THEMATIC ANALYSIS OF ACCREDITATION AND ISO 21001 AT HIGHER EDUCATION INSTITUTION IN BATAM

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Abstract. Higher education in Indonesia, particularly in Batam, must adapt to global demands to enhance quality through the implementation of the international standard ISO 21001:2018. This research aims to explore the gap between national accreditation and the understanding and application of ISO 21001:2018 in higher education institutions. Using a literature review approach, the study identifies the need for a deeper understanding of the standard, as well as the challenges faced by institutions, such as resistance to change and resource limitations. The findings indicate that, despite significant potential for improving educational quality through ISO 21001:2018, many institutions have yet to prioritise its implementation. Therefore, socialisation, training, and government support are crucial to ensure the effective application of this standard to enhance the competitiveness of educational institutions at both regional and international levels

Keywords: accreditation; Batam; ISO 21001:2018; higher education institution; quality of education

I. INTRODUCTION

In the midst of demands for improved quality in higher education in Indonesia remain primarily focused on meeting mandatory national accreditation standards.[1] According to Regulation Number 13 of 2023 concerning the National Accreditation System for Higher Education [2], accreditation is conducted by institutions that possess the legitimacy and competence to objectively and independently assess the quality of higher education institutions. Accreditation plays a crucial role in the higher education system in Indonesia. As a mechanism for external quality assurance, this process ensures that higher education institutions meet the minimum standards set by the government, thus providing quality assurance to students and the wider community.

However, the emergence of international standards such as ISO 21001:2018 [3], which was developed by the The International Organization for Standardization (ISO) specifically for educational organisations, opens new opportunities to strengthen the global quality management system in education. [4] state that ISO 21001:2018 is an international management system standard for educational organisations that can be applied by formal educational institutions to achieve their goals and functions in order to provide quality educational services. Unfortunately, this standard is often sidelined as it is perceived to be less urgent than national accreditation. Despite the introduction of ISO 21001:2018 as an international standard for educational management systems, many Higher Education in Indonesia have yet to pay sufficient attention to its implementation.

Research by [5] indicates that one of the main barriers to the adoption of ISO 21001:2018 is the lack of understanding and socialisation among higher education institutions. A study shows that many educational institutions do not fully grasp this standard, resulting in gaps in their quality management systems. Many institutions have not implemented an ISO 21001:2018-based quality management system, even though they have conducted internal quality audits. Analysis reveals that only 59% of the ISO 21001:2018 clauses have been fulfilled, while the remaining 41% do not comply with the standard. This indicates a gap between the need to improve educational quality and the awareness of the importance of international standards in achieving this goal.

A study by [6] reveals that although ISO 21001:2018 offers significant benefits such as increased efficiency, improved educational quality, and higher stakeholder satisfaction, challenges in its implementation persist, including resource limitations, resistance to change, and the need for ongoing capacity development. Research by [7] shows that the application of ISO 21001:2018 can assist universities in meeting the requirements of the National Accreditation Board for Higher Education (BAN-PT) in Indonesia. This study highlights that the ISO 21001:2018 standard can be used to align the implementation of National Higher Education Standards, internal quality assurance systems, and compliance with national accreditation standards.

Batam City holds a strategic position in the development of higher education, particularly in attracting international students, due to its proximity to Singapore and Malaysia. This geographical closeness provides a competitive advantage for

higher education institutions in Batam to reach the regional education market. Batam, as a modern city in the Riau Islands Province, borders Singapore and Malaysia, presenting unique challenges for higher education in Batam in facing global competition, especially in Southeast Asia [8]. In Batam, there are approximately 46 higher education institutions, comprising 45 private universities and one public university (as detailed in Table 1 below). The strategic location of Batam, in close proximity to Singapore and Malaysia, enables these institutions to elevate their educational standards to ISO 21001:2018. The implementation of this standard can enhance the quality of education and attract international students from neighbouring countries. Overall, the advancement of education in Batam through international standards can support the development of competitive human resources, contribute to economic growth, and strengthen Batam's position as an educational hub within ASEAN.

