

## **The Ability to Implement TQM and Professional Development on Job Satisfaction Implications for the Performance of Tutors at Course Education Institutions in Serang City**

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**Abstract** - This research aims to analyze: the direct influence of TQM on tutor job satisfaction; the direct influence of professional development on tutor job satisfaction; the direct influence of TQM on tutor performance; the direct influence of professional development on tutor performance; the direct influence of job satisfaction on tutor performance; the indirect influence of TQM on tutor performance, through the intervening variable job satisfaction; and the indirect influence of professional development on the performance of course institute tutors in the city of Serang through the intervening variable job satisfaction. The method used in this research is that the type of research is quantitative research with a correlational approach that connects exogenous and endogenous variables either through intervening or direct variables. The research population was 1,420 people, with a sample of 225 respondents. Data was collected using a survey method and analyzed using Structural equational modeling (SEM) with the help of Smart PLS software. Based on the results of the analysis, it is concluded: that there is a direct influence between TQM on job satisfaction; there is a direct influence between professionalism development on job satisfaction; there is an influence of TQM on tutor performance both directly and through job satisfaction; there is an influence of professionalism development on performance, both directly and through job satisfaction; There is a direct influence of job satisfaction on performance.

**Keywords** – TQM, job satisfaction, tutors. performance professionalism

### **INTRODUCTION**

Sustainability and the profitability of skills education institutions (LPK) are important aspects of operational management [1]. Operational management always aims to improve the performance of an institution, including LPK. The performance of LPK can be seen from the number of students and the image of LPK in the community [2]. One way to improve the performance of LPK is to improve the quality of tutors through various trainings, further education, and various workshops [3].

Another method that can be used to improve LPK performance is the implementation of *total quality management* (TQM). With good

TQM, the competitive advantage of an LPK can be increased [4]-[5]. A good TQM will be able to improve the quality of LPK services. As is known, LPK is a service institution that always provides good service, so service quality is an aspect that needs to be prioritized [6]. TQM cannot only be carried out on certain aspects but must be applied continuously [7], thus it will be able to produce good service quality and LPK performance [8].

Many studies have examined the relationship between TQM and tutor performance, such as Therese (2007) [9] the better TQM implemented by the institution, the higher the tutor performance. The results of Al-

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Shobaki's research, et al. (2010) [10] found that the good implementation of TQM will have a positive impact on improving the performance of tutors. Meanwhile, Enny (2015) [11] found a somewhat different finding, according to him, TQM does not affect tutor performance.

The good implementation of TQM will provide satisfaction to the students in LPK and will be able to improve the performance of LPK itself [12]. Jitpaiboon (2007) [13] TQM that is well implemented will have an impact on employee satisfaction. This gives the implication that the implementation of TQM must be maximized so that employee satisfaction (tutors) can increase [14].

Based on data from Ismunawan (2010) [15], the quality of tutors in Indonesia is still not good. The percentage of tutors who are fit to teach reaches 2.76 percent, therefore, the quality of tutors in Indonesia still needs to be improved. The majority of tutors do not teach in their field of knowledge, there are only 24.2% of tutors who pursue according to their field of knowledge. There are still many tutors (63.4%) whose orientation is not to the ability of the course participants. Many tutors teach by only spending time, even 10.2% of tutors arrive late.

The literature explains that professional tutors are not only qualified facilitators but also motivators in all aspects, including the aspect of skill training. Tutors must be technologically literate [16].

The results of the pre-survey on the performance of 50 tutors of course institutions in Serang City can be seen in the following table.

**Table 1.** Performance of tutors of Course Institutions in Serang City

Performance	Frequency	%
Tall	4	8
Keep	12	24
Low	34	68
Sum	50	100

Source: Pre-Survey Results 2022

The table above shows that of the 50 tutors surveyed, as many as 34 people (68%) are low performers, 12 people (24%) are medium

performers, and there are only 4 people (8%) who are high performers.

Judging from the level of tutor job satisfaction, the following Table 1.2 can also be observed.

**Table 2.** Job Satisfaction, of Course, Tutors in Serang City

Job satisfaction	Frequency	%
Tall	6	12
Keep	13	26
Low	31	62
Sum	50	100

Source: Pre-Survey Results 2022

Table 2 explains that, of the 50 tutors surveyed initially, it is known that there are 31 people (62%) who have a low level of satisfaction, as many as 13 people have a moderate level of satisfaction, and there are only 6 people (12%) who have a high level of satisfaction.

