

# The Relationship of Quality Management and Management System Functions on Lecturer Job Satisfaction and Performance for Politeknik Negeri Nunukan(PNN)

Herlina and Arkas Viddy

*Business Administration, Politeknik Negeri Nunukan, Ujang Dewa Street, Nunukan, Indonesia*

**Keywords:** College Performance, Management Function, Quality Management, Work.

**Abstract:** Quality management is currently a phenomenon that requires special attention for higher education institutions, primarily vocational. It means that vocational Institutions, in terms of Polytechnic in Nunukan, should improve their quality by running their educational activities. It is noted that the Polytechnic has vast threats. Thus, the focus of this research is higher education quality management. This study aims to analyze the influence of visionary leadership and lecturer performance in Politeknik Negeri Nunukan. This research uses a quantitative with an explanatory survey method. The research found that overall performance positively and significantly affects Polytechnic management quality.

## 1 INTRODUCTION

Management is the achievement of organizational goals in an effective and efficient manner through organizational planning, leadership and control of organizational resources (Akbari, 2015).

Quality in general can be interpreted as something related to one or more expected characteristics contained in goods or services (Basir, 2016).

The management function system is generally divided into several management functions that plan, coordinate, direct, supervise and control activities in the context of efforts to achieve the desired goals effectively and efficiently (Daniswara, and Setiawan, 2019).

Quality management is a modern concept that seeks to respond appropriately to every company, driven by external and internal organizational forces. Integrated quality management is also a challenge to established traditional management theory. The traditional approach emphasizes the company's goal of maximizing profit or the owners' wealth. Meanwhile, integrated quality management focuses more on the company's goal to serve customer needs by supplying goods and services of the highest possible quality. References (Hardjosoedarmo, 2004). states that we live in an era with various characteristics: the industrial era, technology era, information age, or globalization era. This era

contains the dimension of "change," so it can be said that the hallmark of life today is change. Based on these circumstances, today's challenge is not talking about change but how to bring about change in a good way.

Thus, today's organizational leaders and managers, like it or not, have to face an increasingly complex "corporate Olympic". It is because, for the survival and development of life, the organization must have competitiveness which must be achieved through improving its quality and productivity. References (Sukmadinata, 2005) stated that quality management is a methodology that can help educational professionals cope with a constantly changing environment. Integrated quality management can be used as a tool to form bonds between schools, businesses, and the government. Such associations will enable professionals in the school or district to be equipped with the resources needed to develop quality programs. Integrated quality management is a major aspect of total management. Integrated quality management is a methodology that makes it easier to manage change, establish a focus for change, form a more flexible infrastructure, respond quickly to changing societal demands, and assist education in overcoming cost and time constraints. Thus, integrated quality management is an approach that today's organizations should implement to improve the quality of their

"output", reduce production costs and increase productivity. In implementing integrated quality management, two fundamental issues can be distinguished (not separated, namely: (1) how integrated quality management works, which can be called the hard part of integrated quality management, and (2) how to do quality management work, and can be called the soft part of quality management. The hard part of integrated quality management is more rational as it consists of objective methods, techniques, and tools. The soft part is more complicated as it involves the human system (Hardjosoedarmo, 2004).

Lecturer performance plays a vital role in determining graduates' quality; the quality of education is inseparable from the performance of lecturers. Performance is determined based on assessing all the tasks that are well described and can describe the entire task. The teaching performance of lecturers is inseparable from the quality of the lecturers. A good lecturer will identify; understand the learning material provided and optimally owned. In order to achieve this, many influencing factors include; rewards, job satisfaction, and organizational climate as a service provider (Ruky, 2002);

Job satisfaction is defined as an attitude towards work resulting from perceptions based on work environment factors such as the style of supervision of procedures and policies, the relationship between employees, working conditions and interests obtained, and employee behavior towards their work (Simamora, 2004)..

For employees who are satisfied with the organization's existence, the treatment of people in the organization will impact work motivation to improve performance. On the other hand, dissatisfaction can have an impact on low performance. Lecturers become actors supporting the achievement of educational goals and have thoughts, feelings, and desires which can influence their behavior. Attitudes will impact low performance, dedication, and love of work (Sartika, 1999).

