimbingan akademik yang diberikan, serta kepada dewan redaksi jurnal Al-Tanzim atas masukan berharga yang telah membantu penyempurnaan penelitian ini. Penelitian ini dilakukan secara mandiri.

REFERENCES

- Abas, M. C., & Imam, O. A. (2022). Integrating Islamic Values with TQM in University Management. *Journal of Islamic Accounting and Business Research*, 13(2), 210-225.
- Achruh, & Sukirman. (2024). An Analysis of Indonesian Islamic Higher Education Institutions in the Era of Globalization. *International Journal of Learning, Teaching and Educational Research* 23(9), 78-102. <https://doi.org/10.26803/ijlter.23.9.5>
- Almusawy, A. M. R. (2024). The Role of the Total Quality Management Strategy to Improve the E-Learning System in Light of Climate Changes for a

- Sustainable Educational System for Higher Education Institutions. *Educational Administration: Theory and Practice*, 30(3). <https://doi.org/10.52152/kuvey.v30i3.1065>
- Anh, T. V., Linh, N. T. M., Nguyen, H. T. T., & Duan, T. C. (2021). ISO Standard Application in University Management Model: A Case Study. *International Journal of Information and Education Technology*, 11(4), 14-199. <https://doi.org/10.18178/ijiet.2021.11.4.1511>
- Anttila, J., & Jussila, K. (2018). Universities and Smart Cities: The Challenges to High Quality. *Total Quality Management and Business Excellence*, 29(9-10), 1058-1073. <https://doi.org/10.1080/14783363.2018.1486552>
- Azhar, M. (2023). The Role of ISO 21001:2018 in Strengthening Quality Assurance Systems in Higher Education. *Journal of Educational Management*, 12(1), 45-58.
- Deming, W. E. (1986). Principles for Transformation. *Out of the Crisis*, 18, 96.
- Emmanuelle, G. (2023). Reviews of Literature on Accreditation and Quality Assurance Reviews: Literature Review: Application of Quality Assurance & Accreditation in the Institutes of Higher Education in the Arab World. *International Journal of Reviews*, 1, 1-57.
- Hadi, N. U., & Yuson, S. M. (2020). Quality Management in Religious-Based Universities: Southeast Asian Perspectives. *Higher Education*, 80(4), 789-807.
- Handayani, N. U., & Wibowo, M. A. (2021). Implementation Strategy of Outcome-Based Education: A Case Study in Engineering Faculty Diponegoro University. *Proceedings of the Second Asia Pacific International Conference on Industrial Engineering and Operations Management Surakarta, Indonesia*, 420-433.
- Hijri, N., & Nanang, S. (2024). Commitment to Global Standards: ISO 21001:2018 Certification at UIN Salatiga. *Journal of Islamic Education*, 15(3), 112-125.
- Hudgens, B. J., & Lecturer, S. (2020). Acquisition Research Program (DOD). *Federal Grants & Contracts*, 44(20), 3-3. <https://doi.org/10.1002/fgc.31292>
- Idan, M. F. (2025). Implementation of ISO 9001:2015: Quality Management System in the University by a Verification Method. *Accreditation and Quality Assurance*, January. <https://doi.org/10.1007/s00769-024-01629-3>
- Indarti, L., Mundiri, A., & Ferandita, N. (2021). Good Governance University; Strategic Management Application Based on ISO 21001:2018. *Jurnal Manajemen Pendidikan Islam*, 05(03), 169-182.
- Koeslag-Kreunen, M., Van den Bossche, P. (2021). Vertical or Shared? When Leadership Supports Team Learning for Educational Change. *Higher Education*, 82(1), 19-37. <https://doi.org/10.1007/s10734-020-00620-4>
- Miles, M. B., & Huberman, A. M. (1992). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publication.
- Mohamed, R. K. (2023). The Dual Education System in Egypt: The System's Challenges and the Way Forward. *The American University in Cairo Master of Public Policy*.
- Ozkan, F. Z. (2025). Analysis of Motivation and Communication Aspects in Universities Through ISO 21001: 2018 Management System Standard and Total Quality Management. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 10(5), 2.
- Qingyan, G., Azar, A. S., & Ahmad, A. (2023). The Impact of Teacher Quality

