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The Impact of Management Factors on Lecturer Professionalism and Teaching Quality Performance

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ABSTRACT

This study investigates the influence of management factors—Total Quality Management (TQM), pedagogical competence, and empowerment management—on lecturers' professionalism and teaching performance quality. A quantitative approach with a correlational design was employed. The total population, consisting of fewer than 100 lecturers, was selected using total sampling. Data collection utilized a Likert-scale questionnaire (1-5), and analysis was conducted using Structural Equation Modeling (SEM) via SmartPLS. Findings reveal that TQM does not significantly impact the quality of teaching performance but has a significant positive effect on lecturer professionalism. Conversely, pedagogical competence significantly influences teaching performance quality but does not affect professionalism. Empowerment management shows no significant relationship with teaching performance quality, yet it significantly impacts lecturer professionalism. While lecturer professionalism positively affects teaching performance, TQM, pedagogical competence, and empowerment management, when mediated through professionalism, do not exhibit a significant effect on performance quality. These results suggest the limited effectiveness is due to suboptimal implementation, insufficient management support, and external factors such as creativity, teaching experience, and work environment. The study underscores the need for improved TQM practices aligned with instructional goals, targeted pedagogical training, and more structured empowerment initiatives to enhance lecturer performance. Future research should explore additional factors, including creativity, teaching experience, and organizational culture, to gain a comprehensive understanding of determinants influencing teaching performance quality.

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1. INTRODUCTION

The professionalism of a lecturer is a significant pillar in an attempt to raise the standard of higher education (Bendermacher et al., 2019). Lecturer professionalism includes academic, pedagogical, and

ethical skills that support teaching, research, and community service. This is not only related to in-depth knowledge in the field of study but also the ability to deliver material effectively, use innovative teaching approaches, and create a learning environment that supports student development. Lecturer professionalism also includes the ability to provide the necessary guidance and support for students' academic and personal development (Khtere & Yousef, 2021). With professional lecturers, the reputation of higher education will increase and strengthen the competitiveness of the institution in the global higher education arena (Miotto et al., 2020).

However, the challenges faced by lecturers in Indonesia in achieving an optimal level of professionalism are still quite significant. One of the main challenges is the limited academic qualifications, which have an impact on the ability of lecturers to deliver appropriate and relevant learning materials. A study by Universitas Pendidikan Indonesia (UPI) in 2020 found that only 56.7% of lecturers in Indonesia have academic qualifications that match their fields. In addition, the lack of ongoing training further exacerbates this problem. Data from LIPI (2019) shows that only 28.3% of lecturers in Indonesia have participated in training and development in the last five years. This lack of training leads to delays in the adoption of new educational technologies and teaching methods, which are essential in today's digital era. High workloads are also an obstacle. The average lecturer in Indonesia spends 12 hours per week on courses, which limits time for research and community service.

In addition to the level of professionalism, the caliber of the work additionally influences the quality that of learning. Lecturers who excel in their performance can create graduates who are competent, have good ethics, and are ready to compete (Ghasemi et al., 2023). A top-notch university lecturer able to trusted by the neighbourhood and stakeholders, which will attract prospective students and work partnerships. Well-performing lecturers are also able to contribute to research and community service, which in turn can strengthen the reputation and the institution's allure (Cardel et al., 2020). However, various obstacles, such as low motivation of lecturers, lack of infrastructure support, and lack of pedagogical competence, have become significant barriers. Research by the Ministry of Education, Culture, Research and Technology (2021) shows that there is a gap in lecturer performance in Indonesia compared to developed countries, which has an impact on the decline in learning quality and student motivation.

Improving the level of professionalism and quality of lecturer performance in the teaching process requires integrated collaboration from various parties, ranging from lecturers, educational institutions, to the community (Saihu, 2020). Among the main difficulties encountered is the absence of motivation and commitment from some lecturers, which may be due to the lack of incentives and rewards for good performance. In addition, poor total quality management, weak pedagogical skills, and lack of empowerment are also problems. The Indonesian National Lecturer Survey (2021) noted that 61% of lecturers felt that the incentives and rewards received were inadequate. In addition, around 56% of lecturers feel that they are not involved in decision-making at the faculty or university level. Involving lecturers in this process can increase their sense of ownership and motivation to give their best performance (Lucander & Christersson, 2020).

