

Bandung Manufacturing Polytechnic Challenges in Achieving National and International Quality

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ABSTRACT

The issue of quality is a critical issue for Polytechnics in Indonesia because of the increasing demands of society on institutional performance, therefore Universities need quality assurance as a measure to assess their success or failure. In this context, the role of leadership in every organization is very dominant in developing and increasing the competitiveness of the organization. This study aims to examine the implementation of the system and formulate a management synchronization strategy between ISO 9001:2015 and SPMI to support SPME BAN-PT. This research uses the desk research method. This research method consists of three main stages, namely the standard interpretation stage, the analysis stage and the standard integration stage. The results of this study indicate that in compiling the synchronization of the ISO 9001:2015 and SPMI systems. From the conformity table of the Integration Structure of QMS ISO 9001:2015 and SPMI, it can be seen that the requirements of the ISO 9001:2015 Quality Management System and SPMI complement each other, following the requirements of the Higher Education accreditation criteria set by BAN-PT. With an integrated quality management system and consistently applied by Polman Bandung management, as a leader in this organization will increase the effectiveness in achieving institutional excellence, increase competitiveness and ensure sustainability in facing challenges and increasingly fierce competition in the world of education, both nationally and internationally.

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INTRODUCTION

Higher education is part of the national education system and has a strategic role in educating the nation's life and advancing science and technology. The strategic role of higher education continues to pay attention and to apply the values of the humanities and the sustainable empowerment of the Indonesian nation (Ahmad, 2013). Higher education also plays a role in

increasing the nation's competitiveness to face globalization in all fields. National development policies in the field of education are part of public policy. Thus, education policy becomes a sectoral policy that must compete with other sectors to get priority (Tilaar, 2009). The Government's commitment through education quality assurance is written in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education Articles 51 to 57, which explains that university guarantees are a systemic activity to improve the quality of higher education in a planned and sustainable manner (Bancin, 2017)

Currently, Politeknik Manufaktur Bandung (Polman Bandung) implements the organizational structure stipulated through the Director's Decree Number 001 of 2020 As a consequence of the change in status from a Satker College to a Higher Education that implements the financial management of public service agency. Good practice in managing universities is strengthened by the regularity in running the organization through the implementation of the ISO 9001 Quality Management System (QMS) which began in 2002. Nowadays, Polman Bandung consistently implements the ISO QMS which is indicated by the recognition of ISO 9001:2015 certification by the Institute Global SAI Certification. Quality management is managed by the Internal Quality Assurance Unit (SPMI) which implements the Higher Education Quality Assurance System (SPM-PT) as mandated through the Regulation of the Minister of Research, Technology and Higher Education Number 62 of 2016 concerning the Higher Education Quality Assurance System. Now Polman Bandung has implemented 25 Higher Education Standards set by universities referring to the National Higher Education Standards (SN-Dikti). Every year Polman Bandung sets quality targets which also include a Performance Agreement (PK) with the Ministry of Research, Technology and Higher Education (Kemristekdikti) or the Ministry of Education and Culture (Kemendikbud). PK's achievement is reported annually in the form of the Government Agency Performance Accountability Report (LAKIP).

Accreditation is a form of assessment (evaluation) of the quality and feasibility of higher education institutions or study programs carried out by independent organizations or bodies outside universities. The results of accreditation are the quality status of higher education that is announced to the public. Thus, one of the goals and benefits of study program accreditation is to encourage study programs or universities to continuously make improvements and maintain high quality.

No	Accreditation Score	Accreditation	Study Program
1	A	81	3,501
2	B	751	11,401
3	C	1,191	5,401

Table 1: Study Program Accreditation Results (Percent A, B, C)
<https://banpt.or.id/> [source]

Polman Bandung currently manages 10 Study Programs, 7 in the Diploma Three program and 3 in the Diploma Four/Applied Bachelor program. 1 Study Program has been accredited with an A rating, while 9 others have been accredited with a B rating.

