

Education Quality Improvement Planning Based On Iso 9001: 2015 In Mtsn 3 Jombang Indonesia

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Abstract

Quality education plays an important role in improving human resources. One of the important issues in the implementation of education today is the quality of graduates and the quality of education. In Law No. 20 of 2003 concerning the National Education System Article 4 paragraph 6 also emphasizes that education is organized by empowering all components of society through participation in the implementation and control of the quality of education. The overall quality management system planning process is carried out jointly with the head of madrasah and leaders in work units in accordance with ISO 9001: 2015. While planning in each work unit is to create a work program in order to realize the vision, mission and goals of education.

The approach used in this research is a qualitative approach with a case study research design. Data collection techniques in this study using interviews, observation, and documentation study. The data obtained were then analyzed using data reduction techniques, data presentation, data verification. To test the validity of data with techniques such as credibility, portability, reliability and validation.

The results showed that the quality management system planning process was carried out comprehensively and integratively between madrasah principals and middle managers in work units in accordance with ISO 9001: 2015, the planning activities included: 1) creating work programs, 2) presenting work programs to the principal and in collaboration with the deputy head of public relations and the deputy head of the student affairs, 3) make an activity report once a month and recap reports from the homeroom teacher.

Keywords: Management, Educational Quality, ISO 9001: 2015

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I. Research Context

Quality education plays an important role in improving human resources.⁴ One of the important issues in the implementation of education today is the quality of graduates and the quality of education. Law No. 20 of 2003 concerning the National Education System Article 4 paragraph 6 also emphasizes that education is organized by empowering all components of society through participation in the implementation and control of the quality of education.⁵

A UNESCO report in November 2007 stated that Indonesia's ranking in the education sector fell from 58 to 62. In the 130 rankings, Malaysia is ranked 56 and South Korea is 5th. The low quality of education in Indonesia is also reflected in the difficulty companies have to find workers. Indonesia's competitiveness according to the World Economic Forum 2007-2008 is at the 54th level out of 131 countries.

Likewise, with the improvement of the quality of education in madrasah and schools, it turns out that there are many problems. Many madrasahs do not meet the National Education Standards, such as teaching and

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⁴ Umaedi, *Manajemen Berbasis Madrasah* (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Umum, 1999),1

⁵ Undang – Undang RI no 20 Tahun 2003 tentang sistem pendidikan Nasional (Yogyakarta: Pustaka widyatama, 2003), 10

education staff who do not meet standardized qualifications and competencies,⁶ and not yet a civil servant,⁷ as well as limited facilities and infrastructure.⁸

The solution to the quality problem mentioned above requires the application of quality improvement management techniques, namely: (a) School Review, is a process that requires all school components to work together with various related parties, for example parents and professionals to evaluate the effectiveness of policies schools, programs and their implementation, as well as the quality of graduates. With a school review, it is hoped that a report will be produced that can reveal the weaknesses, strengths, and achievements of the school, and provide recommendations for the preparation of strategic planning for future school development, which has a term of about three or four years. to set standards, both the process and the results to be achieved in a certain period, (c) Quality Assurance, it is process oriented. This means that this concept contains a guarantee that the ongoing process is carried out in accordance with established standards and procedures. So, quality assurance is a sub system of a school that aims to: (1) assist schools in assessing and reviewing the implementation and outcomes of education in order to improve the quality of the teaching and learning process, (2) assessing relevant programs that can help schools , and (3) strengthening the accountability and quality of school graduates,⁹ (d) Quality Control, is a system to detect deviations in output quality that are not in accordance with standards. This concept is output-oriented to ascertain whether the quality of the output is in accordance with the standard. Therefore, this concept demands definite and clear indicators.¹⁰

The implementation of management programs that have been developed by the school must refer to a predetermined quality orientation. One of the management tools used to improve quality is the ISO 9001 management system.¹¹ ISO 9001 was born in 1987. The title when it was first published was the standard for quality assurance, only changed to the standard for quality management system in 2000. This ISO-9001 standard contains requirements about how a quality management system should be, what activities should be regulated, what activities must be regulated, what documents must be created and so on. With this management, it is hoped that it can improve the quality of education and empower all components in schools.

The process to get ISO 9001: 2015 certification is a long one. The educational institution must be accredited A to obtain ISO 9001: 2015 certification. In addition, schools that are reference schools are required for ISO 9001: 2015 certification for their quality management system. Through some education and training on the ISO 9001: 2015 quality management system, each organization in an educational institution sends a representative as a quality management representative.

