

Madrasah based management through the implementation of ISO 21001:2018: A case study at Madrasah Istiqlal Jakarta

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ABSTRACT

Purpose – The purpose of this study is to examine the implementation of Madrasah-Based Management through the adoption of the ISO 21001:2018 Educational Organizations Management System at Madrasah Istiqlal Jakarta and to evaluate its contribution to strengthening institutional governance and improving the quality of educational services.

Method – This study employed a qualitative case study design. Data was collected through observations, semi-structured interviews, document analysis, and an examination of institutional policies related to the implementation of ISO 21001:2018. Data was analyzed using the interactive model of data reduction, data display, and conclusion drawing.

Findings – The findings indicate that the implementation of Madrasah-Based Management through ISO 21001:2018 strengthened organizational governance, enhanced the effectiveness of educational services, improved human resource professionalism, and fostered a sustainable quality culture. Specifically, the study found that (1) standardized operating procedures were implemented across all academic and administrative units, improving consistency, transparency, and institutional accountability; (2) Key Performance Indicators (KPIs), periodic internal quality audits, and evidence-based decision-making were systematically integrated into performance evaluation and continuous quality improvement; and (3) stakeholder participation—including teachers, administrative staff, parents, and the madrasah committee—increased substantially through structured planning, evaluation, and institutional decision-making processes. These empirical findings demonstrate that ISO 21001:2018 has enabled Madrasah Istiqlal Jakarta to establish a structured, accountable, learner-centered, and adaptive management system while preserving its Islamic educational values.

Keywords: Madrasah-Based Management, ISO 21001:2018, Educational Quality, Madrasah Governance, Islamic Education Innovation.

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INTRODUCTION

The development of educational management in the era of globalization indicates a paradigm shift from administrative-based educational management toward quality- and innovation-based management (Yawar, 2025). Educational institutions are no longer only required to produce academically excellent graduates, but they must also be able to provide educational services that are effective, professional, and oriented toward the satisfaction of students and stakeholders. In the context of Islamic education, madrasah face increasingly complex challenges, ranging from global competition and digital

transformation to demands for public accountability regarding the quality of educational services (Nursaidah, 2026). Various recent studies explain that strengthening the quality management system is one of the main strategies in improving the competitiveness of educational institutions (Darojah et al., 2025).

Madrasah is expected to become superior, flexible Islamic educational institutions with a strong organizational culture (Zulkarnain, 2025). However, some madrasah still face problems such as weak governance, poor organizational culture, inadequate evaluation systems, and a lack of implementation of educational standards. Data indicate that quality-based educational services, human resource development, and administrative management remain challenges in several madrasah (Mahnun, 2026). Initial observations at Madrasah Istiqlal Jakarta show that the implementation of ISO 21001:2018 was carried out to address these challenges by creating a more organized educational management system focused on improving service quality. Furthermore, as indicated by preliminary interviews with madrasah administrators, the implementation of ISO 21001:2018 can improve institutional coordination, educational quality, and the satisfaction of both internal and external stakeholders.

Previous studies on the implementation of ISO standards in educational institutions have primarily focused on the effectiveness of quality management systems, institutional performance, service quality, and stakeholder satisfaction in schools and higher education institutions. Although several studies have examined the adoption of ISO 21001:2018 in educational settings, they generally emphasize compliance with international quality standards and organizational performance. Limited attention has been given to how ISO 21001:2018 can be integrated into madrasah-based management while preserving the distinctive characteristics and Islamic values that underpin madrasah governance. Furthermore, previous research has rarely explored the role of ISO 21001:2018 in fostering a sustainable quality culture through the integration of educational leadership, participatory governance, and continuous quality improvement within Islamic educational institutions.

This gap becomes an important reason for conducting research on madrasah-based management through the ISO 21001:2018 approach. This study is based on the argument that the implementation of international standards in madrasah management can serve as an innovative solution for building a sustainable quality culture in Islamic education. Unlike previous studies that mainly evaluate ISO implementation from the perspective of quality assurance or administrative compliance, this study examines ISO 21001:2018 as an integrated management framework that aligns international quality management principles with the philosophy, governance, and values of Islamic education in a madrasah context. ISO 21001:2018 not only emphasizes administrative aspects but also focuses on learning effectiveness, educational leadership, stakeholder involvement, risk-based thinking, continuous improvement, and evidence-based decision-making. Thus, the implementation of this standard has significant potential to improve the professionalism of madrasah governance while strengthening its Islamic identity. This study is expected to contribute to the development of Islamic educational management by proposing an

integrated model of madrasah-based management that combines the requirements of ISO 21001:2018 with Islamic educational values, thereby providing a conceptual and practical reference for improving the quality and sustainability of madrasah governance.