Tutor satisfaction is a key factor in management. This is one of the significant perspectives on performance [17]. Tutor satisfaction is an important part of organizational performance Naumann et al., (2001) [18] believe that tutor satisfaction should always be considered in any organizational planning. Agus (2004) [19] added that tutor satisfaction is directly related to the implementation of TQM. As Ingram and Chung (1997) [20] point out, there is a relationship between the application of TQM practices and increased tutor satisfaction. In addition, TQM can be an element in improving performance [21].

Regarding the quality of TQM implementation, based on the results of the preliminary research, the results are as follows.

**Table 3.** Quality of TQM Implementation

Implementation of TQM	Frequency	%
Excellent	0	0
Good	4	8
Keep	8	16
Not good	13	26

Very Bad	25	50
Sum	50	100

Source: Preliminary research results 2022

Table 3 above shows that, of the 50 tutors who were asked for their opinions on the implementation of TQM at the course institution where they worked, they gave the following assessments. A total of 25 people (50%) stated that the level of TQM implementation in the course institution was very poor, there were 13 people (26%) answered not well, 8 people (16%) said moderate, and there were only 4 people (8%) who said good, not even anyone said very good.

As Aghazadeh (2002) [22] explained, the practical use of TQM must be significant in business. There are many other studies in the field of employee satisfaction in the service and manufacturing industries. Al-Saggaf (1997) [23] showed that the implementation of TQM practices can increase employee satisfaction in Saudi Arabia's electricity industry. Also, Kanji et al., (1999) [24] revealed that TQM can increase satisfaction in UK universities. This study tries to identify TQM practices and professionalism to increase job satisfaction and its implications on tutor performance at LPOK Kota Serang.

The intensity of increasing professionalism can be seen in the following Table 4.

**Table 4.** Intensity of Professionalism Increase

Intensity	Frequency	%
> 5 times	0	0
4 times	4	8
3 times	7	14
2 times	11	22
1 time	13	26
Never	15	30
Sum	50	100

Source: Early 2022 pre-survey results

Table 4 shows that, of the 50 people who were initially surveyed, answered that during the past 1 year, 0 people had participated in the

improvement of professionalism more than 5 times, four times 4 people (8%), three times as many as 7 people (14%), twice as many as 11 people (22%), only once as many as 13 people (26%), and 15 people (30%) who have never been trained to improve professionalism.

Nationally, the performance of course institutions during the pandemic has decreased by 80-85% from the previous condition. The majority of course participants are more comfortable taking courses online, because the average marteri is skillful, while government policy prohibits face-to-face training and learning [25].

The performance of course institutions in Serang City in the early days of the Covid-19 pandemic (April to December 2020) became 0%-10%, this happened because there was not a single course institution that held face-to-face classes, followed government policies in maintaining distance, and prohibited gatherings, holding face-to-face classes (Serang City Education Office, 2021)

It was stated that in 2020-2021, at least 85% of course institutions were closed, because none of the students were satisfied with online learning, and they chose to leave. As is known as LPK Noval as the flagship LPK in Serang, in 2020-2021 it only performed around 5%, of course, other LPKs also had the same performance or even below.

The low performance of the course can also be seen from the small number of LPKs that have been accredited by BAN PNF, namely there are only 10 LPKs (29.4%) out of 34 LPKs in Serang City.

Banten.prov.go.id also reported that many course institutions were unable to extend the location contract, due to the lack of number of course participants. LPK has not been able to implement TQM properly, as a result, LPK accreditation is still low, and not many LPK are willing to be accredited by BAN PNF. The professionalism of tutors in LPK is also still low, as evidenced by only 2% of tutors in course institutions who have been certified as professional tutors.

## OBJECTIVES OF THE STUDY

### Performance Theory

Yusuf & Maliki (2019) [26] Tutor performance is the result of tutors' work during teaching and providing skills to students in the form of skills and skills that can be used for work. Based on the literature study above, it can be concluded that performance is the appearance of work results and work behaviors that have been achieved by individuals and groups in completing the tasks and responsibilities given in a certain period.