Performance is natural behavior as employees produce work performance following the company (organization) environment. Based on this definition, lecturer performance is a natural behavior displayed by a lecturer as work performance resulting from work as a functional academic staff (Itsalis et al., 2016)

Performance (individual) is how someone does a job or performance. The verb illustrates that individual performance can be seen from the enthusiasm or seriousness of the individual in carrying out the tasks assigned to him. definition

Based on the performance, lecturers are activities carried out or performance. The performance of lecturers can be seen from their enthusiasm in carrying out the tridharma tasks of higher education assigned to them (Sukmanasa et al., 2017).

Lecturer's performances provide limits as a result of work that can be achieved by a person or group of people in an organization by their respective authorities and responsibilities to achieve the goals of the organization concerned legally, not violating the law, and under norms or ethics (Tampubolon, 2007). The definition is based on the lecturer's performance as the work achieved by a lecturer by their respective authorities and responsibilities to achieve educational goals legally, not violating the law, and by norms or ethics. Performance is the result of work (outcomes of work) because the results of work have a close relationship with the organization's strategic goals, customer satisfaction, and economic contribution (Sukmanasa et al., 2017). From some of the opinions above, it can be stated that lecturer performance is the work achieved by the lecturer in a certain period by the authority and responsibility of a functional academic staff.

The success of an individual's performance is influenced by many factors, both internal factors (within) and external (outside). Lower's opinion provides an overview of five factors that affect individual performance: (1) self-esteem, (2) experience, (3) actual situation, (4) individual personality (personality), and (5) relationships with others (communications from others) (Taufik and Subono, 2011). Six ways can be done to evaluate the performance of a person (lecturer), namely: (1) the assessment is carried out by the closest head of the study program (leader), (2) the assessment is done by using a colleague, (3) the assessment commission carries out the assessment (BPM), (4) self-assessment conducted by the appraiser, (5) assessment conducted by students, and (6) assessment through feedback. In this study, the performance assessment was carried out by the lecturer himself (Dewi, 2015) The seven performance indicators are (1) productivity, (2) work quality, (3) initiative, (4) teamwork, (5) problem solving, (6) pressure, and (7) motivation.

The opinion can be measured from: (1)The productivity produced by lecturers during a study program from time to time can be seen in the many achievements that lecturers can realize in study programs that have been prepared with campus residents;(2)Lecturers' work quality in their duties and obligations during specific study programs;(3)The number of lecturers' initiatives in finding strategies to realize work programs launched

by specific study programs;(4)Cooperation with lecturers, employees, and the community in planning and implementing study program objectives;(5)Success in each study activity, especially in finding solutions to the problems it faces during its implementation;(6)The ability of lecturers to cope with pressure and intervention from outside parties and superiors, (7)The ability of lecturers to generate and manage the motivation within themselves and their environment (Taufik and Subono 2011).

As a civil servant (PNS) and private employee (foundation), performance can be measured through (1) responsibility, (2) initiative, (3) fortitude, (4) honesty, (5) cooperation, (6) behavior, (7) planning, (8) supervision and control, (9) decision making and (10) staff development[2]. In the higher education performance assessment, it is stated that the function of lecturers in supporting current study program work, namely: (1) lecturers as educators (2) lecturers as researchers, (3) lecturers as community servants, (4) lecturers as student supervisors (supervisor), (5) lecturers as leaders (leader), (6) lecturers as innovators, (7) lecturers as motivators.

## 2 PROBLEM STATEMENT

- Does management have a significant effect on job satisfaction of lecturers at Politeknik Negeri Nunukan?
- Does the management function have a significant effect on the job satisfaction of lecturers at the Politeknik Negeri Nunukan?
- Does the quality of management have a significant effect on the performance at Politeknik Negeri Nunukan?
- Does the management function have a significant effect on the performance Politeknik Negeri Nunukan?
- Does job satisfaction have a significant effect on the performance Politeknik Negeri Nunukan?
- Does the quality of management have a significant effect on the job satisfaction of lecturers at Politeknik Negeri Nunukan through the performance of the Politeknik Negeri Nunukan?
- Does the management function have a significant effect on the job satisfaction of lecturers Politeknik Negeri Nunukan through the performance of the Politeknik Negeri Nunukan?

## 3 METHOD

### 3.1 Data Collection

Data were collected using the accidental random sampling technique by distributing questionnaires to all respondents generated by variables such as quality management, management function, lecturer job satisfaction, and PNN performance.

