TEACHER PERFORMANCE ON STUDENT LEARNING MOTIVATION IN EFFORTS TO IMPROVE THE QUALITY OF EDUCATION at MTs DARUL HIKMAH, SUMEDANG

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Abstract

Learning has an important role in improving the quality of education through the application of national education standards. This study aims to analyze the analysis of teacher performance on student learning motivation in an effort to improve the quality of education at Mts Darul Hikmah Sumedang. The method used in this study is a quantitative research method. Data collection techniques using questionnaires, and data analysis techniques using validity tests, reliability tests, classical assumption tests, regression tests, linearity tests and path analysis. The results of the analysis of the effect of teacher performance on students' learning motivation and its implications for the quality of education at MTs Darul Hikmah Sumedan, that the framework of the relationship between the variable path of teacher performance on the quality of education and the variable of student motivation on the quality of education obtained the equation Z = PZXx + PZYY+PZ ε2 or Z = 0.502X + 0.495 Y + 0.1414 2. The Path Coefficient of Teacher Performance on Education Quality (pXZ) is 0.502, and the Path Coefficient of Student Learning Motivation on Education Quality (pYZ) is 0.495. Suggestions from this study are to improve the quality of education through teacher performance and student learning motivation so that the competence of teachers is further improved, especially the problem of learning methods and mastery of information technology.

Keyword : *Student's Learning Motivation*

INTRODUCTION

Background of the problem

Learning is a process of interaction students with educators and learning resources in an environment, an effort to influence students to achieve predetermined educational goals. Education is a conscious effort that is deliberately designed to achieve the goals that have been set. Education aims to improve the quality

of human resources. One of the efforts to improve human resources is through the learning process in schools, because education is a component of human resources that must be fostered and developed on an ongoing basis. The teacher is the main actor and plays a major role in increasing knowledge and skills in developing the interests, talents, abilities and potential of students. One of the important components that affect the education and success of students is how the performance of a teacher in carrying out educational activities.

The development of education that is oriented in terms of quality is not an easy job, but requires serious attention. Improving the quality of education cannot be separated from various influencing factors, both internal (internal) and external (external) factors. Learning activities that take place at each educational institution only lead to the teaching system alone. The learning process applied by teaching staff in schools lately can be said to be a mere knowledge transfer process, not a transformation of values and personality formation with all the aspects it includes. Thus, the teacher is more oriented to the formation of craftsmen or specialists who are confined to their specialization space which is more technical in nature. Efforts to improve the quality of education both inside and outside schools that have been carried out so far have not shown encouraging results so that they continue to receive the spotlight of the community.

A teacher has a responsibility to see everything that happens in the classroom to help the student's development process. The learning process will take place well with the support of teachers who have high teacher competence and performance. Teachers in the learning process help students to accept or develop the subject matter delivered, if this can be done well, then the duties and obligations of the teacher can be said to be successful, and one that can be seen from student learning achievement, problems in improving student achievement are also depends on the teacher's performance in teaching.

Teachers who have good performance will be able to foster better student enthusiasm and motivation, which in turn will be able to improve the quality of learning, while teachers who have poor performance will reduce students' enthusiasm and motivation to learn. Teachers in the learning process are very important in influencing students' motivation and behavior. Teachers are like field generals who can control various strategies and determine the potential of students to be directed. This is where the importance of optimal teacher performance, who is not only able to master administrative management, but more than that he must be able to demonstrate their expertise in accordance with what is stated in the education manager profile.

When measuring the success and failure of the achievement of basic competencies that are demands for a teacher, the teacher must evaluate themselves a lot about what he has done. The evaluation in question includes; guide or direct learning activities to students in order to achieve the expected educational goals, handle a large number of students, provide sufficient time, educational institutions are able to provide more adequate teachers, and good learning must be supported by infrastructure. Based on this evaluation, the teacher's performance can be measured in managing learning. Teacher performance in this condition is able to direct students' learning activities to acquire knowledge, skills, values and attitudes that can bring changes in behavior and self-awareness of students.

The meaning of learning management refers to efforts to measure learning activities based on learning concepts and principles. For the success of learning objectives to be achieved effectively, efficiently, and productively, it must begin with the determination of strategies and end with evaluation or assessment. This assessment can ultimately be used as feedback for further learning improvement. Learning can be said to take place well, if it is able to change students' self in a broad sense and is able to develop students' awareness to learn. So that the experience gained by the students during learning can feel the benefits. The ability of teachers to manage learning is very important to grow the power and interest in learning for

students, stimulate the thoughts, feelings, concerns and abilities of students, so that students are motivated to learn better.

Learning as part of an educational methodology that has an important role in generating motivation and interest in students, helping students improve understanding, directing attention to lessons, which in turn will show achievement figures for students who are at the maximum level. For this reason, teachers must have and master four competencies, namely; 1) pedagogic competence, 2) personality competence, 3) professional competence and 4) social competence.

According to the author, education is an Islamic nuanced education that wants to form people who believe and fear God Almighty, have noble character, are creative, master science and technology, are physically and mentally healthy.

National Planning found that teachers are an important key in the success of improving the quality of education, teachers are the central point in efforts to reform education and they are the key to the success of any effort to improve the quality of education. Whatever the name, whether curriculum changes, development of teaching methods, use of learning media, improvement of learning services, provision of textbooks, will only be meaningful if it involves teachers.

The explanation above shows that the problem of learning quality is an essential problem that is largely determined by the quality of teachers in managing learning. One indicator of the quality of teaching teachers, can be seen from the creativity in managing learning, starting from planning, implementation and evaluation. Learning management is an effort to organize business towards learning behavior. In well-organized conditions, the planned strategy will provide opportunities for achieving good learning outcomes. The information shows how important it is to manage learning well, so that teachers can deliver material systematically, using various methods and utilizing previously designed learning media, so that students can receive teaching materials which are often called PAIKEM learning (Learning, Active, Creative, Efficient and Fun).

The current educational problems at MTs Darul Hikmah during the Covid-19 pandemic are getting tougher. The fact that is currently happening is that the government still holds fast to prohibiting children from going to school face to face with the teacher, this has an impact on the students' quality of education greatly decreasing. The establishment of eight national education standards is increasingly difficult to implement. The current situation has the impact of quality degradation or the quality of education in the future. Education which is currently felt to be incomplete, incomplete and imperfect. Teachers can still carry out teaching with virtual/online/online learning systems, but the weakness is that education which has aspects of interaction, social, cultural, moral, ethical education, school traditions, and face-to-face communication does not occur. This results in education being only limited to the transfer of knowledge from teachers to students and in the end the quality of graduation quality standards is questioned.