Malik, et.al (2012) [27] explained several factors that affect employee performance, including human resource quality, career development, leadership skills, communication skills, work risks, problem-solving skills, salary and incentives, and job satisfaction.

Performance is also influenced by abilities, commitment, feedback, workload, work challenges, obstacles, facilities, facilities and infrastructure, work environment, work culture, vision, mission, organizational goals, constraints, challenges, persistence, and (f) task-specific strategies [28].

Another opinion was put forward by Pfadenhauer (2006) [29] explaining that tutor performance is influenced by work motivation, tutor performance ethic, work affection, TQM implementation, work culture, work environment, work climate, work spirit, salary, incentives, commitment, leadership, communication, cooperation, and others.

Another factor that affects performance is the workload. The more workload, the lower the quality of the tutor because he cannot focus. Tutors who work more than 24 hours a week will have low performance because there is no time for preparation, material development, self-competency development, and others.

The description above gives an idea that to improve the performance of tutors, the competence of tutors must be improved, including salaries, and incentives must be increased. Meanwhile, workload and work stress must be avoided or reduced. In addition, (Sadikoglu & Zehir (2010) [30] explained that the

performance of tutors will also be influenced by the working group that helps each other, gives, and cooperates in overcoming various problems in the field.

Strategies to improve tutor performance according to Tolbert & Hall (2015) [31] can be done by increasing competence, work morale, work dedication, activity, creativity, work efficiency, innovation of ideas, work methods, work environment, ability to overcome problems, and ability to reduce work risks.

### Total Quality Management

Ahire et al., (1996) [32] described TQM as a continuous method process to maintain tutor satisfaction. Other researchers describe it as a procedure and method that applies to improve a product or service in terms of quality and efficiency [33].

TQM is a combination of all the functions of the company into an overarching philosophy developed on the concepts of quality, cooperation, deliverability, understanding of the job, and satisfaction of the tutor. Raymond, (2006) [34] TQM is an effort to realize maximum work quality by prioritizing work quality, and continuous improvement starting from the determination of work standards, work planning, implementation, evaluation, and maximum follow-up.

Several companies have implemented TQM practices to increase opportunities for competition, benefits, and innovation. The positive effects of using the TQM method can be seen in their performance results [35]-[36]. Several other researchers have analyzed the literature to find out what other elements can affect TQM.

It was found that the increase between the TQM system and the daily business system, management dedication, human resource involvement in daily business processes, and high management knowledge about TQM were the most influential factors in using TQM [37].

Lewis et al., (2006) [38] investigated eight different factors that are considered critical factors for TQM implementation. Data related to 12 countries were collected and 12 different

factors were considered critical factors. They include quality data and reporting, tutor satisfaction, human resource utilization, process control management, training and education, management commitment, continuous improvement, leadership, strategic quality planning, performance measurement, tutor focus, and contact with suppliers and professional peers.

Anderson (2011) [39] researched companies in the United States to look for the relationship between TQM and innovation and showed that the level of creativity is relatively low in quality-oriented companies. They argue that innovation-oriented companies are more protective of tutors, while quality-oriented companies are more reactive to tutor needs leading them to dangerous margins.

### **Professionalism**

Professionalism is a key concept in the sociology of work, work, professions, and organizations [40]. One aspect of societal heterogeneity is professionalism; that is, the extent to which a person uses common principles and standard knowledge to solve problems. Füller et al., (2017) argue that different levels of professionalism play an important role and explore how a person's professionalism affects the quality of contributions [41].

Job satisfaction felt by students at LPK can be influenced by the quality of tutors. Therefore, the quality of tutors must always be improved. Only tutor-oriented LPKs that can provide more value to customers will be able to survive in very tight business competition [42]-[38]. Tutor satisfaction is a feeling of happiness that arises after comparing expectations and reality obtained [43].

Tutor satisfaction is related to what they get from LPK. The achievement of tutor satisfaction has its level depending on what they get [44].

Over the past few decades, the conceptualization of tutor satisfaction has been gradually refined. In the context of psychological ideas, satisfaction is a tutor's emotional evaluation or level of pleasure from experiences related to what they get from LPK. Hargreaves

(2000) [45] states that satisfaction is usually related to the tutor's emotional response to everything obtained compared to what is expected [46] shows that satisfaction is an emotional response to what is obtained compared to what is promised by the organization.