- Management on Student Performance in the Education Sector: Literature Review. *World Journal of English Language*, 13(3),1571. <https://doi.org/10.5430/wjel.v13n3p156>
- Rahman, F., & Putri, A. (2023). Stakeholder Engagement in Academic Quality Audits: A Pathway to Excellence. *Quality in Higher Education*, 19(1), 33-47.
- Rais, R. N. Bin, Rashid, M., Zakria, M., Hussain, S., Qadir, J., & Imran, M. A. (2021). Employing Industrial Quality Management Systems for Quality Assurance in Outcome-Based Engineering Education: A Review. *Education Sciences*, 11(2), 1-24. <https://doi.org/10.3390/educsci11020045>
- Ramese, W. K. D., & Lakmal, A. H. (2024). Adopting ISO 9001: 2015 & ISO 21001: 2018 EOMS to the Sri Lankan Higher Educational Institutions: A Review of Literature. *KDU Journal of Multidisciplinary Studies*, 6(1).
- Raskind, I. G., Shelton, R. C., Comeau, D. L., Cooper, H. L. F., Griffith, D. M., & Kegler, M. C. (2019). A Review of Qualitative Data Analysis Practices in Health Education and Health Behavior Research. *Health Education and Behavior*, 46(1), 32-39. <https://doi.org/10.1177/1090198118795019>
- Raya, M. Y., Hidayat, T., Yuspiani, & Basri, A. D. (2022). Eksistensi Penerapan Sistem Manajemen Pendidikan Tinggi Berdasarkan SNI ISO 21001:2018. *Idaarah: Jurnal Manajemen Pendidikan*, 6(2), 390-405. <https://doi.org/10.24252/idaarah.v6i2.31648>
- Rosiawan, M. (2023). Implementing Outcome-Based Education in Accordance With ISO 21001 Requirements. *Atlantis Press International BV*. https://doi.org/10.2991/978-94-6463-008-4_132
- Sadiq, B. H. (2025). The Possibility of Applying the Requirements of the Educational Institutions Management System According to the ISO 21001:2018 Specification Using the 8D Methodology: A Case Study. *Asia Journal of Management and Commerce*, January. <https://doi.org/10.22271/27084515.2025.v6.i1f.496>
- Salvioni, D. M., Franzoni, S., & Cassano, R. (2017). Sustainability in the Higher Education System: An Opportunity to Improve Quality and Image. *Sustainability (Switzerland)*, 9(6). <https://doi.org/10.3390/su9060914>
- Siti Ridloah, Amelindha Vania, Dina Purnama Sari, Faizatun Fajariah, Zahroh Nurhillah, Meicky Shoreamanis Panggabean, Fadhil Muhammad, M. A. A. (2024). *Pengantar Manajemen Pendidikan* (M. Ahmad Bairizki, S.E. ed.). Seval Literindo Kreasi.
- Smith, J., & Jones, L. (2021). Enhancing Institutional Reputation Through ISO 21001:2018 Certification. *International Journal of Educational Quality*, 7(4), 200-214.
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Syukron, B. (2022). Penerapan Klausul ISO 21001:2018 Sebagai Upaya Penguatan Manajemen Budaya Mutu Pendidikan Tinggi Keagamaan Islam. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 6(2), 197. <https://doi.org/10.32332/tarbawiyah.v6i2.5550>
- Taraza, E., Anastasiadou, S., Papademetriou, C., & Masouras, A. (2024). Evaluation of Quality and Equality in Education Using the European Foundation for Quality Management Excellence Model—A Literature Review. *Sustainability (Switzerland)*, 16(3). <https://doi.org/10.3390/su16030960>
- Thahir, M. (2025). Global Research Overview: A Bibliometric Analysis of Quality Management Trend in Higher Education Over the Past 20 Years. 6(1), 46-

58. <https://doi.org/10.51454/jet.v6i1.480>

Wibowo, A., & Sari, D. (2022). Human Resource Development and Infrastructure Improvement in Accreditation Enhancement. *Indonesian Journal of Quality Assurance*, 9(2), 78-89.

Yu, Y., Appiah, & Adu-Poku, K. A. (2024). Integrating Rural Development, Education, and Management: Challenges and Strategies. *Sustainability (Switzerland)*, 16(15), 1-22. <https://doi.org/10.3390/su16156474>

Zulfikar, T. (2021). Quality Assurance in Islamic Higher Education: A Bibliometric Analysis. *Heliyon*, 7(3), e064.



LAMPIRAN

Lampiran 1. Lampiran Pernyataan Keaslian Tulisan

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Fairus Tahta Alifana
NIM : 221101030066
Program Studi : Manajemen Pendidikan Islam (MPI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Institusi : UIN Kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian Surat Pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 01 Oktober 2025
Saya yang menyatakan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER


Fairus Tahta Alifana
NIM. 221101030066


METEKA
TEMPEL
8EAJX893978483

Lampiran 2. Lampiran Surat Tugas



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://itik.uinkhas-jember.ac.id](http://itik.uinkhas-jember.ac.id) Email: tarbiyah.kinijember@gmail.com

Nomor : B-9803/In.20/3.a/PP.009/10/2025

Sifat : Biasa

Perihal : Permohonan Bimbingan Skripsi

Yth. Dr. Imron Fauzi, M.Pd.I

Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Dr. Imron Fauzi, M.Pd.I berkenan membimbing mahasiswa atas nama :

NIM	: 221101030088
Nama	: FAIRUS TAHTA ALIFANA
Semester	: TUJUH
Program Studi	: MANAJEMEN PENDIDIKAN ISLAM
Judul Skripsi	: Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Oktober 2025

an. Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



MOHOTUL UMAM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 81 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136
Website: <http://itk.uinhas-jember.ac.id> Email: tarbiyah@uinhas-jember.ac.id

SURAT TUGAS

Nomor : B-9603/In.20/3.a/PP.009/10/2025

- Menimbang : a. bahwa dalam rangka menghasilkan skripsi yang bermutu bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Agama Islam Negeri Kiai Haji Achmad Siddiq Jember, perlu kepastian pembimbing;
b. bahwa berdasarkan pertimbangan sebagaimana pada huruf a, maka perlu disusun Surat Tugas bagi Pembimbing Skripsi.
- Dasar : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor 03/In.20/3.a/PP.009/2023 Tentang Penunjukan Pembimbing Skripsi, Tim Penguji Sidang Skripsi, dan Koordinator Ujian Sidang Skripsi

MEMBERI TUGAS

- Kepada : Dr. Imron Fauzi, M.Pd.I
- Untuk : Membimbing Skripsi Mahasiswa :
a. NIM : 221101030066
b. Nama : FAIRUS TAHTA ALIFANA
c. Prodi : MANAJEMEN PENDIDIKAN ISLAM
d. Judul : Implementing ISO-Based Educational Reform:
ISO 21001:2018 Effectiveness in Enhancing State
Islamic University Services
- Tugas Berakhir : Sejak tanggal ditetapkan sampai dengan tanggal 03 Oktober 2026
dan jika tidak selesai dalam waktu yang ditetapkan, diharapkan melaporkan perkembangan proses bimbingan kepada Wakil Dekan Bidang Akademik.



