



Implementation Strategy of ISO 21001:2018-Based Service Quality Management Standards at SMK Telkom Makassar, Indonesia

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Introduction One of the essential characteristics of the era of globalization is the high level of competition that covers almost all lifelines, including in the world of science and technology. The development of science and technology is the basis and spearhead of the development of global information that heats the birth of a global culture that impacts changing patterns of human behavior. This study aims to analyze the strategy for implementing ISO 21001:2018-based service quality management standards at SMK Telkom Makassar. This research method uses a qualitative or naturalistic approach because it is carried out in natural conditions. Data analysis using qualitative analysis models; data collection, condensation, presentation, and conclusions. The result is that the implications of the implementation of SM2P2 based on ISO 9001: 2015 at SMK Telkom Makassar with three indicators: education equity, improving the quality of education, and expanding access to education. The conclusion is that efforts to improve the quality of education are closely related to the development of the competence of educators and education personnel, bureaucratic

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services, and school autonomy through the optimization of School-Based Management, accountability, and school image that can be accounted to the community. Therefore, the supervision factor needs attention as it should be.

Keywords: Education; implementation strategy ISO; service quality management.

1. INTRODUCTION

The development of science and technology is the basis as well as the spearhead of the development of global information that heats the birth of a global culture that has an impact on changing patterns of human behaviour. Ideally, these major changes are able to improve the quality of Human Resources in all fields, the success of development in the field of education can not only be known from the quality of individual citizens, but also closely related to the quality of society, nation and state [1]. The implementation strategy of ISO-based Service Quality Management Standards is a very important part of providing the understanding and support needed from the entire organization [2]. It includes context, goals, and commitment to service quality improvement. One of the important characteristics of the globalization era is the high level of competition that covers almost all lines of life, including in the world of science and technology [3]. Improving ISO-based service quality management standards involves a systematic and strategic approach to enhance the quality of services within an organization [4]. The international organization for standardization (ISO) has established standards such as ISO 9001 to guide organizations in managing and improving their quality management systems [5]. Here is an implementation strategy to enhance ISO-based Service Quality Management Standards.

By following this comprehensive implementation strategy, organizations can enhance their ISO-based Service Quality Management Standards and foster a culture of continual improvement and customer satisfaction [6]. Regular reviews and updates to the strategy will ensure its relevance and effectiveness over time. Evidently, unreadiness is caused by external and internal factors such as a lack of knowledge and skills, time, finances, and personal drive. In view of these difficulties, the Malaysian government and universities must prepare longer-term training, professional development, and policy aid for academics to promote sustainable education for the future generation. Lastly, this research

emphasizes the need to better equip instructors to deliver sustainable training that promotes healthier, more mindful eating and environmentally friendly lifestyle choices in students [7]. There is no standard method for evaluating control strategies for adaptive façade elements, particularly for dynamic shadings. Therefore, the ISO/DIS 52016–3 recommended different default control strategies to compare the energy use of various building variants [8]. The wider the scope of ISO 14001 adoption, the greater its power to signal environmental awareness, and therefore, the greater its efficacy in counteracting liabilities of origin [9].

Service Quality Management refers to the practices and strategies undertaken by organizations to ensure that the services they provide meet or even exceed customer expectations [10]. The main focus is on managing and improving service quality to conform to established standards [11]. Service Quality Management often relates to the application of quality management principles, either established by the organization or through industry or international standards such as ISO 9001 or ISO 21001. Deep identification and understanding of customer needs, expectations, and preferences. A mechanism for collecting and analyzing customer feedback on a regular basis. Design services that fit customer needs [12]. Development of efficient and effective processes for delivering services. Utilization of technology to improve operational efficiency and service quality. Implementation of technological solutions such as quality management systems or performance tracking tools. Service Quality Management should be an integral part of an organization's strategy to deliver a satisfactory customer experience, build trust, and maintain a positive reputation [13]. The implementation of quality management principles can help organizations achieve these goals in a systematic and sustainable manner. Service Quality Management involves the entire organization in an effort to provide consistent, efficient, and meet customer expectations [14]. Successful implementation depends on the full involvement of all levels of the organization and

an emphasis on continuous improvement. Quality Management of Educational Services is an approach focused on providing quality educational services, covering the entire spectrum of activities and processes involved in delivering education [15]. The goal is to ensure that the education provided meets or exceeds the expectations of customers, in this case, students, parents, and other stakeholders. This study aims to analyze the implementation strategy to improve iso-based service quality management standards at SMK Telkom Makassar.