According to Demirkasimoğlu (2010) [47] 5 things make up tutor satisfaction, namely: "logistical support, technical characteristics, information characteristics, home page presentation, and product characteristics." However, "Competition is something that cannot be avoided by business people, both those engaged in the goods and education services industry such as LPK. Increasing tutor satisfaction will affect the quality of student satisfaction."

The main determinant of tutor satisfaction is the description of what the tutor gains during work [48], stated that satisfaction is formed: "1) Satisfaction occurs when the ratio of results and inputs in the exchange is more or less the same, 2) Dissatisfaction occurs if the tutor believes that the ratio of results and inputs is worse than that of the company/service provider, 3) Tutors' satisfaction with certain transactions is influenced by comparison with the ratio of results and inputs of other tutors, 4) Evaluation of overall equity."

The purpose of this study is to analyze: the direct influence of TQM on tutor job satisfaction; the direct influence of professionalism development on tutor job satisfaction; the direct influence of TQM on tutor performance; the direct influence of professionalism development on tutor performance; the direct influence of job satisfaction on tutor performance; the indirect influence of TQM on tutor performance, through job satisfaction intervening variables; and indirect influence between the development of professionalism on the performance of tutors of course institutions in the city of Serang through intervening variables of job satisfaction.

## **MATERIALS AND METHOD**

### **Research Approach**

This type of research is quantitative research with a correlational approach that connects exogenous and endogenous variables both through intervening and direct variables. This study uses a descriptive type of research to describe or give an overview of the object being studied through data or samples that have been collected as it is, without conducting analysis and making general conclusions.

**Population and Sample**

The population in the study is all LPK tutors in the city of Serang which totals 1,420 people. The number of samples was 225 respondents. The sampling technique used in this study is the Random Sampling proportional technique.

**Types and Data Sources**

The types of data in this study include primary and secondary data. The primary data of this study was obtained from the results of distributing questionnaires to respondents, namely LPK in Serang City which was compiled in the form of statements or questions related to the dimensions and indicators of all research variables. Secondary data is obtained from literature studies, namely by studying literature and from other sources that are related and relevant to the problems being researched.

Table 5. Outer Loading

	Performance	TQM	Professionalism	Job Satisfaction
KIN_1	0.706			
KIN_2	0.701			
KIN_3	0.664			
KIN_4	0.737			
KIN_5	0.774			
KIN_6	0.815			
KIN_7	0.614			
KIN_8	0.644			
KIN_9	0.708			
KIN_11	0.716			
KIN_12	0.726			
KIN_13	0.782			
KIN_14	0.741			
TQM_1		0.767		
TQM_2		0.725		
TQM_3		0.756		
TQM_4		0.663		
TQM_5		0.704		
TQM_6		0.759		
TQM_7		0.818		
TQM_8		0.795		
TQM_9		0.633		

PROF_1	0.767
PROF_2	0.767
PROF_3	0.802
PROF_4	0.660
PROF_5	0.668
PROF_6	0.755
PROF_7	0.700
PROF_9	0.628
PROF_11	0.661
PROF_12	0.690
KK_1	0.840
KK_2	0.894
KK_3	0.830
KK_4	0.846
KK_5	0.798
KK_6	0.696
KK_7	0.769
KK_8	0.767
KK_9	0.813
KK_10	0.728

Based on the data output in Table 1 above, it can be seen that the average of each variable manifest studied has a Loading Factor value of > 0.6. So based on these results, it can be concluded that overall the manifest used in this study has met the criteria for reliability and can be used for further analysis.

The following is a presentation of data related to the AVE value, the root of the AVE, and the correlation between the variables.

Table 6. AVE, AKAR AVE, and Latent Variable Correlation

Variable	AVE	Up to AVE	Performance	TQM	Professionalism	Job Satisfaction
Performance	0.504	0.710	1.000	0.626	0.698	0.684
TQM	0.537	0.733	0.626	1.000	0.528	0.674
Professionalism	0.507	0.712	0.698	0.528	1.000	0.536
Job Satisfaction	0.651	0.807	0.684	0.674	0.536	1.000

From Table 6 above, it can be concluded that all AVE roots are higher than the correlation values between constructs and other constructs,

which means that all constructs in the estimated model meet the criteria of discriminant validity.

