

# GAP analysis of Higher Education Quality Assurance System Implementation against Educational Organization Management Standards ISO 21001:2018

*(Analisis GAP implementasi Sistem Penjaminan Mutu Perguruan Tinggi  
Terhadap Standar Manajemen Organisasi Pendidikan ISO 21001:2018)*

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Received 01 August 2021, Revised 04 April 2022, Accepted 10 April 2022, Published 13 May 2022

**Abstrak.** ISO 21001:2018 merupakan standar internasional sistem manajemen organisasi pendidikan yang dapat diterapkan oleh organisasi pendidikan formal untuk mencapai tujuan dan fungsinya agar dapat memberikan layanan pendidikan yang berkualitas. Saat ini masih terdapat program studi dengan akreditasi C dan terakreditasi B pada Fakultas X di Universitas Y, sehingga penjaminan mutu pada Fakultas X masih perlu ditingkatkan untuk mencapai akreditasi tertinggi. Sistem manajemen pendidikan yang mengacu pada standar ISO 21001:2018 dapat membantu organisasi dalam memenuhi sasaran dan target tersebut. Fakultas X saat ini belum menerapkan sistem penjaminan mutu ISO 21001:2018, tetapi telah menerapkan sistem penjaminan mutu melalui proses audit internal mutu akademik yang dikenal dengan istilah AIMA (Audit Internal Mutu Akademik). Penelitian ini bertujuan untuk melakukan analisis GAP antara sistem penjaminan mutu PT saat ini dengan sistem manajemen ISO 21001:2018 dan melakukan evaluasi tingkat kesiapan yang diperoleh Fakultas X untuk memenuhi persyaratan ISO 21001:2018. Hasil penelitian menunjukkan bahwa 59% dari klausul ISO 21001:2018 telah terpenuhi dalam standar penjaminan mutu pendidikan tinggi berdasarkan AIMA, sebanyak 41% persyaratan masih belum memenuhi standar AIMA. Persentase kesiapan yang diperoleh Fakultas X dalam menjalankan sistem manajemen organisasi pendidikan ISO 21001:2018 adalah sebesar 73%, yang berarti Fakultas X masih harus meningkatkan sistem mutu dalam rangka persiapan penjaminan mutu ISO 2100:2018. Perbaikan dalam memenuhi sistem manajemen organisasi pendidikan ISO 21001:2018 adalah rencana perbaikan, pemantauan, dan evaluasi secara konsisten.

Kata kunci: ISO 21001:2018, analisis GAP, penjaminan mutu, sistem manajemen organisasi pendidikan

**Abstract.** ISO 21001:2018 is an international standard for the management system of educational organizations that formal education organizations can apply to achieve their goals and functions to provide quality educational services. Currently, there are study programs with C accreditation and 2 study programs accredited B at Faculty of X under The University of Y. Hence, quality assurance at Faculty X still needs to be improved to achieve the highest accreditation. It is hoped that an education management system that refers to the ISO 21001:2018 standard can assist organizations in meeting these goals and targets. Faculty X has not implemented the ISO 21001:2018 quality assurance system but has implemented a quality assurance system through an internal academic quality audit process known as AIMA. This study aims to determine the GAP between the current higher education quality assurance system and the educational organization management system ISO 21001:2018 and determine the level of readiness obtained by Faculty X to meet the requirements of ISO 21001:2018. The results show that 59% of the ISO 21001:2018 clauses have been completed in the higher education quality assurance standard based on AIMA (Academic Quality Internal Audit Instrument), and 41% of the requirements still do not meet the AIMA standard. The percentage of readiness obtained by Faculty X in implementing the management system of educational organizations ISO 21001:2018 is 73%, which means that Faculty X still has to improve the quality system in preparation for ISO 2100:2018 quality assurance. Improvements in meeting the ISO 21001:2018 educational organization management system are plans for consistent improvement, monitoring, and evaluation.