Standardization of the quality management system through the application of the ISO 9001: 2015 quality management system is one of the strategies that many schools in Indonesia undertake after 2000. There are many success stories from the application of the ISO 9001: 2015 quality management system, managed documents, integrated planning the control system through internal and external audits is able to ensure the assurance of education service patterns (schools) so as to ensure that results are maintained.

As an internationally accredited system, achieving certification (a sign that an institution has received a certificate) requires considerable financial support, especially as an institution that is new to an integrated quality management system, continuous and continuous consulting services are needed.

As the initial stage, namely the implementation of the ISO understanding and documentation training. The ISO training was held for two days, from 28 to 29 December 2016 which was attended by 22 participants who joined the ISO team at the Jombang Hotel under the guidance of a consultant from East Java Province. The results obtained by the training for understanding and documenting ISO 9001: 2015, participants gained an understanding of the ISO 9001: 2015 quality management system, what steps, and how to prepare in planning, implementing and evaluating its implementation so that they are able to obtain a certificate from the appointed certification body.

⁶ Ahmadi H. Syukran Nafis, *Pendidikan Madrasah Dimensi Profesional dan Kekinian*, (Yogyakarta : LaksBang PRESSindo, 2010), 43.

⁷ *Ibid.*, 35.

⁸ *Ibid.*, 39.

⁹ Nancy R. Tague, "Seven Basic Quality Tools". *The Quality Toolbox*, (Milwaukee, Wisconsin: American Society for Quality, 2004), 15.

¹⁰ Murgatroyd & Morgan, *Total Quality Management and the School*, (Buckingham: Open University Press, 1994), 9.

¹¹ ISO-9001 adalah standar sistem manajemen yang bersifat umum. Atau bisa juga dikatakan sebagai panduan umum bagaimana merancang sistem manajemen mutu. ISO-9001 tidak memberi panduan spesifik bagaimana mengatur suatu aktivitas tetapi hanya berisi persyaratan apa saja yang harus diatur. Sedangkan 2015 merupakan tahun perubahan standar pada beberapa sistem manajemennya.

Quality change aims to form quality-oriented madrasahs and make quality the foundation for all education components. If management is applied in madrasah, the leadership should try to build awareness of its members starting from the leadership themselves, teachers, employees, students and various related elements, for example student guardians and graduate users. Herein lies the importance of the development of engineering factors and motivational factors so that gradually the quality of education can be ascertained in schools. This is applied to forms of effective and constructive human relations so that all members feel a harmonious relationship for the formation of effective and effective cooperation. This quality improvement is carried out by using methods, namely formulating shared beliefs with interventions of religious values and formulating the vision and mission of madrasahs as one of the formal educational institutions in Indonesia.

In connection with quality improvement that underlies quality improvement, researchers are interested in conducting studies on ISO 9001: 2015-based education quality improvement management because quality improvement must be carried out thoroughly. This is done to meet the demands of improving and improving the quality of the increasingly high madrasah. In addition, the development of research on improving the quality of madrasah is no longer oriented to the problem of quality rationalization and socialization, but is seen from classical and scientific management theory, which focuses on learning management as the only way for the principal of madrasah to improve the effectiveness of madrasah principals but recently research This field has penetrated into a new perspective, namely the role of the head of madrasah seen from the social dimension, namely improving the quality of madrasah. The head of madrasah also plays an important role in improving the quality of a strong madrasah.

Based on the above thinking, the role of the principal in capacity and bureaucracy is very important. Therefore, this study intends to understand ISO-based education quality improvement management including input, processing processes and effective output enhancement. In addition, emphasizing customer orientation and improving management according to ISO standards are priorities and must be implemented by madrasah principals. Departing from that, the researchers will conduct research on "Management of Quality Improvement of Education Based on the International Organization for Standardization 9001: 2015 at MTsN 3 Jombang".

II. Theoretical Review

Planning is the initial activity in any management activity. Planning can be defined as "the whole process of thinking and determining carefully the things that will be done in the future in order to achieve predetermined goals".¹²

According to Syaiful Sagala, planning can be divided into two categories when observed from the perspective of institutional reconstruction, namely:

1. Strategic Planning

Strategic planning certainly really considers all aspects related to madrasah, starting from the objectives of the madrasah, agreed values, vision, work orientation and so on. This strategic planning is usually carried out for a minimum period of three years.