Based on the results of observations on the application of 8 national education standards during the Covid-19 pandemic, the authors can explain as follows:

Tabel 1

Results of Education Quality Supervision during the Covid-19 Pandemic

No	Analysis	Fundamental problems	Action to take
1		Graduate Competency Standard	
1.1	Graduates have competence in the dimension of attitude	Students have not shown the characteristics of competency mastery on the attitude dimension.	a. Teachers, employees and all school members must continue to motivate and remind students to always maintain an attitude and order, especially in a bad attitude
		Students have not shown the	reflects an attitude of obedience

		characteristics of competency mastery on the attitude dimension.	to worship. b. Habituation of dhikr together after Duhur and Asr prayers c. Procurement of application programs d. Forming a bullying team.
1.2	Graduates have competence in the knowledge dimension	Students have not shown the characteristics of mastery of competency dimensions of knowledge	Forming environmental cadres; Maximizing the public speaking program Teachers in learning not only provide material and theory through oral, but also provide examples that can be seen, imitated or done by students, so that students have direct experience in learning..
1.3	Graduates have competence in the skills dimension	Students have not fully demonstrated the characteristics of competency mastery on the skill dimension	Maximizing the student mading program Maximizing the public speaking program.
2		Content Standards	
2.1	Learning tools according to the formulation of graduate competencies	Teachers arrange learning tools according to the formulation of graduate competencies	Teachers are guided to develop tools that contain the characteristics of attitudes, knowledge, skills, according to the level of remaining competence, develop tools that are in accordance with the scope of learning materials.
2.2.	The Education Unit Level Curriculum is developed according to procedures	Schools do not yet have a TPMPS Team involving stakeholders in curriculum development, referring to the basic framework of preparation, passing through the operational stages of development.	Develop school curriculum by involving stakeholders in curriculum development
2.3.	The school implements the curriculum according to the provisions	Schools have not fully provided time allocation learning according to the applicable curriculum structure, managing the learning load based on the form of deepening of the material, implementing aspects of the curriculum on local content, carrying out development activities student self.	Provide an allocation of 20 minutes of learning time for every one hour of learning according to pandemic conditions.
3		Process Standards	
3.1.	The school plans the learning process according to the provisions	Teacher yet develop a syllabus that leads to competency achievement, teachers have complete and systematic plan documents	Teachers are encouraged to plan the learning process according to the provisions, both in developing the syllabus and in compiling the RPP document

		and lesson plans have received evaluations from school principals and school supervisors even though they have not 100%.	completely and systematically.
3.2.	The learning process is carried out properly	Learning objectives sometimes not delivered by the teacher. Learning that develop taste curiosity and new understanding based on students' own questions, the teacher provides access to learning materials for students to be able to develop their competence independently.	Schools carry out the learning process appropriately starting from the formation of study groups, managing classes before dancing during learning, utilizing media and using various learning resources.
3.3.	Authentic supervision and assessment is carried out in the learning process	The teacher has not fully carried out authentic assessments comprehensive, utilizing the results of authentic assessments, monitoring the learning process, supervising the learning process to teachers.	The head of the education unit and supervisors regularly and continuously continue to monitor the learning process.
4	Educational Assessment Standards		
4.1.	Aspects of Assessment According to the Competency Domain	Covers the domains of attitudes, knowledge and skills, has the appropriate form of reporting with realm.	
4.2.	Objective and accountable assessment techniques	The teacher has not used the type of assessment technique that is objective and accountable and has a complete technical assessment tool	Assessment tool equipped and documented by online IT-based.
4.3.	Follow-up education assessment	The teacher has not fully followed up on the results of the assessment report, report reporting periodically.	Developing an online e-report application
4.4.	Assessment instrument adjusts aspects	Teachers have not fully used the instrument for assessing aspects of attitudes, knowledge and skills.	
4.5.	The assessment is carried out following the procedure	The teacher has made an assessment based on the implementation according to the procedure, based on the realm according to the procedure. Determine	

		student graduation based on appropriate considerations.	
5	Standards of Educators and Education Personnel		
5.1.	Availability and competence of teachers according to the provisions	There are still teachers who do not have a bachelor's degree, the ratio of class teachers to the group balanced learning. Available for each subject, there are ASN teachers who have not been certified, managerial and entrepreneurial educators, have good supervision and social competence, both are available for head of administrative staff but have not been certified.	Motivate teachers to improve academic qualifications. Applying for additional teachers Motivate teachers to participate in PPG selection.
5.2.	Availability and competence of the principal according to the provisions	The principal has a master's qualification, it's still easy, it's a certified educator, the managerial and entrepreneurship are already well competent good supervision and social.	School principals are advised to continue their doctoral education level
5.3.	Availability and competence of administrative personnel in accordance with the provisions	Available administrative staff, educated administrative affairs personnel according to the provisions	Assignment of the head of TAS to attend the training.
5.4.	Availability and report competence according to the provisions	Head of laboratory staff available but not yet certified.	Assignment of the head of the laboratory to follow the training.
5.5.	Availability and competence of librarians according to the provisions	available librarian but not yet certified	Assignment of the head librarian to attend training.
6	Educational Facilities and Infrastructure Standards		
6.1.	Adequate school capacity	Have appropriate and adequate study group capacity, land area ratio according to the number of students, school land conditions meet the requirements. The ratio of building land area according to the number of students the condition of the school building meets the requirements of the school already having a variety of appropriate infrastructure provision	
6.2.	Schools have complete and	Complete and proper	Improving the maintenance of

	proper learning facilities and infrastructure	learning facilities and infrastructure. Self-development activities and student services are constrained (do not yet have a service room that meets standards)	learning facilities and infrastructure
6.3.	Schools have complete and proper supporting facilities and infrastructure	The number of latrines in schools does not meet the standard provisions, school warehouses use hallways under school staff, do not have student organization rooms according to standards, do not have traffic signs according to needs and have not been guarded by special parking officers.	
7	Education Management Standards		
7.1	Schools carry out management planning	The vision and mission have been listed in the KTSP, RKJM and RKT books in the process and involve the school committee.	Completing RKJM and RKT

No	Analysis	Fundamental problems	Action to take
7.2.	The management program is carried out in accordance with the provisions	Schools already have complete school management guidelines, superior achievement development has not been maximized.	Improving student activity services.
7.3	Principal performs well in carrying out leadership duties	Principal performs well in carrying out leadership duties	
7.4.	The school manages the financing standard management information system	The school has a management information system according to the provisions	Develop management information system
8.1	Schools provide cross-subsidized services	The school has not carried out reporting through the school website so it cannot be accessed by related parties	The school will upload the report on the school website so that interested parties can access it easily.

Source : Research data, processed in 2021

Based on this background, researchers are interested in carrying out research with the title "Analysis of Teacher Performance on Student Learning Motivation in an Effort to Improve Education Quality at MTs Darul Hikmah Sumedang"

Problems Formulation

In general, to sharpen and direct the discussion, the main problems are broken down into several problem points as follows:

1) How is the influence of teacher performance on the quality of education at MTs Darul Hikmah Sumedang?

2) How is the student's motivation towards the quality of education at MTs Darul Hikmah Sumedang?

3) How is the influence of teacher performance on students' learning motivation and its implications for the quality of education at MTs Darul Hikmah Sumedang?

Research purposes

The purpose of this research is

1) To determine the effect of teacher performance on the quality of education at MTs Darul Hikmah Sumedang

2) To find out students' learning motivation towards the quality of education at MTs Darul Hikmah Sumedang

3) To determine the effect of teacher performance on student learning motivation and its implications for the quality of education at MTs Darul Hikmah Sumedang

Benefits of research

The practical benefits of this research are:

1) For users, it can be used as material for consideration/comparison for similar research;

2) For educators and education staff at MTS Darul Hikmah Sumedang, it can be used as a source of information related to the implementation of their duties so that in the future it can be used as a basis for efforts to improve performance for educators and education staff at MTS Darul Hikmah Sumedang

3) For STIE Eleven April Sumedang, it can be used as a benchmark for the quality of its graduates and the basis for improving the academic quality and competence of students in the Management Study Program of the STIE Eleven April Sumedang Masters Program

LITERATURE REVIEW

Teacher performance, the ability and success of teachers in implementing learning tasks indicated by indicators

1) the ability to develop lesson plans, 2) the ability to carry out learning, 3) the ability to establish interpersonal relationships, 4) the ability to carry out assessments of learning outcomes, 5) the ability to carry out enrichment, and

6) the ability to implement remedial. [1].