**Keywords:** ISO 21001:2018, GAP analysis, quality assurance, management systems for educational organizations

## **1 Introduction**

Education has a significant role in improving the quality of human resources and the progress of a nation. It is undeniable that today education is a fundamental need that must be met by the community (Nugraha, 2018). Higher education is part of the national education system and has a strategic role in educating people and advancing science and technology development (Legowo, 2018). To meet the quality standards of higher education, universities strive to guarantee quality starting from study programs, faculties, and university or institution levels.

Higher education quality assurance consists of an external quality assurance system (SPME) and an internal (SPMI) system. SPME was developed by BAN-PT or LAM through accreditation, while SPMI was developed through an internal audit by universities. Universities apply SPMI following Law No. 12 of 2012. In addition, to ensure quality assurance is to the needs of interested parties, some universities implement a quality management system ISO 9001:2015. ISO 9001:2015 quality management system is an international standard used by universities to meet and improve student satisfaction (Ridwan, 2020; Syahrullah et al., 2018).

ISO issued a management system, ISO 29990:2010, which regulates non-formal education and training (Durakbasa et al., 2018). This educational organization management standard became the basis for issuing ISO 29993:2017 on learning services for non-formal education and training and ISO 21001:2018 on legal education services (Pantovic & Milovanovic, 2020). In 2018, the ISO administrative body issued a new standard for the management system of ISO 21001:2018 educational organizations that can be used by universities and better suit the needs of educational institutions. This standard is formulated specifically for the world of education to achieve its primary purpose and function, namely to provide quality education (Wibisono, 2018). The ISO 21001 education management system can assist educational organizations in carrying out internal quality assurance and achieving sustainable organizational goals (Silaeva & Semenov, 2018). In addition to the ISO 21001 educational organization management system, it can also help educational organizations to achieve the desired accreditation (Gilbert, 2020).

Previous research on the implementation of ISO 21001:2018 in Indonesia has not been done much. Some research that has been done discussing the readiness of ISO 21001:2018 certification with the Gap Analysis Method (Rahmadi & Iskandar, 2020), improving the quality of Islamic universities with ISO 21001:2018 (Tohet & Eko, 2020), preparation for the implementation of ISO 21001:2018 using mentoring programs at Telkom Vocational High School (Rohayati & Delvika, 2018) and research on the importance of management system standards of ISO 21001:2018 educational organization (Wibisono, 2018). In comparison, some research on the implementation of the management system of educational organizations ISO 21001:2018 in other countries have also been conducted, including research on compliance requirements ISO 21001:2018 Clause 8.5 on program engineering stem at Universidad Autónoma del Perú (Faura et al., 2019) and research on quality assurance of internal education through standardization of education organization management system (Silaeva & Semenov, 2018).

ISO 21001:2018 provides opportunities for educational organizations to collaborate and innovate by involving all existing resources within the organization (Anttila, 2016). From some previous research, there has been no research that analyzes the management system of ISO 21001 education organizations against quality management systems that have been applied to universities. Faculty X at universities in Central Java is currently working to implement an optimal quality assurance system that refers to the international standard of education. Quality assurance evaluation conducted by the Institution and conducted by each Faculty relates to the guidelines of internal audit of academic quality (AIMA). Currently, faculty X has 5 study programs, with 2 study programs accredited A, 2 study programs accredited B, and one program accredited C. This condition causes Faculty X to be the only Faculty with study programs accredited by C. As one of the universities in Indonesia; the institution has a target that all study programs must be accredited A or Unggul (Superior).

So this research aims to achieve a gap analysis between the quality assurance system of universities by using AIMA instruments against the management system of ISO 21001:2018 educational organizations and knowing the readiness of Faculty X in meeting the requirements of the management system of iso 21001:2018 educational organization. This research is also conducted to provide proposals or suggestions for improving the quality assurance system at higher education institutions.