The urgency of this strategic planning is because this plan is able to predict the future of the madrasah in the next 10 years and the prediction is in accordance with existing data which is adjusted to existing conditions.

2. Operational Planning

At the operational level, planning is internal to the madrasah, which deals with inputs, processes and outputs as well as the administrative system in it.¹³

Coombs said that educational planning is a rational application of a systematic analysis of the process of educational development with the aim of making education more effective and efficient and in accordance with the needs and goals of students and the community.¹⁴ Banghart and Trull state that "Educational planning is first of a rational process". This opinion shows that educational planning is the beginning of all rational processes, and contains optimism based on the belief that it will be able to solve various kinds of problems.¹⁵

Sergiovanni said: "Plans are guides, approximations, goal posts, and compass settings, not irrevocable commitments or decision commandments." become irrevocable commitments and decision statements, which

¹²S.P. Siagian, *Filsafat Administrasi*, (Jakarta: Gunung Agung, 1981), 108

¹³Syaiful Sagala, *Manajemen Berbasis Sekolah dan Masyarakat Strategi Memenangkan Persaingan Mutu*, (Jakarta: Nimas Multima, 2006), 21

¹⁴ Philip H. Coombs, *Apakah Perencanaan Pendidikan Itu?*(terjemahan), (Jakarta: Bhatara Karya Aksara, 1982)

¹⁵ Banghart F.W. and Trull A.J. *Educational Planning*. (New York: The Macmillan Company, 1973),7

are jointly regulated and agreed upon by the principal and school staff, based on both short and long term time periods.¹⁶

Educational planning occupies a strategic position in the overall development of education. Educational planning provides clarity of direction in the process of providing education. With this clarity of direction, the management of the education business will be carried out more effectively and efficiently.¹⁷ Planning is carried out by mutual agreement, Banghart and Trull say: Educational planning must be participatory planning that provides socially integrated educational experiences".¹⁸

From this opinion it is clear that educational planning must involve many people, which must produce student-centered programs, be a special way that continues to develop, is flexible and able to adapt to needs, can be accounted for and be an explanation of the desired stages. by involving school resources in making decisions to achieve goals.¹⁹

Given the importance of the position of educational planning in the management of the educational process, an educational planner at all levels (structural, institutional, and operational) is required to have broad capabilities and insights in compiling a design that can be used as guidance in the implementation of the next educational process.²⁰ All planning development actions must really be directed at improving the expected quality of the school.

The formulation of a strategy or strategic plan basically starts from the madrasah (organization), the goals (aims) it wants to achieve, both national and institutional educational goals or kudrasahan, as well as the steps that will be used to achieve these final goals.²¹

In the National education system, quality improvement through quality management is a system that is implemented massively when improving education that has been announced and planned in Indonesia.

Updated the latest version of ISO 9001: 2015 with a different construction and focus and does not prioritize documents. ISO 9001: 2015 is no longer overly questioning documents, but puts forward risk-based thinking and the concept used is Deming's concept (Plan - Do - Check - Action) which is implemented at all levels and sections of madrasahs. This is evidenced by several things:

- a. The usual documents and six procedures were not used
- b. Procedures and forms are combined and are not separated between the two. Both are now called documented information. That is, one of the two has represented.

ISO 9001: 2015 does not depend on a management representative who has been considered the most knowledgeable and masterful of the implementation of ISO 9001. One of the main changes to ISO 9001: 2015 is the systematic approach to risk, in fact it is considered as a apart from the implementation of ISO 9001.

In ISO 9001: 2015, risk is considered as an inseparable unit from the system. So through a risk-based approach, madrasahs as organizations are expected to be more proactive than reactive, always prevent and reduce unwanted effects, and always promote continuous system improvement. When risk management is implemented, preventive action will be taken automatically. ISO 9001: 2015 defines risk as the impact of uncertainty on expected results, with the following understanding:

1. Impact is a result that is negative in nature.
2. Risk is a consequence that must be lived and must be faced.
3. The risks in this case consider the events and possibilities that occur

On the other hand, currently there are still many educational institutions in Indonesia that need support in order to improve their quality. This can be seen from several aspects including; first, the aspect of achievement in general is still minimal when compared to international educational institutions. Second, the aspects of facilities and infrastructure are generally insufficient, including media, buildings and other learning