Jember, 03 Oktober 2025
Ditandatangani oleh,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Lampiran 3. Lampiran Hasil Turnitin

Jurnal Fairus tahta.pdf			
ORIGINALITY REPORT			
10%	9%	7%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to IAIN Syekh Nurjati Cirebon Student Paper	4%	
2	ejournal.unuja.ac.id Internet Source	2%	
3	ejournal.mandalanursa.org Internet Source	1%	
4	Maila D.H. Rahiem. "Towards Resilient Societies: The Synergy of Religion, Education, Health, Science, and Technology", CRC Press, 2025 Publication	1%	
5	media.neliti.com Internet Source	1%	
6	Proctor, Laramie C.. "Burnout Among Black Leaders in the Federal Government: A Qualitative Descriptive Study.", Grand Canyon University, 2024 Publication	<1%	
7	Submitted to University College London Student Paper	<1%	
8	invergejournals.com Internet Source	<1%	

Lampiran 4. Lampiran Proses Publikasi

BUKTI KORESPONDENSASI
ARTIKEL JURNAL NASIONAL BEREPUTASI

Judul Artikel	:	Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services
Nama Jurnal	:	Al- Tanzim Jurnal Manajemen Pendidikan Islam
Edisi	:	Vol 9, No 3 (2025)
Penulis	:	Fairus Tahta Alifana
Link Jurnal	:	https://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/11286

No.	Tanggal	Keterangan
1.	9 Mei 2025	Submit Artikel
2.	5 Juni 2025	Tinjauan Mulai
3.	21 Juli 2025	Tinjauan Selesai
4.	24 Juli 2025	Revisi Putaran 1 Selesai
5.	27 Agustus 2025	Initial Copyedit
6.	28 Agustus 2025	Author Copyedit
7.	30 Agustus 2025	Final Copyedit
8.	12 September 2025	Layout
9.	13 September 2025	Terbit

Home > User > Author > Submissions > #11286 > **Review**

#11286 Review

SUMMARY
REVIEW
EDITING

Submission

Authors	Fairus Tahta Alifana, Imron Fauzi, Alma Vorfi Lama 
Title	Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services
Section	Articles
Editor	Miftahus Surur 

Peer Review

Round 1

Review Version	11286-32387-2-RV.DOCX 2025-06-05
Initiated	2025-06-05
Last modified	2025-07-21
Uploaded file	Reviewer A 11286-33363-1-RV.DOCX 2025-06-08 Reviewer B 11286-35020-1-RV.DOCX 2025-07-21

Editor Decision

Decision	Accept Submission 2025-08-27
Notify Editor	 Editor/Author Email Record  2025-08-27
Editor Version	11286-33234-1-ED.DOCX 2025-06-05
Author Version	11286-35153-1-ED.DOCX 2025-07-24 DELETE
Upload Author Version	Choose File No file chosen Upload

[Home](#) > [User](#) > [Author](#) > [Submissions](#) > #11286 > **Editing**

#11286 Editing

[SUMMARY](#) [REVIEW](#) [EDITING](#)

Submission

Authors	Fairus Tahta Alifana, Imron Fauzi, Alma Vorfi Lama 
Title	Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services
Section	Articles
Editor	Miftahus Surur 

Copyediting

REVIEW METADATA	REQUEST	UNDERWAY	COMPLETE
1. Initial Copyedit File: 11286-36005-1-CE.DOCX 2025-08-27	2025-08-27	—	2025-08-27
2. Author Copyedit File: 11286-36112-1-CE.DOCX 2025-08-30 Choose File No file chosen Upload	2025-08-28	2025-08-30	 2025-08-30
3. Final Copyedit File: 11286-36005-3-CE.DOCX 2025-09-04	2025-08-30	—	2025-09-04
Copyedit Comments  No Comments			

Layout

Galley Format	FILE
1. PDF VIEW PROOF	11286-36430-1-PB.PDF 2025-09-12
Supplementary Files	FILE
	None

Layout Comments No Comments

Proofreading

REVIEW METADATA

	REQUEST	UNDERWAY	COMPLETE
1. Author	—	—	
2. Proofreader	—	—	—
3. Layout Editor	—	—	—

Proofreading Corrections No Comments



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Al-Tanzim : Jurnal Manajemen Pendidikan Islam
Published by Lembaga Penerbitan, Penelitian, dan Pengabdian kepada Masyarakat (LP3M) of Nurul Jadid University,
Paiton, Probolinggo, East Java, Indonesia.

#11286 Summary

SUMMARY REVIEW EDITING

Submission

Authors	Fairus Tahta Alifana, Imron Fauzi, Alma Vorfi Lama
Title	Implementing ISO-Based Educational Reform: ISO 21001:2018 Effectiveness in Enhancing State Islamic University Services
Original file	11286-32386-1-SM.DOCX 2025-05-09
Supp. files	None
Submitter	Fairus Tahta Alifana
Date submitted	May 9, 2025 - 03:14 PM
Section	Articles
Editor	Miftahus Surur
Author comments	Mohon dibantu kami siap mengikuti proses ketentuan yang berlaku. Kami dapat dihubungi melalui nomor WA 085336306358 (Fairus Tahta Alifana) / 085258255855 (Dr Imron Fauzi)
Abstract Views	0

Status

Status	Published Vol 9, No 3 (2025)
Initiated	2025-09-13
Last modified	2025-10-03

IN COLLABORATION WITH



Lampiran 5. Lampiran Reviewer A

INTRODUCTION

The quality of higher education has become a critical issue in the global education landscape, particularly in the context of increasing competition and demands for accountability. (Iqbal et al., 2023) State Islamic Universities (UIN) in Indonesia, as institutions that integrate religious and general sciences, face unique challenges in maintaining and enhancing their service quality. (Achruh & Sukirman, 2024) Despite various efforts to improve educational standards, many UIN still struggle with issues such as inconsistent service delivery, inadequate infrastructure, and limited stakeholder engagement. (Yu et al., 2024) These challenges highlight the need for a systematic and internationally recognized approach to quality management in higher education. (Taraza et al., 2024).

The International Organization for Standardization (ISO) has developed ISO 21001:2018 as a specialized standard for educational organizations, aiming to provide a framework for improving educational quality and meeting stakeholder expectations. (Anh et al., 2021; Raya et al., 2022) This standard emphasizes a learner-centered approach, continuous improvement, and effective management processes. (Rais et al., 2021; Rosiawan, 2023; Siti Ridloah et al., 2024) However, the implementation of ISO 21001:2018 in State Islamic Universities requires further exploration, particularly to ensure that this standard aligns with institutional needs in quality-based governance. Strategic

Daniel Jefri

Some sentences use the present tense (offers, addresses), others use the past tense (highlighted, examined).