Also, all variables consist of several indicators, such as quality management variables, raw inputs, instrumental inputs, environment, direct results, and final results. Meanwhile, for management, the indicators are planning, organizing, driving, and controlling; for the job satisfaction of lecturers are financial satisfaction, physical satisfaction, social satisfaction, and psychological satisfaction; for higher education performance are inputs, processes, outputs, and results.

The next step is to test the validity and reliability of the instrument using the SPSS 22 version to ensure that all items from the questionnaire are appropriate. In analyzing the data, the Path Analysis instrument was used using the SmartPLS version 3.20 with steps such as designing a structural model (internal and external models), constructing a path diagram, converting the path diagram to regression, parameterizing the hypothesis, and testing the hypothesis.

The reason for using SmartPLS version 3.20 is that this study uses a small sample of only 32 respondents. It is a path analysis research; using SmartPLS is relatively easy because the data is not required to be expected and linear; moreover, the significance of the direct effect and the indirect effect can be generated.

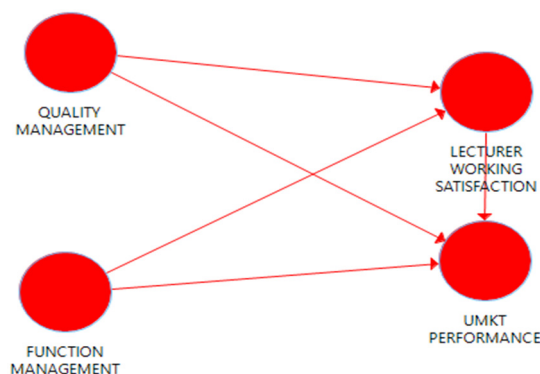


Figure 1: Designing The Structure Model.

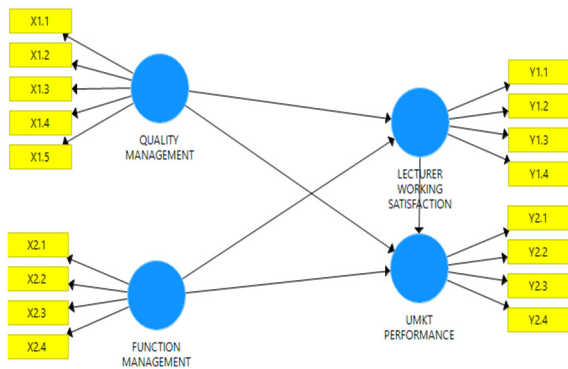


Figure 2: Constructing Path Diagram.

### 3.2 Converting Path Diagram to Regression

$$Y_1 = \alpha_1 X_1 + \alpha_2 X_2 + e \quad (1)$$

$$Y_2 = \beta_1 X_1 + \beta_2 X_2 + \beta_3 Y_1 + e \quad (2)$$

$$X_{1.1} = 0,576$$

$$X_{1.2} = 0,809$$

$$X_{1.3} = 0,609$$

$$X_{1.4} = 0,849$$

$$X_{1.5} = 0,617$$

$$X_{2.1} = 0,897$$

$$X_{2.2} = 0,945$$

$$X_{2.3} = 0,879$$

$$X_{2.4} = 0,71$$

$$Y_{1.1} = 0,838$$

$$Y_{1.2} = 0,861$$

$$Y_{1.3} = 0,817$$

$$Y_{1.4} = 0,859$$

$$Y_{2.1} = 0,772$$

$$Y_{2.2} = 0,897$$

$$Y_{2.3} = 0,910$$

$$Y_{2.4} = 0,916$$

### 3.3 Hypotheses Parameter

Confidence level of 95 percent or  $\alpha = 0.05$ . Since this hypothesis is a two-tailed hypothesis, the alpha is converted to  $0.05/2 = 0.025$ . The degree of freedom of this study is  $nk-1$ , while  $n =$  total respondents,  $k =$  total variables, so  $32-4-1 = 27$ . T table ( $0.025; 25$ ) = 2.052, the hypothesis will be accepted since the t test >

t table or test  $t > 2.052$ . The hypotheses of this research are:

- Hypothesis 1

$H_0: 1 = 0$  : There is no significant effect of management quality on the job satisfaction of lecturers at Politeknik Negeri Nunukan.

$H_a: 1 \neq 0$  : There is a significant effect of management quality on job satisfaction of lecturers at Politeknik Negeri Nunukan.

- Hypothesis 2

$H_0: 2 = 0$  : There is no significant effect of the management function on the job satisfaction of lecturers at Politeknik Negeri Nunukan.