Table. 1. Number Of Higher Institution in Batam City

Number of Higher Institution in Batam City	Status	
	Public	Private
Academy		5
Polytechnic	1	1
College		31
Institute		3
University		6
Total	1	46

Data Source :https://referensi.data.kemdikbud.go.id/pendidikan/dikti/316000/2/jf/all/all

The total of 46 mentioned above comprises 30 higher education institutions https://pddikti.kemdiktisaintek.go.id/pt/peta under the auspices of the Ministry of Higher Education, Science and Technology, while the remaining 16 institutions under the Ministry of Health and the Ministry of Religious Affairs.

However, to fully capitalise on these opportunities, Higher Education Insttution in Batam must enhance their educational quality to compete with institutions in neighbouring countries. This quality enhancement includes the development of relevant curricula, improvement of faculty quality, and adequate supporting facilities. Thus, Higher Education Insttution in Batam can attract more international students and strengthen their position in the regional higher education landscape.

In general, higher education institutions located in Batam, like most higher education institutions in Indonesia, have not optimally implemented ISO 21001:2018. This is due to several factors, including a lack of understanding of the benefits and processes of implementing this standard, as well as the perception that national accreditation is more important and a primary obligation compared to ISO 21001:2018 certification. National accreditation is viewed as a prerequisite for institutional legitimacy, while ISO 21001:2018 remains voluntary and has not become a priority for many higher education institutions. In fact, the application of ISO 21001:2018 can provide numerous benefits for higher education institutions, such as improving the quality of educational management, operational efficiency, stakeholder satisfaction, and attracting international students from neighbouring countries like Singapore, Malaysia, Thailand, and others.

However, without any push or regulations mandating it, many higher education institutions have yet to prioritise the implementation of this standard. To optimise the application of ISO 21001:2018, more intensive socialisation efforts and support from the government and related institutions are needed to help higher education institutions understand the importance of this standard in enhancing educational quality and competitiveness at the international level.

Literature studies are essential for mapping the needs and strategies for implementing ISO 21001:2018 in Higher Education Institution. By reviewing various sources and previous research, we can understand the challenges and opportunities faced by Higher Education Insttution in improving educational quality. Additionally, literature studies can provide relevant recommendations for Higher Education Insttution in formulating effective implementation strategies. This aligns with the objective of this research to bridge national accreditation and international quality through the implementation of ISO 21001:2018.

The problem statement in this research is as follows: 1. What is the gap between national accreditation and ISO 21001:2018? The gap between national accreditation and ISO 21001:2018 can be observed from several aspects, such as understanding, implementation, and the results achieved. Although national accreditation provides clear standards, it often does not cover all the quality management aspects necessary to enhance the competitiveness of higher education institutions. [9] indicates that many Higher Education Insttution have not fully grasped the benefits of implementing ISO 21001:2018, thus this gap needs to be identified and analysed further. 2. What are the basic requirements for the implementation of ISO 21001:2018 in Higher Education Insttution? The implementation of ISO 21001:2018 in Higher Education Insttution requires several basic needs, including trained human resources, an understanding of the standards, and adequate infrastructure. According to [10], training and capacity development for lecturers and administrative staff are crucial initial steps in preparing Higher Education Insttution to apply this standard. Furthermore, support from top management is also vital to ensure successful implementation. 3. What strategies can be recommended from the literature? The literature suggests several strategies that can be applied to

support the implementation of ISO 21001:2018 in Higher Education Insttution. One such strategy is to foster a quality culture within the higher education environment, which can be achieved through training, workshops, and socialisation regarding the importance of quality management systems. Additionally, collaboration with other institutions that have successfully implemented ISO 21001:2018 can also be an effective strategy.