2. MATERIALS AND METHODS

The type of research to be used is qualitative descriptive. The selection of this breed is based on the aim of obtaining a complete and realistic description of service innovations. The research approach used is descriptive, to provide an overview of phenomena in the field but also explain relationships, make predictions, and get the meaning and implications of a problem that will be solved by existing reality. While secondary data sources are related to documents related to the problem under study. This secondary data is used to support the data obtained from the interview. Checking the validity of data The data validation process is carried out through self-evaluation of the extent of understanding of qualitative methods. The process of collecting data through triangulation techniques to achieve data validity, Data triangulation, observer triangulation, theory triangulation, and method triangulation. Description The focus of research on the implications of implementing SM2P based on ISO 21001: 2018 at SMK Telkom Makassar, namely policies that support the achievement of quality education at SMK Telkom Makassar, with 3 indicators, as follows: education equity, improving the quality of education and expanding access to education. One of the characteristics of qualitative research is that the researcher is the main instrument in the research process, so in this study data analysis will be carried out from the time the research takes place until the end of the data collection process. The analysis process is carried out simultaneously with the data collection process. The data analysis technique to be used consists of three stages, namely; data reduction, data presentation, and conclusions. Data was obtained through observation, in-depth interviews, and FGDs, as well as qualitative analysis. All data collected are systematically arranged based on topics and content put forward by informants.

3. RESULTS AND DISCUSSION

Strategy for Implementation of ISO 21001:2018 Based Service Quality Management Standards at SMK Telkom Makassar.

The problem of equal distribution of education is the problem of how the education system can provide the widest possible opportunity for all citizens to obtain education, so that education becomes a vehicle for human resource development to support development. In the implementation of the compulsory education policy, the strategy carried out by the Makassar City Government is to implement an education equity program that refers to the Grand Design of the Fair Education Program in schools that has been determined by the Education Office. Qualitative factors relevant to the process of adjustment of learners to the adaptive development of science and technology. Education equity is supported by information from interviews obtained from the Makassar City Education Chamber (HM) which explains that:

The provision of assistance funds for classroom rehabilitation is indeed carried out to support educational activities. SMK/MTa is expected to be able to utilize this assistance fund to support learning activities. In addition, BOS funding is intended to support education equity programs. Thus, it is hoped that every community that has school-age children will have no difficulty sending their children to high school (P1).

Basically, the same as the explanation delivered by the parents of SMK Telkom Kota Mksr (RI) students said that:

BOS funds are very helpful in supporting educational activities. For excellent/favorite schools, efforts are made to add learning spaces, so that students who register are sought to be accommodated at SMK Telkom Makassar (P2).

The strategy that prioritizes the education equity program was also recognized by the Head of SMK Telkom Makassar City (AHS) explained that:

SMK Telkom Makassar is one of the favorite schools in the city of Makassar. As an RSBI (*Rintisan Sekolah Bertaraf Internasional*) school, it has received BOS funds that are partially used for the rehabilitation of classrooms and the addition of teaching equipment. This ensures that all students who wish to enroll in this school can be accommodated with adequate facilities (P3).

Table 1. Synthesis of research findings implementation strategy to improve ISO-based service quality management standards at SMK telkom

Research Focus	Ideal Conditions	Research Findings
<i>Implementation Strategy to improve ISO-Based Service Quality Management Standards at SMK Telkom, Makassar</i>	<i>Implementing ISO-based Service Quality Management Standards at SMK Telkom Makassar requires a strategic and systematic approach. Ideal conditions for a successful implementation strategy involve a combination of commitment from leadership, engagement from staff and stakeholders, effective communication, and a focus on continuous improvement</i>	<ol style="list-style-type: none"> 1. Awareness and Understanding: Build awareness of the importance of the ISO 21001:2018 standard and ensure a good understanding of its requirements and benefits for all relevant parties at SMK Telkom Makassar. 2. Implementation Team: Establishes an implementation team consisting of members from various units and departments to coordinate implementation activities, monitor progress, and provide necessary resources. 3. Gap Analysis: Performs an analysis to evaluate the conformity between existing practices and the requirements of the ISO 21001:2018 standard. Identify deficiencies and create specific action plans to fill those gaps. 4. Planning and Policy: Develop an implementation plan that includes objectives, schedules, responsibilities, and necessary resources. Develop policies and procedures in accordance with the requirements of the ISO 21001:2018 standard and the context of SMK Telkom Makassar. 5. Stakeholder Engagement: Involves all stakeholders, including students, parents, faculty, and administrative staff, in the standard implementation process. Encourage active participation, feedback collection, and shared decision-making related to education services. 6. Training and Competency Improvement: Provide necessary training and development to teaching staff and administrative staff related to ISO 21001:2018 standards and best practices in service quality management. 7. Phased Implementation: Implement gradually, starting from the most important or priority areas. Use relevant performance indicators, collect data, and monitor implementation progress. 8. Audit and Monitoring: Conduct periodic internal audits to evaluate the suitability and effectiveness of standard implementation. Conduct continuous monitoring of performance