$H_a: 2 \neq 0$  : There is a significant influence of the management function on the job satisfaction of lecturers at Politeknik Negeri Nunukan.

- Hypothesis 3

$H_0: 3 = 0$  : There is no significant effect of management quality on the performance of the Politeknik Negeri Nunukan

$H_a: 3 \neq 0$  : There is a significant influence of management quality on the performance Politeknik Negeri Nunukan

- Hypothesis 4

$H_0: 4 = 0$  : There is no significant effect of management function on the performance Politeknik Negeri Nunukan

$H_a: 4 \neq 0$  : There is a significant influence of the management function on the performance Politeknik Negeri Nunukan

- Hypothesis 5

$H_0: 5 = 0$  : There is no significant effect of lecturer job satisfaction on the performance of Politeknik Negeri Nunukan

$H_a: 5 \neq 0$  : There is a significant effect of lecturer job satisfaction on the performance of Politeknik Negeri Nunukan.

### 3.4 Validity and Reliability

Using the SPSS 21 version, the researcher assumes that the the results are valid and reliable. Based on the tested data, it can be decided that all the items are valid, because all Pearson Correlations are greater than 0.3 and also are reliable, because all Cronbach's Alphas are greater than 0.6.

### 4 RESULT AND DISCUSSION

After designing the regression model and formulation, this model and regression should use the SmartPLS version 3.20 to be described as follows:

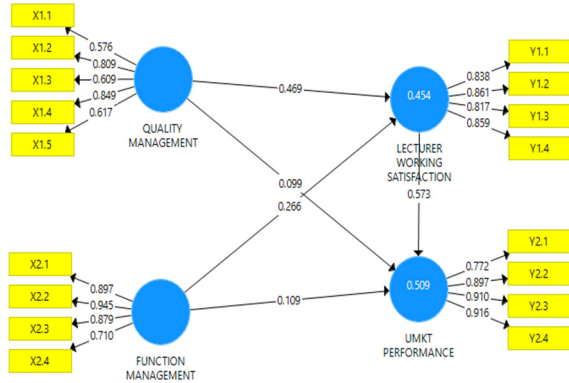


Figure 3: Conversion of Path Chart to Regression.

Path Coefficients				
Matrix	Path Coefficients	Copy to Clipboard: Excel		
	FUNCTION MANAGEMENT	LECTURER WORKING...	QUALITY MANAGEMENT	UMKPT PERFORMANCE
FUNCTION MANAGEMENT		0.266		0.109
LECTURER WORKING SATISFACTION				0.573
QUALITY MANAGEMENT		0.469		0.099
UMKPT PERFORMANCE				

Figure 4: Path Coefficient.

From figure 4, it can be converted in the path coefficient as follows:

$$Y1 = 0.469X1 + 0.266X2 \quad (3)$$

$$Y2 = 0,099X1 + 0,409X2 + 0,573Y1 \quad (4)$$

By using the Smart PLS version 3.20, the model image with the loading factor and path coefficient can be displayed as below.

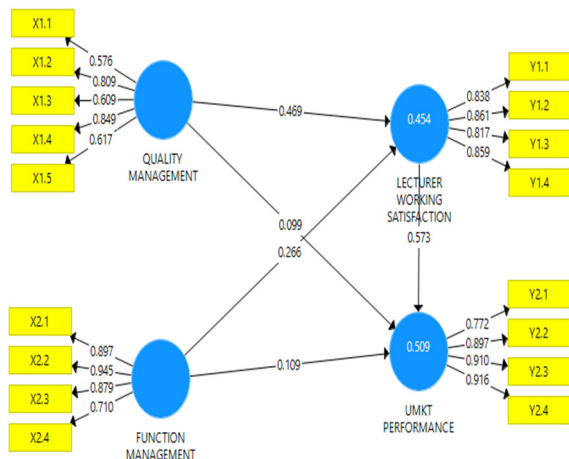


Figure 5: Model Bootstrapping Structural.

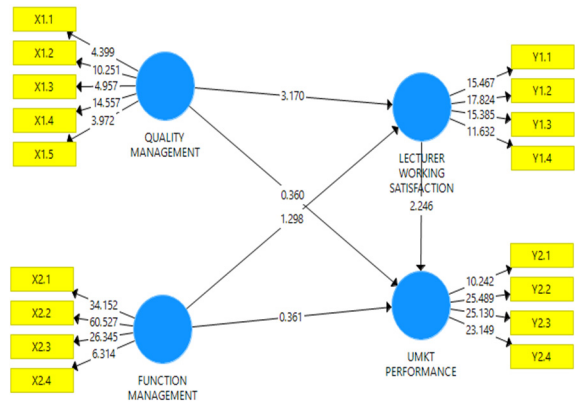


Figure 6: Model Bootstrapping Structural step 2.