The concepts of school-based management and educational quality assurance systems have been discussed in several previous studies. According to research conducted by Edward Sallis, total quality management in education is an important component in building an organizational culture focused on continuous quality improvement (Ikhsan et al., 2023). Other studies in recent years have shown that school- or madrasah-based management can increase community participation, institutional management effectiveness, and the quality of educational services.

In addition, research on the implementation of ISO in educational institutions shows that the application of international quality standards can improve administrative efficiency, accountability, and stakeholder satisfaction in education (Efendi et al., 2020). However, research regarding the implementation of ISO 21001:2018 in Islamic educational institutions, particularly in the context of madrasah-based management, remains very limited. Previous studies have mostly focused only on public schools or on quality management aspects in general, without considering how Islamic educational values are integrated with international educational standards.

This study differs from previous research because it specifically focuses on the implementation of ISO 21001:2018 in the development of madrasah-based management at Madrasah Istiqlal Jakarta. This study does not only examine institutional administrative aspects; it also examines how international standards are integrated with organizational culture, Islamic principles, and Islamic educational programs. The novelty of this study lies in its effort to offer a new perspective on Islamic educational management based on international quality standards, which has rarely been studied. In addition, this study uses a case study approach to gain a deeper understanding of implementation strategies, supporting and inhibiting factors, and how the implementation of ISO 21001:2018 affects the improvement of educational quality in educational institutions.

Based on the description above, this study aims to identify educational quality management strategies, explore the supporting and inhibiting factors influencing the implementation of ISO 21001:2018 at Madrasah Istiqlal Jakarta, and evaluate how the implementation of ISO 21001:2018 contributes to improving the quality of educational services in the madrasah. In line with the qualitative case study design, this study is guided by the following research questions: (1) How is ISO 21001:2018 implemented within the Madrasah-Based Management system at Madrasah Istiqlal Jakarta? (2) What supporting and inhibiting factors influence the implementation of ISO 21001:2018 in the madrasah? (3) How does the implementation of ISO 21001:2018 contribute to improving educational governance, service quality, and the development of a sustainable quality culture while preserving Islamic values? By addressing these research questions, the study is expected to provide both scientific and practical contributions to the development of professional, adaptive, and internationally recognized Islamic educational management, while offering a

reference for other madrasahs seeking to integrate international quality management standards with Islamic educational principles.

METHOD

This study employed a qualitative approach with a case study research design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the implementation of Madrasah-Based Management as an innovative approach in applying the ISO 21001:2018 quality standard at Madrasah Istiqlal Jakarta. The case study method was used to explore the phenomenon of madrasah management holistically, contextually, and comprehensively based on real conditions in the field ([Hayati, 2025](#)). This study focuses on the processes of planning, implementation, evaluation, and development of an ISO 21001:2018-based educational management system in improving the quality of madrasah educational services.

The study employed a qualitative case study design at Madrasah Istiqlal Jakarta to explore the implementation of ISO 21001:2018 in madrasah-based management. The participants consisted of 5 informants, selected through purposive sampling based on their direct involvement in the implementation and management of ISO 21001:2018. They were selected according to the following criteria: (1) having direct responsibilities in planning, implementing, monitoring, or evaluating the ISO 21001:2018 management system; (2) having at least two years of experience working at Madrasah Istiqlal Jakarta; and (3) being willing to participate voluntarily in interviews and provide relevant information. These participants were considered capable of providing comprehensive insights into the implementation process, supporting and inhibiting factors, and the impact of ISO 21001:2018 on educational governance and service quality.

Data were collected through semi-structured interviews, participant observation, document analysis, and institutional records to enable methodological triangulation and enhance the credibility of the findings.

Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Observation was used to directly examine the implementation of Madrasah-Based Management and the application of ISO 21001:2018 standards in educational activities. Semi-structured in-depth interviews were conducted with key informants to obtain data related to policies, strategies, obstacles, and innovations in madrasah management. Meanwhile, documentation studies were conducted on policy documents, organizational structures, standard operating procedures (SOPs), quality audit reports, ISO 21001:2018 documents, and archives of madrasah work programs relevant to the research focus. Technique, source, and time triangulation were employed to test the validity of the research data. Source triangulation involved comparing data from various informants, while technique triangulation involved comparing the results of observations, interviews, and documentation. The researcher also used member checking to ensure that the interview data accurately reflected the informants' statements.