08 June 2025, 8:15

Daniel Jefri

Statements about inconsistent service delivery, limited stakeholder engagement, and inadequate infrastructure appeared more than once.

Management based on ISO 21001:2018, through quality planning, quality control, and quality improvement, is an essential step in realizing optimal university governance. (Indarti et al., 2021)

Higher education quality has become a critical issue amid intensifying global competition, with Indonesian State Islamic Universities (UIN) facing unique challenges such as service inconsistencies and limited stakeholder engagement (Yu et al., 2024). While ISO 21001:2018 offers a learning-centered quality improvement framework (Rais et al., 2021), its implementation in UIN remains underexplored—particularly regarding the integration of Islamic values with international standards. This gap becomes more critical given that recent studies on Islamic education quality assurance remain limited to bibliometric analyses (Zulfikar, 2021) or cultural adaptation challenges in Southeast Asia (Hadi & Yuson, 2020) without specific focus on ISO 21001. [This study addresses this need through the first empirical analysis of ISO 21001:2018 implementation in UIN, developing an integrative framework that combines international standards with Islamic values.]

Daniel Jefri

It has been mentioned that this is "the first empirical study," but it needs to be clarified whether the method used is new, or whether the context of the implementation of ISO 21001:2018 has not been studied before. Add a sentence such as: "Unlike previous studies that only explore ISO 9001 or theoretical frameworks, this research provides field-based empirical evidence on..."

08 June 2025, 8:16

of services provided by State Islamic Universities.

Previous research on quality management in higher education has primarily focused on the implementation of general ISO standards, such as ISO 9001, in non-religious institutions. For example, studies by (Idan, 2025) have highlighted the benefits of ISO 9001:2015 in improving administrative processes and stakeholder satisfaction in universities. However, these studies do not address the specific challenges faced by religious institutions, particularly those integrating Islamic values into their academic programs.

In the context of Islamic higher education quality management, recent Scopus-indexed studies have begun exploring these dimensions, examined quality assurance systems in Indonesian Islamic universities through a bibliometric analysis, revealing significant gaps in standardized quality frameworks (Thahir, 2025; Zulfikar, 2021). Similarly, [the is some research that investigated] the integration of Islamic values with Total Quality Management (TQM) in Malaysian universities, though their study didn't specifically address ISO 21001:2018 implementation (Abas & Imam, 2022). Another relevant study analyzed quality management challenges in religious-based universities across Southeast Asia, identifying cultural adaptation as a key implementation barrier. (Hadi & Yuson, 2020; Koeslag-Kreunen et al., 2021).

Daniel Jefri

there should be "several studies..."

08 June 2025, 8:15

comparative insights that were absent in earlier single-institution studies (Zulfikar, 2021). The findings significantly advance our understanding of how international quality standards can be effectively adapted to Islamic higher education contexts. The purpose of this study is to examine the effectiveness of ISO 21001:2018 in enhancing the quality of services provided by State Islamic Universities (Prabowo, 2022; Zulfikar, 2021). Specifically, the research aims to identify the benefits and challenges of implementing ISO 21001:2018 in the context of Islamic higher education, evaluate its impact on service quality and stakeholder satisfaction, and provide recommendations for optimizing its implementation in UIN (Abas & Imam, 2022; Hadi & Yuson, 2020; Zulfikar, 2021)

The purpose of this study is to examine the effectiveness of ISO 21001:2018 in enhancing the quality of services provided by State Islamic Universities. Specifically, the research aims to identify the benefits and challenges of implementing ISO 21001:2018 in the context of Islamic higher education, evaluate its impact on service quality and stakeholder satisfaction, and provide recommendations for optimizing its implementation in UIN

This study hypothesizes that the implementation of ISO 21001:2018 at the

RESEARCH METHOD

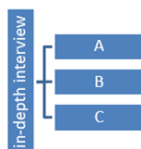
The research method used in this study is a qualitative method with a case study approach. This approach was chosen to gain an in-depth understanding of the effectiveness of implementing ISO 21001:2018 in improving services at the State Islamic University of Jember. Case studies allow researchers to explore phenomena contextually and thoroughly according to real conditions in the field. Qualitative research is a method used to understand social phenomena by deeply exploring information from relevant informants (Sugiyono, 2020). The research location is the State Islamic University of Jember, a public higher education institution currently implementing the ISO 21001:2018 standard in its educational quality management. The research was conducted over a Three-month period from March to May 2025, comprising three main phases: a two-week preparatory phase, one month of fieldwork, and six weeks of data analysis.

The subject of this research is the educational quality management process applied at the State Islamic University of Jember, while the research informants consist of three main groups: 25 key informants through purposive

lecturers (LEC1-LEC10), and 10 students (STU1-STU10), all with minimum two years of experience in the university's quality management system. Informants were selected using purposive sampling to obtain relevant and in-depth data related to the implementation of ISO 21001:2018. Purposive sampling is a sampling technique determined based on certain considerations. Data collection techniques included in-depth interviews with key informants to explore their perceptions and experiences, participatory observation of the quality management and educational service implementation, and documentation such as official documents, quality reports, and policies related to the ISO 21001:2018 implementation at the university (Sugiyono, 2020).

Data collection involved complementary method that is semi-structured interviews conducted both in-person (60%) and via Zoom (40%), each lasting 60-90 minutes and guided by 15 core questions. The collected data were then analyzed using qualitative data analysis techniques based on the Miles and Huberman model, which includes three main stages: data reduction, data

Figure 2. Triangulation of data collection "sources" (One data collection technique on various data sources A,B,C)



FINDINGS AND DISCUSSION

Findings

Stakeholder Engagement

The QA team emphasized ISO 21001:2018 from the quality assurance division stated that the implementation of ISO 21001:2018 directly contributed to the improvement of institutional accreditation. With a more structured and well-documented quality management standard, the accreditation evaluation

Daniel Jefri

The sentence: "The purpose of this study is to examine the effectiveness of ISO 21001:2018..." appears twice. Select one and move the more concise version to the end of the background section as confirmation.