## **2 Method**

This research was conducted at one of the state universities in Central Java, starting from November 2020 until December 2021. The research was conducted by observing the object under study by collecting primary and secondary data. Preliminary data were obtained by distributing questionnaires, validating the questionnaire results with interviews, and collecting evidence of compliance with the ISO 21001:2018 standard. Secondary data is obtained based on the internal academic quality audit (AMAI) results by the quality assurance department at the institutional level. So that the research objectives can be achieved according to the target, this research uses several methods, including:

### **Education Organization Management System ISO 21001:2018**

ISO 21001 is an educational organization management system adapted from ISO 9001:2015. The principle of ISO 21001 standard encourages educational institutions to assume greater social responsibility and provide open and fair educational services to the students. The ISO 21001:2018 standard helps academic institutions improve educators' and educators' satisfaction and other beneficiaries (Rahmadi & Iskandar, 2020).

### **Terms of Clause ISO 21001:2018**

There are ten clauses in ISO 21001:2018, but the question item is clauses 4 through 10. Clauses 1 to 3 are not surveyed at ISO 21001:2018 because they are not directly related to implementing the quality assurance process (Rahmadi & Iskandar, 2020). So this study will focus on analyzing the requirements of ISO 21001:2018 starting from clause 4 to clause 10, namely: (4) Context of organization, (5) Leadership, (6) Planning, (7) Support, (8) Operation, (9) Performance evaluation, and (10) Improvement. According to Wibisono (2018), clause 4 allows organizations to understand stakeholders' expectations completely. This Clause explains the interested parties, namely students, staff, and other beneficiaries. Furthermore, Clause 5 explains strategic plans, students who need special needs, and social responsibility to meet other non-educational organizations. ISO 21001:2018, in its implementation, requires a lot of resources and commitment from the management. Otherwise, applying it will be difficult for the quality management system to run effectively.

Clause 6 addresses identifying risks and opportunities, organizational goals or the quality and planning to achieve them, and planning changes in the management system of educational organizations (Franco, 2019). In addition, the planning clause also discusses risk management that serves as the entrance into the overall education quality system. Clause 7 addresses specific matters such as learning engagement and satisfaction as well as staff engagement and satisfaction. The sub-clauses on facilities are also more detailed. More than specifying the type of infrastructure provided by the organization, the appropriate facilities for teaching and learning are declared as requirements (Wibisono, 2018). Clause 8 describes the sub-clauses of planning and operational control. This additional sub-clause addresses the other requirements for special needs education, planning and controlling of special operations in the design, development, and expected outcomes for learning outcomes, teaching methods, and learning environments, assessment criteria, learning assessments, improvement methods, and support services (Faura et al., 2019).

Clause 9 requires organizations to determine criteria for the satisfaction of students, staff, and other beneficiaries. This Clause is further outlined in addressing the requirements for handling complaints and appeals and how this is maintained as documented information and notified to interested parties (Rohayati & Delvika, 2018). According to Wibisono (2018), the last Clause or clause 10 encourages educational organizations to enhance the logical importance of improvement initiatives. Corrections need to be made immediately if discrepancies occur, followed by continuous improvement and further identification of improvement opportunities.

### **Gap Analysis**

Gap analysis is a method of determining the current condition based on the desire or need of the target and the reason for the gap between the two (Prakasa et al., 2015). The following are the steps to do gap analysis according to Rahmadi and Iskandar (2020) as follows:

1. Compiling a Gap Analysis checklist and Scoring  
Creating a checklist helps identify the gap between the Quality Assurance System of Faculty X and the management system of ISO 21001:2018 educational organizations. To

facilitate the analysis of each Clause, the checklist will provide evaluation indicators for each question in the form of a score. Table 1 is a Gap Analysis scoring score.