Using the interactive model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), the data analysis consisted of three interconnected stages: data reduction, data display, and conclusion drawing and verification. The analysis began with verbatim transcription of the interview data, followed by repeated reading of the transcripts, field notes, and institutional documents to achieve data familiarization. During the data reduction stage, an initial coding process was conducted by assigning descriptive codes to meaningful statements related to the implementation of ISO 21001:2018 in Madrasah-Based Management. Similar codes were then systematically compared and grouped into broader categories according to their conceptual relationships, such as educational leadership, quality assurance, stakeholder participation, organizational governance, and continuous improvement. These categories were subsequently synthesized into overarching themes that addressed the research questions and reflected the implementation patterns of ISO 21001:2018 at Madrasah Istiqlal Jakarta.

The data were displayed through matrices, descriptive narratives, and thematic maps to facilitate the identification of relationships among categories and themes. Throughout the analysis, the emerging themes were continuously refined by comparing them with the original data to ensure that they accurately represented the participants' perspectives. The conclusion drawing and verification stage was conducted iteratively by examining the consistency of findings across interviews, observations, and institutional documents through data triangulation. Differences in interpretation were discussed among the researchers until consensus was reached, thereby enhancing the credibility and dependability of the findings.

In addition, this study employed the conceptual framework of the ISO 21001:2018 Educational Organization Management System to interpret the findings and explain how international quality management principles were integrated into Madrasah-Based Management. This analytical approach provides a comprehensive understanding of innovative quality management practices that are adaptive, participatory, evidence-based, and oriented toward the continuous improvement of Islamic educational services.

RESULT AND DISCUSSION

Implementation of Total Quality Management (TQM) and ISO Policies in the Madrasah

The implementation of an international standard-based quality management system has become a strategic approach for improving the quality and sustainability of educational services. At Madrasah Istiqlal Jakarta, the adoption of the ISO 21001:2018 Educational Organization Management System reflects the institution's commitment to strengthening organizational governance, standardizing educational processes, and promoting continuous quality improvement. The findings indicate that ISO 21001:2018 is implemented not merely as an administrative requirement but as an integrated management framework that supports systematic planning, evidence-based decision-making, and accountability across academic and administrative functions.

From a theoretical perspective, these findings support the principles of the ISO 21001:2018 Educational Organization Management System, which emphasizes learner-centered management, stakeholder engagement, leadership, and continuous improvement. Rather than functioning solely as a certification mechanism, ISO 21001:2018 serves as a governance framework that enables educational institutions to develop a sustainable quality culture through standardized processes and organizational learning. Within the context of Madrasah-Based Management, the implementation of this international standard demonstrates that global quality management principles can be effectively integrated with Islamic educational values, thereby strengthening institutional effectiveness while preserving the distinctive identity and mission of the madrasah.

Madrasah Istiqlal Jakarta was selected as the subject of this study because it possesses unique characteristics as an educational institution integrated with a religious environment while simultaneously implementing a modern quality management system. This study aims to examine in depth how the implementation of ISO supports the improvement of educational quality in the madrasah, as well as how it is integrated with the quality culture that has developed within the institution. Thus, this study is expected to provide a comprehensive overview of best practices in quality-based educational management in madrasah, while also serving as a reference for other Islamic educational institutions in adopting internationally standardized quality management systems. The following are the research findings regarding educational management in the implementation of ISO at Madrasah Istiqlal Jakarta.

Madrasah Istiqlal Jakarta has been certified to both ISO 9001:2015 and ISO 21001:2018, demonstrating its commitment to implementing internationally recognized management systems. Although these standards share a common High-Level Structure, they serve different purposes. ISO 9001:2015 provides a generic Quality Management System (QMS) framework applicable to organizations across various sectors, emphasizing process effectiveness, customer satisfaction, and continual improvement. In contrast, ISO 21001:2018 is specifically designed as an Educational Organizations Management System (EOMS), focusing on learner-centered education, educational leadership, stakeholder engagement, accessibility, and the continuous improvement of educational outcomes. On 22 February 2023, Madrasah Istiqlal Jakarta became the first madrasah in Indonesia to obtain certification for both standards, reflecting its commitment to excellence in organizational governance and educational quality.