The implementation TQM has a big influence on the professionalism and performance of lecturers. TQM leads to continuous quality improvement by involving all parties in an organization (Cavallone & Palumbo, 2022). In the context of higher education, TQM can help create better teaching standards through the development of measurable performance indicators and evidence-based evaluation systems. TQM also supports lecturer empowerment by providing autonomy in decision-making related to the learning process, which in turn increases lecturer motivation and professionalism (Glaveli et al., 2022). However, negative impacts also need to be considered, such as increased workload and potential decreased autonomy in the selection of learning methods. Nonetheless, study carried out by Tabroni et al. (2022) showed which TQM possesses a favorable influence on lecturers' professionalism and quality of performance in teaching. So that, TQM as a whole makes a positive contribution to the development of lecturer professionalism, teaching quality, and student satisfaction.

In addition, the pedagogical competence of a lecturer also determines the extent to which a lecturer can be professional and provide good quality in teaching (Pekkarinen et al., 2020). This ability includes the application of various effective learning strategies, utilization of educational technology, and good classroom management. Lecturers with high pedagogical competence not only improve student learning outcomes but can also create a more meaningful learning experience (E Yafie et al., 2022). Research conducted by Fernandes et al. (2023) said that increasing pedagogical competence will benefit and benefit the professionalism and quality of lecturer execution in teaching, which is indicated by a strong and favorable connection between pedagogical proficiency and professionalism and the quality of lecturer performance in teaching.

Lecturer empowerment management, encompassing autonomy, support, accountability, collaboration, and motivation, plays a critical role in shaping both lecturer professionalism and the quality of teaching performance (Yafie et al., 2024). Effective empowerment practices enhance lecturers' motivation and encourage creativity in instructional delivery, thereby enriching students' learning experiences (Paul et al., 2020).

Previous research has explored various factors influencing lecturer performance. For instance, Imron et al. (2020) emphasized the role of training in improving lecturers' competencies but did not specifically address the broader scope of development management. Similarly, Aboudahr et al. (2023) investigated how training moderates the relationship between quality management and lecturer performance, though without a focused analysis of lecturer professionalism. Njotoprajitno et al. (2020) identified motivation, emotional intelligence, and spirituality as key determinants of lecturer performance, while Arief et al. (2020) examined the impact of organizational culture and self-efficacy on teaching outcomes. Despite these contributions, a significant gap remains in the literature concerning an integrated analysis of management factors such as Total Quality Management (TQM), pedagogical competence, and empowerment management, and their combined influence on lecturer professionalism and performance quality.

Existing studies tend to treat these variables in isolation, lacking a cohesive conceptual framework that addresses their interrelationships. Additionally, the unique local context—characterized by motivational challenges, inadequate infrastructure, and limited lecturer involvement in institutional decision-making—has not been sufficiently considered. This study addresses these gaps by adopting a systematic, evidence-based approach to examine how integrated management practices can sustainably enhance lecturer professionalism and teaching performance.

The urgency of this research lies in the importance of improving the quality of higher education through strengthening lecturer professionalism and teaching performance. In the era of globalization, lecturers are required to have relevant competencies, both in learning management and mastery of technology, to meet international education standards. Management factors such as Total Quality Management (TQM), pedagogical competence, and management empowerment encourage lecturers to achieve these standards. However, previous studies have shown gaps in a holistic understanding of the interaction of these factors and their impact on lecturers' professionalism and teaching quality. Therefore, this study aims to identify the influence of management factors on the professionalism and quality of lecturers' performance in teaching.

2. METHODS

2.1. Research Design

This study falls under the category of quantitative research with a correlational approach. The aim of this study is to investigate the connection between management factor variables (independent) and professionalism and performance quality variables (dependent). This approach was chosen to allow the analysis of relationships between variables with data collected through questionnaires.

2.2. Population, Sample, and Data Collection Techniques

Primary data was obtained from the results of surveys and direct observation of lecturers at Yamisa College of Islam (STAI), which is located in Jl. Raya Soreang No.134 Kab. Bandung. The secondary data refers to previous research references, journals, and literature sources that are relevant in this research. The methods used to acquire data for this study were survey and observation. The study population included all lecturers at STAI Yamisa-Soreang, who numbered less than 100. Therefore, the total sampling technique was used, resulting in 31 respondents who became the research sample. Data was collected by distributing questionnaires with a Likert scale of 1-5 for each question, measuring the variables studied.