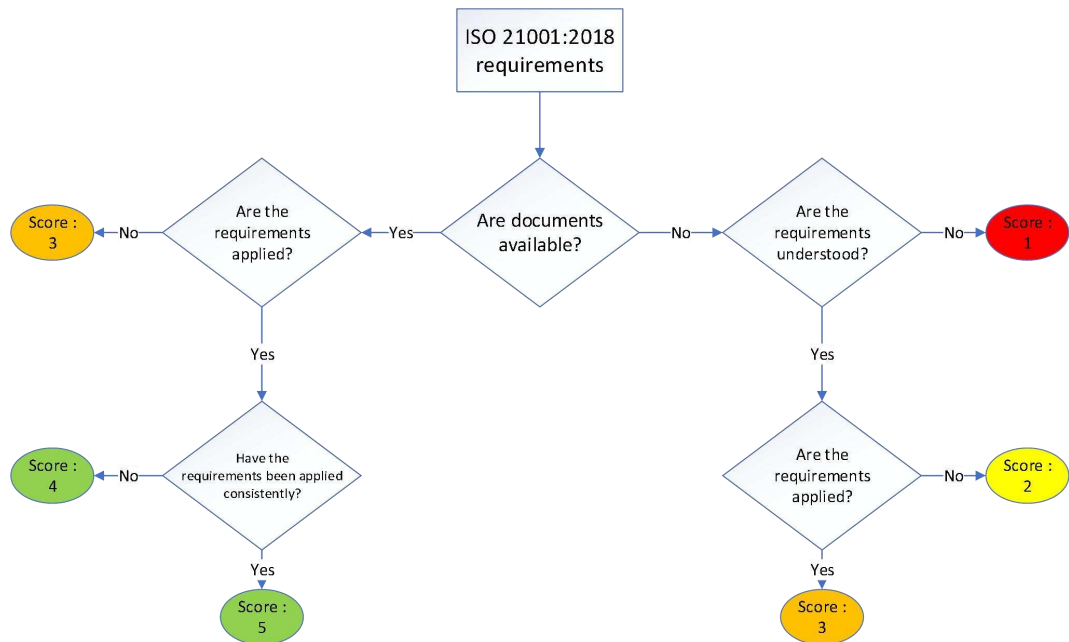
**Table 1 Gap Analysis Score**

Score	Description
1	If Faculty X does not understand what is necessary and does not do so.
2	If Faculty X understands the importance of the activity but does not do so.
3	If Faculty X has documents but has not been applied or applied but not recorded or not documented.
4	If Faculty X performs activities but is inconsistent.
5	If Faculty X does activities well (consistently).

The survey was conducted on top management at faculty X, which consisted of the dean, vice dean for academics, vice dean for general and finance, vice dean for student affairs and alumni, all heads of study programs, director of quality assurance, and head of administration. The questionnaire was designed based on the ISO 21001:2018 management standard requirements. The questionnaire for each respondent was prepared based on the duties and responsibilities of the respondent by the contents of these requirements. Data collection is done by interview and direct observation, then the results of these observations will be compiled and confirmed the results back to the respondents.

2. Checklist Rating

Checklist assessment based on the organization's current situation. The resource persons used have the capability and information system of quality assurance. The evaluation is based on the conditions described in Table 1 above. In comparison, the steps in determining the score for each questionnaire question are shown in Figure 1.



**Figure 1 Flow Chart Scoring**

3. Gap Assessment

Gap assessment aims to determine how big the gap is in the organization. A percentage value is obtained by summing the score of each variable and dividing it by the maximum value of that variable. The smaller the value that appears, the better the result. The resulting percentage value indicates that the organization is ready to implement the ISO 21001:2018 education organization management system. Table 2 shows the range of gap values.

**Tabel 2 Range Gap Analysis**

Percentage readiness	Description
91%-100%	Faculty X is ready to certify and run consistently
75%-90%	Faculty X is ready to certify but has not been run consistently
50%-74%	Faculty X must improve the Quality System for ISO 21001:2018 preparation
1%-49%	Inferior application. Faculty X needs to understand and review the implementation of the education quality system.

