ASSESSMENT OF TEACHER PERFORMANCE IN RELATIONSHIP WITH THE QUALITY OF EDUCATIONAL SERVICES IN MADRASAH TSANAWIYAH CITY OF BANDUNG

Wahyu Hidayat*[1], Badrudin*[2], Qonita Izzaturrahmah*[3]
Universitas Islam Negeri Sunan Gunung Djati, Bandung,
e-mail: ***[1]**wahyuhidayat@uinsgd.ac.id , *[2]dr.badrudin@uinsgd.ac.id, *[3]izzaturrahmah187@gmail.com

Abstract. This research aims to find out: (1) The reality of teacher performance assessment at State MTs in Bandung City. (2) The Reality of the Quality of Education Services at Bandung City Public MTs, and (3) The Relationship between Teacher Performance Assessment and the Quality of Education Services at Bandung City State MTs. This research is quantitative research using correlational methods. The data in this study were obtained by distributing a questionnaire with a Likert scale model consisting of four selected answers to 85 respondents. Data analysis techniques in this study were instrument tests (validity and reliability), statistical analysis tests, hypothesis testing (Spearman's rank correlation test), and coefficient of determination tests. The results of the study show that: (1) Teacher performance evaluation at Madrasah Tsanawiyah Bandung City is included in the moderate category, which is equal to 3.58 from the results of data processing of 85 respondents; (2)The quality of education services at Madrasah Tsanawiyah Negeri Kota Bandung, is included in the medium category, which is equal to 3.15 from the results of data processing of 85 respondents; (3) Based on the results of calculating the correlation between variable X and variable Y, a correlation coefficient of 0.573 is obtained, including the coefficient category of 0.51-0.75 meaning that there is a relationship that is quite large or strong enough. So it can be concluded that there is a relationship between teacher performance assessment and the quality of education services at Madrasah Tsanawiyah Negeri Bandung City. The results of the correlation test calculation show that the significance of teacher performance assessment with the quality of educational services is 0.000 <0.05. The results of the correlation test calculation are positive, which means that if the results of the performance assessment carried out on the teacher are good, the service provided by the teacher is also good. Then, from the results of the coefficient of determination test, it was obtained (R square) of 0.328, which means that teacher performance assessment of the quality of educational services has a contribution of 32.8%.
Keywords. Assessment, Performance, Service

Abstrak. Penelitian ini bertujuan untuk mengetahui: (1) Realitas penilaian kinerja guru di MTs Negeri di Kota Bandung. (2) Realitas Mutu Pelayanan Pendidikan di MTs Negeri Kota Bandung, dan (3) Hubungan Penilaian Kinerja Guru dengan Mutu Pelayanan Pendidikan di MTs Negeri Kota Bandung. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode korelasional. Data dalam penelitian ini diperoleh dengan menyebarkan kuesioner dengan model skala likert yang terdiri dari empat jawaban terpilih kepada 85 responden. Teknik analisis data dalam penelitian ini adalah uji instrumen (validitas dan reliabilitas), uji analisis statistik, uji hipotesis (uji korelasi rank Spearman), dan uji koefisien determinasi. Hasil penelitian menunjukkan bahwa: (1) Evaluasi kinerja guru Madrasah Tsanawiyah Kota Bandung termasuk dalam kategori sedang yaitu sebesar 3,58 dari hasil pengolahan data 85 responden; (2) Mutu pelayanan pendidikan Madrasah Tsanawiyah Negeri Kota Bandung termasuk dalam kategori sedang yaitu sebesar 3,15 dari hasil pengolahan data 85 responden; (3) Berdasarkan hasil perhitungan korelasi variabel X dengan variabel Y diperoleh koefisien korelasi sebesar 0,573 termasuk kategori koefisien 0,51-0,75 artinya terdapat hubungan yang cukup besar atau cukup kuat. Jadi dapat disimpulkan terdapat