Within this integrated management system, Madrasah Istiqlal Jakarta adopts Total Quality Management (TQM) as its overarching management philosophy, while ISO 9001:2015 and ISO 21001:2018 perform complementary functions. TQM establishes a culture of continuous quality improvement and shared responsibility among all members of the institution. ISO 9001:2015 provides the organizational framework for standardizing administrative and operational processes, ensuring they are systematic, measurable, and consistently implemented. Meanwhile, ISO 21001:2018 extends these quality management principles to the educational context by strengthening teaching and learning processes, promoting evidence-based educational management, enhancing stakeholder

participation, and ensuring that educational services remain learner-centered. Because the primary focus of this study is the governance of educational institutions, ISO 21001:2018 serves as the principal analytical framework, while ISO 9001:2015 is discussed as the complementary quality management system that supports institutional effectiveness.

Madrasah Istiqlal Jakarta integrates ISO and Total Quality Management (TQM) simultaneously. While ISO functions as a system that ensures all processes run effectively, consistently, and measurably, TQM becomes the foundation of quality culture, where all members of the madrasah are encouraged to always provide their best performance. Therefore, there is not only a desire to improve quality, but also a clear mechanism to achieve it. In practice, this begins with the commitment of the madrasah leadership in establishing the Strategic Plan (*Renstra*), Vision and Mission, Quality Policy, Quality Manual, and Standard Operating Procedures (SOPs). These are then translated into more specific programs. The primary focus is on students through continuous improvement of learning processes, providing opportunities for parents and students to submit feedback, and establishing a more organized complaint-handling system.

All madrasah activities are also regulated through systems in every process. Starting from teaching and learning activities to evaluation, each process has clear procedures, indicators of success, and proper documentation. This makes the work no longer dependent on tradition or individuals, but rather on a collectively agreed system. Every program is planned, implemented, evaluated, and continuously improved. This is where ISO strengthens the practice of Total Quality Management (TQM), as all processes are documented and monitored through periodic audits and evaluations.

ISO 9001 operates through a systematic approach known as the Plan–Do–Check–Act (PDCA) cycle. First, the institution plans (Plan) work standards, quality objectives, and operational procedures. Second, it implements (Do) all activities in accordance with the established procedures. Third, it conducts evaluations (Check) through monitoring, assessment, and both internal and external audits. Fourth, corrective actions (Act) are carried out based on the results of these evaluations. All these processes must be properly documented so that every activity can be traced, measured, and continuously improved. (Info, 2025) Meanwhile, Total Quality Management (TQM) operates by instilling the awareness that every individual within the organization is responsible for quality. Not only the leadership, but also teachers, staff, and even students have roles in maintaining and improving quality. (Saengchuk et al., 2024) The main principles of Total Quality Management (TQM) include customer focus (in education: students and parents), the involvement of all parties, teamwork, and continuous improvement. Through TQM, quality is not merely an administrative target but becomes a daily habit and organizational culture. (Syafiq & Brillianov, 2024) The working mechanisms of ISO 9001 and Total Quality Management (TQM) complement each other, although they have different approaches. ISO functions as a structured management system, while TQM serves as a quality culture that lives within the organization. In other words, ISO can be considered the “framework and rules of the game,” whereas TQM represents the “spirit and commitment” to continuously improve quality. (Gunawan, 2020)

"Madrasah Istiqlal Jakarta integrates quality culture and standardized management systems in implementing Total Quality Management (TQM) and ISO policies. TQM serves as the primary foundation in building awareness among all members of the madrasah, including leaders, teachers, educational staff, and students, to continuously focus on quality improvement." Meanwhile, the ISO 9001 standard, developed by the International Organization for Standardization, functions as a structure that ensures all processes operate in an organized, measurable, and well-documented manner. The implementation begins with the commitment of madrasah leaders to develop strategic documents such as the Strategic Plan (Renstra), Vision and Mission, Quality Policy, Quality Manual, and Standard Operating Procedures (SOPs). These documents are then translated into more operational work programs with the primary focus on improving the quality of learning and student satisfaction as the main customers of educational services. (Taufiqurrahman, 2026)

The interview findings demonstrate that Madrasah Istiqlal Jakarta has successfully integrated Total Quality Management (TQM) and ISO 9001:2015 into a unified quality management system that combines organizational culture with standardized governance. Rather than functioning merely as an administrative requirement, ISO serves as a structured management framework that operationalizes the principles of TQM through strategic planning, documented procedures, and measurable performance standards. The development of institutional documents, including the Strategic Plan (Renstra), Vision and Mission, Quality Policy, Quality Manual, and Standard Operating Procedures (SOPs), reflects the madrasah's commitment to establishing consistent educational processes and improving service quality. These findings further indicate that the implementation of quality management is embedded in daily institutional practices through continuous monitoring, coordinated program implementation, and an organizational commitment to enhancing student learning experiences and stakeholder satisfaction.