Source: (Rahmadi & Iskandar, 2020)

### 3 Result and Discussion

#### Gap Comparison Results

Gap comparison analysis at this stage is done by comparing the Quality Assurance System of Faculty X requirements through audit instruments included in the Internal Audit of Academic Quality (AIMA) with the provisions in the management system of educational organizations ISO 21001:2018. This is done to determine whether the AIMA audit instrument used to evaluate the Institution's performance meets the requirements of the ISO 21001:2018 standard. The results of the analysis of the comparison of AIMA standard items with the ISO 21001:2018 education organization management system clauses are shown in Table 3 below.

**Table 3 AIMA gap comparison result with ISO 21001:2018**

Clause	Description	Number of clauses ISO fulfilled on AIMA	Number of ISO Clauses & Sub-Clauses	Percentage clause AIMA
4	Context of the organization	3	4	75%
5	Leadership	4	6	67%
6	Planning	1	3	33%
7	Support	13	21	62%
8	Operation	19	32	59%
9	Performance Evaluation	7	11	64%
10	Improvement	1	4	25%
<b>Total</b>		48	81	59%

Based on Table 3, it is obtained that of the 81 requirements (clauses and sub-clauses) of the ISO 21001:2018 international standard, only 48 clauses are met, or about 59%. Clauses with the highest percentage are clause 4 of the organizational context of 75%, which means that most of the requirements of Clause four have been met. The lowest percentage value is contained in clause 10, an increasing provision of only 25%, which means clause 10 is still not completed in the AIMA standard. It can be concluded that the entire Clause that has met the AIMA standard is as much as 59% of the total distribution clause ISO 21001:2018. This indicates that it is necessary to set up AMAI audit standards at the university level so that the quality assurance system at the college can be applied optimally and meet the requirements of ISO 21001:2018.

#### Questionnaire Results

The questionnaire results were obtained through interviews with speakers consisting of top management on Faculty X, including The Dean, Vice Dean, Head of Department, Head of Section, and Quality Assurance Section Faculty X. The result is the value for each Clause of ISO 21001:2018. The questionnaires asked are tailored to each resource person's work description and responsibilities. The results of the questionnaire recapitulation questionnaire are shown in Table 4.

**Table 4 Questionnaire Results from Top Management**

No.	Clause	Description	Total Value	Maximum Score	Percentage of Clauses
1	Clause 4	Context of the organization	18	20	90%
2	Clause 5	Leadership	25	30	84%
3	Clause 6	Planning	10	15	66%
4	Clause 7	Support	74	105	70%
5	Clause 8	Operation	115	160	72%
6	Clause 9	Performance Evaluation	45	55	81%
7	Clause 10	Improvement	8	20	40%
<b>Percentage readiness</b>				<b>73%</b>	

The questionnaire result in Table 4 shows the percentage level of readiness of Faculty X in meeting the management standards of educational organizations ISO 21001:2018 by 73%. From the percentage calculation that has been done, it can be seen that the assessment range of questionnaire results is in the field of 50%-74%, which means that Faculty X must improve the quality system first for the preparation of quality assurance ISO 21001:2018. This questionnaire reinforces the study results at an early stage, namely clause ten about the increase has the lowest value, which is 40%. This indicates that institutions need to focus on meeting the requirements in clause 10, both in implementing and implementing quality assurance evaluation with AIMA standards. In addition, observations result that have been done also show that there are still work procedures that have not been fully implemented. The many discrepancies demanded that the educational organization carry out its commitment to fulfilling all elements in the organization, not only completion for learners, the realization of service satisfaction is also carried out for all aspects of Faculty X such as lecturers, education departments, staff, and external providers. This quality assurance system must be improved immediately to support the smooth process of education services and as a continuous improvement in all matters related to the quality of educational organizations. However, when viewed from the results of the achievement of each Clause, there are several other terms already well implemented, such as clause 4, clause 5, and clause 9. This shows the role and commitment of the leadership in implementing the quality assurance system at Faculty X.