¹⁶ Sergiovanni, T.J., *The Principalship: A Reflective Practice Perspective*. (Boston: Allyn and Bacon, Inc, 1987), 300

¹⁷ Sa'ud, U.S. dan Makmun A.S. *Pendidikan: Suatu Pendekatan Komprehensif*, (Bandung: Rosda Karya, 2006)7

¹⁸ Banghart F.W. and Trull A.J. *Educational Planning*. (New York: The Macmillan Company, 1973)8

¹⁹ Syaiful Sagala, *Administrasi Pendidikan Kontemporer* (Bandung: Alfabeta, cet. 4, 2008).9

²⁰ Istighfarah dkk. 2016. Makalah perencanaan pendidikan. <<https://istighfarahmq.wordpress.com/2016/11/29/makalah-perencanaan-pendidikan/>> (diakses 18 Februari 2021)

²¹ Robinson Pearce, *Manajemen Strategik Formulasi, Implementasi dan Pengendalian* Jilid 1, (Jakarta: Binarupa Aksara, 1997), 53

support facilities. Third, in the human resources aspect, there are still teachers and staff of educational institutions, as well as an unprofessional administrative system.²²

In fact, to achieve quality education, these elements support the improvement of the quality of education.²³ In short, efforts to improve the quality of educational institutions are an urgent need. One of the efforts to improve the quality of educational institutions in the modern era is by implementing international standards in the field of quality management systems known as ISO (International Standard Organization) 9001. ISO is a non-governmental international institution that serves as a forum for standardization bodies for member countries, experts, professional associations and business associations, whose role is to develop a system of standards and establish them so they can be recognized internationally.²⁴

Initially ISO was only used in the industrial field. However, at this time in the world of education it is deemed necessary to implement ISO 9001 as a standardization of the quality management system of educational institutions and to gain recognition by the public as evidenced by obtaining an ISO 9001 Quality Management System (QMS) certificate, namely in 1994, 2000, 2008, and most recently in 2015.²⁵

This ISO 9001: 2015 QMS is currently used by several educational institutions to ensure quality that focuses on customer satisfaction. In the implementation process, QMS ISO 9001: 2015 uses the PDCA (plan-do-check-act) cycle as a basis for making improvements or continuous improvement. As the originator of the PDCA cycle, Deming said that if an organization wants to produce quality products / services, the PDCA wheel must turn.²⁶

The principal of the madrasa as a leader has of course thought and anticipated the risks faced when determining policies. For example, in the management aspect, such as the consideration of decisions taken by a madrasah principal in relation to the cooperation between madrasahs and universities from abroad. Of course, the risks have been considered whether this cooperation has met procedures and has been carried out responsibly or not.

An explanation of the differences in ISO 9001: 2015 clauses is as follows:

a) Scope

1) There is a difference between the product and the service. This was done to make it clearer and more concrete.

2) Exclusion of clauses even though one clause is not allowed, because all clauses are continuous with one another. It is also different from previous ISO implementations.

b) Normative reference

In this part of the terms and definitions there are no significant differences, they mean the same and nothing special

c) Terms and definitions

In this part of the terms and definitions there are no significant differences, they mean the same and nothing special

d) Context of the organization

1) Documents in ISO 9001: 2015 discuss the organizational context.

2) Madrasahs are required to clarify the relationship between processes, internal and external issues as well as with madrasah stakeholders and personnel.

3) The scope of implementation of ISO 9001: 2015 must be defined so that it can be limited.

4) The exception to this clause in ISO 9001: 2015 is made when there is justification from the madrasah. However, this is very rarely applied

e) Leadership

1) This clause is basically a guideline for the head of the madrasa in carrying out his leadership functions and duties

²² Mochamad Iskarim, "The Quality Management of Arabic Language Education Based on The Quality Management System (SMM) ISO 9001: 2015," *ALSINATUNA* 3, no. 2 (2018): 225–43.

²³ Bünyamin Celik and Ömer Hakan Ölçer, "What Is the Contribution of ISO 9001 *Quality Management System to Educational Institutions?*," *International Journal of Academic Research in Business and Social Sciences* 8, no. 6 (2018). hlm. 226

²⁴ Muhammad Noor Efansyah dan agung Nugraha, *Perkembangan Dan Penerapan Sistem Manajemen Mutu ISO 9001:2015* (Banten: Wana Aksara, 2019). hlm. 4

²⁵ Sugeng Listyo Prabowo, "*Implementasi Sistem Manajemen Mutu ISO 9001: 2008 Di Perguruan Tinggi (Guidelines IWA2)*" (UIN-Maliki Press, 2009).