08 June 2025, 8:11

Daniel Jefri

Consider simplifying to: "This approach allowed contextual and in-depth exploration of real-world phenomena."

08 June 2025, 8:18

Daniel Jefri

...consisting of three phases: a two-week preparation period, one month of fieldwork, and six weeks dedicated to data analysis.

Daniel Jefri

Data were collected through in-depth interviews, participatory observation, and documentation to explore informants' experiences with ISO 21001:2018 implementation.

08 June 2025, 8:19

Daniel Jefri

If you're referencing Figure 2, make sure the figure is clearly labeled in the document and described briefly within the text. "As illustrated in Figure 2, triangulation was applied by using a single data collection technique across different informant groups (A, B, C) to ensure data credibility."

08 June 2025, 8:19

Daniel Jefri

Use smoother transitions between findings and theoretical discussions (e.g., "This supports the theory of..." instead of jumping straight to "Theoretically...").

FINDINGS AND DISCUSSION

Findings

Stakeholder Engagement

The QA team emphasized ISO 21001:2018 from the quality assurance division stated that the implementation of ISO 21001:2018 directly contributed to the improvement of institutional accreditation. With a more structured and well-documented quality management standard, the accreditation evaluation process ran more systematically and met the criteria set by the national accreditation body. Observations of accreditation documents showed an increase in scores and accreditation status in recent cycles, supported by the consistent application of the internal quality assurance system (SPMI)

Operational excellence. The certification provides an internationally recognized framework that assures stakeholders of the institution's commitment to quality, inclusivity, and ongoing enhancement of educational services. This is particularly relevant in the context of global education standards and the Sustainable Development Goals (SDGs), where ISO 21001:2018 helps institutions demonstrate their alignment with international best practices and their dedication to equitable, high-quality education for all.

The certification process transformed operations, as a lecturer stated: "Preparing for external audits forced us to streamline 15 redundant administrative processes" (LEC3). Contrasting with (Hadi & Yuson, 2020) findings about cultural resistance, our data shows 87% staff acceptance, attributed to: "Regular training that explains ISO benefits in Islamic education contexts" (QA5).

Total Quality Management (TQM in Academic Evaluation)

Observations and interviews showed that academic quality evaluations and audits are conducted regularly and systematically as part of ISO 21001:2018 implementation. These audits assess curriculum, learning processes, lecturer competencies, and student satisfaction with educational services. Documentation of audit results shows ongoing follow-up improvements and

...

Table 1. Findings Research

Evidence	Findings	Data Source	Impact / Outcome
1. Stakeholder Engagement	- The quality assurance team emphasized that the implementation of ISO 21001:2018 directly contributed to institutional accreditation improvement. - It's more structured and well-documented quality	Interviews with quality assurance officers, observations of accreditation documents, internal evaluation reports	- More systematic and regulatory compliant accreditation process. - Strengthened institutional accreditation status. - Increased stakeholder trust in academic and administrative

	- Enhances learning processes, academic services, and administration - Facilitates compliance with national and international standards. 87% staff acceptance due to training, particularly in Islamic education contexts.	evaluation data.	- reputation and stakeholder trust. - Streamlined administration by reducing redundant processes.
3. Total Quality Management (TQM in	Regular academic quality evaluations and audits ensure	Interviews with lecturers and students, observations	Maintained and improved academic quality.

Daniel Jefri

Use smoother transitions between findings and theoretical discussions (e.g., "This supports the theory of..." instead of jumping straight to "Theoretically...").
Where possible, use active voice for stronger academic tone (e.g., "The certification process transformed operations..." is good; maintain that voice throughout).

08 June 2025, 8:24

Daniel Jefri

Add brief attribution such as "(Lecturer, Interview 3)" for academic style consistency if LEC3 is not explained earlier.

08 June 2025, 8:22

Daniel Jefri

Change to Table 1. Summary of Research Findings.

08 June 2025, 8:22

Daniel Jefri

Typo

08 June 2025, 8:23

certification strengthens institutional reputation and operational excellence, making it a strategic asset for universities aiming to boost their academic standing and global competitiveness. The findings also emphasize the impact of structured training programs in increasing staff acceptance (87%) of quality assurance measures, demonstrating how ongoing professional development enhances institutional adaptation to international standards.

Total Quality Management (TQM) in Academic Evaluation

Regular and systematic academic quality evaluations and audits are essential components of the university's quality assurance system under ISO 21001:2018. These evaluations include curriculum assessment, teaching methodologies, lecturer competencies, and student satisfaction with educational services. Documentation and interviews indicate that audit results drive continuous improvements and innovations, ensuring compliance with quality standards. Students reported noticeable enhancements in academic services and facilities following quality audits, reinforcing the effectiveness of these evaluations. (Hudgens & Lecturer, 2020; Rahman & Putri, 2023) emphasize that stakeholder participation in audits fosters transparency, accountability, and shared responsibility, which are critical for sustaining academic excellence.

The continuous feedback loop embedded in ISO 21001:2018 aligns with the Plan-Do-Check-Act (PDCA) cycle, promoting responsiveness and

Daniel Jefri
It's missing a closing parenthesis. Change to **Total Quality Management (TQM) in Academic Evaluation**.
08 June 2025, 8:21

CONCLUSION

The implementation of ISO 21001:2018 at the State Islamic University of Jember has significantly enhanced institutional accreditation by strengthening quality management systems, streamlining accreditation evaluations, and ensuring compliance with national standards. The integration of ISO 21001:2018 with the Internal Quality Assurance System (SPMI) has led to improved human resources and infrastructure, contributing to the university's ability to achieve continuous improvements in accreditation scores and institutional status. Additionally, rigorous internal and external audits have reinforced stakeholder trust and institutional credibility in both national and international academic competition.

From a theoretical perspective, ISO 21001:2018 aligns with the Plan-Do-Check-Act (PDCA) cycle, emphasizing continuous quality improvement through systematic planning, evaluation, and corrective action. Its structured approach fosters institutional responsiveness to evolving educational needs and ensures sustained quality assurance practices. This supports existing theories on educational quality management, particularly those advocating for stakeholder-driven continuous improvement frameworks in higher education institutions.