2.3. Data Analysis Technique

The data analysis technique in this study uses Partial Least Squares-Structural Equation Modeling (PLS-SEM) because this method is suitable for small samples and is able to handle complex models with many indicators. Outer model analysis is used to ensure the validity and reliability of the instrument. The steps taken include construct validity testing using convergent validity and discriminant validity. Through convergent validity with a loading factor ≥ 0.7 and discriminant validity using the Fornell-Larcker Criterion to ensure higher indicator correlations within the same construct. Reliability is tested with composite reliability and Cronbach's Alpha, both of which are expected to be ≥ 0.7, as well as Average Variance Extracted (AVE) with a value ≥ 0.5 to ensure the indicator variance can be explained by the construct. Outer model analysis is conducted to evaluate the validity and reliability of the indicators in the model, while inner model analysis tests the coefficient of determination (R^2) to see how well the independent variables explain the dependent variable, as well as the t-statistics test to test the significance of the relationship between variables, with a t value > 1.96 at the 5% significance level.

3. FINDINGS AND DISCUSSION

3.1. Research Findings

3.1.1. Outer Loading

Figure 1 below show the result of outer loading.

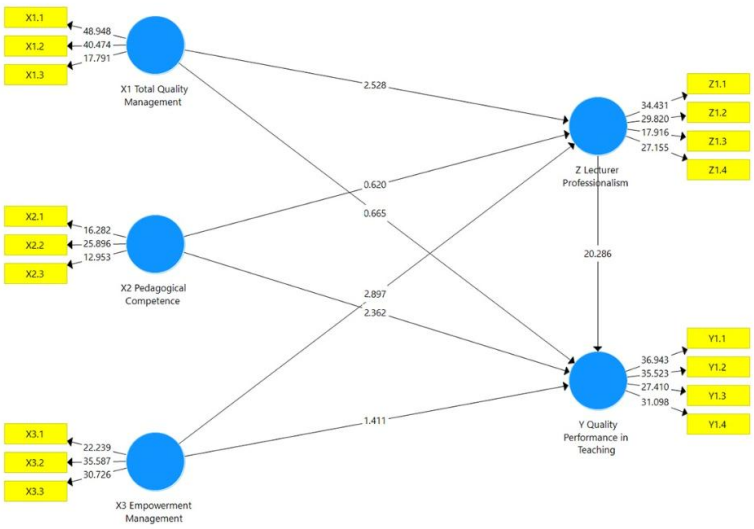

Figure 1. Outer Loading

Determining the link The outer model test aims to establish a relationship between latent variables and their indicators. The PLS Method process is used in this test of the outer model. Validity and reliability tests are used to gauge the analysis stage of the outer model. Table 1 below show the distribution of outer loading.

Table 1. Outer Loading

	Y Quality Performance in Teaching	X1 Total Quality Management	X2 Pedagogical Competence	X3 Empowerment Management	Z Lecturer Professionalism
X1.1		0.903			
X1.2		0.898			
X1.3		0.829			
X2.1			0.825		
X2.2			0.872		
X2.3			0.828		
X3.1				0.860	
X3.2				0.894	
X3.3				0.876	
Y1.1	0.854				
Y1.2	0.861				
Y1.3	0.837				
Y1.4	0.853				
Z1.1					0.849
Z1.2					0.841
Z1.3					0.796
Z1.4					0.849

The test results show that all variables have a loading factor value > 0.7, which indicates that all indicators are validly related to the latent variable.

3.1.2. Construct Reliability and Validity

With the use of the SPSS software, the r-count value (*correlated item-total correlations*) and the r-table value were compared as part of the validity test in this investigation. If the r-count> r-table value and is affirmative, the inquiry is deemed legitimate. A reliability test is carried out to determine whether or not the questionnaire-style measuring tool is dependable, a dependable measuring tool will yield results that are almost identical when used frequently (not significantly different). The reliability test is carried a trustworthy measuring tool should yield results that are largely consistent when used frequently, such as in the case of a questionnaire meant to assess the reliability of the measuring tool. If the instrument's r (cronbach's alpha) value is more than 0.60, it is considered dependable, according to the decision-making criterion. On the other hand, the device is unreliable if the value of r (cronbach's alpha) is less than 0.60.

