

Relationship of ISO 9001: 2015 Certification and Learning Strategies on The Effectiveness of Education and Training Religion Education Supervisor / Madrasah in The Education and Religion Technical Education and Training Center of The Ministry of Religion, Jakarta

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Abstract- Mention This study aims to analyze the relationship between ISO 9001: 2015 certification and learning strategies on the effectiveness of education and substantive technical training of religious education / madrasah supervisors of class I and II at the education and training center of educational and religious technical personnel. The method used is correlational research. The population of all participants in education and training, with sampling techniques totaling 60 people. 3 The instruments were validated, validated with alpha cronbach = 0, 518 The results showed that the hypothesis of the relationship between ISO 9001: 2015 certification and training effectiveness was positive and significant with the contribution of R Square of 0.188 or 18.8%, and there was a positive relationship between learning strategies with training effectiveness, amounting to R Square 0.034 or 3.4%. Both of these variables influence the effectiveness of religious / madrasah education training, amounting to 75.5% together.

Keywords: ISO 9001: 2015 certification, learning strategies, effectiveness of education and training, religious education supervisors / madrasah.

I. INTRODUCTION

The State Civil Service / ASN is in a very central and The system for implementing government that is run optimally, in order to get recognition from the public, the government needs to be assessed and standardized on the suitability of the quality management system, both nationally and internationally. International recognition called ISO. ISO (International Organization /Standardization) is an independent, non-governmental international organization with a membership of 161 national standard bodies (Zulmawan: 2019: 53).

This National Standard aims to make everything go well, provide world-class specifications for products, services and systems, to ensure quality, safety and efficiency, and play a role in facilitating international trade. (Zulmawan: 2019: 53)

Now the certificate of ISO 9001: 2015 has been obtained by the Institute of Education and Training Center for Education and Religious Technical Training. With ISO 9001: 2015 it will certainly affect institutions that do have strategic functions to improve the quality of human resources.

Certification will be more perfect if it is balanced with human resources who carry out learning or become facilitators can apply learning strategies in the classroom, and employees who have a

desire for change.

Learning strategies are a set of material and learning procedures that are used together to generate learning outcomes for students. (Dick and Carey; 1985). Learning strategies are things that need to be considered by resource persons in the learning process.

Learning strategies are things that need to be considered by resource persons / teachers / widyaiswara in the learning process, there are 3 types of strategies related to learning namely: 1. Organizing strategies for learning. 2. Learning delivery strategies. 3. Learning management strategies. The three components must be understood by the human resource, and to be practiced in the process of education and training. Success in applying the linkages between the three components has an impact on the effectiveness of education and training.

Effectiveness is the achievement of mutually agreed targets. According to Bernard in Steera (1985:27)

The effectiveness of education and training which is part of the process of education and training activities, including master training, committee, facilities and infrastructure, training participants, programs, funding, learning process, evaluation. (Ministry of Education and Culture standards). Success in the effectiveness of education and training will run smoothly if the various factors above go according to purpose. The professionalism of the facilitator plays a role in improving the quality of learning in education and training, and in the end the religious/madrasah education supervisors who are attending this education and training can apply in each of their respective madrasah

There are various problems regarding the relationship of ISO 9001: 2015 certification, and learning strategies for the effectiveness of the implementation of substantive technical training in religious education / madrasah supervisors in the education and training centers of Jakarta's education and religious technical personnel, such as:

1. Participants lack knowledge about ISO 9001: 2015 certification,
2. Participants have not been facilitated with ISO 9001: 2015 standards,
3. Participants do not understand maintaining an ISO 9001: 2015 standardized Institution,
4. Institutions still do not provide facilities in accordance with ISO 9001: 2015 standards,
5. Institutions have not demanded resource persons to implement learning strategies in accordance with ISO 9001: 2015 standards

6. Facilitator do not understand about ISO 9001: 2015
7. Facilitator do not have the desire to implement ISO 9001: 2015 standards.
8. Facilitator have not been able to choose the right learning strategy,
9. Facilitator still lack knowledge about various learning strategies,

Researchers are interested in conducting research on the relationship of ISO 9001: 2015 certification and learning strategies on substantive training in religious education / madrasah supervisors at the education and training center of educational and religious technical personnel in Jakarta, because this education and training is the most potential as an effort to prepare religious education supervisors / professional madrasahs so that they can foster madrasah teachers who are professional in their fields and have the desire to bring a dignified and certified madrasah.

II. IDENTIFICATION OF PROBLEMS

The problems in this study can be formulated as follows:

1. What is the relationship between ISO 9001: 2015 certification on the effectiveness of substantive technical training in religious education / madrasah supervisors?
2. How is the learning strategy related to the effectiveness of substantive technical training in religious education / madrasah supervisors?
3. What is the relationship between ISO 9001: 2015 certification and learning strategies for the effectiveness of substantive technical training in religious education / madrasah supervisors?