²⁶ Muhammad Fadhlil, "*Manajemen Peningkatan Mutu Pendidikan,*" *Tadbir: Jurnal Studi Manajemen Pendidikan* 1, no. 2 (2017): 215–40.

2) In ISO 9001: 2015, quality policies and objectives are still mandatory, but a quality manual is not required.

3) In ISO 9001: 2015 there is no management representative, although if it persists there is also not a problem

f) Planning

1) This clause is very different from the previous ISO, because in planning it is expected that madrasahs will be able to recognize risks and opportunities; seeks to seize opportunities and prevent, reduce and manage risks. This is because the approach used is a risk management approach.

2) In this clause madrasahs are required to meet the quality standards that have been set and carry out strategic planning as best as possible.

g) Support

1) Aspects related to supporting data are collected in this clause. Not scattered in several clauses.

2) Such as documents, measurement, communication, personal resources are all collected in this clause

3) This clause is a summary of 2 clauses and 1 sub clause.

4) ISO 9001: 2015 indeed eliminates the impression that it is only concerned with Operational Standards but ignores the processes and risks that occur. ISO 9001: 2015 but process oriented. The documentation system has been simplified to become "documented information" which appears to be more free and flexible.

5) Providing freedom to madrasahs in terms of filling out forms or procedures

h) Operation

1) This clause discusses everything related to madrasah operations

2) The discussion in this clause is about madrasah operations including relationships with customers, making lesson plans, making madrasah strategic planning and so on.

i) Performance evaluation

1) ISO 9001: 2015 seems tidier in laying out clauses than the previous ISO.

2) This clause is a collection of the performance evaluation process in ISO 9001: 2015, such as auditing, monitoring and so on.

j) Improvement

1) Contains continuous quality improvements that must be carried out by madrasahs and their nature is continuous

2) It is simpler in concept than previous ISOs, and is largely the same

3) Using a risk approach that is a different point from the previous ISO which tends to lead to prevention²⁷

III. Research Methods

This study uses a qualitative research approach because it understands the implicit management of education quality improvement based on the International Organization for Standardization 9001: 2015 and relies more on implied data than explicit data. Therefore, this approach reads MTsN 3 Jombang between the lines.²⁸ This research has an interpretive paradigm because it interprets the implied meaning.²⁹ In addition, this research has a type of case study. This is because this study seeks to understand a case in MTsN 3 Jombang, which is in the form of education quality improvement management based on the International Organization for Standardization 9001: 2015 in depth until the data is saturated.

In connection with the above titles and themes, the primary data sources are the expressions of the head of the madrasah, the words of teachers and other education personnel. Meanwhile, secondary data sources are documents or written materials or library materials, namely books, articles, scientific journals, and newspapers that discuss issues relevant to this research. Another source of secondary data needed is documentation in the form of photos, for example photos of activities, all activities and facilities and infrastructure that can provide a real picture of the aspects studied, for example management activities or quality improvement management based on ISO 9001: 2015 such as distribution. job description, the implementation of learning according to the schedule and so on.

Research data will be collected first, through observation techniques, namely by visiting MTsN 3 Jombang to pay attention or observe the activities held and observe ISO-based quality improvement management in the madrasah. Second, collected through in-depth interview techniques, namely through in-depth communication and chatting with madrasah principals and teachers and education staff to obtain data on

²⁷ Iso 9001:2015

²⁸ Noeng Muhadjir, *Metodologi Keilmuan: Paradigma Kualitatif, Kuantitatif, dan Mixed*, (Yogyakarta: Rake Sarasin, 2007), 136-195

²⁹ Norman K.Denzin & Yvonna S.Lincoln, *Handbook of Qualitative Research*, terj. Dariyatno, dkk (Yogyakarta: Pustaka Pelajar, 2009), 125.

the themes discussed. Third, the technique used is the documentation technique of looking for photos and anything related to MTsN 3 Jombang, both from the website and from magazines that discuss the madrasah.