Table 2. Construct Reliability and Validity Result

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Y Quality Performance in Teaching	0.873	0.875	0.913	0.724
X1 Total Quality Management	0.852	0.880	0.909	0.770
X2 Pedagogical Competence	0.799	0.834	0.880	0.709
X3 Empowerment Management	0.850	0.858	0.909	0.769
Z Lecturer Professionalism	0.854	0.856	0.902	0.696

Based on Table 2, the tested variables are proven valid because the r-count value is greater than the r-table. In addition, the measuring instrument is also reliable with a Cronbach's alpha value that exceeds 0.60.

3.1.3. R-Square Test $(R)^2$

The R-square value test results will later illustrate the strength of the endogenous variables in making predictions in the model of structure. The outcomes of the R-square value are contained in the following table:

Table 3. R-Square Test $(R)^2$.

	R Square	R Square Adjusted
Y Quality Performance in Teaching	0.754	0.743
Z Lecturer Professionalism	0.212	0.188

The R-square value for the Quality Performance in Teaching variable shows a strong influence, while the Lecturer Professionalism variable shows a lower influence in the model.

3.1.4. Path Coefficient

Bootstrapping is used to determine the hypothesis acceptance criteria and to determine the connection between the variables that are independent and dependent. If both the t-statistic value and the P-value are greater than the t-table (1.96), the hypothesis is seen as important and accepted. These are the outcomes of the theory test and path coefficient test:

Table 4. Result of Path Coefficient Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 Total Quality Management -> Y Quality Performance in Teaching	0.066	0.074	0.100	0.665	0.506
X1 Total Quality Management -> Z Lecturer Professionalism	0.380	0.086	0.151	2.528	0.006
X2 Pedagogical Competence -> Y Quality Performance in Teaching	0.226	0.112	0.092	2.362	0.017

X2 Pedagogical Competence -> Z Lecturer Professionalism	0.105	0.096	0.170	0.620	0.535
X3 Empowerment Management -> Y Quality Performance in Teaching	0.321	0.117	0.086	1.411	0.159
X3 Empowerment Management -> Z Lecturer Professionalism	0.410	0.327	0.163	2.897	0.003
Z Lecturer Professionalism -> Y Quality Performance in Teaching	0.838	0.841	0.041	20.286	0.000

Hypotheses involving the relationships X1 -> Z, X2 -> Y, X3 -> Y, X3 -> Z, and Z -> Y are accepted, while other relationships are rejected.

3.1.5. Specific Indirect Effect

Specific Inderect Effect seeks to determine how much a variable influences other variables, either exogenously or endogenously.

Table 5. Result of Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 Total Quality Management -> Z Lecturer Professionalism -> Y Quality Performance in Teaching	0.067	0.071	0.126	0.532	0.595
X2 Pedagogical Competence -> Z Lecturer Professionalism -> Y Quality Performance in Teaching	0.088	0.080	0.143	0.619	0.536
X3 Empowerment Management -> Z Lecturer Professionalism -> Y Quality Performance in Teaching	0.260	0.276	0.141	1.841	0.066

All indirect effect hypotheses were declared insignificant because the P-value > 0.05 and t-statistic < 1.96.

3.2. Discussion

3.2.1. Effect of X1 Total Quality Management on Y Quality Performance in Teaching

The results show that Total Quality Management (TQM) does not have a significant influence on quality performance in teaching. This absence of influence can be explained by the implementation of TQM which tends to focus more on administrative management than on pedagogical aspects that have a direct impact on teaching quality. TQM approaches that often focus on process efficiency, such as strategic planning, quality control, and performance auditing, do not address crucial elements of learning, such as creative and innovative curriculum planning, adaptive teaching methods, or the development of interpersonal relationships between teachers and learners. Ghaith et al. (2023) showed that partial or incomplete implementation of TQM tends to hinder the achievement of optimal results in teaching. Therefore, while TQM can contribute to improving the general efficiency of institutions, its impact on the quality of classroom teaching is limited.