The implementation process begins with mapping the organizational context by identifying students' needs, parents' expectations, and community demands. Based on this mapping process, the madrasah formulates adaptive and data-driven quality policies, establishes measurable educational objectives, manages risks within the learning process, and develops curricula that respond to current educational developments. Furthermore, the findings indicate that ISO 21001:2018 is implemented by organizing all educational processes through clear Standard Operating Procedures (SOPs), measurable performance indicators, systematic planning, data-based evaluation, and continuous improvement using the Plan-Do-Check-Act (PDCA) cycle. Student and parent feedback is also systematically collected and utilized as the basis for improving educational services.

As explained by the Head of Madrasah:

"The implementation of ISO 21001:2018 at Madrasah Istiqlal Jakarta is carried out by managing all educational processes in a structured, measurable, and quality-oriented manner. Quality policies and objectives are translated into learning activities, student services, and administrative processes through Standard Operating Procedures (SOPs) and performance indicators. Learning quality is continuously improved

through systematic planning, data-based evaluation, and the PDCA cycle. Student and parent feedback is also accommodated as the basis for service improvement." (Taufiqurrahman, 2026)

The findings also demonstrate that the implementation strengthens leadership functions within the madrasah. School leaders act not only as decision-makers but also as drivers of quality improvement by ensuring that every member of the institution actively participates in achieving educational quality objectives. This is reflected in clear organizational roles, effective communication, and a shared commitment to continuous quality improvement.

The interview findings indicate that the implementation of ISO 21001:2018 at Madrasah Istiqlal Jakarta is embedded in the institution's daily management practices through a systematic and integrated quality management approach. Rather than functioning merely as an administrative requirement, the standard serves as a practical framework that guides planning, implementation, monitoring, and continuous improvement across academic and administrative activities. The establishment of Standard Operating Procedures (SOPs), measurable performance indicators, and data-driven evaluation mechanisms has enabled the madrasah to ensure consistency in educational service delivery while promoting accountability and organizational effectiveness. Furthermore, the incorporation of feedback from students and parents demonstrates the institution's commitment to stakeholder-centered management, allowing educational services to be continuously refined in response to learners' needs and expectations.

In addition, the findings reveal that the implementation of ISO 21001:2018 has fostered a culture of evidence-based decision-making throughout the institution. Educational planning, performance evaluation, and service improvements are consistently supported by documented data, internal monitoring, and stakeholder feedback. This systematic approach enables the madrasah to identify areas requiring improvement, implement appropriate corrective actions, and monitor the effectiveness of improvement initiatives. Consequently, quality assurance becomes an ongoing institutional process rather than a periodic administrative exercise, contributing to the sustainability of educational quality improvement.

The findings also reveal that the implementation of ISO 21001:2018 encountered several challenges. The transition toward a standardized quality management system required organizational cultural adjustments, particularly in developing a shared understanding among teachers and educational staff regarding documentation, evidence-based management, and continuous quality improvement. Participants also reported that additional administrative responsibilities, including maintaining quality records, preparing internal audits, and monitoring performance indicators, required greater institutional commitment, adequate resources, and additional working time. Furthermore, differences in staff readiness and competence, together with the continuing need for professional development, remained important challenges for maintaining consistent implementation across all organizational units.

According to the Head of Curriculum:

"The implementation of Total Quality Management (TQM) and ISO 21001:2018 encourages the establishment of a quality culture within the educational environment. Every educational process is systematically designed through planning, implementation, evaluation, and continuous improvement. Consequently, the learning process becomes more consistent, well-directed, and capable of meeting established quality standards." ([Kepala Kurikulum Madrasah Istiqlal, 2023.](#))

Similarly, one of the teachers stated:

"From the perspective of teachers and educational staff, the implementation of these standards improves professionalism and work discipline. Teachers no longer rely on conventional practices but perform their duties based on clear and measurable Standard Operating Procedures (SOPs), which contributes to improving the quality of classroom learning." ([Asep Marfu MA Istiqlal, 2023.](#))

The findings further demonstrate that ISO 21001:2018 strengthens stakeholder participation through structured feedback mechanisms involving students and parents. Complaints, suggestions, and recommendations are systematically collected and used as the basis for improving educational services. In addition, all institutional documents, including student records, curriculum documents, activity reports, and financial records, are systematically maintained in both physical and digital formats, thereby facilitating internal and external audits.

The implementation has also strengthened the internal quality assurance system. The madrasah regularly conducts monitoring activities, internal audits, and data-based evaluation meetings by analyzing students' academic performance, attendance records, and stakeholder satisfaction. Based on these evaluations, improvement programs such as remedial learning and teacher professional development are implemented.