Research Objectives are as follows: 1. To Identify the Necessities for Implementing ISO 21001:2018 in Higher Education Insttution Based on Existing Literature. The primary aim of this research is to ascertain the requirements for the implementation of ISO 21001:2018 within Higher Education Insttution, drawing upon current literature. By comprehending these necessities, Higher Education Insttution can devise suitable measures to improve educational quality. Research conducted by [11] suggests that mapping these requirements can aid Higher Education Insttution in planning relevant programmes that align with international standards. 2. To Analyse the Comparison Between National Accreditation and ISO 21001:2018. This study also seeks to analyse the distinctions and similarities between national accreditation and ISO 21001:2018. By examining these two frameworks, Higher Education Insttution can gain insights into how to effectively integrate both methodologies to enhance educational quality. Research by [12];[13];[7] highlights the significance of this comparison in exploring the potential synergy between national accreditation and international standards. 3. To Develop Relevant and Practical Implementation Strategies. Ultimately, this research aims to develop pertinent and practical strategies for Higher Education Insttution to implement ISO 21001:2018. By leveraging the findings from literature analysis, it is anticipated that the strategies formulated will offer actionable guidance for Higher Education Insttution in their quest to improve educational quality. [14] indicates that well-structured and thoughtfully planned implementation strategies can significantly enhance the likelihood of successfully adopting international standards within Higher Education Insttution.

Research Benefits are as follows 1. Theoretical: Contribution to the Development of Literature on Education Quality Systems. This research is expected to contribute to the development of literature on education quality systems, particularly in the context of implementing ISO 21001:2018 in Higher Education Insttution. By identifying needs and implementation strategies, this research can serve as a reference for researchers and academics interested in further examining education quality management. 2. Practical: Initial Guidance for Higher Education Insttution in Considering ISO 21001. Practically, this research can serve as an initial guide for Higher Education Insttution in considering the implementation of ISO 21001:2018. By understanding the needs and implementation strategies, Higher Education Insttution can plan appropriate steps to enhance their educational quality. [15] indicates that clear guidance can facilitate Higher Education Insttution in implementing internationally standardised quality management systems. 3. Writing Systematics This research is structured with a systematic writing approach, beginning with an introduction that explains the background, objectives, and benefits of the research. literature review will be discussed, encompassing theoretical frameworks, previous research, and conceptual thinking frameworks. The research methods used, including the type of research, data sources, data collection techniques, and data analysis techniques. Tthe results and discussions will be presented based on the literature review conducted. Finally, will conclude the research findings and provide recommendations for educational institutions, regulators, and future researchers.

The benefits of this research can be summarised as follows:1. Theoretical Contribution: This study aims to enhance the body of literature surrounding education quality systems, specifically in relation to the implementation of ISO 21001:2018 within Private Higher Education Institutions Higher Education Insttution. By identifying the needs and strategies for implementation, this research can act as a valuable reference for scholars and researchers who wish to delve deeper into the management of educational quality. 2. Practical Application: From a practical standpoint, this research provides an initial framework for Higher Education Insttution contemplating the adoption of ISO 21001:2018. By gaining insights into the necessary requirements and implementation tactics, Higher Education Insttution can strategically plan actions to improve their educational standards.3. Research Structure: The research is organised in a systematic manner, commencing with an introduction that outlines the background, objectives, and significance of the study.

II. RESEARCH METHODS

This study employs a library research methodology to gather and analyse data pertinent to the implementation of ISO 21001:2018 in private higher education institutions. This approach is selected as it facilitates a deeper understanding of existing theories and practices, while also aiding in the identification of the needs and challenges faced by educational institutions in adopting these international standards. [16][17] posits that library research is a crucial initial step in research for collecting information from various pre-existing sources.

The data sources utilised in this research include indexed journal articles (Scopus, Sinta, DOAJ, Publish or Perish), reference books related to ISO and educational management, official documents pertaining to ISO 21001:2018, and regulations associated with accreditation and the Internal Quality Assurance System (SPMI) in Indonesia. The diverse range of data sources aims to provide a comprehensive perspective on the implementation of ISO 21001:2018. Data from indexed journals furnish current and relevant information that can support a more in-depth analysis [18].