Research Focus	Ideal Conditions	Research Findings
		<p>indicators and take corrective actions if needed.</p> <p>9. Learning Culture: Building a learning culture at SMK Telkom Makassar by encouraging an open attitude towards change, problem solving, and innovation. Use evaluation and feedback to continuously improve the quality of education services.</p> <p>10. Certification: If desired, involves an external certification process to obtain ISO 21001:2018 certificate in recognition of successful implementation and commitment to service quality management standards.</p> <p>By implementing these strategies, SMK Telkom Makassar can succeed in implementing ISO 21001:2018-based Service Quality Management Standards. This will contribute to improving the quality of educational services and achieving the desired goals.</p>

Based on the explanations from the three informants and the researcher's observations, it is evident that the implementation strategy of the education equalization program has been carried out by utilizing the BOS funds. The empirical reality discovered by the researcher reveals that the allocation of BOS funds to SMK Telkom Makassar has been effectively used to support the school's educational programs. Additionally, in several schools requiring new classrooms and classroom rehabilitation, these needs have also been addressed using BOS funds. Consequently, it is expected that efforts towards educational equalization for the entire community in need of SMK Telkom Makassar's education will be established. Therefore, the utilization of BOS funds serves as a pivotal starting point for optimizing the Reasonable Education policy at the school, interpreted as a problem-solving initiative undertaken by the National Education Department.

Result of the research, it is known that by implementing this strategy, SMK Telkom Makassar can successfully implement ISO 21001:2018-based Service Quality Management Standards. This will contribute to improving the quality of education services and achieving the desired goals. The ISO 19650 standards underline this as the first and most critical stage in ensuring that there is adequate information available to optimize constructed assets over the course of their whole life cycle. A study gap that was discovered was the absence of explicit recommendations aimed at helping customers determine their information needs as the appointing party [16]. That the learning management system significantly impacts students' abilities that the learning management system is effectively used in the learning process [17]. Equity is understood as the constant search for equal educational opportunities, as a way to broaden the concept of equal treatment to include the academic potential and performance too [18]. By implementing the above strategy, SMK Telkom Makassar can successfully implement ISO 21001:2018-based Service Quality Management Standards. By implementing these measures effectively, SMK Telkom Makassar can achieve and maintain ISO 21001:2018 Service Quality Management Standards, proving their commitment to quality education services. Improve the quality of educational services and provide a better educational experience for students. Continuous evaluation and adjustment of strategies will

support the continuity of such improvements over time.

A strong communication strategy ensures that all parties are engaged and informed about change and implementation objectives. Clear and measurable goal setting provides concrete guidance for achieving compliance with standards [19]. Adequate allocation of resources, both financial and human resources, supports the smooth implementation process. Internal audit mechanisms ensure that continuous improvements are made, and the organization always adheres to standards. Active involvement of employees creates an environment in which all members of the organization have a role in successful implementation. A focus on a culture of continuous improvement allows for continuous adaptation to change and improvement. The collection and analysis of feedback from customers provides valuable insights to improve service quality. Celebrating achievements and milestones in implementation motivates staff and recognizes their efforts. With consistency and discipline in implementing this strategy, SMK Telkom Makassar can successfully integrate ISO 21001:2018 Service Quality Management Standards into their daily operations, achieving an overall improvement in the quality of educational services.