In addition, this research highlights the importance of integration between TQM approaches and more specific pedagogical development efforts. Ulker & Bakioglu (2019) stated that successful TQM in an educational context should include adaptations to teaching needs, such as training lecturers in modern learning methods or the use of technology that supports interactive learning. Furthermore, Shafiq et al. (2019) asserted that the positive impact of TQM on operational aspects does not automatically translate into improved teaching quality, especially if the approach is not relevant to the daily needs of classroom interactions. Thus, educational institutions need to adopt a more comprehensive approach that not only focuses on managerial elements but also supports pedagogical innovation and enhances lecturers' interpersonal competencies in building an effective learning environment.

3.2.2. Effect of X1 Total Quality Management on Z Lecturer Professionalism

Research shows that Total Quality Management (TQM) has a positive influence on lecturer professionalism. The systematic implementation of TQM creates a framework that supports the development of lecturers' professionalism, especially through the implementation of processes that promote competence, work ethics, and quality performance in teaching and research. Sütőová et al., (2022) emphasized that TQM approaches can help lecturers to achieve higher work standards by providing clear guidelines, continuous training, and professional development opportunities. In addition, the implementation of structured performance evaluation in TQM allows lecturers to understand their strengths and weaknesses, so that they can be more proactive in improving the quality of their teaching and research.

Furthermore, research shows that a work environment supported by TQM increases lecturers' motivation to continuously improve. Mkheimer (2020) revealed that constructive feedback in a TQM system not only helps lecturers improve performance, but also provides a sense of being valued and recognized, which ultimately improves their professional ethics. In addition, a recent study by El-Kassem (2024) revealed that lecturers' job satisfaction increased significantly when institutions actively supported their professional development, both through training programs and opportunities to engage in innovative research. This suggests that the implementation of TQM not only has an impact on improving lecturers' technical capabilities, but also on their motivation and commitment to fulfill academic tasks with higher professionalism. Thus, TQM can serve as a key driver in building a productive and highly ethical academic culture.

3.2.3. Effect of X2 Pedagogical Competence on Y Quality Performance in Teaching

The analysis shows that pedagogical competence has a significant positive influence on teaching quality. Pedagogical competence includes various aspects of teaching skills, such as the ability to design relevant curriculum, implement innovative learning methods, and evaluate the effectiveness of the learning process holistically (Nousiainen et al., 2018). Lecturers who have high pedagogical competence are able to adapt their teaching strategies to the individual needs of students, which not only creates a dynamic and interactive classroom atmosphere but also encourages students' active participation in learning activities. This is in line with the findings of González et al. (2018), who stated that students have a higher level of satisfaction with lecturers who are able to provide quality teaching through a structured pedagogical approach.

In addition, pedagogical competence provides the basis for lecturers to integrate evidence-based approaches into their teaching practices. This approach enables lecturers to develop teaching strategies that are supported by the latest research, thereby significantly improving learning effectiveness and student learning outcomes. With this competency, lecturers can also identify challenges in learning and offer innovative and focused solutions. Therefore, improving pedagogical competencies needs to be a priority in lecturer training programs, not only to support students' academic success but also to ensure high standards of teaching quality (Kunter et al., 2013). Institutional investment in pedagogical training

can result in more confident, adaptive and competent lecturers, which in turn has a positive impact on teaching performance and student learning experience.

3.2.4. Effect of X2 Pedagogical Competence on Z Lecturer Professionalism

This study shows that pedagogical competence does not have a significant influence on lecturer professionalism. This result indicates that lecturers' professionalism is not only the result of pedagogical ability, but also influenced by various external and internal factors. Institutional support, such as the provision of adequate teaching facilities, recognition of academic contributions, and rewards for lecturers' achievements, are important elements that influence professionalism (Murkatik et al., 2020). Lecturers' intrinsic motivations, such as dedication to student learning and development, also play a significant role in shaping their level of professionalism.

In addition, the lack of significant effect of pedagogical competence on professionalism may be due to the perception that pedagogical skills are only one aspect of lecturer professionalism (Okolie et al., 2020). Lecturers with high pedagogical competence may still feel undervalued if the institution does not provide adequate support, such as career development programs or formal recognition of their teaching quality. This is in line with the findings that professionalism is the result of the interaction of elements such as organizational culture, institutional policies, and a supportive work climate. Therefore, to improve lecturers' professionalism, educational institutions need to develop a holistic approach that includes strengthening competencies, providing rewards, and increasing lecturers' motivation through structural support and incentives (Kholis, 2019).