Data collection techniques are conducted through systematic searches using academic databases such as Google Scholar, SINTA, ResearchGate, Publish or Perish, and ProQuest. This search process employs relevant keywords, including "ISO 21001:2018", "educational quality management", and "higher education accreditation". By adopting this approach, it is anticipated that articles and documents providing profound insights into the implementation of ISO 21001:2018 in the context of private higher education will be identified. [19], systematic searching is an effective method for identifying relevant literature

in research.

The data analysis technique employed in this research is thematic analysis. This method involves categorising data based on emerging themes, such as needs, strategies, barriers, and the relevance of ISO 21001:2018. Through thematic analysis, researchers can identify patterns and relationships among various elements that contribute to the implementation of standards in private higher education institutions. [20] assert that thematic analysis is a flexible approach applicable to various types of qualitative data, making it suitable for this study.

III. RESULTS AND DISCUSSION

Introduction to ISO 21001:2018

Facts indicate that high-quality universities have become the target for graduates of upper Senior high schools. Quality can be interpreted as excellence in the teaching and learning process [21]. In the context of higher education institutions in Batam, the implementation of ISO 21001:2018 is crucial for addressing accreditation challenges and enhancing the quality of education. ISO 21001:2018, as detailed on www.iso.org, is an international standard designed for the management systems of educational organisations. The standard aims to enhance educational quality through a systematic management approach that is focused on stakeholders.[22][23].

ISO 21001 focuses on the specific interaction between an educational organization, the learner, customers and other relevant interested parties. It is a stand-alone management system standard, based on ISO 9001 (without being a sector application), and aligned with other ISO management system standards through the application of the High Level Structure. ISO 21001 provides a common management tool for organizations providing educational products and services capable of meeting learner and other customer requirements and needs. It aims to enhance satisfaction of learners, other customers, and personnel through the effective application of its EOMS, including processes for improvement of the system [24]. The sections of the ISO 21001 are shown in Figure 1 below [9].

Clause	Key elements
1 to 3	Prefatory material
4	Context of the organization
	• Understanding the organization and its context
	• Understanding the needs and expectations of interested parties
	• Determining the scope of the management system for educational organizations
	• Management system for educational organizations (EOMS)
5	Leadership
	• Leadership and commitment
	• Policy
	• Organizational roles, responsibilities and authorities
6	Planning
	• Addressing risks and opportunities
	• Educational organizational objectives and planning to meet them
	• Planning of changes
7	Support
	• Resources
	• Competence
	• Awareness
	• Communication
	• Documented information
8	Operation
	• Operation planning and control
	• Requirements for educational products and services
	• Design and development of educational products and services
	• Control of externally provided processes, products and services
	• Delivery of educational products and services
	• Release of educational products and services
	• Control of nonconforming educational outputs
9	Performance Evaluation
	• Monitoring, measurement, analysis and evaluation
	• Internal audit
	• Management review
10	Improvement
	• Nonconformity and corrective action
	• Continual improvement
	• Opportunities for improvement