Learning is done with the right intentions, carried out well and achieves brilliant results or achievements, is an expectation that is desired by everyone, all school children. To achieve this, there are three important parts, namely good intentions, meaning that with the right intentions, learning is indeed done wholeheartedly, not because of orders, not because of being escorted or because of punishment. efforts that can be made by everyone, not cheating, not harming others, thirdly achieving brilliant results, that by learning will get results that are really due to learning activities and not because of others.

These three important things cannot be separated from the role of motivation which is driven by optimal teacher performance. motivation serves as a driver of effort and achievement. The existence of good motivation in learning will show good results. Likewise, if a child knows that a series of good learning values are carried out well, he will achieve brilliant learning achievements. It should be noted that there is no motivation to give alternatives

which is appropriate when reversed, that achievement is a learning motivation for children. If this happens, motivation will give a temporary and not permanent decision as desired in the law of learning.

The essence of Maslow's theory is that needs are arranged in a hierarchical form. The lowest level of needs is physiological needs and the highest level is self-actualization needs. Physiological needs are the needs for food, drink and shelter.

1) The need for safety and security is the need for freedom from threats, such as being safe from environmental threats (criminals and other environmental disturbances).

2) The need for a sense of belonging to love, namely the need for friends, affiliation, interaction, love and be loved.

3) The need for appreciation, namely the need for appreciation from others.

4) The need for self-realization, namely the need to fulfill oneself with the maximum use of abilities, through existing skills and potential.

Maslow's theory assumes that people try to satisfy more suitable (physiological) needs before satisfying the highest needs (self-realization). Lower needs must be met before higher needs begin to control a person, the important thing in Maslow's thinking is that a need that has been met will stop his motivation. If people decide that the wages received from the organization are high enough, then money no longer has the motivating force for them.

Maslow's theory is based on the assumption that people have a need to develop and progress. This assumption may be true for some employees, but not for others. The truth of this theory is still questionable because this theory was not scientifically tested by its inventor. Maslow simply explained that adults have met eighty-five percent of safety and security needs, fifty percent of social belonging and love needs, forty percent of esteem needs and ten percent of self-realization needs.

The non-fulfillment of higher-level needs, namely needs in the categories of self-realization and esteem, causes managers to focus on strategies to meet these needs. This logic assumes that efforts to meet these needs are more likely to succeed than direct attention to lower needs that have been satisfactorily met previously. Furthermore, needs that have not been met at all may pose a danger to managers. A skilled technical expert in a research laboratory assigned administrative work instead of a more challenging job is an example of a person who is not given the opportunity to meet this need which can lead to frustration and pressure which can eventually lead to undesirable things.

[2] states that, Maslow's Thought on the Hierarchy of Individual Needs Theory is widely known, but its application for the benefit of student education in schools does not seem to have received full attention. Ideally in the context of achieving student self-development, schools should be able to provide and meet the various needs of their students. Some possibilities that can be done in schools in applying Maslow's theory of needs are:

1. Fulfillment of Physiological needs;

a) Provide cheap or even free lunch programs;
b) Providing classrooms with adequate capacity and the right temperature;
c) Provide a balanced number of bathrooms/toilets;
d) Provide room and land for rest for representative students.

2. Fulfillment of security needs

a) The teacher's attitude is pleasant, able to show acceptance of his students, and does not show threats or is judgmental;
b) The existence of consistent expectations;
c) Controlling student behavior in class/school by implementing a fair learning discipline system for students;
d) Provide more reinforcement of behavior (reinforcement) through praise/reward for all positive behavior of students rather than giving punishment for negative behavior of students.

3. Fulfillment of the need for affection or acceptance

1) Teacher-student relationship:

a) The teacher can display the characteristics of personality, empathy, care and interest in students, patient, fair, open and can be a good listener;
b) Teachers can apply individual learning and can understand their students (needs, potentials, interests, characteristics, personality and background);
c) The teacher gives more positive comments and feedback than negative ones;
d) Teachers can respect and respect every thought, opinion and decision of each student;
e) Teachers can be a reliable helper and give confidence to their students.

2) Student-student relationship

a) Schools develop situations that allow the creation of mutualistic cooperation and mutual trust among students;
b) Schools can hold class meetings, through various forums, such as sports or arts;
c) Schools develop class discussions that are not only for learning purposes;
d) Schools develop peer tutors;
e) Schools develop various forms of extra-curricular activities.

4. Fulfillment of self-esteem needs

1) Develop students' self-esteem
a) Develop new knowledge based on the background knowledge possessed by students (scaffolding);
b) Develop a learning system according to the needs of students;
c) Focusing on the strengths and assets of each student;
d) Develop varied learning strategies;
e) Always ready to provide assistance if students experience difficulties;
f) Involve all students in the class to participate and take responsibility;
g) When it comes to disciplining students, as far as possible, do it in private, not in public.

2) Appreciation from other parties

a) Develop a classroom climate and cooperative learning in which each student can respect and trust each other and not ridicule each other;
b) Develop a star of the week program.
c) Develop an award program for the work, effort and achievements of students;
d) Developing a curriculum that can lead every student to have an empathetic attitude and become a good listener;
e) Trying to involve students in every decision-making related to the interests of the students themselves.
3) Knowledge and understanding
a) Provide opportunities for students to explore areas that they want to know;
b) Providing learning that provides intellectual challenges through a discovery inquiry approach. \
c) Providing learning topics with diverse perspectives;
d) Provide opportunities for students to think philosophically and discuss.

4) Aesthetics

a) Arrange the classroom in a neat and attractive manner;
b) Placing interesting things on the walls of the room, including displaying students' artworks that are considered interesting;
c) The room is painted with pleasant colors;
d) Maintain facilities and infrastructure around the school;

e) Clean and fragrant room;
f) There are beautifully arranged classrooms and school gardens.

5. Fulfillment of Self-Actualization Needs

a) Provide opportunities for students to do their best;
b) Giving freedom to students to explore and explore their abilities and potentials;
c) Creating meaningful learning related to real life;
d) Planning and learning processes that involve students' meta-cognitive activities;
e) Involve students in self-expressive and creative projects or activities.

[3], stated that, To measure the quality of education, it is measured based on Government Regulation Number 19 of 2005 concerning National Education Standards which contain Eight Education Standards as a reference/direction for school management, namely 1) content standards curriculum, 2) process standards, 3) graduate competency standards,

4) standard of educators and education personnel, 5) standard of facilities and infrastructure,

6) management standards, 7) financing standards, and 8) education assessment standards, evaluations, accreditations and certifications, quality assurance.

1) Content standards, including:

a. Understanding the function of school institutions as an insight into the wiyata mandala;
b. Develop school curriculum (KTSP), including syllabus;
c. Organizing intra-curricular, extra-curricular activities, and counseling guidance;
d. Applying a competency-based curriculum approach;
e. Implementing a standardized learning program structure.