Data analysis in this study used a descriptive flow model technique by taking three steps that occurred simultaneously according to Miles and Huberman, namely: 1) data reduction, namely classifying, directing, removing unnecessary and organizing data; 2) data displays, namely: finding meaningful relationship patterns and providing the possibility of drawing conclusions; and 3) conclusion drawing / verification.³⁰

Checking the validity of the data (trustworthiness) in this study using Lincoln and Guba's opinion that the implementation of checking the validity of the data is based on four criteria, namely the degree of trust (credibility) used by triangulation, transferability, dependability and confirmability by cross-checking. back to the research location.³¹

IV. Discussion

Planning is something urgent in an Islamic Education Institute. An interim statement that can be elaborated from the previous chapter is that the planning process is carried out in collaboration between the head of the madrasah and the Madrasah Managers or Deputy Heads of Madrasahs or the Program Person in Charge. Each work unit creates a work program as a follow-up to a work plan to realize mutually agreed educational goals in accordance with the plan, which includes a madrasah vision which is translated into madrasah mission, which in this context is MTsN 3 Jombang.

The planning activities include: 1) making work programs, 2) presenting work programs to the principal and collaborating with the waka of public relations, student representatives, 3) making activity reports once a month and recapitulating reports from the homeroom teacher. However, the program of activities still considers the risks faced which are challenges and obstacles for educational institutions.

This clause in MTsN 3 Jombang is in accordance with the clause of ISO 9001: 2015, which expects each institution to be able to manage risks well, from introduction to determining solutions to face predicted risks. This is clarified in Clause 6.2 which states that every educational institution is required to meet the quality objectives set out in the work plan at the madrasah.

In its implementation, planning activities in madrasah in the form of RENSTRA, RKM and EDM are aspects of implementing the following strategies:

a. Main Strategy

In this main strategy, what is done first is to determine the vision and mission. Vision when viewed in terms of language basically means views or views. So that vision is the viewpoint of the head of MTsN 3 Jombang in the aspect of where to take MTsN 3 Jombang in the next 5 years. However, in terms of terminology, Gaffar, as quoted by Sagala, suggests that vision is a distant view of the future which is the result of deep abstract thinking; has tremendous power and is able to penetrate the reach of space and time. Therefore, it can be concluded that a vision is a statement written today, which goes through a fairly mature management and processing process and is able to reach into the future.

The vision of the madrasah is the goal of long-term point of view or object that the madrasah is aiming for at a predetermined time. If long-term goals are determined and formulated, then the direction of the madrasah, even though for years, remains under control and leads in one predetermined direction. If the madrasah does not formulate a forward view or the madrasah formulates future views but has not yet become a starting point for madrasah personnel, it can be argued that each madrasah personnel has not been able to embody the vision of the madrasah into their respective work visions, it will cause the madrasah it has no direction because each component is not focused in one direction only. However, MTsN 3 Jombang, which has been able to meet the standards given by ISO 9001: 2015, is certainly able to translate and apply all the formulations that have been planned, both in the form of madrasah values and perspectives.

Vision is something that must be fulfilled and long-term planning can be achieved with sustainable long-term planning.³² So the vision of the madrasah is the perspective of the leader or head of the madrasa to realize futuristic ideals as a description of the realization of the achievements of the next 5 years..

Meanwhile, the embodiment of a vision is a mission. Mission, according to Robinson, is a fundamental goal that differentiates one organization from another. According to Akdon, mission is the

³⁰ Miles M.B & Huberman A.Mikel, *Qualitative Data Analysis*, (Beverly Hills: SAGE Publication, Inc, 1992), 22

³¹ YS. Lincoln and Egon G. Guba, *Naturalistic Inquiry*, (Beverly Hill, California: Sage Publications, 1985), 289-331

³² Jens J. Dahlgaard, Kai Kristensen, and Gopal K. Kanji, *Fundamentals of Total Quality Management*, (London & New York: Tailor & Francis Group, 2007), 30

embodiment of a vision in the form of a more specific description of several sentences and has a limited time. Basically, the mission of a madrasa is the translation of the vision of the madrasa. The mission of a madrasah will be used as a reference and translated in formulating the goals and planning of a madrasah. In the context of strategic management, the mission of a madrasah will reflect where the madrasah is taken and in what colors.

Therefore, there are several regulations in formulating a madrasah vision:

- 1) The statement is simple and straightforward and easy to understand but not too short either;
- 2) The madrasah personnel concerned can provide input on statements made;
- 3) Provide clarity or understanding for people who read the vision in the madrasah;
- 4) The sentence gives directions to take this madrasa;
- 5) Socialize the mission statement to all personnel at the madrasa;
- 6) Make this mission a positive value that assesses madrasah personnel and can be used as signs in acting and behaving every day at the madrasah.