Another important finding concerns improvements in curriculum management and instructional processes. Teachers prepare lesson plans and teaching modules according to standardized institutional formats, which include measurable learning objectives, performance indicators, instructional methods, and competency-based assessment procedures. Student assessment is also conducted using authentic evidence, including assessment rubrics, learning portfolios, and documented learning records, thereby ensuring greater transparency and accountability.

The implementation also contributes to improving teachers' professionalism through continuous training, workshops, and performance evaluations. Teachers are required to comply with standardized working procedures, complete teaching journals, and report learning activities regularly. High-performing teachers receive institutional recognition, while those requiring improvement receive professional guidance and coaching. Overall, the findings demonstrate that ISO 21001:2018 has strengthened public trust, improved institutional reputation, enhanced educational service quality, and increased the competitiveness of Madrasah Istiqlal Jakarta as a modern Islamic educational institution with internationally recognized quality standards.

Discussion

Implementation of Total Quality Management (TQM) and ISO Policies in the Madrasah

The findings indicate that the implementation of Total Quality Management (TQM) at Madrasah Istiqlal Jakarta is consistent with W. Edwards Deming's theory, which emphasizes that quality is the responsibility of every member of the organization through a process of continuous improvement ([Hadi et al., 2020](#)). The quality culture established within the madrasah is not solely dependent on leadership but also actively involves teachers, educational staff, and students in the ongoing process of improving educational quality. This collaborative approach reflects the shared responsibility for achieving institutional excellence and sustaining continuous organizational development.

The findings also support Joseph M. Juran's Quality Trilogy, which consists of quality planning, quality control, and quality improvement. The development of the Strategic Plan (Renstra), quality policies, quality manuals, and Standard Operating Procedures (SOPs) at Madrasah Istiqlal Jakarta represents the practical implementation of quality planning, while the regular implementation of internal audits, performance monitoring, and periodic evaluations reflects the processes of quality control and continuous quality improvement. These practices demonstrate that quality management is implemented through a systematic cycle rather than through isolated quality initiatives ([Saifillah et al., n.d.](#)). Furthermore, the implementation of ISO at the madrasah is aligned with Philip B. Crosby's quality management philosophy, particularly the principles of zero defects and conformance to requirements (Moscardini, 2019). All academic and administrative processes are conducted according to established quality standards, thereby minimizing operational errors and ensuring consistency in the delivery of educational services. The emphasis on standardized procedures enables the institution to maintain reliable educational processes while continuously improving service quality.

From the perspective of quality management systems, the Plan–Do–Check–Act (PDCA) cycle implemented through ISO 9001:2015 reinforces the application of Total Quality Management. ISO provides a structured and systematic management framework for planning, implementing, monitoring, and improving organizational processes, whereas TQM cultivates a quality-oriented organizational culture that encourages the active participation of all institutional members ([Maulidia & Aslami, 2026](#)). Therefore, these two approaches should not be viewed as competing management models but rather as complementary systems that collectively promote effective, accountable, and continuously improving educational governance. Overall, the findings demonstrate that the integration of Total Quality Management (TQM) and ISO has established an educational management system that extends beyond administrative standardization. The integration has contributed to improving the quality of educational services, strengthening the institutional quality culture, and enhancing public trust in Madrasah Istiqlal Jakarta as a professional Islamic educational institution operating in accordance with internationally recognized quality management standards. Furthermore, the synergy between TQM and ISO has enabled the madrasah to develop a sustainable management system capable of

responding effectively to contemporary educational challenges while maintaining its commitment to continuous quality improvement.

The findings indicate that the implementation of ISO 21001:2018 at Madrasah Istiqlal Jakarta is consistent with the fundamental principles of the Educational Organizations Management System (EOMS), which emphasize learner-centered education, stakeholder engagement, leadership, evidence-based decision-making, and continual improvement. Unlike conventional quality management systems, ISO 21001:2018 specifically addresses the unique characteristics of educational institutions by ensuring that all organizational processes are directed toward improving learning outcomes and stakeholder satisfaction. The process of organizational context analysis conducted by the madrasah reflects the principles of Clause 4 of ISO 21001:2018, which requires educational institutions to understand both internal and external contexts before formulating educational policies and objectives. By identifying students' needs, parents' expectations, and community demands, the institution is able to develop quality policies that are adaptive and responsive to changes in the educational environment.