Another test is to assess the validity of the construct by looking at the AVE value, a good

model is required if the AVE value of each construct is greater than 0.5, and the AVE output results show that the AVE value for all components is greater than 0.5.

**Data Analysis Methods**

In this study, "inferential analysis was carried out using a variation-based structural equation test or Partial Least Square-Structural Equation Model (PLS-SEM). The use of PLS-SEM is based on the reason that the PLS method is the right method in testing the influence of predicting relationships between variables in a model.

The analysis of the outer model is carried out to ensure that, "The measurement used is worthy of being used as a measurement (valid and reliable). The analysis of the outer model can be seen from several indicators including

convergent validity, discriminant validity, and composite reliability."

The inner model structural model test is, looking at the correlation between the measured constructs which is the t-test of the partial least square itself. The structural or inner model can be measured by looking at the R-square value of the model which shows how much influence between the variables in the model is. The structural model was evaluated by, "Using R-square for dependent constructs, stone geisser Q-square test for predictive relevance and t-test and significance of structural path parameter coefficients.

**RESULTS AND DISCUSSION**

The results of the model analysis can be seen in the following diagram.

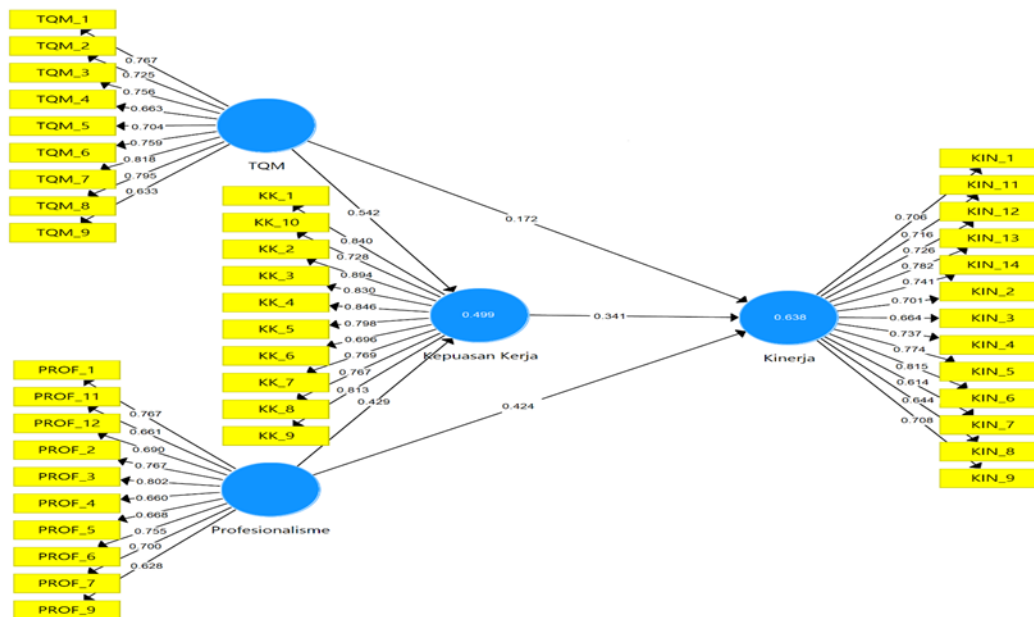


Fig 1. Run the PLS Algorithm Model

Based on Figure 1. All indicators get a loading factor greater than 0.6, so it is worth

continuing in the next analysis. The results of the t-test can be seen in the following Figure 2.

Table 7. Model t-test

No	Path	T Statistics	P Values
hiccups	Coefficient	( O/STDEV )	(Signifikansi)
thesis			



1	TQM -> Job Satisfaction	0.542	7.011	0.000
2	Professionalism -> Job Satisfaction	0.249	2.986	0.003
3	TQM -> Performance	0.172	2.201	0.028
4	Professionalism -> Performance	0.424	4.941	0.000
5	Job Satisfaction -> Performance	0.341	3.145	0.002

**H1: There is a significant influence of TQM on Job Satisfaction**

From the results of the path coefficient obtained between TQM on job satisfaction of 0.542 with a P-value of  $0.000 < 0.05$ , it was concluded that there was a significant influence between TQM on job satisfaction. A positive value in the parameter coefficient means that the higher the TQM, the higher the tutor's job satisfaction and the H1 is accepted.