The path coefficient table can be displayed as follows:

Path Coefficients						
Mean, STDEV, T-Values, P-Val...	Confidence Intervals	Confidence Intervals Bias Co...	Samples	Copy to Clipboard:	Excel Format	F
	Original Sampl...	Sample Mean (...)	Standard Devia...	T-Statistics ...	P Values	
FUNCTION MANAGEMENT -> LECTURER WORKING SATISFACT...	0.266	0.240	0.205	1.298	0.204	
FUNCTION MANAGEMENT -> UMKPT PERFORMANCE	0.109	0.070	0.301	0.361	0.720	
LECTURER WORKING SATISFACTION -> UMKPT PERFORMANCE	0.573	0.572	0.255	2.246	0.032	
QUALITY MANAGEMENT -> LECTURER WORKING SATISFACTION	0.469	0.516	0.148	3.170	0.003	
QUALITY MANAGEMENT -> UMKPT PERFORMANCE	0.099	0.152	0.275	0.360	0.721	

Figure 7: Path Coefficient step 2.

Based on Figure 1 and Table 2, the model can be changed to

$$Y1 = 0.469X1 + 0.266X2 \quad (3)$$

$$Y2 = 0.099X1 + 0.109X2 + 0.573Y1 \quad (4)$$

- X1.1 = 4.399X1
- X1.2 = 10.251X1
- X1.3 = 4.957X1
- X1.4 = 14.557X1
- X1.5 = 3.972X1
- X2.1 = 34.152X2
- X2.2 = 60.527X2
- X2.3 = 26.345X2
- X2.4 = 6.314X2
- Y1.1 = 15.467Y1
- Y1.2 = 17.824Y1
- Y1.3 = 15.385Y1
- Y1.4 = 11.632Y1
- Y2.1 = 10.242Y2
- Y2.2 = 25.489Y2
- Y2.3 = 25.130Y2
- Y2.4 = 23.149Y2



Matrix	R Square	R Square Adjusted
LECTURER WORKING SATISFACTION	0.454	0.416
UMKT PERFORMANCE	0.509	0.456

Figure 8: R Square.

R.Square1 = 0.454 => the contribution of quality management & management functions to job satisfaction is 45.4%, the remaining 54.6% is the influence of other variables not examined in other studies.

R.Square2 = 0,509 => the contribution of quality management & management function to higher education performance is 50.9%, the remaining 49.1% is the influence of other variables not examined in other studies.

Total Indirect Effects

	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O/...	P Values
FUNCTION MANAGEMENT -> LECTURER WORKING SATISFACTION					
FUNCTION MANAGEMENT -> UMKT PERFORMANCE	0.153	0.165	0.149	1.025	0.313
LECTURER WORKING SATISFACTION -> UMKT PERFORMANCE					
QUALITY MANAGEMENT -> LECTURER WORKING SATISFACTION					
QUALITY MANAGEMENT -> UMKT PERFORMANCE	0.269	0.294	0.138	1.945	0.061

Figure 9: Total Indirect Effect.

#### 4.1 Hypothesis Examining

Data analysis is an essential part of the research. Data analysis summarizes the collected data. It involves the interpretation of data collected through the use of analytical and logistical reasoning to determine patterns, relationships, or trends. The discussion provides an explanation and interpretation of the results or findings by comparing the findings in previous studies.

This study found that only one hypothesis was accepted, while three direct effects were rejected. It was found that management has a significant effect on lecturer job satisfaction, as evidenced by the results of the T-test, which is 2,468 or greater than 1,960.

### 5 CONCLUSIONS

Based on the discussion obtained, overall satisfaction and performance have a positive and significant effect on the quality of the university. The results showed a significant relationship between the contribution of

quality management & management function to job satisfaction of R.Square1 = 0.454 (45.4%), the rest 0.546 (54.6%) influenced by other variables not examined in other studies, and jointly the contribution of quality management & management function to higher education performance is R.Square2 = 0.509 (50.9%) the remaining 0.491 (49.1%) is influenced by other variables not examined in other studies.