hubungan antara penilaian kinerja guru dengan mutu layanan pendidikan di Madrasah Tsanawiyah Negeri Kota Bandung. Hasil perhitungan uji korelasi menunjukkan signifikansi penilaian kinerja guru dengan kualitas layanan pendidikan sebesar 0,000 < 0,05. Hasil perhitungan uji korelasi bernilai positif, artinya jika hasil penilaian kinerja yang dilakukan terhadap guru baik maka pelayanan yang diberikan guru juga baik. Kemudian dari hasil uji koefisien determinasi diperoleh (R square) sebesar 0,328 yang berarti penilaian kinerja guru terhadap mutu layanan pendidikan mempunyai kontribusi sebesar 32,8%.
Kata kunci. *Penilaian, Kinerja, Pelayanan*

A. INTRODUCTION.

In recent years, a major debate regarding school quality has occurred. This happens because the quality of education has a direct impact on the quality of graduates produced from that education. There is little possibility of obtaining quality human resources without quality education. Therefore, education for all parties, including society, must pay attention to quality as a top priority (Alifah, 2021). The management of a corporation must pay attention to its human resources. To meet its business goals, companies must be able to manage their organizations effectively. A significant problem in a company is poor employee performance (Mega 2015:164). In the field of education, service is a crucial element whose quality must continue to be improved. Considering that educational services are provided by non-profit institutions such as schools, this needs to be done. Educational services come in the form of services. Teachers are one element that must always be taken into account in improving the quality of teaching. The role of education is very important and crucial. Teachers are "pioneers" in the application of training, which explains why. One who works together with children to change science and technology and advance positive values is a teacher (Janawi, 2012:10). So the strategy used to improve the quality of teaching is to carry out the duties of the principal or principal towards teachers, namely evaluating their performance. However, this evaluation serves to determine teacher performance, whether good, mediocre, or bad. Every teacher needs to assess the school to evaluate its performance (Malayu, 1999:87).

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 2 of 2018 concerning Minimum Education Service Standards, article 7, part one of the scope of basic service quality, explains that the basic service requirements for each type of basic SPM education service include; standards for the quantity and quality of goods and/or services, standards for the number and quality of educators and education personnel, and procedures for fulfilling the standards. Educational institutions are organizations that provide or plan educational services for students to improve their quality of life through systematic and consistent educational planning. One of the educational options offered by schools is the academic/curriculum and learning services sector. Other educational options include student services, facilities and infrastructure services, financial services, teacher and faculty services, and social services (Imron, 2003:7). However, organizing education is one way for the government to fulfill its duties in providing public services in the field of education is due to the government's ability to build educational facilities, especially the availability of facilities and infrastructure, the government is not yet able to provide educational services to the community as a whole. Therefore, the government provides opportunities for the public and private sectors to provide education (Moh Juhad, 2023).

The school as an educational institution always strives to provide the best service to clients. To meet consumer needs, schools consistently aim to improve the quality of services offered to clients (Ningsih, 2018). One of the most important tasks of educational institutions is to serve, educate, and train individuals to become agents of change and social change to build a better and positive society. As users of educational services, students hope that the school they go to can meet

their information needs. It is believed that student expectations have a substantial and determining role in product (goods or services) quality and customer satisfaction. Customer satisfaction is the level of a person or customer's feelings after comparing perceived performance or results with expectations. As a result, there is a basic relationship between customer happiness and service quality. To please their customers (students), educational institutions must offer good service (Sumarni, 2016:25). So that it can be directly correlated with their role in improving the quality of education, teachers must always be monitored in the context of the quality of their performance. Although other factors influence how well a school is run besides the teachers (Ahmad, 2017: 134)

A key component in offering more effective and efficient educational services is measuring the quality of those services. The quality of a school cannot be determined just by how good the facilities it has. By measuring customer satisfaction with the educational services offered, in this example students as the main customers, schools can better measure the quality of the services they provide (Suharta, 2017-17). The extent to which a school can demonstrate the availability, completeness, and suitability of facilities and infrastructure, as well as the reliability of its teaching staff, the responsiveness of educational staff in implementing services, certainty of service, and an empathetic view, is a measure of the quality of its educational services (Basri, 2011). One of the best indicators of improvement is how well teachers complete their duties and obligations, which has an impact on the quality of education. The success of teachers in improving quality determines the quality of education in schools (Muslim, 2018).