**H2: There is a significant influence of Professionalism on Job Satisfaction**

From the results of the path coefficient obtained between Professionalism and Job Satisfaction of 0.249 with a P-value of  $0.003 < 0.05$ , it is concluded that there is a significant influence between Professionalism and Job Satisfaction. A positive value in the parameter coefficient means that the higher the Professionalism, the more bail the job satisfaction of the tutors, then H3 is accepted.

**H3: There is a significant influence of TQM on performance**

From the results of the path coefficient obtained between TQM on tutor performance of 0.172 with a P-value of  $0.028 < 0.05$ , it is concluded that there is a significant influence of

TQM on tutor performance. A positive value in the parameter coefficient means that the higher the quality of TQM, the higher the performance of the tutor, then H2 is accepted.

**H4: There is a significant influence of Professionalism on performance**

From the results of the path coefficient obtained between Professionalism and tutor performance of 0.424 with a P-value of  $0.000 < 0.05$ , it was concluded that there was a significant influence between Professionalism and tutor performance. A positive value in the parameter coefficient means that the higher the professionalism of the tutors, the higher the performance of the tutor at the institution, and the H4 is accepted.

**H5: There is a significant influence of Job Satisfaction on performance**

From the results of the path coefficient obtained between job satisfaction and tutor performance of 0.341 with a P-value of  $0.002 < 0.05$ , it was concluded that there was a significant influence between job satisfaction and tutor performance. A positive value in the parameter coefficient means that the better the tutor's job satisfaction, the higher the tutor's performance, then H5 is accepted.

Table 8. Indirect Influence

	Original Sample (O)	T Statistics ( O/STDEV )	P Values
TQM -> Job Satisfaction -> Performance	0.185	2.851	0.005
Professionalism -> Job Satisfaction -> Performance	0.085	2.105	0.036

**H6: There is a significant influence of TQM on performance through Job Satisfaction mediation.**

From the specific indirect effect test, it is known that TQM has a positive effect on tutor performance through job satisfaction where the P-Values are  $0.005 < 0.05$  (alpha significance 5%). From the results of the total effects analysis, it was found that the relationship between TQM and tutor performance was still significant with a P-value of  $0.000 < 0.05$  (alpha significance of 5%). Thus, it can be concluded that this mediation is only partial (partially mediating), then H6 is accepted.

**H7: There is a significant influence of Professionalism on performance through the mediation of Job Satisfaction.**

From the specific indirect effect test, it was found that professionalism had a positive effect on tutor performance through job satisfaction where the P-Values were  $0.036 < 0.05$  (alpha significance 5%). From the results of the total effects analysis, it was found that the relationship between professionalism and tutor performance was still significant with a P-value of  $0.000 < 0.05$  (alpha significance of 5%). Thus, it can be concluded that this mediation is only partial or partial (partial mediating), then H7 is accepted.

**Discussion****The Influence of TQM on Job Satisfaction**

The first hypothesis test is whether TQM has a positive effect on job satisfaction. The results of this study prove that TQM has a positive effect on job satisfaction. This proves that the higher the quality of TQM, the higher the satisfaction of the tutor. On the other hand, the lower the quality of TQM, the lower the satisfaction of the tutor. To increase tutor satisfaction, the aspect that needs to be improved is the quality of TQM applied to tutors. Therefore, the quality of TQM needs to receive the main attention from the leaders of educational institutions, both formal and non-formal.

This research is supported by a study conducted by Bureau & Suquet (2009) which

states that TQM can significantly affect job satisfaction [49].

**The Influence of TQM on Performance**

The second hypothesis test is whether TQM has a positive effect on performance. The results of this study prove that TQM has a positive effect on performance. This proves that the higher the quality of TQM, the higher the performance of the tutor. TQM has a very good influence on improving the performance of human resources.