III. IDENTIFY RESEARCH METHODOLOGY AND DISCUSSION

A. Research Methods

The method used in this study is a quantitative method that is an attempt to further pursue aspects of understanding in depth on one problem. Quantitative research is descriptive research, tends to use analysis and emphasize the process of meaning more. Quantitative research methods according to Sugiyono (2012: 11) state that: "Quantitative methods can be interpreted as research methods based on positivist philosophy, used to examine certain populations or samples, collecting data using research instruments, analyzing quantitative / statistical data, with the purpose of testing the predetermined hypothesis ". The researcher analyzes the data by enriching information, looking for relationships, comparing, finding patterns on the basis of original data. The results of data analysis in the form of exposure of the situation under study are

presented in the form of narrative descriptions.

B. Discussion

The research was conducted at the Education and Training Center for Education and Religious Workers of the Ministry of Religion, which organizes education and training for religious / madrasah education supervisors attended by 60 people (supervisors) of the Ministry of Religion's State Civil Apparatus, delegates from 34 provinces spread throughout the Republic of Indonesia. . As a population and at the same time a sample is a participant in Education and Training of Substantive Technical Education and Training for Religious / Madrasah Education at the Jakarta Education and Religious Technical Training Center, held on 31 October 10 November 2018.

The aim of Organizing Education and Training for Religious / Madrasah Education Supervisors is to improve competence in the fields of knowledge, attitudes and skills of religious education / madrasah supervisors. The curriculum used in this training is in accordance with the rules in the substantive technical training curriculum for religious education / madrasah supervisors. The regulation on supervision of religious / madrasah education is further explained in the Minister of Religion Regulation No. 31 of 2013.

The training program this time is somewhat different from the previous one because, now the Education and Religious Technical Training Center has a status of ISO 9001: 2015 certified. For this reason, organizations must provide human resources that are in accordance with the competence of education, training and experience whose work can affect the effectiveness of the implementation of a quality management system (Muhammad, 2019: 75). Now there are training institutions in the era of industrialization 4.0, if you want to win the competition you need to pay attention to quality.

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Quality Management System is applied as a form of guarantee system to customers with the aim of achieving customer satisfaction.

This new clause on ISO 9001: 2015 consists of 10 clause, these are Muhamad(2019:64-65)

Clause 1. SCOPE

Scope or scope of certification must be written clearly what type of business, product or service, including wherever ISO 9001: 2015 will be implemented.

Clause 2. NORMATIVE REFERENCE

Documents that are used as a reference in implementing ISO 9001: 2015 QMS, in this case are ISO 9000: 2015 ISO 9001: 2015 Vocabulary

Clause 3. TERMS AND DEFINITIONS

Terms and definition explain the definition of several terms that are often used in ISO 9001: 2015

Clause 4. ORGANIZATIONAL CONTEXT

Understand the organization and its context, organization's products and services, and the scope of management systems.

Clause 5. LEADERSHIP

Top Management must provide evidence of leadership and commitment to the development and implementation of a Quality Management System and continuously improve effectiveness.

Clause 6. PLANNING

Actions to overcome the risks and opportunities of the organization must take the opportunities that exist and also make identification and risks that will be faced in the future. The quality objectives made must be consistent with quality management, relevant to the suitability of products and services to enhance customer satisfaction.

Clause 7. SUPPORT

The clause regarding documented information, infrastructure, human resources is all summarized in this clause. Training, management of infrastructure and work environment, are included in this clause.

Clause 8. OPERATION

This clause discusses operational starting from product realization planning to delivery and even after sales. Design and development, control the output that is not appropriate.

Clause 9. PERFORMANCA EVALUATION

Customer satisfaction is one measure of management system performance. The organization monitors information relating to customer perceptions whether the organization has met customer requirements. The method for this is a customer satisfaction

survey procedure.

Clause 10. IMPROVEMENT

Contains efforts for continuous improvement that must be carried out by the organization Nonconformity and corrective action.

ISO 900 Certificate Validity Period for 3 Years, but every 6 or 12 months the certification body will conduct a surveillance audit to ascertain whether the implementation of ISO 9001 is still running well and whether the company can still maintain it is ISO 9001 Certificate (Indonesian K3 Consultant)

To support the above, educational institutions need to continue to collaborate with all employees, as leaders can provide support to employees, the need to understand the vision and mission of the education center, remain committed to carrying out agreements, there are improvements and always make improvements / evaluations for progress.

Similarly, the facilitator will make it easier when teaching facilitators, as evidenced by the existence of LCD equipment (liquid crystal display). Various training materials, examples-2, assignments can be displayed easily, and can be done with the help of technology. Participants were happy to have gained the knowledge that had been prepared by the facilitator with adequate and interesting preparation to be listened to so that it could be implemented, later when it was back in their respective areas with readiness to foster madrasa teachers who became nurturers.