No	Programs	Study Programs	Status and Accreditation Rating	Legal Decree Number **)
(1)	(2)	(3)	(4)	(5)
1	Diploma 3	Tool Making	accreditation A	No. 714/SK/BAN-PT/Akred/Dipl- III/III/2018,
2	Diploma 3	Maintenance Mechanic	accreditation B	No. 5037/SK/BAN-PT/Akred/Dipl- III/XII/2017,
3	Diploma 3	Manufacturing Technology	accreditation B	No. 848/SK/BAN-PT/Akred/Dipl- III/III/2018,
4	Diploma 3	Tool Design Technology	accreditation B	No. 5028/SK/BAN-PT/Akred/Dipl- III/XII/2017,
5	Diploma 3	Mechanical Design Technology	accreditation B	No. 586/SK/BAN-PT/Akred/Dipl- III/II/2018,
6	Diploma 3	Foundry Technology	accreditation B	5019/SK/BAN-PT/Akred/Dipl- III/XII/2017,
7	Diploma 3	Mechatronics	accreditation B	No. 263/SK/BAN-PT/Akred/Dipl- III/I/2018,
8	Diploma 4	Manufacturing Engineering Technology	accreditation B	No. 0101/SK/BAN-PT/Akred/Dipl- IV/III/2016,
9	Diploma 4	Design Engineering Technology Manufacture	accreditation B	No. 3687/SK/BAN-PT/Akred/ST/X/2019,
10	Diploma 4	Automation Engineering Technology	accreditation B	No. 2564/SK/BAN-PT/Akred/ST/VII/2019,

Table 2: List of Study Programs, Accreditation Status and Ranking

The adoption of the ISO 9001:2015 and SPMI standards by Polman Bandung needs to be done considering the differences in the uses of the two standards. On one hand, SPMI quality policies and standards are needed by Polman Bandung to align Polman Bandung activities with the Agenda for the Higher Education Quality Assurance System (SPM-PT) to achieve national development goals. While on the other hand, ISO 9001:2015 will direct Polman Bandung to focus on internationally recognized organizational governance practices and can also increase public trust. Thus, the adoption of these two standards will allow Polman Bandung to have better performance and more diverse benefits. Unfortunately, to the best of the researcher's knowledge, no literature discusses how Polytechnic institutions can adopt and apply both standards simultaneously.

The quality of higher education that is shown to the community through accreditation is one of the references for the user community/students to determine their choice of entering higher education. Most of the time, people choose to enter polytechnics after they are not accepted at state universities. However, it is also possible that the public also chooses to enter the state polytechnic before selecting prospective students at state universities, because the community considers the quality to be good, and they also think that polytechnic graduates are generally absorbed in the world of work and so on

Asy'ari (2015) said that the changes that have occurred as a result of the implementation of the ISO quality assurance system have been considered to be good by the academic community. In addition, changes are also able to present themselves with the practice of positive values, namely attitudes and behaviours that are oriented to "best practice, customer satisfaction, service excellence, and continual quality improvement". Umiyati (2015) expressed the opinion that the better the level of understanding and awareness in the implementation of the ISO 9001:2008 quality management system (QMS) carried out by each leader, lecturer and employee, the better their performance will be. Reinforcing the two previous opinions, Muafi and Nilmawati (2014 in Budiarto et al., 2018) state that the implementation of a quality management system has a positive and significant effect on organizational commitment, which means that the more efforts to implement QMS, the more organizational commitment will be

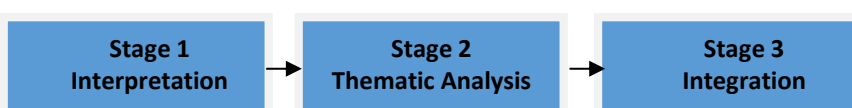
Based on the description and data above, this study aims to look at the role of leadership in developing and improving competitiveness at the national and international levels by integrating two quality management system standards commonly adopted at Polman Bandung, namely ISO 9001:2015 and the Internal Quality Assurance System (SPMI), so that the quality of education in Polman Bandung improves.

Research Question from this research: Why is the accreditation of institutions, study programs at Polman Bandung haven't optimally achieved? More specifically, the research problem of this study attempts to answer the following questions: (1) What is the role of leadership and implementation of the plan to improve the quality of education in Polman Bandung? (2) How is the internal audit carried out, as well as the quality standards and document structure? (3) What are the stages in integrating the ISO 9001:2015 Quality Management System with the Internal Quality Assurance System that refers to the National Higher Education Standards (SN-Dikti)?