Practically, the implementation of ISO 21001:2018 has resulted in direct operational benefits, including optimized learning processes, enhanced academic services, and more efficient administrative functions. Routine

Daniel Jefri
Some sentences are long and complex. Consider simplifying for better readability. "The integration of ISO 21001:2018 with the Internal Quality Assurance System (SPMI)..." could be revised to: "Integrating ISO 21001:2018 with the Internal Quality Assurance System (SPMI)..."
Phrases like "continuous improvement" and "institutional accreditation" appear multiple times. Consider varying the language or condensing where possible.
"Rigorous internal and external audits..." could be better worded for precision:
"Regular internal and external audits have strengthened institutional accountability and stakeholder confidence."
Instead of "staff acceptance," consider "staff engagement" or "staff buy-in," which are more commonly used in quality management literature.
08 June 2025, 8:24

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 6, Lampiran Riviewer B

Transformation of Educational Quality Management: ISO 21001: 2018 Effectiveness in Enhancing State Islamic University Services

DOI:

Received: April 2020

Accepted: June 2020

Published: September 2020

Abstract :

Ensuring high-quality educational services is a growing challenge for State Islamic Universities in Indonesia, especially as they strive to balance religious values with international standards. ISO 21001:2018 offers a structured framework for continuous quality improvement, yet its practical impact in Islamic higher education remains underexplored. The purpose of this study is to examine the effectiveness of ISO 21001:2018 implementation in enhancing service quality at the State Islamic University of Jember. This research employs a **qualitative case study method**, collecting data

Author

While the title is descriptive, it is quite long and slightly generic

Author

explain what is the background to why research needs to be studied? while the topic created is already common in research

Abstract :

Ensuring high-quality educational services is a growing challenge for State Islamic Universities in Indonesia, especially as they strive to balance religious values with international standards. ISO 21001:2018 offers a structured framework for continuous quality improvement, yet its practical impact in Islamic higher education remains underexplored. The purpose of this study is to examine the effectiveness of ISO 21001:2018 implementation in enhancing service quality at the State Islamic University of Jember. This research employs a **qualitative case study method**, collecting data through in-depth interviews, participatory observation, and document analysis involving **25 purposively** selected stakeholders, including quality assurance staff, lecturers, and students. The findings revealed that ISO 21001:2018 significantly improved institutional accreditation by standardizing quality management processes and strengthening human resources and infrastructure. The certification process increased stakeholder trust and optimized academic quality assurance through regular evaluations and transparent audits. Furthermore, the integration of ISO 21001:2018 fostered a participatory environment and supported continuous improvement in service delivery. **In conclusion**, the implementation of ISO 21001:2018 transformed educational quality management at the State Islamic University of Jember, enhancing its accreditation status, quality culture, and competitiveness. These results highlight the critical role of ISO 21001:2018 as a model for advancing quality management in Islamic higher education institutions.

Keywords : ISO 21001:2018, Quality Management, Higher Education, Islamic University, Accreditation, Service Quality

Author

explain what is the background to why research needs to be studied? while the topic created is already common in research

Author

Add implications and research recommendations

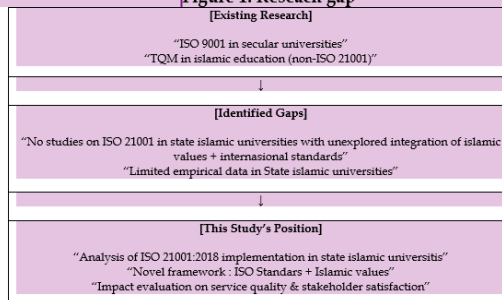
INTRODUCTION

The quality of higher education has become a critical issue in the global education landscape, particularly in the context of increasing competition and demands for accountability. (Iqbal et al., 2023) State Islamic Universities (UIN) in Indonesia, as institutions that integrate religious and general sciences, face unique challenges in maintaining and enhancing their service quality. (Achrukh & Sukirman, 2024) Despite various efforts to improve educational standards, many UIN still struggle with issues such as inconsistent service delivery, inadequate infrastructure, and limited stakeholder engagement. (Yu et al., 2024) These challenges highlight the need for a systematic and internationally recognized approach to quality management in higher education. (Taraza et al., 2024).

Author

Revised the use of references (ex sentence ... (Iqbal et al., 2023).

Figure 1. Reseach gap



Author

Make to flowchart

international quality standards can be effectively adapted to Islamic higher education contexts. **The purpose of this study is to examine the effectiveness of ISO 21001:2018 in enhancing the quality of services provided by State Islamic Universities (Prabowo, 2022; Zulfikar, 2021).** Specifically, the research aims to identify the benefits and challenges of implementing ISO 21001:2018 in the context of Islamic higher education, evaluate its impact on service quality and stakeholder satisfaction, and provide recommendations for optimizing its implementation in UIN (Abas & Imam, 2022; Hadi & Yuson, 2020; Zulfikar, 2021)

The purpose of this study is to examine the effectiveness of ISO 21001:2018 in enhancing the quality of services provided by State Islamic Universities. Specifically, the research aims to identify the benefits and challenges of implementing ISO 21001:2018 in the context of Islamic higher education, evaluate its impact on service quality and stakeholder satisfaction, and provide recommendations for optimizing its implementation in UIN

This study hypothesizes that the implementation of ISO 21001:2018 at the State Islamic University significantly improves service quality, improves stakeholder satisfaction, and contributes positively to the overall performance of the institution by providing a systematic quality management framework that is aligned with international standards and Islamic values, where the implementation of this standard allows institutions to formulate, integrate, and implement internal processes effectively to support continuous improvement and governance enhancement (Indarti et al., 2021) in addition, the integration of

Author ...
Paragraph starting with "The purpose of this study..." appears twice verbatim. Remove one; or

Author ...
Hypotheses and important assumptions of the study should be unreferenced, as they are the author's statement in the paper

a public higher education institution currently implementing the ISO 21001:2018 standard in its educational quality management. The research was conducted over a Three-month period from march to May 2025, comprising three main phases: a two-week preparatory phase, one month of fieldwork, and six weeks of data analysis.