Madrasahs received several inputs, ranging from madrasah personnel to stakeholders and madrasah committees and even competent alumni, when formulating the mission. This is to avoid disharmony in the relationship between the madrasah and various parties, including: personnel ranging from teachers or ustadz, deputy head of madrasah, administrative staff even to gardeners or school caretakers as well as madrasah committees, stakeholders and alumni of the madrasah. A good madrasah principal is expected to manage input from various parties, starting from personnel, madrasah committees, alumni, and even stakeholders and formulating it into a good formulation so that it can be applied by all madrasah personnel.

In order to carry out the mission of a madrasa that has been formulated by a madrasa principal, it must formulate goals that must be achieved which function as a measure of the success of a mission. The objective is essentially a condition or condition that can be achieved within the agreed time when formulating and planning and writing it in the RENSTRA.

If seen from its understanding, the goal is a statement of the nature of an ideal description of the future conditions to be realized. If this is described, the goal is a statement that contains a target that will be achieved in a certain period of time usually 1 to 5 years, or 1 to 8 years or even 1 to 25 years.

Basically, the objectives of a madrasah can be categorized into two, namely specific goals and general objectives. Specific goals or also called goals that are reached in a short time or about 3 years. However, goals that are general in nature or usually achieved over a long period of time are called general objectives of madrasah. These objectives are later spelled out in a strategic plan.

Basically, a short-term goal is a point of interest or goals that focus on things that can be achieved in a short time, such as: increasing the quality of output per year, increasing the competence of madrasah personnel and so on. Meanwhile, general or long-term goals are goals that have been achieved for a long time, such as: the formation of a fairly strong madrasah culture, increasing the welfare of madrasah personnel through the madrasah's original income.

b. Specific Strategies

Basically, this specific strategy is a specific strategy for a madrasah. In the context of strategic management, this strategy is quite interesting which in its development is translated into the development of an ISO 9001: 2015-based MTsN 3 Jombang strategy that considers risk management or minimizes the challenges and obstacles faced. If described, the strategy is divided into three variations of strategy, these variations are very important in an effort to achieve the objectives of MTsN 3 Jombang. The explanation of the three variations of the strategy is as follows:

a. Organizational Strategy

This strategy is for the development of MTsN 3 Jombang. In the implementation of quality improvement management based on ISO 9001: 2015 MTsN 3 Jombang collaborates or collaborates with external parties, either direct supervisors or independent parties to compile management reports and institutional development according to ISO 9001: 2015.

b. Program Strategy

Program strategy is the tactic of formulating, developing programs, managing programs, and socializing the program to evaluating the program. In terms of program strategy, a madrasah principal should conduct program socialization through, for example: teacher council meetings, mid-semester meetings and so on. In addition, it also conducts program evaluations by distributing questionnaires to student guardians during mid-semester or end-semester meetings. After the data has been collected, an analysis is carried out while still considering the needs and also the costs required to carry out the program.

c. **Functional Strategy**

This strategy is an administrative management tactic in each madrasah. When implementing quality management based on ISO 9001: 2015, of course the administration in it is different from the standards. The administration that it carries out is also tidier and more orderly.

V. Closing

A. Conclusion

The results showed that the quality management system planning process was carried out comprehensively and integratively between madrasah principals and middle managers in work units in accordance with ISO 9001: 2015. and eight years in order to achieve the vision, mission and goals formulated together. The planning activities include: 1) making work programs, 2) presenting work programs to the principal and collaborating with the waka of public relations, student representatives, 3) making activity reports once a month and recapitulating reports from the homeroom teacher.

B. Implication

The planning process in the ISO 9001: 2015 quality management system takes place in a transparent and comprehensive manner. Transparent in the sense that it is not covered only for certain groups. Comprehensive in the sense of involving all parties involved in building quality in madrasah. The ISO 9001: 2015 quality management system in madrasah adheres to the PDCA model, so that the PDCA becomes a management model for implementing the ISO 9001: 2015 strategy in Islamic education institutions but requires the internalization of Islamic values in it and these values are required to become a culture.

C. Recommendation

Because quality improvement through the implementation of ISO 9001: 2015 only examines its management, it is necessary to research madrasahs developed through ISO management in order to increase competitiveness. An important point that also deserves research is the internalization of the pesantren tradition in madrasah institutions. This focus has not been done in this study.

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