3.2.5. Effect of X3 Empowerment Management on Y Quality Performance in Teaching

The results of this study show that empowerment management does not have a significant effect on teaching quality. One of the main reasons for this absence of influence is the lack of consistency in the implementation of empowerment strategies implemented in educational institutions. Many institutions only adopt empowerment approaches at the policy level without being followed by comprehensive implementation at the operational level, which results in a lack of real impact on teaching quality (Murray & Holmes, 2021). Empowerment approaches that are not holistic are often limited to giving lecturers the freedom to make administrative decisions, without providing deeper support in developing their teaching methods or strengthening their teaching capacity.

In addition, the empowerment provided is often symbolic and does not result in significant changes in the way lecturers manage the teaching process. Fragkos et al., (2020) note that empowerment requires more than just a greater role in administrative decisions. Effective empowerment requires structural support, such as proper training, policies that encourage creativity in teaching, and an organizational culture that prioritizes lecturers' active participation in various aspects of teaching. For lecturer empowerment to have a significant impact on the quality of teaching, a more strategic and comprehensive effort is needed that touches on various important aspects of teaching, from the development of pedagogical competencies to recognizing the role of lecturers in creating a more interactive and innovative classroom atmosphere.

3.2.6. Effect of X3 Empowerment Management on Z Lecturer Professionalism

Empowerment management has a positive influence on lecturer professionalism. Empowerment provides lecturers with opportunities to actively participate in decision-making, designing academic policies, and accessing resources that support their career development. This gives lecturers a sense of ownership and responsibility for their role in the institution, which in turn encourages them to demonstrate higher professionalism (McNaughtan et al., 2022). Empowerment also allows lecturers to feel valued and have more control over their personal and professional development, which has a positive impact on their dedication and performance in the areas of teaching and research.

Meng & Sun (2019) study revealed that effective empowerment can increase lecturers' job satisfaction, motivation, and commitment to the institutions where they work. By having more control over academic and administrative decisions, lecturers feel more valued, which leads to an increase in their professionalism. Therefore, strategically designed empowerment, which includes lecturers' involvement in policy-making processes and professional development, can be a highly effective tool in improving lecturers' overall professionalism.

3.2.7. Effect of Z Lecturer Professionalism on Y Quality Performance in Teaching

Lecturer professionalism has a significant influence on teaching quality. Lecturers who demonstrate a high level of professionalism not only have the ability to design innovative and adaptive learning, but are also able to create good relationships with students. This professionalism includes the ability to maintain ethics in teaching, as well as a commitment to self-development and lifelong learning, all of which support the creation of high-quality teaching (Gheyssens et al., 2022). By having a professional attitude, lecturers can provide a more in-depth and relevant learning experience, which has a direct effect on improving the quality of classroom teaching.

Farashahi & Tajeddin (2018) showed that lecturers with a high level of professionalism can improve student learning outcomes through effective, interactive, and relevant teaching approaches to student needs. Professional lecturers tend to care more about student development and create a learning atmosphere that supports active student engagement. Therefore, investment in the professional development of lecturers, through training, performance evaluation and providing constructive feedback, is essential to achieve optimal and sustainable teaching quality.

3.2.8. Effect of X1 Total Quality Management through Z Lecturer Professionalism on Y Quality Performance in Teaching

This study shows that the mediating effect of Total Quality Management (TQM) through lecturer professionalism on teaching quality is not significant. This can be explained by the often suboptimal implementation of TQM to support the improvement of lecturers' pedagogical skills and professionalism. In many educational institutions, TQM implementation focuses on administrative standards and process efficiency, such as accreditation, preparation of performance reports, or internal quality audits (Eniola et al. (2019). As a result, key elements that support faculty professional development, such as pedagogical training, mentoring, and evidence-based evaluation, are often overlooked. Furthermore, lecturer professionalism requires holistic support from various aspects, including performance-based incentives and the establishment of a collaborative work culture. Without the integration of TQM and professional development strategies, the impact on teaching quality is minimal. This research also emphasizes that pedagogical elements cannot be improved only through general managerial approaches, but require special attention to the development of lecturers' technical and interpersonal skills relevant to the needs of classroom teaching (Badenhorst & Radile, 2018). Therefore, although TQM has the potential to encourage lecturers' professionalism, its implementation should focus on strengthening individual capacity so that the impact on teaching quality is more significant.