The implementation of systematic planning, measurable quality objectives, risk management, and continuous evaluation also demonstrates the practical application of the Plan–Do–Check–Act (PDCA) cycle, which forms the core management approach of ISO standards (Maulidia & Aslami, 2026). This finding supports previous studies suggesting that educational quality improvement is achieved not merely through routine instructional activities but through systematic planning, implementation, monitoring, evaluation, and continuous improvement.

Furthermore, the leadership practices observed in Madrasah Istiqlal Jakarta illustrate the leadership principles emphasized in ISO 21001:2018, whereby educational leaders function not only as administrators but also as facilitators of organizational learning and continuous improvement. Effective leadership encourages participation from teachers, educational staff, students, and parents, thereby strengthening institutional commitment toward achieving educational quality objectives.

The development of structured feedback mechanisms involving students and parents also reflects the stakeholder-centered approach promoted by ISO 21001:2018. As noted by Khater (2023), continuous feedback enables educational institutions to improve service quality based on objective evidence rather than assumptions (Bakar et al., 2024). This finding confirms that stakeholder participation contributes significantly to educational quality enhancement and institutional accountability. Overall, the implementation of ISO 21001:2018 at Madrasah Istiqlal Jakarta demonstrates that educational quality improvement is achieved through an integrated management system that combines systematic governance, participatory leadership, evidence-based decision-making, and continuous improvement. Consequently, the madrasah is able to provide educational services that are more professional, inclusive, accountable, and responsive to the challenges of twenty-first-century education.

The findings demonstrate that the implementation of Total Quality Management (TQM) and ISO 21001:2018 has transformed educational governance from conventional

administrative practices into a comprehensive quality management system. This finding supports the concept proposed by Armand V. Feigenbaum, who argues that quality is the collective responsibility of all organizational members through the implementation of Total Quality Control. The systematic management cycle consisting of planning, implementation, evaluation, and continuous improvement reflects Feigenbaum's principle that quality should be embedded within every organizational process rather than treated as a separate function. (Besterfield, 2012)

The findings are also consistent with Kaoru Ishikawa's concept of continuous improvement and quality circles. The active involvement of teachers, educational staff, students, and parents in quality improvement demonstrates that organizational quality is achieved through collaborative participation rather than individual responsibility alone. The structured feedback mechanisms observed in Madrasah Istiqlal Jakarta illustrate how stakeholder participation contributes to strengthening institutional quality culture. Furthermore, the implementation of systematic documentation, evidence-based decision-making, and transparent communication confirms that ISO 21001:2018 enhances institutional accountability. These findings support previous studies indicating that transparent documentation systems facilitate internal and external audits while strengthening stakeholder trust in educational organizations (Guerra, 2024).

The improvement in stakeholder satisfaction identified in this study is also consistent with previous research emphasizing that responsive feedback systems and effective complaint management positively influence students' and parents' perceptions of educational service quality (Bakon et al., 2024). The implementation of standardized procedures ensures service consistency across different organizational units, thereby reducing disparities in educational quality.

The findings further demonstrate that ISO 21001:2018 contributes to strengthening curriculum management, competency-based learning, authentic assessment, and teacher professionalism. Continuous professional development, performance evaluation, and standardized instructional planning encourage teachers to adopt more innovative, measurable, and learner-centered instructional practices. These results reinforce the argument that quality management standards contribute not only to administrative efficiency but also to pedagogical improvement. Although numerous positive impacts were identified, the findings also reveal several implementation challenges, including organizational cultural adaptation, increased administrative responsibilities, differences in staff readiness, and the continuing need for professional development. From the perspective of Total Quality Management (TQM), these challenges should not be regarded as implementation failures but rather as integral components of organizational learning and continuous improvement. Consequently, institutional commitment, visionary leadership, effective communication, and sustainable human resource development remain essential prerequisites for maintaining a long-term quality culture. Overall, this study confirms that the integration of Total Quality Management (TQM) and ISO 21001:2018 has enabled Madrasah Istiqlal Jakarta to develop a sustainable educational management system characterized by professionalism, accountability, stakeholder

engagement, and continuous quality improvement. The integration of internationally recognized quality management principles with Islamic educational values has also strengthened the institution's competitiveness and positioned the madrasah as a high-quality Islamic educational institution capable of responding to the demands of twenty-first-century education.