2) Process standards, including:

a. Applying the maximum number of students per class is 32 students;
b. The workload of teaching teachers is at least 24 hours/week;
c. Implementing KBm implementation procedures (preparation of lesson plans, classroom and learning management, evaluation and assessment); and
d. Provide a varied learning experience, exploration, elaboration, confirmation, and use of ICT.

3) Graduate competency standards, among others, consist of:

a. Develop and Establish KKM;
b. Establishing Criteria for Grade Promotion and Graduation that Meets Standards;
c. Developing “Life Skills”;
d. Developing Creative/Creative Ability;
Ability to Excavate Information; and
e. Developing Politeness, Ethics, Aesthetics, Discipline, Sportsmanship, Confidence.

4) Standards of educators and education personnel, including:

a. Meet the needs of the number of teachers and education personnel, in accordance with the provisions;
b. Meet the academic qualifications;
c. Meets “special”/personality qualifications;
d. Meet the competency qualifications in their field of work; and
e. Have entrepreneurial skills.

5) Standards of facilities and infrastructure, which consist of:

a) The school has a minimum land area of 3500 m2 (for a 1-story building);
b) Have a general learning room (RPU), special learning (RPK), support room (RP), a business center room (with adequate air ventilation and lighting); and
c) Have adequate clean water sanitation, rainwater and waste water channels, and

trash cans;

6) Management standards, including:

a) In management, have a vision and mission;

b) Have a long-term, medium-term and annual work program;

c) Have an organizational structure as well as job descriptions and work mechanisms; and

d) Creating a conducive working environment and climate.

7) Financing standards, namely:

a) The school has land and building investments, other investments; and costs for school operations and development;

b) Have a work plan and school budget plan;

c) The management of public funds is carried out in a transparent, efficient and accountable manner; and

d) Complete management record book, as well as accountability reporting;

8) Educational assessment standards, which consist of:

a) Schools carry out assessments of learning outcomes, by implementing tests/tests/exams according to Standard Operating Procedures;

b) The school clearly informs students about the competencies to be achieved as well as all the designs and assessment criteria;

c) Assessment tools and techniques are adapted to the characteristics of the subjects and refer to indicators of competency achievement;

d) Carry out an affective assessment to assess attitudes/morals and personality;

e) Implement remedial programs; and

f) The school determines the criteria for grade promotion/graduation.

Based on this explanation, the researchers developed a framework of thinking research as follows:

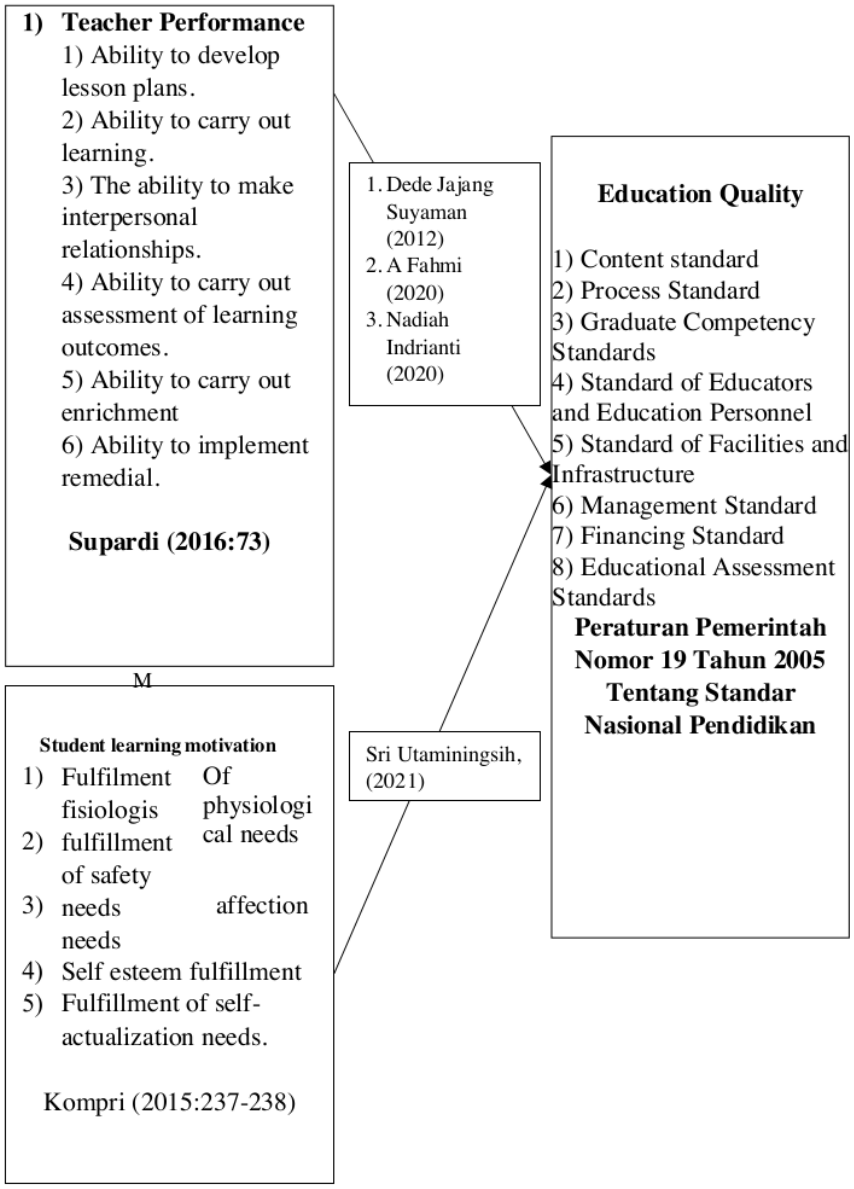


Figure 2. 1 Research Framework

Research Hypothesis

A hypothesis is a basic assumption which then makes a theory that still has to be tested for truth. Furthermore, [4] reveals that a hypothesis is a statement or provisional assumption of the state of the population to be studied on the problem posed. The hypotheses in this study are:

Hypothesis 1

There is an effect of teacher performance on the quality of learning at MTs Darul Hikmah Sumedang

Hypothesis 2

There is an influence of student learning motivation on the quality of learning at

MTs Darul Hikmah Sumedang

Hypothesis 3

There is an influence of teacher performance on students' learning motivation and its implications for the quality of learning at MTs Darul Hikmah Sumedang.

RESEARCH METHODOLOGY

Method used

[5] state that,

1) The research method is basically a scientific way of obtaining data with a specific purpose and use. Based on this, there are four keywords that need to be considered, namely scientific method, data, purpose and usability. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic.

2) 1) Rational means that research activities are carried out in ways that make sense so that they are affordable by human reasoning;

3) 2) Empirical means that the methods used can be observed by the human senses so that others can observe and know the methods used;

4) 3) Systematic means that the process carried out in this study uses certain logical steps.

Valid data must be reliable and objective. Reliable with respect to the degree of consistency / consistency of data within a certain internal time. [5] states that,

To obtain valid, reliable, and objective data in quantitative research, the research instrument must be valid and reliable. Data collection is carried out in the right way on a representative sample (representing the population). To get data in a good research instrument, collect data by triangulation from various appropriate data sources and test the validity of the data.