METHODS

This study is desk research to manage the role of management and leadership to examine and analyze two quality management systems, related to the requirements of the ISO 9001:2015 standard and the SPMI quality document. Culley (1996, in Zeng et al., 2005) states that the method of integration between two standards can be done by identifying the similarities and differences between the requirements of the two standards and then connecting them to meet the standard requirements simultaneously.

Based on the description above, the design that must be carried out consists of three stages as shown in Picture 1. The first stage of this research begins with the interpretation of the requirements of the two standards on Polman Bandung. This stage seeks to provide an overview of the requirements that must be met by Polman Bandung to apply the two standards. The output of this stage is the clarity of what Polman Bandung must do to meet the requirements of ISO 9001 and SPMI that support SPME BAN-PT



Picture 1: Quality management system integration stages

The second stage of this research is standard analysis. Following the direction of Culley (1996, in Zeng et al., 2005), this stage aims to examine the similarities and differences between the requirements contained in ISO 9001:2015 and SPMI quality documents. The analytical method used is thematic analysis, where the analysis is focused on certain topics Emir (2010 in Bakti & Sumaedi, 2012). Following the research question, thematic analysis was carried out with three themes, namely process, document, and organization. Thus, the output of this stage is a comparison of the process structure, document, and organizational structure between the ISO 9001 standard and the SPMI quality document which is by the 9 criteria of the BAN-PT Standard.

The third stage of this research is standard integration. This stage aims to examine the integration that Polman Bandung can do to meet the requirements of ISO 9001:2015 and SPMI quality documents simultaneously based on the thematic analysis carried out in the previous stage. Following the thematic analysis as well as research questions, the integration will be viewed from three aspects, namely process, document, and organization.

RESULTS AND DISCUSSION

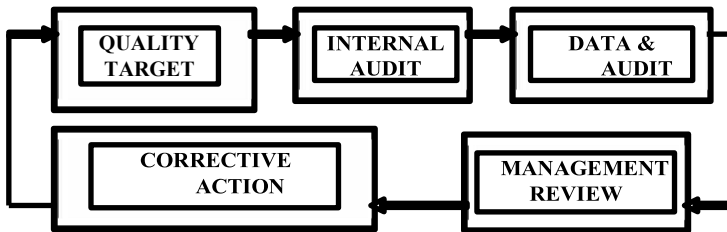
The Role of Leadership and Implementation of Education Quality Improvement in Polman Bandung

Polman Bandung as a quality educational institution can be realized if it is supported by leaders who understand management because one of the most important aspects that affect the quality of education in leadership and quality management. Education quality management aims to maintain and improve the quality of education in a sustainable manner, which is carried out systemically to meet the needs of stakeholders. This achievement requires effective management and strong leadership so that these goals can meet the expectations and desires of the community. The management and development of the education quality assurance system require consistency in its implementation, for that gradually various performance indicators for improving the quality of education will be realized. The policy required is the firmness of the top leadership in implementing a management system and the development of integrated education quality starting from the management system, assignments with technological facilities empowerment, and performance-based evaluation. The ISO 9001:2015 Quality Management System is the operational basis for managing daily tri dharma activities side by side with the Internal Quality Assurance Unit which establishes the National Higher Education Standards as a stage of internal and external quality improvement. Polman Bandung hopes that the implementation of an integrated quality assurance system can further improve organizational performance, such as increasing customer satisfaction (internal and external), achieving Polman Bandung's quality goals, and what is quite important is that the organization must be ready. for internal and external development and change.

Internal Audit

Internal Audit is an inspection activity at all levels of the work unit to verify the conformity of the evaluation results with the implementation of the Internal Quality Assurance System, which is carried out at the end of the school year and or at the request of the Head of the Bandung Work Unit and or the head of the work unit.

The internal audit is carried out by the Internal Auditor Team which has received special training on auditing the Internal Quality Assurance System which was formed independently. Then SPMI reviews the findings and recommendations of the Internal Audit Team to be further reported to the head of the relevant unit and the Director with a copy to the Academic Senate and the Advisory Council for review.