CONCLUSION

This study concludes that the implementation of Total Quality Management (TQM) and ISO 21001:2018 at Madrasah Istiqlal Jakarta has established an integrated, systematic, and sustainable educational quality management system. The findings demonstrate that ISO 21001:2018 functions not merely as an administrative requirement but as a comprehensive governance framework that supports strategic planning, evidence-based decision-making, stakeholder participation, and continuous quality improvement. Through the implementation of standard operating procedures, measurable performance indicators, the Plan–Do–Check–Act (PDCA) cycle, and active involvement from teachers, students, and parents, the madrasah has strengthened organizational effectiveness, teacher professionalism, accountability, and the quality of educational services. Despite challenges related to organizational adaptation, staff readiness, and increased administrative responsibilities, the integration of TQM and ISO 21001:2018 has significantly enhanced the internal quality assurance system and reinforced the competitiveness of Madrasah Istiqlal Jakarta as a modern Islamic educational institution with internationally recognized quality standards.

Implications and recommendations. The findings of this study have both theoretical and practical implications. Theoretically, they reinforce the argument that ISO 21001:2018 can serve as an effective governance framework for implementing TQM principles within Islamic educational institutions. Practically, the study highlights that the integration of a quality culture with internationally standardized management systems can improve organizational effectiveness, stakeholder satisfaction, and educational quality. Therefore, other madrasahs and educational institutions may adopt this model as a reference for developing sustainable quality assurance systems. Future studies are recommended to involve a broader range of educational institutions with diverse characteristics and to employ quantitative or mixed-method approaches to examine the impact of ISO 21001:2018 on student achievement, teacher performance, stakeholder satisfaction, and institutional effectiveness. Furthermore, future research should explore the influence of leadership, organizational culture, human resource readiness, and technological support on the sustainability of quality management implementation.

DECLARATIONS

Author Contribution

Alam, M., Contributed to the development of the main research ideas (conceptualization), formulation of the research focus, preparation of the methodology, field observations, data analysis, and writing the initial draft of the manuscript. In addition,

the author also played a role in integrating the concept of Madrasah-Based Management with the ISO 21001:2018 quality management system approach in the context of Islamic education. **Sholichah, A.S.**, contributed to the development of the theoretical framework, editing of the scientific article, validation of field data, organization of research data, and enhancement of academic analysis related to innovation in Islamic educational management. The author also ensured that the article met the standards of national and international scientific journal writing; **Solihin.**, contributed to academic supervision, oversight of the research process, validation of research findings, and enhancement of conceptual analysis related to the implementation of quality-based educational governance. The author also provided input for the interpretation of research findings to ensure their relevance to current developments in educational management research. **Sarwenda**, contributed to the field investigation process, collection of empirical data, research documentation, and interpretation of data related to the implementation of quality culture and educational management systems in the madrasah. The author was also involved in data verification through observations and interview results; **Taufiqurrahman, M.**, contributed to academic supervision, final manuscript review, and strengthening of the research methodology. In addition to being an author, the research subject also viewed him as having a strategic role in the implementation of Madrasah-Based Management and ISO 21001:2018 at Madrasah Istiqlal Jakarta. To maintain the credibility of the research findings, his involvement as a research informant was carried out objectively by adhering to academic research ethics standards, data transparency, and information validation through source and technique triangulation. All authors have read, reviewed, approved, and taken full responsibility for the final content of the published manuscript. In addition, each author is responsible for ensuring that the research was conducted with academic integrity, scientific honesty, and publication ethics.

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Conflict of Interest

The authors declare that this study was conducted without any financial, institutional, academic, or personal conflicts of interest that could influence its objectivity. Since all data were analyzed academically through validation processes, source triangulation, and field

data verification, the involvement of one of the authors as a research subject did not affect the independence of the research process. Therefore, academic integrity and scientific objectivity remained the basis for determining the research findings.

Declaration of AI Use

ChatGPT was used only in a limited capacity during the preparation of this manuscript to improve grammar, refine academic sentence structure, support the development of writing organization, and enhance the clarity of scientific language in the article. Artificial intelligence was not used to collect research data, alter research findings, or replace the authors' scientific analysis. All ideas, data interpretations, conclusions, academic arguments, and findings discussed in this article fully originated from the authors' own thoughts, analyses, and responsibilities.

Additional Information

This study was conducted at Madrasah Istiqlal Jakarta with official permission from the institution for academic and scientific research purposes. The study was carried out in accordance with research ethics principles. These principles included maintaining the confidentiality of informants' identities, ensuring informants' consent to participate, and using research data solely for scientific and academic development purposes. This study focused on the implementation of Madrasah-Based Management as an innovative approach to applying the ISO 21001:2018 standard in improving the quality of Islamic educational services. The study is expected to provide theoretical and practical contributions to the development of Islamic educational quality management systems, particularly in building madrasah governance that is adaptive, participatory, accountable, and oriented toward continuous improvement in the era of educational transformation.

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