### Proposed Improvements

The proposed improvement needs to be given after getting the results of the gap analysis. They need to be given proposed improvement measures is to ensure that the quality management system runs by the standards that have been set. The proposal is intended to complete documents or activities to complete the quality assurance system within the organization. Based on the results of data processing analysis gap quality assurance system with AIMA and ISO 21001:2018 as well as the processing of questionnaire data, Clause ten on the improvement or improvement made by the organization obtained the lowest presentation, so it is necessary to various efforts of improvement shown in Table 5 below.

**Table 5 Proposed Improvement Clause 10**

Sub Clauses	Requirements	Proposed Improvements
10.1	Corrective action documents	All findings of non-compliance, such as AIMA audit findings, complaints of interested parties, accreditation results, etc., must be followed up with the supervision of faculty quality assurance monitored regularly.
10.1.1	Corrective action documents	Evidence of improvements that have been made is documented as evidence that the findings have been acted upon
10.2	Document needs and opportunities	Top management should identify organizational needs and opportunities and determine priority levels based on existing options.
10.3	Repair opportunity document	The identification of opportunities that the organization can utilize is monitored, and documented the results of monitoring. So that the opportunities that exist can be optimized by the organization, for example, opportunities for cooperation with the industrial world or universities abroad

In addition to Clause 10 on organizational improvement, based on the results of questionnaire data processing, some of the requirements assessed by top management have the lowest scores shown in Table 6.

**Table 6 Document Design with Score 1**

No.	Draft Document	Clause	Score
1	Satisfaction survey documents for lecturers, staff, employees, and external parties	7.1.1	1
2	Staff Exchange Documents	7.1.6	1
3	Documents for Value Improvement	8.5.1.3	1
<b>Additional Requirements for Special Needs</b>			
4	Resources	7.1.1.2	1
5	Training Resources	7.2.2	1
6	Document Accessibility	7.5.2	1
7	Curriculum Modification	8.1.3	1
8	Education Services	8.2	1
9	Curriculum Development	8.3.4.4	1
10	Learning Process	8.5.1.6	1

A Score of 1 means that Faculty X does not understand and does not do activities, and there are no documents on the matter. Therefore, improvements are needed to complete the paper and provide improvement ideas that Faculty X can do to meet ISO 21001:2018 quality assurance. Improvement ideas based on the results of the discussion are shown in Table 7 Pictures are only done for clauses that have the lowest score.

**Table 7 The Proposed Improvements**

Clause	The Proposed Improvements
Clause 7.1.1: Human Resource Satisfaction Survey	Organizations need to conduct satisfaction surveys for staff, lecturers, employees, and external providers that aim to know and correct the discrepancies contained in the organization to achieve the best service satisfaction. The following ideas that faculty X can do in meeting the requirements of clause 7.1.1 are as follows: a. Create a questionnaire design for lecturers. b. Create questionnaire designs for staff and education departments. c. Create a draft questionnaire related to service satisfaction for external providers. d. Make SOP related to taking questionnaires at least once a semester. e. Evaluate for continuous improvement.
Clause 7.1.6: Organizational Knowledge	This Clause addresses the exchange between all educators and staff. The purpose of the discussion of educators and staff is to know the knowledge between employees related to each employee's process and <i>job desk</i> to achieve the suitability of the service. The following ideas that faculty X can do in meeting the requirements of clause 7.1.6 are as follows: a. Create a job description of each employee. b. Have a working SOP for each job. c. Perform monitoring for performance evaluation.
Clause 8.5.1.3: Learners Appeal and Request Improvement of Value	Clause 8.5.1.3 is a clause that says that every educational organization must ensure that students are aware of the results of lectures and exams. Students can also appeal or request improved grades to take feedback between students and educational organizations. Faculty X must do the following things in fulfilling this Clause as follows: a. Make SOP about appeal and value improvement by students. b. Create a complaint system conducted by students to be structured when students appeal. c. Make documentation about students who demand and improve grades.
Clause 7.1.1.2: Resources for Students with Special Needs	This Clause requires educational organizations to have documents on disabilities and apply all necessary matters to students with special needs. The following are the ideas that Faculty X must do in fulfilling this Clause as follows:

Clause	The Proposed Improvements
	<ol style="list-style-type: none"> <li>a. Provide the human resources needed in the educational process. For example, the part of education services that serve academic and non-academic functions for lecturers.</li> <li>b. Create SOPs for lecturers and educational services directly related to students with special needs.</li> <li>c. Conduct monitoring and review of human resources for performance assessment.</li> <li>d. Measuring students' satisfaction, the satisfaction of lecturers, and satisfaction of educational services to be evaluated and get the best results for the future.</li> <li>e. Record and document all matters related to human resources for students with special needs.</li> </ol>
<p>Clause 7.2.2: Training of My Resources educators and Staff for Students with Special Needs</p>	<p>This Clause describes human resources who have direct contact with students with special needs to be given special training that can include and meet learners' learning needs, different instructions, and assessments. Faculty X must do the following ideas in fulfilling this Clause as follows:</p> <ol style="list-style-type: none"> <li>a. Create training SOP for human resources in direct contact with students with special needs.</li> <li>b. Perform performance evaluations at specific intervals and regularly.</li> <li>c. Perform monitoring for performance assessments.</li> <li>d. Create quality documents and performance assessment or performance evaluation documents.</li> </ol>
<p>Clause 7.5.2: Creating and Updating Documents with Special Needs Students In Mind</p>	<p>Educational organizations update documented information considering the accessibility requirements of people with special needs. The following are the ideas that faculty X must fulfill in fulfilling this Clause, which is as follows:</p> <ol style="list-style-type: none"> <li>a. Make policies regarding creating and updating documented information owned by Faculty X.</li> <li>b. Create a document format consisting of languages, software versions, graphics and media used both paper and electronic to make the document accessible to people with special needs.</li> <li>c. Review and monitor documented information at planned intervals, at least once a year.</li> <li>d. Evaluate to address the discrepancy of documented information.</li> <li>e. Record all things related to activities to make continuous improvements.</li> </ol>
<p>Clause 8.1.3: Control of Education for Special Needs</p>	<p>Organizations must make curriculum adjustments or modifications to educational programs to fit the profile of students with special needs. The following are the ideas that Faculty X does in fulfilling this Clause, which are as follows:</p> <ol style="list-style-type: none"> <li>a. They are making SOP-related activities involving students with special needs.</li> <li>b. Make SOP learning activities.</li> <li>c. Create programs that support students with special needs to achieve optimal potential.</li> <li>d. Create programs that provide links to workplace opportunities for students with special needs.</li> <li>e. Conduct curriculum monitoring and review at intervals of at least once a year.</li> </ol>
<p>Clause 8.2: Determining the Terms for Educational Services</p>	<p>Educational organizations must ensure that education services must be tailored to students with special needs. The following are the ideas that Faculty X should do in fulfilling this Clause as follows:</p> <ol style="list-style-type: none"> <li>a. Create an SOP for education services.</li> <li>b. Make policies related to education services that must meet the needs of current and future students.</li> <li>c. Make a strategic plan of education services to support the fulfillment of the needs of students.</li> <li>d. Create questionnaires distributed to students regarding all the needs of the desired educational services.</li> <li>e. Create a survey about the educational services expected by students.</li> <li>f. Conduct reviews and monitoring related to education services expected by students at specific intervals.</li> <li>g. Evaluate the discrepancy in education services.</li> </ol> <p>Record and document related to all related education services. Such as questionnaires, surveys, monitoring, and evaluations must be documented as evidence has been done and can also be made continuous improvements to education services in the future.</p>