### ACKNOWLEDGEMENTS

This research was supported/partially supported by Politeknik Negeri Nunukan. We thank our colleagues the director of Politeknik Manufaktur Bandung who supported assisted our team in accomplishing this research.

We would also to show our gratitude to:

1. Arkas Viddy, Ph.D as Director of Politeknik Negeri Nunukan who contributed in stimulated this research.
2. Dr. Besse Asniwaty, SE, MSi, as Vice Director 1 of Politeknik Negeri Nunukan who contributed in stimulated this research.
3. Dr. Rafiqoh, SE, MM as Vice Director 2 of Politeknik Negeri Nunukan who allocated the budget for this research.

We also immensely grateful to all reviewers of ICAST especially for all of their insights

### REFERENCES

Akbari, R. (2015). Analisis Pengendalian Persediaan Bahan Baku Kopi Dengan Menggunakan Metode ABC Untuk Meminimumkan Biaya Persediaan Pada PT. Kopiku Indonesia Cabang Pajajaran, Bandung.

Taufik, N. A., & Subono, A. (2011). Analisis Model Hubungan Komitmen dan Sikap pada Jabatan terhadap Kinerja Dosen Melalui Kepemimpinan Visioner Ketua Program Studi di Universitas Muria Kudus. *Universitas Muria Kudus*.

Basir, Z. (2016). Persepsi Dunia Perbankan Terhadap Mutu Lulusan Perguruan Tinggi Khususnya Sarjana Ekonomi di Kota Makassar. *Jurnal Ilmiah Bongaya*, 1(1), 277-295.

Daniswara, S. M., & Setiawan, H. H. (2019). *Pengaruh Transformational Leadership Dan Self Efficacy Terhadap Kinerja Karyawan Di Morning Bread Bandung* (Doctoral dissertation, Perpustakaan Fakultas Ekonomi dan Bisnis Unpas).

Depdiknas, P. L. B., & Direktorat, P. (2007). Pedoman umum penyelenggaraan pendidikan inklusif. *Jakarta: Direktorat Pembinaan Sekolah Luar Biasa*.

- Devita, M., & Musadad, M. (2017). *Faktor–Faktor Yang Mempengaruhi Kinerja Karyawan Di Resturant Alpha Hotel Pekanbaru* (Doctoral dissertation, Riau University).
- Dewi, N. (2015). Pengaruh Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Guru (Studi Kasus di SMAN 27 Bandung). Universitas Widyatama.
- Hardjosoedarmo, S. (2004). *Bacaan Terpilih Tentang. Total Quality Management.*
- Itsalis, Z. W., et al. (2016). Pengaruh Program Keselamatan Dan Kesehatan Kerja Terhadap Motivasi Kerja Dan Kinerja Karyawan (Studi Pada Karyawan Bagian Produksi PT. Citra Gading Asritama Di Proyek Mall Dinoyo City Malang, Jawa Timur). *Jurnal Administrasi Bisnis* 41(1): 108-117.
- Organisasi yang Berorientasi Manajemen Mutu Total, Kepuasan Kerja dan Tahapan Mutu Terhadap Kinerja Pengelola Dosen Tetap STPDN." Disertai, FPS IKIP Bandung, tidak diterbitkan
- Ruky, A. S. (2002). *Sistem manajemen kinerja*, Gramedia Pustaka Utama
- Sartika, I. D. (1999). *Mutu Total STPDN: Kontribusi Budaya Organisasi yang Berorientasi Manajemen Mutu Total, Kepuasan Kerja dan Tahapan Mutu Terhadap Kinerja*
- Simamora, H. (2004). *Manajemen sumber daya manusia*, Yogyakarta: stie ykpn
- Sukmanasa, E., et al. (2017). Analisis Kepuasan Mahasiswa Terhadap Kinerja Dosen Program Studi Pendidikan Guru Sekolah Dasar Universitas Pakuan. *PEDAGONAL| JURNAL ILMIAH PENDIDIKAN* 1(2): 91-99.
- Sukmadinata, S. N. (2005). *Metode Penilitia. Bandung: PT remaja rosdakarya.*
- Tampubolon, B. D. (2007). Analisis faktor gaya kepemimpinan dan faktor etos kerja terhadap kinerja pegawai pada organisasi yang telah menerapkan SNI 19-9001-2001. *Jurnal standardisasi*, 9(3), 106-115.