Figure 1. The sections of the ISO 21001

ISO 21001:2018 follows the general structure of ISO 9001:2015, which is aligned with Annex SL, the norm for all ISO management standards. The Standard has two key areas: a core structure based on the PDCA improvement cycle and an overarching model termed an EOMS or management system for educational organizations (ISO, 2018a). Figure 2 below depicts the relationship of the PDCA cycle and the EOMS with the various sections of the Standard.
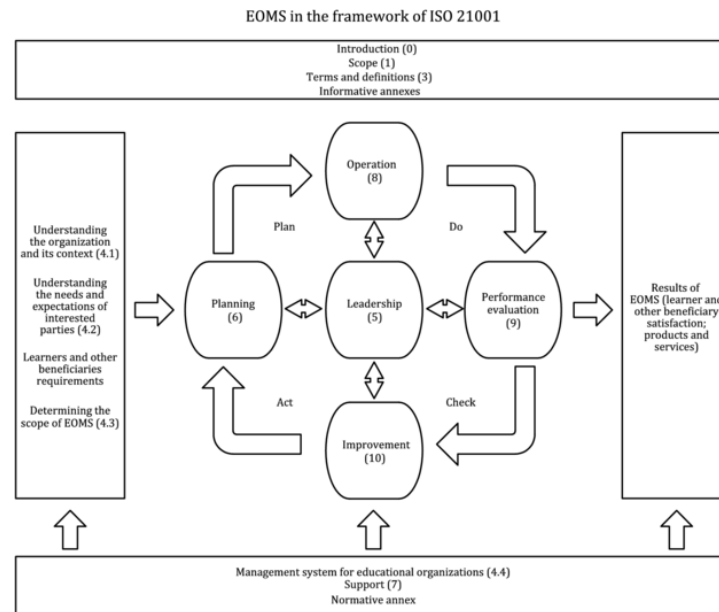
Figure 2. ISO 21001 EOMS (ISO, 2018)

The implementation of ISO 21001:2018 in private higher education institutions in Batam can serve as a solution to enhance accreditation and educational quality. By adopting this standard, educational institutions can ensure that they meet the needs of students, parents, and the community.

Needs for Implementing ISO 21001:2018

There are several advantages to using ISO 21001 in the context of accreditation. As a fundamental standard, it is recognised globally as a hallmark of quality educational sectors. Achieving ISO certification will be perceived as an indication of a certain level of quality by stakeholders within the educational sphere. [9]. Applying ISO 21001:2018 standard ensures that universities have a competitive advantage as well as the achievement of their objectives.[25] The standard promotes an individual approach to learning, expands stakeholder involvement, and stimulates innovation (Vorobyova, 2019). It can be implemented alongside, instead of, or within existing quality assurance systems (Gilbert, 2020) Attaining ISO certification would be understood as indicative of a level of quality by the stakeholders external to education. The quality management system within an educational institution is vital, as it must provide quality in an ever-evolving educational environment. Accreditation often serves as a coveted quality mark, which transcends national boundaries [26].

The traditional education process has transitioned from a customer-supplier relationship to a collaborative partnership. The education sector must adapt to new working methods while simultaneously delivering high-quality services. This quality can be assessed based on the standards applied. For educational organisations, particularly universities, meeting the ISO 21001:2018 standard is essential, alongside the Internal Quality Assurance System (SPMI-DIKTI) and National Accreditation Standards set by the National Accreditation Board for Higher Education (BAN-PT) as mandated by the government.[27] [28]

One of the primary needs for implementing ISO 21001:2018 is a comprehensive understanding of the standard among all stakeholders in higher education. Research by [4] indicates that a lack of understanding of ISO 21001:2018 is a significant barrier to its application. Therefore, effective training and socialisation are necessary to enhance awareness and comprehension of the importance of this standard.

Moreover, higher education institutions in Batam must conduct needs analyses to identify areas requiring improvement. Data from the National Accreditation Board for Higher Education (BAN-PT) reveals that many educational institutions fail to meet accreditation standards due to inadequate management systems (BAN-PT, 2021). By employing an ISO 21001:2018-based approach, universities can design more effective and efficient management systems.

The availability of competent human resources is also a crucial factor in the implementation of ISO 21001:2018. Universities must ensure that teaching and administrative staff possess the necessary skills and knowledge to apply this standard. A survey conducted by the Indonesian Private Higher Education Association indicates that 40% of lecturers in private universities in Batam feel ill-prepared to implement international standards [29]. Consequently, capacity development and training for lecturers and staff are essential.