Innovation, ideas that are difficult to make can be easily understood so that making them more flexible through interactive widescreen information & communication technology (ICT) can offer many things (Daniel, 2008: 348) Various results of innovation have been felt by teachers, supervisors, widyaiswara, as well as facilitators and even the wider community. The progress of science and technology brings changes to the learning strategies used by teachers, widyaiswara, facilitators because it will bring its own impact to the world of education.

The curriculum has always undergone a change in time, in finding meeting points for experts who want to try to find the identity of the field of education in Indonesia. Changes in the curriculum must be quickly responded by religious education supervisors, so that they do not miss out, even teachers who know better before the supervisor, this should not happen to participants who are following this training. Effective teaching is very dependent on the selection and use of learning strategies, the selection and use of learning strategies in the

right teaching and learning process will be fun and make the training participants interested. The learning strategy used aims to improve the quality of learning better.

In the training of religious education / madrasah supervisors that only these few days really have extraordinary meaning for training participants. Their experience in participating in religious / madrasah education supervisory training has long been waiting for, because opportunities will not be available at any time, given the large number of religious education / madrasah supervisors throughout Indonesia that need training.

Education and training are very much needed by religious education / madrasah supervisors, because by participating in education and training, they will get a variety of benefits, which are certain to be carried out by these activities to improve the quality and competence of individuals and institutions / madrassas. Every strategy and learning method with all its advantages intends to bring change to a better direction, because the learning strategies are interesting, according to the purpose of being a reference in facilitating learning objectives. Creativity is very necessary, all of us, because creative potential is human nature, some creative suggestions such as getting out of the intelligence trap (James J, 2003: 24).

Facilitators are required to be able to create the right learning environment such as creating a comfortable and relaxed atmosphere, use music to feel relaxed, awake and ready to concentrate, create and adjust moods with various types of music, use visual reminders to maintain a positive attitude, react with environment (Booby, 2005: 65). Create and adjust the atmosphere of various types of learning strategies to be the choice of each facilitator in order to support the objectives of achieving the training eye being taught.

Learning strategies will be more interesting, and fun when synergized with disruption of technology, especially in learning on substantive education and technical training for religious education / madrasah supervisors. The learning process will run more effectively and efficiently if supported by selection, a combination of interesting learning strategies, fun to achieve learning goals. Learning strategies are essentially systematically planned activities aimed at mobilizing students to do learning activities with their own willingness and ability (Abuddin, 2009: 215).

Knowless's opinion (1980) as written in (Gunawan, 2016: 65) confirms the difference between learning for adults and learning for

children in terms of their cognitive development.

The strength that must be prepared for the facilitator is to broaden the knowledge and skills to always be updated with endless changes. Likewise the committee to remain motivated to follow the continuous stream of disruption, especially as an education and training institution, is still updating the data so that this institution remains exemplary and is in demand by participants.

ISO 9001: 2015 certificates and learning strategies are two things that support each other and are related to the effectiveness of organizing substantive technical training for religious education / madrasah supervisors in Jakarta's educational and religious technical training centers. Learning strategies cannot be left behind in the education and training process, as an effort to achieve effective and quality education and training. Likewise with ownership of the status of ISO 9001: 2015 which has a validity period of only 3 (three) years, of course it must be endeavored to at least survive to be able to continue to hold an internationally certified status. Various efforts were made such as providing the best service for training participants, improving employee performance, increasing agency efficiency, increasing trust in participants, conducting internal audits.

IV. CONCLUSION

Based on the results of the study, a number of conclusions were obtained, including:

1. ISO 9001: 2015 certification has a significant 18.8% effect on the effectiveness of education and training in religious education / madrasah supervisors. This means that ISO 9001: 2015 certification plays a role in determining the effectiveness or effectiveness of education and training in religious education supervisors, because the effectiveness of education and training will bring progress to the education and religious technical training institutions.
2. Learning strategies have an effect of 3.4% on the effectiveness of the effectiveness of education and training in religious education supervisors / madrasah. This shows that the presence of resource persons who have little concern that has an impact on the effectiveness of education and training in religious education / madrasah supervisors, especially the

responsibilities of facilitators, is still needed, as a form of ownership towards certified institutions.

3. Relationship of ISO 9001: 2015 Certification, Learning Strategy has an effect of 75.5% on the effectiveness of education and training in religious education/madrasah supervisors. still not maximal, because to achieve effectiveness it requires adequate facilities and infrastructure, the participation of facilitators who are loyal to the profession, have a sense of responsibility, integrity that brings the fragrance of the name of the education center. (moncalesa@yahoo.co.id)

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