The higher the quality of TQM, the better the performance of employees, on the contrary, the lower the quality of TQM, the lower the performance. Leaders of Educational Institutions When they want to improve the performance of tutors, the steps that need to be taken are to improve the quality of the TQM that is implemented. So TQM plays an important role in improving employee performance in totality.

This research is supported by research conducted by Juneja, et.al, (2011); Schroeder, et.al (2005) [50] stated that TQM can significantly affect employee performance.

**The Influence of Professionalism on Job Satisfaction**

The third hypothesis test is whether professionalism has a positive effect on job satisfaction handling. The results of this study prove that professionalism has a positive effect on job satisfaction. This means that the higher the professionalism, the higher the job satisfaction of the tutor. The development of tutor professionalism is very necessary so that the level of tutor satisfaction increases. The better the process of developing the professionalism of the tutor, the higher the level of satisfaction of the tutor.

The lower the quality of professional development, the lower the satisfaction of the tutor. To increase tutor satisfaction, an aspect that needs to be improved is professional development. Leaders of non-formal educational institutions should always improve the quality of the professional development process. Without doing the process of professional improvement, it

will certainly not be able to increase job satisfaction

This research is supported by research conducted by Agus (2004) [19] which states that professionalism can significantly affect job satisfaction.

### **The Influence of Professionalism on Performance**

The fourth hypothesis test is whether professionalism has a positive effect on tutor performance. The results of this study prove that professionalism has a positive effect on tutor performance. This proves that the higher the professionalism, the higher the performance of the tutor from the institution.

The professionalism of the tutor is very important because the matching attitude gives rise to the nature and compassion of the tutor in carrying out the training tasks charged to him. The better the professionalism played by the tutor, the higher the level of performance of the tutor. The lower the quality of professionalism, the lower the level of performance. When leaders want to improve employee performance, it is necessary to increase the professionalism of tutors.

This research is supported by research conducted by Akdere, (2009) [51]; which states that professionalism can significantly affect employee performance.

### **The Influence of Job Satisfaction on Performance**

The fifth hypothesis test is whether job satisfaction handling has a positive effect on tutor performance. The results of this study prove that job satisfaction has a positive effect on tutor performance. This proves that the higher the level of job satisfaction of the tutor, the higher the performance of the tutor at the institution.

Job satisfaction is the sense of satisfaction that actors have after comparing expectations and reality. The higher the job satisfaction, the higher the employee's performance. The lower the job satisfaction, the lower the performance of the employee in question. When the leadership of an educational

institution wants to improve employee performance, it can increase employee satisfaction.

This research is supported by a study conducted by Faulconbridge & Muzio (2012) [52] which states that job satisfaction can significantly affect employee performance.

### **The Influence of TQM on Performance Through Job Satisfaction Mediation**

The sixth hypothesis test is whether TQM affects tutor performance through the mediation of job satisfaction handling. The results of this study show that tutor job satisfaction has a pseudo-mediating effect between TQM and tutor performance. This shows that TQM can directly affect the performance of tutors or indirectly through the mediation of job satisfaction management.

### **The Influence of Professionalism on Performance Through Job Satisfaction Mediation**

The seventh hypothesis test is whether professionalism affects tutor performance through job satisfaction management. The results of this study show that job satisfaction has a pseudo-mediating effect on professionalism and tutor performance. This proves that professionalism can directly affect the performance of tutors or indirectly through the mediation of job satisfaction management. The results of this study also show that the direct influence of professionalism on tutor performance is greater than the indirect influence of professionalism on tutor performance through the mediation of job satisfaction management.

## **CONCLUSION AND RECOMMENDATION**

Based on the results of hypothesis testing and discussion, it can be concluded that there is a significant influence between TQM on job satisfaction;

there is a significant influence of TQM on tutor performance; there is a significant influence between Professionalism and job satisfaction; there is a significant influence

between Professionalism and tutor performance; there is a significant influence between job satisfaction and tutor performance; TQM has a positive effect on tutor performance through job satisfaction. However, this mediation is only partial (partially mediating), professionalism has a positive effect on tutor performance through satisfaction; this mediation is only partial (partially mediating).

When managers want to improve the performance of tutors, managers can directly improve the professionalism of tutors rather than through increasing job satisfaction. When managers want to improve the performance of tutors, managers can directly increase TQM rather than increase job satisfaction.

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