3.2.9. Effect of X2 Pedagogical Competence through Z Lecturer Professionalism on Y Quality Performance in Teaching

The results showed that the mediating effect of pedagogical competence through lecturer professionalism on teaching quality was also insignificant. This finding suggests that lecturers' pedagogical competence alone is not enough to improve teaching quality if it is not supported by a conducive work environment and institutional policies that encourage professionalism. Pedagogical competence includes the ability to design effective learning strategies, adapt to student needs, and use learning technology efficiently (Bizami et al., 2023). However, without recognition of lecturers'

professionalism in the form of appreciation or performance-based rewards, their motivation to apply these competencies in teaching may remain low (Salehizadeh et al., 2020). Furthermore, other factors such as teaching experience, academic culture, and institutional support also influence the relationship between pedagogical competence and lecturer professionalism. Previous research by Wongnaa & Boachie (2018) showed that even if lecturers have high pedagogical competence, the absence of incentives or a supportive work environment can reduce their teaching effectiveness. Therefore, the development of pedagogical competence should be integrated with strategies that strengthen lecturers' professionalism, such as ongoing training and formal recognition of their pedagogical achievements.

3.2.10. Effect of X3 Empowerment Management through Z Lecturer Professionalism on Y Quality Performance in Teaching

This study also found that the mediating effect of empowerment management through lecturer professionalism on teaching quality was not significant. Empowerment management aims to give lecturers more freedom and responsibility in academic and operational decision-making. However, if this empowerment is not accompanied by adequate support, such as access to teaching resources, training opportunities, and mentoring, its impact on lecturer professionalism is limited (Tran & Smith, 2020). Many educational institutions only partially implement empowerment, especially in administrative aspects, without paying attention to the pedagogical needs of lecturers. Furthermore, effective empowerment requires synergy between institutional management and a work culture that supports professional development. The study by (Chaurasia et al., 2020) confirms that empowerment will only be effective if accompanied by an organizational structure that supports collaboration, transparency, and innovation. In the context of this study, the absence of a mediating effect suggests that lecturers' empowerment has not yet reached a level that allows them to significantly improve their professionalism and teaching quality. Therefore, a more strategic approach is needed to integrate empowerment with lecturers' capacity building, such as through relevant training and recognition of their contribution to the teaching process.

4. CONCLUSION

Based on this study, it can be concluded that variable X1 Total Quality Management (TQM) does not show a significant influence on Y Quality Performance in Teaching due to inconsistent implementation of TQM and focus on managerial aspects that are less relevant to teaching methods, although it has a significant influence on Z Lecturer Professionalism. Variable X2 Pedagogical Competence shows a significant influence on Y Quality Performance in Teaching because good pedagogical competence can increase student engagement, motivation, and optimal learning outcomes, but has no significant effect on Z Lecturer Professionalism, which may be influenced by other factors such as work experience and professional training. Meanwhile, variable X3 Empowerment Management did not show a significant influence on Y Quality Performance in Teaching due to inconsistent empowerment and lack of structural support, but had a significant influence on Z Lecturer Professionalism, highlighting the importance of organizational support in improving lecturer professionalism. Although Z Lecturer Professionalism has a significant influence on Y Quality Performance in Teaching, the variables X1 TQM, X2 Pedagogical Competence, and X3 Empowerment Management through Z Lecturer Professionalism do not show a significant influence on Y Quality Performance in Teaching, which can be caused by less than optimal implementation, inadequate management, and the influence of other factors such as creativity, teaching experience, and work environment. The practical implications of these findings emphasize the need for increased implementation of TQM relevant to learning, strengthening pedagogical competencies through training, as well as empowering more structured management. Future research is recommended to explore other factors that influence teaching quality, such as creativity, teaching experience, and

organizational culture, as well as expand the scope of the study or use longitudinal methods to understand the influence of variables in the long term.

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