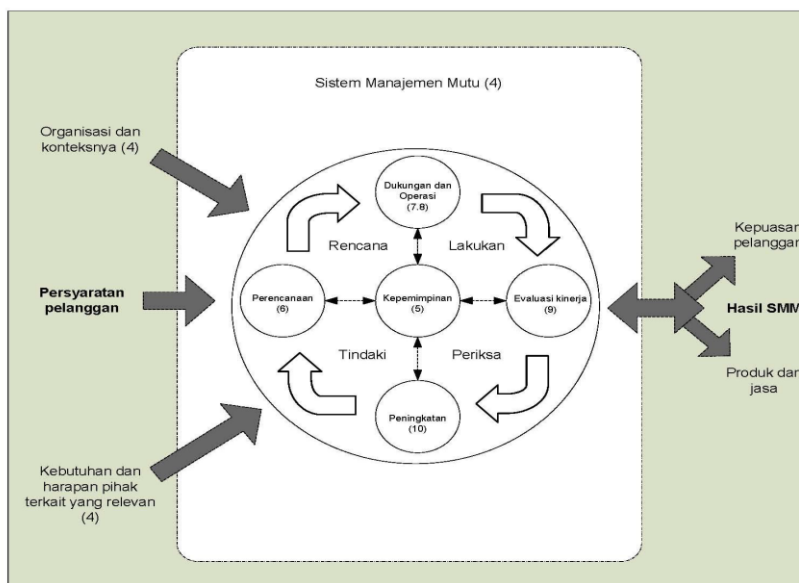


Picture 2: Internal audit cycle

Review is an activity of analysis of the findings and recommendations of Internal Audit, the results of which are the basis for corrective actions for improvement and or improvement of standards in the next cycle, to continuously improve quality (Continuous Quality Improvement).

Interpretation of the ISO 9001:2015 Quality Management System

Polman Bandung in implementing ISO 9001:2015 must build, implement, maintain and continuously improve the quality management system, including the necessary processes and their interactions, per the requirements of ISO 9001:2015. The quality management system requirements specified in the ISO 9001:2015 Standard complement the requirements for products and services. (Iso, 2015) This standard applies a process approach, which combines the “Plan – Do – Check – Act” (PDCA) and “risk-based thinking” cycles. The PDCA cycle helps organizations to ensure that processes are managed with adequate resources, and opportunities for improvement are identified and implemented. The PDCA cycle can be applied to all processes and the quality management system as a whole.



Picture 3: Representation of the structure of the ISO 9001:2015 standard in the PDCA cycle

Quality management principles are customer focus, leadership, people involvement, process approach, improvement, evidence-based decisions made, relationship management. Clauses in ISO 9001:2015.

No	Klausul ISO 9001:2015
1	Scope
2	Normative Reference
3	Terms and Definitions
4	Organizational Context
5	Leadership
6	Planning
7	Endorsement
8	Operation
9	Performance evaluation
10	Enhancement

Table 3: Klausul ISO 9001;2015

Mapping of ISO 9001:2015 requirements in the PDCA cycle is as follows LRQA in Antaresti (2017):

The plan stage includes clauses	:	(4) organizational context, (5) leadership, (6) planning, (7) supporter
The do stage includes a clause	:	(8) operational
The check stage includes clauses	:	(9) performance evaluation
The act stage includes clauses	:	(10) enhancement

Interpretation of Internal Quality Assurance System

SN Dikti is a standard unit that includes the National Education Standards plus the National Research Standards, and the National Community Service Standards. SN Dikti as a standard set by the Government, has been stipulated in Permenristekdikti No. 44 of 2015 concerning SN Dikti. SPM Dikti aims to ensure the fulfilment of the Higher Education Standards systematically and sustainably so that a culture of quality grows and develops. Thus, SPMI as one of the sub-systems of the SPM Dikti aims to improve the quality of higher education systematically and sustainably through the PPEPP of Higher Education Standards, so that a quality culture grows and develops. Because the core of SPMI is the availability of various Standards in the SPMI (Standard Dikti) which can be compiled in an SPMI Standard Document, without compromising the important functions of other SPMI documents, namely the SPMI Policy, SPMI Manual, and SPMI Form, the description below This study focuses on how to implement the Standards in SPMI (Standard Dikti). Implementation of Standards in SPMI (Standard Dikti) consists of a cycle that includes Determination, Implementation, Evaluation of implementation, Control of implementation, and Improvement (PPEPP) of Standards in SPMI (Standard Dikti) which can be seen in Figure 4 as follows:



Picture 4: SPMI Cycle

Thematic Analysis

Responding to global demands in the future as stated by Syarifuddin (2002) in (Ginting & Haryati, 2012) that every country is required to play a role in global competence, this hope will be achieved well if it is supported by quality human resources owned by each nation. Higher Education in this case Polytechnic as an important vehicle in the formation of quality human resources will be realized through the education unit level. The success of obtaining a good quality education depends on the strong leadership of each Polytechnic leader, this is in line with the opinion of Crawford M (2005) who states that successful leaders are those whose organizations have succeeded in achieving goals. The success or success of the implementation of institutional leadership in managing educational organizations is influenced by the ability to carry out planning, organizing, actuating and controlling activities for all educational unit-level operations. (Ginting & Haryati, 2012) defines leadership should be attached to the leader in the form of personality (personality), ability (ability), and ability (capability) to realize quality leadership or Total Quality Management (TQM). The success of educational institutions in achieving good quality education is largely determined by the leadership role of higher education institutions (Hayati et al., 2021). The main priority of the strategy for improving the quality of education is increasing the accreditation rating by improving SPMI, in addition to planning long and short-term strategic programs to achieve the vision and mission. The synchronization strategy between ISO 9001 and the Internal Quality Assurance System that can be carried out is the continuous application of SPMI with the ISO clause as a tool in fulfilling the nine criteria of BAN-PT, as well as SPMI quality documentation that accommodates the standard requirements of the clauses of BAN-PT and ISO 9001 (Purnama, 2015).

Higher Education Institutions Accreditation by BAN-PT is an effort that must be fulfilled by higher education institutions as a basis for assessment (Sasongko, 2019). The standards set by BAN-PT on the instrumentation for accreditation of higher education institutions. In 9 accreditation criteria (1. Vision, Mission, Objectives, and Strategy, 2. Governance, Governance, and Cooperation, 3. Students, 4. Human Resources, 5. Finance, Facilities and Infrastructures, 6. Education, 7 Research, 8. Community Service, and 9. Outcomes and Achievements of Tridharma)

Integration

The implementation of the ISO 9001:2015 quality management system in Higher Education Institutions such as Polman Bandung, which is engaged in education, still needs to be adjusted because of educational institutions in general. In addition, in Indonesia, accreditation is a requirement related to the legality of the implementation of higher education institutions so accreditation criteria must be met first. Therefore the implementation of the ISO 9001:2015 quality management system at Polman Bandung has to simultaneously meet the requirements and

accreditation criteria, it is necessary to map out the clauses of the requirements for the ISO 9001:2015 Quality Management System and the Internal Quality Assurance System (SPMI) against each BAN-PT accreditation criteria.

Vision, Mission, Goals, and Strategy

Indicator criteria 1, Polman Bandung must have a long, medium, and short term development plan that contains performance indicators and targets to measure the achievement of the strategic objectives that have been set before. This standard in ISO 9001:2015 as per clause 4, namely the organizational context, and clause 6. Regarding planning, namely how to determine risk categories from a strategic, operational, legal, social, and financial environment that the organization may face, risk management methodology (risk management) must be per the size and complexity of the organization and be able to change risks, optimize potential opportunities and minimize threats while in the internal quality assurance system The quality documentation system is more complete with the SPMI where Quality Policy documents and formal policy document standards included: evaluation, socialization, and implementation of VMTS into regulations and development programs (Standard Vision, Mission, Goals and Strategies) are also expanded to include not only the ISO 9001:2015 quality policy but other policies related to Tridharma and its supports. One way to understand external and internal issues in the context of the organization is to conduct a SWOT analysis which includes Strengths; Weaknesses; Opportunities; and Threats in Scrimshire (Antaresti, 2017). Changes in vision and mission are carried out so that Polman Bandung is still able to answer the challenges that have begun to change along with technological developments and market demands.