[6, 7] menyatakan bahwstate that, The quantitative research method is called a new method, because of its recent popularity, called the psopositivistic method because it is based on the philosophy of postpositivism. This method is also referred to as the artistic method because the research process is more artistic (less patterned) and is referred to as the interpretive method because the research data is more related to the interpretation of the data found in the field. This method is also often referred to as the constructive method because it is then constructed in a theme that is more meaningful and easy to understand.

In this study the research approach used is quantitative research where research planning is formulated in detail and structured, so that activities in the field when collecting data only carry out what has been previously designed.

[8, 9] state that, The scientific method is a thought process that confirms rationalism and empiricism. In simple terms it can be understood that the method of determining the truth is based on evidence (empiricalism) which can be explained through reason (rationalism). Scientists make observations of everything that happens. The hypothesis is basically a prediction (deduction) which is then tested through data and fact validation (induction). If a hypothesis passes the test many times, it can become a scientific theory.

Given the nature of this research is descriptive and verification, the research method used is a quantitative research method.

[10, 11] state that, Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses. Quantitative methods consist of survey methods and experimental methods

Survey Research Method

[12] state that, Survey research method is a quantitative research method used to

obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior, variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from certain populations, Data collection techniques with observations (interviews and questionnaires) and research results tend to be generalized.

According to Kerlinger quoted by [12, 13] stating that, "Research methods were carried out on large and small populations, but the data studied were data from samples taken from the population, so that relative events, distributions and relationships were found. relationship between sociological and psychological variables."

[14, 15] states that, Survey research is research conducted on large or small populations, but the data studied are data from samples taken from that population, to find relative occurrences, distributions and relationships between sociological and psychological variables.

[16, 17] states that, "Survey research is quantitative research." In survey research, the researcher asks several people called respondents about past or present beliefs, opinions, characteristics of an object and behavior.

[18, 19] state that, All sample members or respondents in survey research answer the same questions. Survey research measures the value of several variables, tests several hypotheses about the behavior, experience and characteristics of an object. Survey research in general is correlation research.

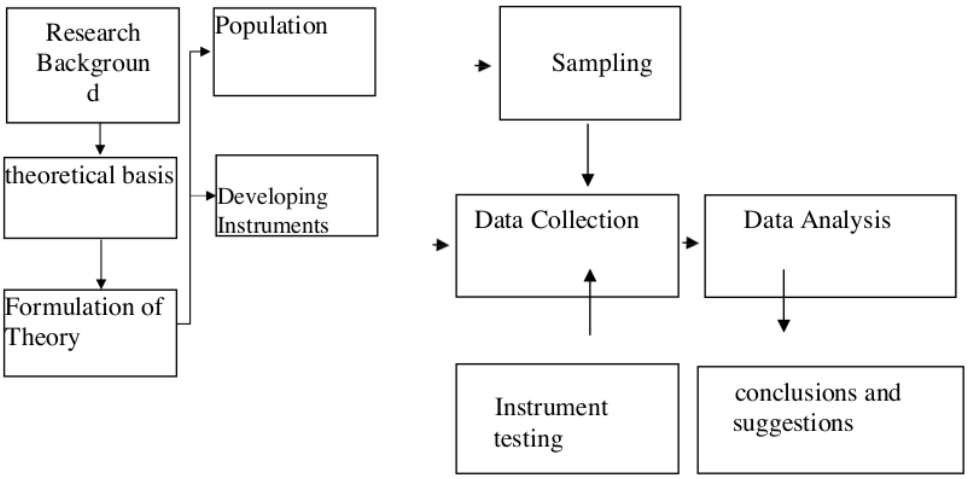
[20, 21] state that,

The survey method is one of the quantitative research methods that is often used by novice researchers. This method aims to see the situation that is the object of research as it is, by looking at the data and information from the sample, without giving special treatment. Therefore, in this method, it is customary to use data collection techniques by direct observation of a symptom, interviews, sent questionnaires (mailed questionnaires) or surveys by telephone (telephone survey)

Quantitative Research Process

The research process is a systematic and logical steps carried out in conducting survey research. The survey research process can be described as follows:

Picture 3. 1 Quantitative Research Steps



source: Sugiyono (2018:82)

Based on picture 3.1, every research always starts from a problem, or from a potential. In quantitative research, the problem brought by the researcher must be clear, and indicated by valid data. After the background of the problem is shown,

identified, and limited, then the problem is formulated. The formulation of the problem is generally stated in the question sentence. With this question it will be able to guide researchers for research activities.

Normality test is carried out to ensure that the research variable data comes from data that is normally distributed or not. In this test, the One-Sample Kolmogorov-Smimnov Test 1 Sample K-S and the Normal PP Plot graph of the results of processing with the SPSS 23 program were used.

Analyze > Regression > Liniear

1) In the Linear Regression dialog box, enter the variable performance of educators into the dependent box, then enter the variables of education, training and work motivation into the independent box(s).

2) Click the Save button, then a Linear Regression dialog box will open: Save.

3) In Residuals, put a check mark on Unstandardized. Then click the continue button. Going back to the previous dialog box, click the OK button. Ignore SPSS output results. You open the input data, here will increase one variable, namely residual (RES_1).

4) The next step is to find the absolute residual value from the residual value above, how to click the Transform menu >> Compute Variable.

5) In the Target Variable box, is the name of the new variable that will be created.

Type ABS-RES (Absolute Residual). Then click on the Numberic Expression box, then type ABS (then enter the Undestandarized Residual variable (RES_1) into the Numeric Expression City by clicking the pointer, then type the closing parenthesis. Then the complete will be written ABS (RES_1), this command is to calculate the absolute value of residual If you have clicked the OK button.

1) The next step is to regress the value of the independent variable with absolute residual. The trick is to click Analyze > Regression > Linear.

2) Enter the ABS_RES variable into the Dependent box, then enter the education, training and work motivation variables into the Independent(s) box. Then click OK.

18 mple Linear Regression Analysis

Simple linear regression analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis is used to determine the direction of the relationship between the independent variable and the variable

whether the dependent variable is positive or negative and to predict the value of the dependent variable if the value of the independent variable increases or decreases. The data used are usually interval or ratio scale. The data used are usually interval or ratio scale. The simple linear regression formula is as follows:

Y = a + bx

description :

Y	= Dependent variable (Predicted value)
X	= Independent Variable
a	= Constant (Y value when X = 0)
b	= Regression coefficient (increase or decrease value)

Multiple Linear Regression Analysis

Multiple linear regression analysis is a linear relationship between two or more independent variables (X1, x2, ….. Xn) with the dependent variable (Y). This analysis is to determine the direction of the relationship between the independent variables that are positively or negatively related and to predict the value of the dependent variable if the value of the independent variable increases or decreases. The data used are usually interval and ratio scales

Y = a +b1X1 + b2X2 + …. + bnXn

Description:

Y X1 and X2	Dependent variable (Predicted value) Independent Variable
a	Constant (Y value when X1, X2,…Xn = 0)
b	Regression coefficient (increase or decrease value)

T Test

The T test is known as the partial test, which is to test how the influence of each independent variable individually on the dependent variable. This test can be done by comparing t count with t table or by looking at the significance column in each t count, the t test process is identical to the F test (see SPSS calculation on Coefficient Regression Full Model/Enter). Or it can be replaced with Stepwise test method.