Clause	The Proposed Improvements
Clause 8.3.4.4: Curriculum Development Control Pays Attention to Access to Students with Special Needs	Organizations must ensure the development of a curriculum with transparency, accessibility, and a fair assessment system for students with special needs. Faculty X must do the following ideas in fulfilling this Clause as follows: <ol style="list-style-type: none"> <li>a. Create curriculum documents that have easy accessibility so that students with special needs can also access the document.</li> <li>b. Make a sop assessment of fair learning outcomes for students with special needs.</li> <li>c. It conducts a review and monitoring related to the interval assessment system planned at least once a semester.</li> <li>d. Evaluate curriculum development for continuous improvement. Record or documents related to review and monitoring.</li> </ol>
Clause 8.5.1.6: Additional Requirements for Teaching Process, Tutoring, and Guidance of Students with Special Needs	This Clause clarifies that educational organizations must communicate learning methods to students with special needs with different teaching methods. The following are the ideas that Faculty X must do in fulfilling this Clause to get a good score as follows: <ol style="list-style-type: none"> <li>a. Create a learning process policy for students with special needs.</li> <li>b. They are making SOP for lecturers related to learning delivery to students with special needs.</li> <li>c. They are facilitating activities for students with special needs to develop their independence.</li> <li>d. Have tutors and tutors devoted to students with special needs?</li> <li>e. Conduct performance evaluations for lecturers, tutors, and guidance directly related to students with special needs.</li> <li>f. Monitoring and reviewing all such activities.</li> <li>g. Evaluate activities to obtain results for continuous improvement.</li> </ol>

The priority of proposed improvements is made to clauses 7.1.1, 7.1.6, and 8.5.1.3. The proposal is prioritized because it follows the need for the study program accreditation process, which requires customer satisfaction documents, staff exchange documents, and repair documents. Proposed improvements to fulfill these requirements can be made in less than one year because currently, Faculty X will apply for accreditation for several study programs to make this improvement linearly to meet the accreditation document requirements at Faculty X. The proposed improvement program can be budgeted as part of the accreditation activities of Faculty X, which will be carried out in 2022. While for documentation related to meeting students with special needs, currently, these needs are not so urgent because there are no students with special needs in faculty X. However, to meet the requirements of ISO 21001:2018, organizations must prepare for these conditions. If there are students or stakeholders with special needs, the organization is ready to provide the best service. The proposed improvement for requirements related to documentation to provide services to stakeholders with special needs still needs to be considered for budgeting in 2023 if Faculty X wants to implement the ISO 21001:2018 management system. Therefore, to meet the requirements of ISO 21001:2018 as a whole, Faculty X needs at least two more years.

#### 4 Conclusion

The Gap analysis results of the quality assurance system at Faculty X show that Clause 10 regarding improvement efforts made by the leadership of Faculty X needs special attention because it has the lowest percentage of achievement. The AIMA quality assurance audit results show that there has been no follow-up on audit findings or other discrepancies, such as student complaints and conclusions at the time of accreditation. It is necessary to regularly monitor Faculty X and the study program quality assurance team to monitor and ensure that these discrepancies have been followed up. In addition, the department that Faculty X must carry out in fulfilling the educational organization management system ISO 21001:2018 is to provide learning facilities, both academic and non-academic, for students with special needs. Various facilities, such as lecture halls and laboratories, have not been designed to facilitate students with special needs. All higher education institutions in Indonesia refer to the same quality assurance standards, so the results of this study can be used as a reference in measuring organizational readiness in implementing the ISO 21001:2018 organizational education management system. Future research is recommended

to identify risks and opportunities based on the university's vision, mission, and goals. Risk identification is one of the requirements that must be carried out by institutions implementing the ISO management system.

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