Governance, Governance, and Cooperation

The indicator in criterion 2 is the existence of a formal governance system document according to the institutional context to ensure accountability, sustainability and transparency, as well as mitigate potential risks. In ISO 9001:2015 it is contained in clause 5. Leadership, which states that the Director of Polman Bandung provides evidence of his involvement in the development and implementation of its quality management system and continuously improves its effectiveness. Meanwhile, within SPMI, Polman Bandung must have a formal document governance system that is translated into various policies and regulations that are used consistently, effectively, and efficiently according to the institutional context and ensure accountability, sustainability, transparency, and mitigate potential risks. The principle of integrity is demonstrated by the ability of staff to understand a quality culture that is always oriented towards producing the best performance. The governance system in higher education is an arrangement or arrangement of the structure and function of the management of the institution in carrying out the tri dharma of higher education based on the principles of good governance, namely efficiency, productivity, enforcement of span of control, supervision and organizational responsibility towards stakeholders.

Student

The indicator in criterion 3 is the quality of student input and student services in ISO 9001:2015 contained in clause 8. Operations: 8.1 Operational planning and control based on professional education principles, Polman Bandung develops production-based education (PBE), while in SPMI, Polman Bandung standard achievement strategy related to students which contain: student selection and service system. a formal policy document covering a new student admissions system

and student services (guidance and counselling, reasoning development, interests and talents, soft skills development, scholarship services, career and entrepreneurship guidance, and health services). Availability: new student admission selection policy documents, new student selection guidelines, and student guidelines.

Human Resources

Criterion 4 indicators related to Human Resources (HR) include qualifications, competencies, workload, proportions, and HR management (lecturers and education staff). In ISO 9001:2015 contained in clause 7. Support:7.2.1. All Polman Bandung employees who carry out work that affect the quality of both lecturers and technicians/laboratory, as well as administrative employees, are ensured that their abilities are based on educational qualifications, functional positions, ranks, training, skills and experience following their respective duties and have an adequate basic culture for can have a successful career at Polman Bandung. Whereas in SPMI, qualification standards, competencies, workload, proportions, HR management (lecturers and education staff), and strategies for achieving standards related to HR contained: how to set HR standards (educators, researchers, and PkM implementers). One of the important indicators of the implementation of higher education is the availability of quality human resources (HR) that facilitate students to learn to form a graduate profile and graduate learning outcomes. The achievement of this standard becomes the basic reference in the human resource management process which includes the planning, recruitment, placement, and development processes. The availability of this standard is expected to guarantee the optimal empowerment and utilization of human resources, protection for employees in carrying out their duties, the realization of employee welfare, and play a role in achieving Polman Bandung's goals.

Finance, Facility, and Infrastructure

Criterion 5 indicator is related to the mechanism for setting higher education standards related to finance which includes: determination, planning, implementation, reporting, auditing, improving financial management, and establishing higher education standards related to facilities and infrastructure which includes: planning, maintenance, evaluation, and repair systems to physical facilities, including information technology facilities. In ISO 9001:2015 related to finance there are no specific clauses or requirements related to financial management, related to facilities and infrastructure in clause 7.1.3 Infrastructure. Polman Bandung establishes, provides and maintains the necessary infrastructure to achieve conformity to the requirements of Education services and Design & Manufacturing services, while in the SPMI standard, the strategy for achieving the relevant standards: (a) finance which contained: planning, financial resources, allocation, realization, and accountability, and (b) facilities and infrastructure contained: planning, procurement, utilization, maintenance, and elimination. Management of finance, facilities and infrastructure is important to realize educational service standards for the community which is also able to support the implementation of research and community service (PKM).