As we have learned in various articles on statistical websites, that there is a lot that discusses the F test and T test. The question is, what exactly is the F and T test? Above we have studied some of what this question is meant to be. However, the author needs to explain again that actually the F-Test and T-Test are not only limited to what has been discussed above, where the above discusses the F-Test and T-Test in the context of linear regression analysis. But in other contexts, it may exist in different types of analysis.

F test

The F test is known as the simultaneous test or model test / ANOVA test, which is a test to see how the effect of all the independent variables together on the dependent variable. Or to test whether the regression model that we make is good/significant or not good/non-significant. If the model is significant then the model can be used for prediction/forecasting, otherwise if it is not/significant then the regression model cannot be used for forecasting.

Simple Correlation Analysis

Pearson Product Moment Correlation (PPM) is very popular and is often used by students and researchers. This correlation was proposed by Karl Pearson in 1990, its use is to determine the degree of relationship between the independent variable (independent) and the dependent variable (dependent).

The formula used for Pearson product moment correlation is simple

[22, 23]

$$R_{X1.X2.Y} = \frac{n\left(\sum XY\right)-\left(\sum X\right).\left(\sum Y\right)}{\sqrt{n.\quad Y\qquad X\quad .n.\quad Y\qquad Y}}$$

$$\left\{\sum\ ^{2}\right\}-\left(\sum\qquad\right)^{2}\left\{\sum\ ^{2}-\sum\ ^{2}\right\}$$

Pearson product moment correlation is denoted (r) provided that the value is not more than the price (-1 < r < + 1). If the value of r = - 1 means that the correlation is negative

perfect r = 0 means there is no correlation; and r = 1 means the correlation is very strong. Multiple Correlation Analysis

Multiple correlation analysis serves to find the magnitude of the relationship between two independent variables (X) or more simultaneously (together) with the dependent variable (Y). [24, 25] explains the research design and the multiple correlation formula as follows:

Double Correlation Formula:

$$r_{X1.X2Y} = \sqrt{\frac{r_{X1\,Y} + r^2 \quad - r_{X1\,Y})(\quad r_{X2\,Y})(\quad)}{1 - r_{X1.X}}}$$

Furthermore, to determine the significance of the multiple correlation, compare the profitability value of 0.05 with the profitability value of Sig.

Coefficient of Determination Analysis

The size of the teacher's performance variable (X) on student learning motivation (Y) and its implications for the quality of education (Z) can simultaneously be determined by the determinant coefficient formula as follows

$$\mathbf{KD = r^2 + 100\%}$$

where :

KD = Determinant Coefficient Value

r = Correlation Coefficient Value

Data Analysis Techniques / Path Analysis

This path analysis technique will be used to test the amount of contribution shown by the path coefficient on the path diagram of the causal relationship between variables X1, X2 to Y. Correlation and regression analysis are the basis for calculating path coefficients. Then in the calculations used computer services in the form of software with the SPSS for Windows version 23 program.

The data that has been collected will be processed with the SPSS version 23 statistical program. The data analysis technique used in this study is path analysis. The purpose of path analysis is to test the model, whether or not the proposed model fits the data by comparing the theoretical correlation matrix with the empirical correlation [26].

[27, 28] explain : Path analysis is a development of regression analysis, so that regression analysis can be said to be a special form of path analysis (regression is a special case of path analysis). Therefore, before studying path analysis, it is necessary to fi understand the basic concepts of regression and correlation analysis.

Path analysis is used to describe and test the model of the relationship between variables in the form of cause and effect (not the form of an interactive relationship). Thus, in the model of the relationship between these variables, there are independent variables which in this case are called exogenous variables, and the dependent variables are called endogenous variables. Through this path analysis, it will be possible to find which path is the most appropriate and short of an independent variable to the last dependent variable.

[29, 30] explains the use of path analysis in research data analysis based on several assumptions as follows;

1. The relationship between the variables to be analyzed is linear, adaptive and causal.
2. Residual variables are not correlated with the variables that preceded them and are not correlated with other variables.
3. In the variable relationship model there is only a unidirectional causal path.
4. Data for each variable analyzed is interval data and comes from the same source.

To show the relationship between variables, it can be seen in the model image below. The path analysis formula is:

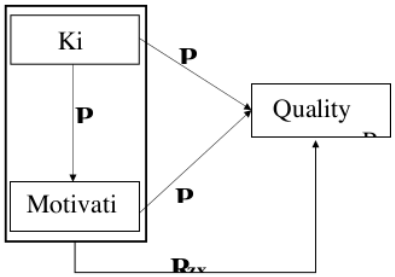
$$\boldsymbol{Pyz = \sum_{i} PyxiPxiz}$$

Pyxi = path coefficient of variable xi to variable y

Pyxi = path coefficient of variable xi to variable z

Picture 3. 2 Path Analysis Model

Source : Riduwan (2013:63)



In the path diagram in Figure 3.2. above, two kinds of arrows are used, namely (a) one-way arrows which indicate the direct effect of an exogenous variable (cause variable (X) on an endogenous variable (effect variable (Y)

[30] explains the steps to test path analysis as follows:

1. Formulate hypotheses and structural equations.

Structure $Y = \rho_{yx1}X1+\rho_{yx2}X2+\rho_y \in_1$

2. Calculate the path coefficient based on the regression coefficient

a. Draw a complete path diagram, determine its sub-structures and formulate structural equations according to the proposed hypothesis.

Hypothesis: The rise and fall of the endogenous variable (Y) is significantly influenced by the escogene variable (X1 and X2).

b. Calculate the regression coefficient for the structure that has been formulated.

Calculate the regression coefficient for the formulated structure. Multiple regression equation: Y = a + b1X1+b2X2+E1

Basically, the path coefficient is a standardized regression coefficient, which is a regression coefficient calculated from a database that has been set in standard numbers or Z-score (data set with an average value).

= 0 and standard deviation = 1). This standardized path coefficient is used to explain the magnitude of the influence (not predicting) of the independent variable (escogene) on other variables that are treated as the dependent variable (endogenous).

Especially for the SPSS program with the regression analysis menu, the path coefficient is indicated by an output called Coefficient which is expressed as the Standardized Coefficient or known as the Beta value. If the variable is exogenous with endogenous variables, then the path coefficient is the same as the simple r correlation coefficient.

3. Calculate the path coefficient simultaneously (overall)

The overall test of statistical hypotheses is formulated as follows:

Ha : $\rho_{yx1} = \rho_{yx2} = \cdots \ldots \ldots \ldots \ldots \ldots = \rho_{yxk} \neq 0$

H0 : $\rho_{yx1} = \rho_{yx2} = \cdots \ldots \ldots \ldots \ldots \ldots = \rho_{yxk} = 0$

Significance test rule: SPSS program

1. If the probability value of 0.05 is less than or equal to the probability value of Sig or [0.05 < Sig], then Ho is accepted and Ha is rejected,

meaning is not significant.

2. If the probability value of 0.05 is greater than or equal to the probability value of Sig or [0.05 > Sig], then Ho is rejected and Ha is accepted,

means significant.