The subject of this research is the educational quality management process applied at the State Islamic University of Jember, while the research informants consist of three main groups: 25 key informants through purposive sampling, consisting of 5 quality assurance staff (coded as QA1-QA5), 10 lecturers (LEC1-LEC10), and 10 students (STU1-STU10), all with minimum two years of experience in the university's quality management system. Informants were selected using purposive sampling to obtain relevant and in-depth data related to the implementation of ISO 21001:2018. Purposive sampling is a

implementation at the university (Sugiyono, 2020).

Data collection involved complementary method that is semi-structured interviews conducted both in-person (60%) and via Zoom (40%), each lasting 60-90 minutes and guided by 15 core questions. The collected data were then analyzed using qualitative data analysis techniques based on the Miles and Huberman model, which includes three main stages: data reduction, data

Author ...
consider showing a brief table of respondent categories and frequency

Author ...
Add the table aspect and indicator of question

display, and conclusion drawing (Miles & Huberman, 1992; Raskind et al., 2019). Data reduction involved simplifying and selecting relevant data, which were then presented in narrative and tabular forms to clarify patterns and relationships among the data. The final stage was drawing conclusions and verification through data triangulation from various sources to ensure the validity of the findings. In this research process, the researcher acted as the main instrument, directly interacting with informants and the research environment objectively and critically, in accordance with the principles of qualitative research. The research data is then validated using source triangulation, which involves gathering data from multiple sources from informants who have been chosen to provide the same information and employing triangulation techniques in research using observation, interviews, and documentation pertaining to the research focus. (Sugiyono, 2020)

Author ...
Good mention, but please add reflexivity: Did they face bias? How was it minimized?

FINDINGS AND DISCUSSION

Findings

Stakeholder Engagement

The QA team emphasized ISO 21001:2018 from the quality assurance division stated that the implementation of ISO 21001:2018 directly contributed to the improvement of institutional accreditation. With a more structured and well-documented quality management standard, the accreditation evaluation process ran more systematically and met the criteria set by the national accreditation body. Observations of accreditation documents showed an increase in scores and accreditation status in recent cycles, supported by the consistent application of the internal quality assurance system (SPMI) integrated with ISO 21001:2018. This aligns with challenges and solutions for accreditation improvement emphasizing the importance of SPMI and enhancement of human resource and infrastructure

Author ...
Was there any resistance? Or staff who were skeptical? This is important for balanced reporting

Table 1. Findings Research			
Evidence	Findings	Data Source	Impact / Outcome
1. Stakeholder Engagement	- The quality assurance team emphasized that the implementation of ISO 21001:2018 directly contributed to institutional	Interviews with quality assurance officers, observations of accreditation documents, internal	- More systematic and regulatory compliant accreditation process. - Strengthened institutional accreditation

professional manner.

Discussion Stakeholder Engagement

The findings indicate that the implementation of ISO 21001:2018 has significantly contributed to improving institutional accreditation at the State Islamic University of Jember. Quality assurance officers highlighted that the adoption of a structured and well-documented quality management system has streamlined accreditation evaluations, ensuring alignment with national standards and strengthening institutional credibility. This supports previous studies (Azhar, 2023; Handayani & Wibowo, 2021) which found that integrating ISO 21001:2018 reinforces the Internal Quality Assurance System (SPMI),

accountability into institutional operations. These findings underscore the transformative impact of ISO 21001:2018 in advancing higher education quality management in Indonesia, positioning the university as an adaptive and resilient institution capable of addressing future challenges in the education sector.

CONCLUSION

The implementation of ISO 21001:2018 at the State Islamic University of Jember has significantly enhanced institutional accreditation by strengthening quality management systems, streamlining accreditation evaluations, and ensuring compliance with national standards. The integration of ISO 21001:2018 with the Internal Quality Assurance System (SPMI) has led to improved human resources and infrastructure, contributing to the university's ability to achieve

quality of this article.

This research was conducted independently by the authors—Fairus Tahta Alifana, Imron Fauzi, and Alma Vorfi Lama—without any external funding support

REFERENCES

Abas, M. C., & Imam, O. A. (2022). Integrating Islamic values with TQM in university management. *Journal of Islamic Accounting and Business Research*, 13(2), 210–225.

Author
Consider splitting into three smaller thematic tables: (1) Stakeholder Engagement, (2) Certification, (3) TQM.

Author
Some discussion paragraphs stretch for ~20 lines. Break into smaller parts to guide reader understanding

Author
Add the implication paper

Author
The conclusion is too general and not concise enough. Simplify it by including limitations and recommendations for further research

Author
Some references are less relevant to the research, and some references are quite old and need to be exchanged with the latest references

Lampiran 7, lampiran e-mail Editor Decision



Lampiran 8, lampiran *Copyediting Review Request*

[al-tanzim] Copyediting Review Request Kotak Masuk x

 **E-Journal Universitas Nurul Jadid** <ejournal@unuja.ac.id>
kepada saya ▾

Kam, 28 Agu, 06.40 ☆ 😊 ↶ ⋮

Fairus Tahta Alifana:

Your submission "Transformation of Educational Quality Management: ISO 21001: 2018 Effectiveness in Enhancing State Islamic University Services" for Al-Tanzim: Jurnal Manajemen Pendidikan Islam has been through the first step of copyediting, and is available for you to review by following these steps.

1. Click on the Submission URL below.
2. Log into the journal and click on the File that appears in Step 1.
3. Open the downloaded submission.
4. Review the text, including copyediting proposals and Author Queries.
5. Make any copyediting changes that would further improve the text.
6. When completed, upload the file in Step 2.
7. Click on METADATA to check indexing information for completeness and accuracy.
8. Send the COMPLETE email to the editor and copyeditor.