Research

Indicators of Criterion 7 are related to the background, objectives, rationale, and mechanism for setting higher education standards related to research which includes: planning, implementation, and reporting of research based on internal and external analysis, as well as the position and competitiveness of universities. In ISO 9001:2015 contained in clause 8. Operational: not specifically stated in Clause ISO 9001:2015, but this requirement is described in general in clause

8.1 Operational planning and control, based on professional education rules. while in SPMI, Polman Bandung must have a formal Research Strategic Plan document that contains the basis for development, research roadmap, resources (including allocation of internal research funds), strategic program targets and performance indicators, and is oriented towards international competitiveness. Polman Bandung's challenge to always be in line with the development of science and technology in manufacturing and to anticipate global job market competition is to develop competent and professional human resources. One of the important things to achieve this is the availability of adequate research facilities and activities that are supported by good research management, starting from planning, implementation and reporting set out in Polman Bandung research standards.

Community Service

Indicator Criterion 8 is related to the background, objectives, rationale, and mechanism for setting higher standards related to Community Service (PKM) which includes: planning, implementation, and reporting of PkM based on internal and external analysis, as well as the position and competitiveness of Higher Education. In ISO 9001:2015 it is contained in clause 8. Operational: not specifically stated in Clause ISO 9001:2015, but this requirement is explained in general in clause 8.1 Operational planning and control, based on the rules of professional education, Polman Bandung developing production-based education (PBE) and industrial cooperation-based education (ICBE). While in SPMI, the strategy for achieving standards related to PkM in Polman Bandung included: planning, implementation, and reporting of PkM, which meets and/or exceeds the National Higher Education Standards. The PkM program which is motivated by the interests of organizing educational programs in the activity of a Production and Engineering, PkM Polman still actually leaves Training, Consultancy, and Professional Placement services, all three as a form of community service that aims to maintain and improve the quality of the teaching profession.

Outcomes and Achievements of Tridharma

Criterion 9 indicators related to a) Education, existence and implementation of a system that produces valid data on educational outcomes and achievements and at least include GPA, academic/non-academic achievements, study period, graduate competitiveness (waiting period and suitability of work fields) and performance graduates (user and workplace satisfaction), which are collected, monitored, reviewed and analyzed for continuous improvement. b) Research and Community Service, containing data on valid publications, citations and research outputs, which are collected, monitored, reviewed and analyzed for continuous improvement. In ISO 9001:2015 contained in clause 9. Performance Evaluation: 9.1 Monitoring, measurement, analysis and evaluation, 9.1.1 General, To demonstrate product conformity, ensure conformity of the quality management system and continuously improve it Polman Bandung plans and implements processes the process of monitoring, measuring, analyzing and improving required refers to the provisions of the applicable methods, including statistical techniques and the range of their use, while in SPMI, the tri dharma outputs are in the form of 1. Learning achievements as measured by the Grade Point Average (GPA) of graduates. 2. Recognition of graduate competence through competency/professional/industry certification. 3. Student academic achievement and student non-academic achievement. 4. The effectiveness and productivity of education. 5. Graduate competitiveness. 6. Graduate performance.

CONCLUSION

Quality education can be realized if it is supported by leaders who understand management because one of the most important aspects that affect the quality of education in leadership and quality management. The role of Polman Bandung leadership in improving the quality of education with the main priority of the strategy for improving the quality of education is to increase the accreditation rating by improving the internal quality assurance system, in addition to planning long-term and short-term strategic programs to achieve the vision and mission. The ISO 9001:2015 Quality Management System emphasizes the implementation of quality management as part of the organization's business strategy. Reviewing the findings and recommendations of Internal Audit activities, the results of which are the basis for corrective actions for improvement and or improvement of standards in the next cycle, to Continuously Improve Quality. Based on the mapping of the requirements of the Higher Education Accreditation Criteria, the requirements of the ISO 9001:2015 quality management system and the Internal Quality Assurance System, Polman Bandung can implement an internal quality assurance system that is in line with external quality insurance. The requirements for the quality management system ISO 9001:2015 and SPMI are complementary, following the requirements of the Higher Education accreditation criteria set by BAN-PT. By integrating the ISO 9001:2015 Quality Management System and SPMI, Polman Bandung will benefit from being able to meet the accreditation requirements while at the same time obtaining the internationally recognized ISO 9001:2015 certification. The integrated quality management system implemented by the Polman Bandung will consistently increase the effectiveness of the implementation of the quality assurance system to achieve institutional excellence, increase competitiveness and ensure sustainability in the face of increasingly fierce challenges and competition in the world of education.

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