4. Calculate the path coefficient individually

The research hypothesis to be tested is formulated into the following statistical hypothesis:

Ha : $\rho_{yx1} > 0$
H0 : $\rho_{yx1} = 0$
Individually the statistical test used is the t test which is calculated by the formula [20]

$$t_k = \frac{\rho k}{pk} \qquad \overline{se}$$

; $(dk = n = k - 1)$

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULTS

Description of Respondents Based on Education Level

Based on the level of education, the respondents in this study can be described as follows:

The distribution of respondents based on education level can be explained by the researchers, namely 2 respondents with elementary education or 4.55%, 2 respondents with junior high school education or 4.55%, 10 respondents with high school education or 22.73%, undergraduate education as many as 26 respondents or 59.09%, 4 people have master degree education or 9.09%.

Description of Research Variables

Based on the results of the questionnaires/questionnaires that have been carried out to each respondent, it can be seen the types of respondents based on gender and level of education as described above. with research.

Each question item attached to the questionnaire and questionnaire is a development of the variable being studied. The use of statement items is as a measuring tool of the related variables in the study. The answer from each respondent in the study is a clear description of the variables of Teacher Performance, Student Learning Motivation, and Quality of Education at MTS Darul Hikmah Sumedang.

In this study, the responses or respondents to the research variables were through descriptive analysis of each indicator. The variables in this study consisted of Teacher Performance, Student Learning Motivation and Education Quality.

[6, 9] explains that : Descriptive analysis is used to determine the basic characteristics of respondents' responses to the variables used from respondents. The statistical measure used in the descriptive statistical analysis of this study is the frequency distribution. Descriptive analysis is used for quantitative variables by grouping, tabulating and describing the data obtained in the field.

Teacher Performance (X)

To find out the teacher performance variable (X) is in which category the results of the responses to the overall research variables are assessed based on the indicators, with the score category divided into five categories, namely Very Good (SB), Good (B), less Good (KB), Not Good (TB) or Very Not Good (STB) are as follows:

Minimum index value = smallest score x number of assessments x number of respondents
= 1 x 52 x 44
= 2288
Minimum index value = largest score x number of assessments x number of respondents
= 5 x 52 x 44
= 11440
Interval = maximum index value – minimum index value
= 11440 - 2288

= 9152
Distance Interval = Interval: level
= 9152 : 5
= 1830.4

Student Learning Motivation (Y)

To find out the Student Learning Motivation variable (Y) is in which category the results of the responses to the research variables as a whole are assessed based on the indicators, with the score category divided into five categories, namely Very Good (SB), Good (B), Less Good (KB), Not Good (TB) or Very Not Good (STB) are as follows: Minimum index value = smallest score x number of assessments x number of respondents
= 1 x 45 x 44
= 1980
Minimum index value = largest score x number of assessments x number of respondents
= 5 x 52 x 44
= 9900
Interval = maximum index value – minimum index value
= 9900-1980
= 7920
Distance Interval = Interval: level
= 7920 : 5
= 1584

Quality of Education (Z)

To find out the Education Quality variable (Z) is in which category the results of the responses to the research variables as a whole are assessed based on the indicators, with the score category divided into five categories, namely Very Good (SB), Good (B), Less Good (KB), Not Good (TB) or Very Not Good (STB) are as follows:
Minimum index value = smallest score x number of assessments x number of respondents
= 1 x 37 x 44
= 1628
Minimum index value = largest score x number of assessments x number of respondents
= 5 x 37 x 44
= 8140
Interval = maximum index value – minimum index value
= 8140 - 1628
= 6512
Distance Interval = Interval: level
= 6512 : 5
= 1302.4

Data analysis in this study is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables for all respondents, presenting data for each variable studied, performing calculations to answer problem formulations and performing calculations to test hypotheses that have been proposed [31, 32].

The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena [8]. Answer each item using a Likert scale. There are five choices on a Likert scale.

When the data is collected, then the data is processed and presented in tabular

form and analyzed. The researcher uses descriptive analysis of the independent and dependent variables which are then classified into the total number of respondents' scores. From the number of respondents' answer scores obtained, then the assessment criteria were arranged for each question item. Scoring is done using a Likert scale with a score interval of 1 (strongly disagree) to 5 (strongly agree).

Descriptive analysis is a research method that provides an overview of situations and events so that this method intends to hold an accumulation of valid basic data. According to [5] descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables. The variables of this research are compensation, motivation and employee performance. The results of the questionnaire distribution are then averaged by using the formula from Husein [9], which is:

Average Value =
$\sum$(frequency $*$ weight)$\div\sum \boldsymbol{Popula}$tion$(\boldsymbol{n})$

Empirical Discussion

Based on the results of research on the analysis of each variable, which is Teacher Performance (X), Student Learning Motivation (Y) and Education Quality (Z) the researcher can explain as follows:

Description of Research Results on Teacher Performance Variables (X)

The results of the study on the Teacher Performance variable (X) on the answers of the respondents obtained a score of 9030 from an expectation score of 11440 or were in the Very Good category. This proves that the teacher's performance at MTS Darul Hikmah Sumedang has a very good performance. This is also evidenced by the analysis of the ideal score that compares the score obtained with the total score, the result is 78.93%, which means that respondents' assessments of teacher performance at MTS Darul Hikmah Sumedang as a whole are assessed based on the indicators being in the good category.

Description of Research Results of Student Learning Motivation Variables (Y)

The results of the research on the variable of student learning motivation (Y) on the answers of the respondents obtained a score of 7623 from an expectation score of 9900 or in the Very Good category. This proves that students' learning motivation (Y) at MTS Darul Hikmah Sumedang is in the very good category. This is also evidenced by the analysis of the ideal score that compares the score obtained with the total score, the result is 77.00%, which means that the respondents' assessment of student learning motivation at MTS Darul Hikmah Sumedang as a whole is assessed based on the indicators in the good category.

Description of Research Results Variable Quality of Education (Z)

The results of the study on the Motivation Quality Education variable (Z) on the answers of the respondents obtained a score of 6620 from an expectation score of 8140 or were in the Very Good category. This proves that the Education Quality Motivation (Z) at MTS Darul Hikmah Sumedang is in the very good category. This is also evidenced by the analysis of the ideal score that compares the score obtained with the total score, the result is 81.33%, which means that the respondent's assessment of the quality of education at MTS Darul Hikmah Sumedang as a whole is assessed based on the indicators in the good category.

The Effect of Teacher Performance (X) on Students' Learning Motivation (Y) at MTs Darul Hikmah Sumedang

Based on the results of the study through the calculation of the SPSS application, it proved that the influence of the teacher's performance variable on the student's motivation variable was 94.48%, while the remaining 5.52% was influenced by other factors.

The magnitude of the path coefficient for other variables outside the study that affect based on the t test results obtained a value of 0.2349. Based on the previous ANOVA significance test, the Sig value was 0.000, this proves that there is a strong and significant influence on teacher performance on student learning motivation at MTS Darul Hikmah Sumedang.

The results of the calculation of the effect of teacher performance on students' learning motivation through the t test, obtained t count greater than t table or 26.729 > 0.68011. Thus, it can be concluded that the teacher's performance variable has an effect on students' learning motivation.

The results of a simple linear regression test to measure the effect of teacher performance on student learning motivation are known that the variable X has a Sig value of 0.000 when compared to the value of (0.000 <0.05) meaning Ho is rejected and Ha is accepted. Thus, it is significant and the magnitude of Beta (coefficient) of the path variable X to Y is 0.972 (Pyx) so that the equation Y = 0.972X + 0.2349s1 is obtained.