Strategies for Implementing ISO 21001:2018

The strategy for implementing ISO 21001:2018 in private higher education institutions in Batam can be executed through several steps;

1. First, universities should conduct an initial assessment of the existing management system for Implementing ISO 21001:2018; universities must conduct an initial assessment of the existing management system. This assessment aims to identify existing strengths and weaknesses, as well as opportunities for improvement.his assessment aims to identify existing strengths and weaknesses, as well as opportunities for improvement.[10].

2. Second, it is crucial to involve all stakeholders in the implementation process. This includes students, lecturers, administrative staff, and external parties such as industry and the community. Through active involvement, universities can ensure that the needs and expectations of all parties are considered. Research by [3] indicates that high stakeholder participation in educational management processes contributes to improved educational quality.

3. Third, universities need to design a robust documentation system in accordance with the requirements of ISO 21001:2018. Clear and structured documentation will facilitate the implementation and evaluation of the management system. [30] According to [22], good documentation also serves as an effective communication tool among stakeholders.

Evaluation and Continuous Improvement

Following the implementation of ISO 21001:2018, periodic evaluations should be conducted to ensure the effectiveness of the applied management system. [31][32] This evaluation can be carried out through internal audits and stakeholder satisfaction surveys. Research by [31] indicates that regular internal audits can identify issues early and provide recommendations for improvement. This is vital for maintaining high educational quality standards.

Continuous improvement is also a fundamental principle of ISO 21001:2018. Universities should establish mechanisms for collecting feedback from students and other stakeholders. Continuous improvement is a fundamental principle of ISO 21001:2018. The standard encourages educational institutions to implement mechanisms for regular review and enhancement of their processes. This includes setting performance indicators, monitoring outcomes, and making data-driven decisions to improve educational quality. Such continuous improvement mechanisms help institutions identify development areas, implement necessary changes, and evaluate the effectiveness of these changes. This iterative process ensures that educational organizations remain adaptable and responsive to evolving needs, allowing them to consistently enhance their performance[22].

Challenges in Implementing ISO 21001:2018

Despite the numerous benefits of implementing ISO 21001:2018, several challenges must be addressed by private higher education institutions in Batam. One major challenge is resistance to change from staff and lecturers. [33]; [34] indicates that many lecturers are comfortable with traditional teaching methods and are reluctant to adopt the new approaches offered by ISO 21001:2018. Thus, it is important to adopt persuasive strategies and provide adequate support to overcome this resistance.

Another challenge is the limitation of resources, both financial and human. Many private universities in Batam operate on restricted budgets and struggle to provide the necessary training for staff. Data from the Indonesian Private Higher Education Association https://aptisi.or.id/ reveals that 60% of private universities face funding constraints for quality enhancement programmes. Therefore, support from the government and relevant parties is essential to assist universities in overcoming these obstacles

IV. CONCLUSION

This research demonstrates that while national accreditation remains a primary focus for ensuring the quality of higher education in Indonesia, there is significant potential in implementing the international standard ISO 21001:2018 to enhance quality management in higher education institutions, particularly in Batam. The study identifies a substantial gap in the understanding and application of ISO 21001:2018, with few clauses of the standard being met by institutions. Therefore, the implementation of ISO 21001:2018 could strengthen the quality management system in education and contribute to overall quality improvement efforts, which are essential for competing with educational institutions regionally in neighbouring countries. Socialisation and Training: It is recommended that higher education institutions in Batam organise socialisation and training programmes to enhance understanding of the importance of ISO 21001:2018. This training should involve all stakeholders, including lecturers, administrative staff, and top management. Government Support: The government and related agencies need to provide further support in the form of funding and resources to assist institutions in implementing this international standard. Development of Documentation Systems: Institutions should establish a robust and transparent documentation system in the process of implementing ISO 21001:2018. Involvement of stakeholders in this system is also crucial to ensure that the needs of all parties are met. Continuous Monitoring and Evaluation: It is expected that institutions conduct regular evaluations of the management systems implemented by gathering feedback from stakeholders for ongoing improvement.

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