Committed leadership provides a strong foundation for standards implementation. This commitment inspires the entire organization to adopt change and innovate [20]. Thorough training for all staff members ensures a deep understanding of ISO standards and the importance of service quality in an educational context. A careful analysis of gaps helps identify areas for improvement and forms the basis of targeted implementation planning. By following these steps, SMK Telkom Makassar has a solid foundation to achieve and maintain compliance with ISO 21001:2018 Service Quality Management Standards. The process of periodic evaluation and adjustment of strategies will support the sustainability of improvement in the long term. In implementing customer-focused instruments, we have carried out customer-focused activities, such as providing complete and industry-standard learning facilities and infrastructure, creating industry classes in every department, collaborating face-to-face and online learning, providing access to students to take competency certification exams, providing business training venues at the Teaching Factory, changing payment methods to practical

models, Placing information documents in various places and improving customer-focused services by conducting customer needs surveys [21].

The competition in the world of work in this global era does not only occur at the national but international level. This reality requires educational institutions to have international standard graduate quality. This study aims to examine the implications of implementing a Quality Management System [22]. Education is a pillar of a nation, where education plays a very important role in improving Human Resources in the development of a country [23]. Increasing human knowledge and character in a country will have a positive impact on the development of its development. But we need to realize that increasing development through education is not an instant thing [24]. A gradual process is needed to improve development through Education. In the era of globalization, Islamic educational institutions are required to make continuous quality improvements in order to compete and compete internationally. The success of the quality of Islamic educational institutions is largely determined by the quality management system applied in responding to challenges and responding to changes both internally and externally. In an effort to improve the quality of services that are effective, and efficient, as well as produce the quality of graduates who are relevant and globally competitive [25].

The problem we have today when thinking about the church is the tension between ideal and reality. To realize good governance practices, of course, there are quite a lot of things and ways that need to be done. Good governance practices require comprehensive changes in all elements of the organization involved in good governance practices that must be empowered so that all of them can play an optimal and complementary role in realizing the welfare of all parties related to stakeholders [26]. The end is the quality of Vocational High Schools in Indonesia. This has an impact on the minimal amount of vocational secondary school output absorbed in the world of work. In fact, Vocational High Schools play an important role in improving the quality of human resources. Education as a solution in improving the quality of human resources should be the main concern of all circles of society. Mature education in a country will have a positive influence on the development of its society, especially related to the quality of

its human resources. Realizing the importance of the process of improving the quality of human resources, the government together with local governments and the community should cooperate with each other to realize this through various efforts to develop more quality education in line with the national education system [27]. The education system must also be supported by an education quality assurance system, so that the output produced has good quality. Efforts to improve the quality of education have been pursued in various ways, to apply education quality standards above national education standards which are then applied by adopting or adapting an international standard [28]. The most important thing in the implementation of education is the improvement and assurance of the quality of education. Assurance and improvement of education quality is carried out to answer competitiveness, image of the community, and accountability of education. Education in schools with international standards is enriched by the use of educational standards in developed countries [29]. This system can develop according to school needs and initiated by the school/community. The advantage of international standard education is international recognition of the results or outputs of quality education and tested in various aspects [30].

4. CONCLUSION

The implementation of this strategy enables SMK Telkom Makassar to successfully implement the ISO 21001:2018-based Service Quality Management Standard. This will contribute to improving the quality of educational services and achieving the desired goals. The ISO 19650 standard emphasizes that the first and most critical step in ensuring the availability of adequate information to optimize construction assets throughout their life cycle. However, a research gap was found regarding the absence of explicit recommendations aimed at helping customers determine their information needs as the appointing party. Learning management systems have a significant impact on students' abilities and are effective when used in the learning process. Equality is understood as the constant search for equal educational opportunities, as a way to extend the concept of equal treatment to include academic potential and performance as well.

The implementation of the above strategies enabled SMK Telkom Makassar to successfully integrate the ISO 21001:2018 Service Quality

Management Standard into its daily operations, achieving an overall improvement in the quality of educational services. Committed leadership provides a strong foundation for the implementation of the standard. Thorough training for all staff members ensured an in-depth understanding of the ISO standard and the importance of service quality in an educational context. Careful analysis of gaps helps identify areas for improvement and forms the basis of targeted implementation planning.

The implementation of a quality management system in education is an important step to ensure consistency, improvement, and accountability in education services. It also enables educational institutions to compete globally and meet international standards. However, implementing this system requires commitment, resources, and active involvement from all members of the organization.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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