Student Learning Motivation (Y) on Education Quality (Z) at MTs Darul Hikmah Sumedang

Based on the results of the study through the calculation of the SPSS application, it proved that the effect of the variable of student learning motivation on the education quality variable was 96.63%, while the remaining 3.37% was influenced by other factors.

The magnitude of the path coefficient for other variables outside the study that affect based on the t test results obtained a value of 0.1181. Based on the previous ANOVA significance test, the Sig value was 0.000, this proves that there is a strong and significant influence on student learning motivation on the quality of education at MTS Darul Hikmah Sumedang.

The results of the calculation of the influence of student learning motivation on the quality of education through the t test, obtained t count is greater than t table or 34,441 > 0.68011. Thus, it can be concluded that the variable of student learning motivation has an effect on the quality of education.

The results of a simple linear regression test to measure the effect of students' learning motivation on the quality of education are known that the Y variable has a Sig value of 0.000 when compared to the value of (0.000 <0.05) meaning Ho is rejected and Ha is accepted. Thus, the significance and magnitude of the Beta (coefficient) of the path variable Y to Z is 0.983(Pzy) so that the equation Z = 0.983X + 0.1181s1 is obtained.

The Effect of Teacher Performance on Students' Learning Motivation and Its Implications on the Quality of Education at MTs Darul Hikmah Sumedang

The results of the hypothesis testing analysis of the influence of teacher performance on students' learning motivation and its implications for the quality of education through the sub-structural equation Z = PZXx + PZYY+PZ 2. Based on the results of hypothesis testing with the help of the SPSS application, the results of the determinant coefficient test of KD = 98.01%. The value of 98.01% means that the influence of the teacher's performance variable on learning motivation and its implications for the education quality variable is 98.01%. The magnitude of the path coefficient is 0.1414.

The results of the ANOVA significance test obtained a Sig value of 0.000 or less than 0.05. This proves that there is a strong and significant influence on teacher performance on student learning motivation and its implications for the quality of

education at MTS Darul Hikmah Sumedang.

The t-count value is known that the t-count for the teacher performance variable on the quality of education is 5.334, meaning that t-count is greater than t-table (5.334 > 0.68011). Thus Ho is rejected and Ha is accepted which concludes that the teacher performance variable has an individual effect on the education quality variable.

The value of t table is seen at a significance level of 0.05 where df = number of samples – the number of variables = 44-2 = 42, therefore, the t table value at df = 42 is 0.68011 (how to find the t table value is explained in the discussion of validity and reliability tests). The t-count value is obtained in the coefficient table of statistical test results through SPSS where from the previous coefficient table it is known that the magnitude of t-count Y for variable Z is 5.252, meaning that t-count is greater than t-table (5.252 > 0.68011). Thus Ho is rejected and Ha is accepted which concludes that the variable of student learning motivation has an individual effect on the variable quality of education.

From the Coefficient table, it is known that the Teacher Performance variable has a Sig value of 0.005, the Sig value is smaller than the value of (0.005 <0.05). This means that Ho is rejected and Ha is accepted (Significant). In conclusion: There is a significant influence or contribution of the Student Learning Motivation variable on the Education Quality variable and the amount of Beta (path coefficient) of the Student Learning Motivation variable on the Education Quality is 0.495.

The framework of the path relationship between variables X to Z and variables Y to Z can be made through the following structural equation: Z = PZXx + PZYY+PZ or Z = 0.502X + 0.495 Y + 0.1414 .

From the Coefficient table, it is known that each path coefficient is as follows: The Path Coefficient of Teacher Performance on Education Quality (pXZ) is 0.502, and the Path Coefficient of Student Learning Motivation on Education Quality (pYZ) is 0.495.

E. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on the results of research and discussion of research on the analysis of teacher performance on student learning motivation in an effort to improve the quality of education at MTS Darul Hikmah Sumedang, it can be concluded as follows:

1) The results of the analysis of the influence of teacher performance on Student Learning Motivation at MTs Darul Hikmah Sumedang, that the magnitude of the influence of the teacher performance variable on the variable of student learning motivation is 94.48% while the rest is 5.52%, with the path coefficient of 0.239 with a significance of 0.000 , and the results of the regression test are Y = 0.972X + 0.2349ε1. The results of this study prove that student learning motivation has an effect on student motivation at MTs Darul Hikmah Sumedang. The results of this study are in line with the thoughts of [9] which states that "Students have high motivation with optimal teacher performance encouragement".

2) The results of the analysis of student learning motivation on the quality of education at MTs Darul Hikmah Sumedang, the results of the study prove that there is a positive and significant influence of 96.63% and the remaining 3.37% is influenced by other factors. The results of the t test of 34,441, which is greater than the t table of 0.68011, proves that there is a strong influence of student learning motivation on the quality of education, and the regression test is Z = 0.983X + 0.1181ε1. Results

This research is in line with [10]which states "Motivation has an important role in providing changes in the quality of education at MTs Darul Hikmah Sumedang."

3) The results of the analysis of the effect of teacher performance on students' learning motivation and its implications for the quality of education at MTs Darul Hikmah Sumedan, that the framework of the relationship between the variable path of teacher performance on the quality of education and the variable of student motivation on the quality of education obtained the equation Z = PZXx + PZYY+PZ ε2 or Z =

0.502X + 0.495 Y

+ 0.1414 ε2. The Path Coefficient of Teacher Performance on Education Quality (pXZ) is 0.502, and the Path Coefficient of Student Learning Motivation on Education Quality (pYZ) is 0.495.

SUGGESTIONS

Based on the conclusions of the research results and discussion of research on the analysis of teacher performance on student learning motivation in an effort to improve the quality of education at MTS Darul Hikmah Sumedang, the researchers recommend the following:

1) Teacher performance in the classroom is the dominant factor in determining student motivation and quality of education. Teachers who are involved in learning activities have good performance, so they will be able to improve the quality of learning. This can be understood because teachers who have good performance in class will be able to explain the material well to students, be able to grow children's motivation well, able to use learning media well, able to guide and direct children in the learning process so that children will be able to use learning media well, able to guide and direct children in the learning process so that children will have enthusiasm and motivation in learning, happy with the learning activities they follow, and students will find it easy to accept the material presented by the teacher.

2) To improve the quality of education through student learning motivation, the role of teacher competence to increase student learning motivation is to choose the right learning method, teachers are required to be able to choose the right learning method to teach in order to create a fun learning atmosphere, utilize the use of media, in this case the teacher can create or use animated media to support online learning, give rewards to students so that the learning process is more fun and students become more enthusiastic in participating in online learning, evaluate online learning using fun media, evaluation on online learning is important to do. This is because by evaluating online learning, it can be seen whether learning can run effectively or not. If it is not effective, it can make modifications to the learning system according to students. In addition, teachers also need to be equipped with online classroom management skills through workshops and training, especially training on the use of online learning platforms.

3) To improve the quality of education through teacher performance and student learning motivation, the current state of students attending distance learning is in very difficult circumstances and often without any real teaching or support from their teachers. Students complain of heavy workloads, fatigue, and some students lose motivation. Workload, and fatigue can be from them managing their own days, balancing school distance and free time. Technological problems in distance learning affect students' learning motivation. So teachers should further improve teacher competence through mastery of technology and improve teacher performance through the application of 8 educational standards.

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