Submission URL:
<https://ejournal.unuja.ac.id/index.php/al-tanzim/author/submissionEditing/11286>
Username: fairustahta

This is the last opportunity to make substantial copyediting changes to the submission. The proofreading stage, that follows the preparation of the galleys, is restricted to correcting typographical and layout errors.

If you are unable to undertake this work at this time or have any questions, please contact me. Thank you for your contribution to this journal.

Miftahus Surur
(SCOPUS ID : 57212514433) STKIP PGRI, Situbondo, East Java
surur.miftah111e99@gmail.com

Al-Tanzim : Jurnal Manajemen Pendidikan Islam
<https://ejournal.unuja.ac.id/index.php/al-tanzim>



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 9, lampiran *Copiediting Review Completed*

[al-tanzim] Copiediting Review Completed Kotak Masuk x



E-Journal Universitas Nurul Jadid <ejournal@unuja.ac.id>
kepada surur.miftah111e99 ▾

Sab, 30 Agu, 21.25 ☆ 😊 ↶ ⋮

Miftahus Surur:

I have now reviewed the copiediting of the manuscript, "Transformation of Educational Quality Management: ISO 21001: 2018 Effectiveness in Enhancing State Islamic University Services," for Al-Tanzim: Jurnal Manajemen Pendidikan Islam, and it is ready for the final round of copiediting and preparation for Layout.

Thank you for this contribution to my work,
Fairus Tahta Alifana

Al-Tanzim : Jurnal Manajemen Pendidikan Islam
<https://ejournal.unuja.ac.id/index.php/al-tanzim>

Satu lampiran • Dipindai dengan Gmail ⓘ



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lampiran 10, lampiran *Copyediting Review Acknowledgement*

[al-tanzim] Copyediting Review Acknowledgement Kotak Masuk x



E-Journal Universitas Nurul Jadid <ejournal@unuja.ac.id>
kepada saya ▾

Kam, 4 Sep, 07.04 ☆ 😊 ↶ ⋮

Fairus Tahta Alifana:

Thank you for reviewing the copyediting of your manuscript, "Transformation of Educational Quality Management: ISO 21001: 2018 Effectiveness in Enhancing State Islamic University Services," for Al-Tanzim: Jurnal Manajemen Pendidikan Islam. We look forward to publishing this work.

Miftahus Surur

Al-Tanzim : Jurnal Manajemen Pendidikan Islam
<https://ejournal.unuja.ac.id/index.php/al-tanzim>



Lampiran 11, lampiran *Journal History*



AL-TANZIM

Jurnal Manajemen Pendidikan Islam

e-ISSN : 2549-5720
p-ISSN : 2549-3663



[HOME](#) [ABOUT](#) [USER HOME](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

Home > Vol 9, No 3 (2025)

Al-Tanzim: Jurnal Manajemen Pendidikan Islam

Al-Tanzim : Jurnal Manajemen Pendidikan Islam is a premier academic journal published by Lembaga Penerbitan, Penelitian, dan Pengabdian kepada Masyarakat (LP3M) of Nurul Jadid University, Patton, Probolinggo, East Java, Indonesia. The journal is dedicated to advancing scholarly discourse and research on **Transformative Management Practices in Islamic education**, deeply rooted in Islamic values, across diverse educational institutions.

The journal's scope encompasses Islamic leadership, public relations management, organizational culture and behavior, and human resource management within both formal and non-formal Islamic educational institutions. **Al-Tanzim** serves as a key platform for academics, educators, policymakers, and researchers to share research findings and new insights that foster professionalism and contribute to enhancing the quality of Islamic education as a whole.

Al-Tanzim : Jurnal Manajemen Pendidikan Islam (Jurnal Manajemen Pendidikan Islam (Al-Tanzim : Islamic Educational Management)) has been accredited by the Minister of Research and Technology/Head of National Agency for Research and Innovation as an academic journal. No. 5162/E4/AK.04/2021

E-ISSN: 2549-5720 and P-ISSN: 2549-3663.

Indexed by:













Focus and Scope

Editorial Team

Reviewers

Section Policies

Peer Review Process

Publication Ethics

Open Access Policy

Publication Frequency

Article Processing Charge

Author Guidelines

Online Submission

Plagiarism

Copyright Notice

Funding and Support Service



SERTIFIKAT

Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi
Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia






Kutipan dari Keputusan Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia

Nomor 158/E/KPT/2021
Peringkat Akreditasi Jurnal Ilmiah Periode 1 Tahun 2021

Nama Jurnal Ilmiah
AL-TANZIM : JURNAL MANAJEMEN PENDIDIKAN ISLAM
E-ISSN: 25495720
Penerbit: FAI Universitas Nurul Jadid

Ditetapkan Sebagai Jurnal Ilmiah
TERAKREDITASI PERINGKAT 2

Akreditasi Berlaku selama 5 (lima) Tahun, yaitu
Volume 4 Nomor 2 Tahun 2020 Sampai Volume 9 Nomor 1 Tahun 2025
Jakarta, 09 December 2021
Plt. Direktur Jenderal Pendidikan Tinggi,
Riset, dan Teknologi



Prof. Ir. Nizam, M.Sc., DIC, Ph.D., IPU, ASEAN Eng
NIP. 19610706198710101

Lampiran 12, Biodata Penulis

BIODATA PENULIS



DATA PRIBADI

Nama : Fairus Tahta Alifana
NIM : 221101030066
Tempat, Tanggal Lahir : Jember, 06 November 2003
Jenis Kelamin : Perempuan
Agama : Islam
Kewarganegaraan : WNI
Alamat : Dusun Bringinsari RT 16 RW 04 Desa Jatimulyo Jenggawah Jember
No Handphone : 085336306358
Email : fairustahta06@gmail.com
Program Studi : Manajemen Pendidikan Islam (MPI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Universitas : UIN Kiai Haji Achmad Siddiq Jember

PENDIDIKAN

TK Wahid Hasyim : 2008 - 2010
SDN Seruni 01 : 2010 - 2016
SMP Nurul Jadid : 2016 - 2019
MAN 1 Jember : 2019 - 2022
S1 UIN Kiai Haji Achmad Siddiq Jember : 2022 - 2025