In the author's view, there are several things that educators face when trying to serve students, including; teachers who are still less aware of their responsibilities, managing their time so they lack discipline, and monotonous methods of learning that make students feel bored in learning and lack of thoroughness from external parties in recruiting teachers to carry out training. The characteristic or innovation in this research is that most of the theories used are for educational or corporate administration services, whereas in this research the theories are used for academic services in the learning process carried out by teachers for students. Teachers are a service that provides services to students. In education, there are two types, namely administrative services and academic services. Academic services also need to be considered to improve the academic quality of students to produce students who excel and the quality of the school will be good too.

Increasing teacher performance needs to be done in order to improve teacher quality. If there is a teacher evaluation, at least there is teacher motivation to improve in terms of providing goods to students (Susilowati & et al, 2018;36). Performance assessment is closely related to the quality of educational services because it can measure whether the services provided by teachers in learning are satisfactory for educational customers, namely students, or whether they are unsatisfactory. So it can be seen from the performance carried out by a teacher, both objectively and subjectively. Therefore, teacher performance assessment is very necessary in the field of education because a performance assessment can determine the quality of the teacher himself in carrying out his role, whether the teacher is efficient in carrying out his role or whether his lack can be seen based on the teacher performance assessment. Due to the need for quality services, madrasas are encouraged to continue to improve the performance of the services they provide. As a result, service quality is a primary concern for madrasas in handling the demands and preferences of customers who use the services they provide.

B. RESEARCH METHODS

A quantitative approach is used in this research in the context of hypothesis testing and is based on the results of the error probability of rejecting the null hypothesis. Correlational descriptive quantitative research (Ibrahim, 2009:77) explains the meaning of the descriptive correlation

research method "The relationship between two or more variables, especially the extent to which variations in one variable are related to variations in other variables, is the subject of correlation research". The type of research information data used in this investigation is quantitative data and there are two ways of research data sources, namely, primary data and secondary data (Kuncoro, 2013: 145). Questionnaires are used as a data measurement technique and the data measurement used in this research is a Likert scale.

C.   RESULTS AND DISCUSSION

According to Mulyasa (2013:88) Teacher performance assessment aims to gain a comprehensive understanding of the teacher's knowledge, skills, values and attitudes in carrying out their duties as evidenced by their actions, behavior and work results. The Teacher Performance Appraisal System (PKG) is a technique for assessing how well teachers carry out their duties by monitoring performance (achievement). In layman's words, the purpose of performance evaluation involves assessing the effectiveness of teacher competency management (Dermawan, 2013:5). Providing reliable information about the behavior and performance of organizational members is the main goal of a performance appraisal system. The two fundamental components of employee performance appraisal are evaluation and development. These two goals are not in line, but implicitly also have different time orientations, approaches and responsibilities between superiors and deputies. Evaluation of these two goals must be carried out in the context of guidance initiatives, career planning, goal setting, and ongoing performance evaluation (Sinambela, 2016:520-521).

Organizing teacher performance assessments which are carried out once a year has a significant impact on teacher performance and professionalism, so that teacher performance assessments in schools become very important (Dedi & et al, 2022:2100). A performance appraisal system can be understood as a method created systematically and structured by an organization to observe, assess and evaluate staff members or teachers in written, numerical or letter form to study the work, behavior and performance of staff members. teacher work results that are linked to the achievement of assigned work standards (Gustiawati, 2015:173)

The results of the performance assessment serve as a basis for development and improvement as well as for achieving credit scores for teachers who wish to advance their careers in accordance with the law. If all this can be done effectively and impartially, educational quality and competitiveness will soon be achieved, allowing us to create a dignified country. This is possible with excellent teacher performance and dedication, which will enable them to organize, manage and analyze learning efficiently, effectively and accountably (Mulyasa E., 2015-2016:90). In maintaining the objectivity of the assessment, it should be supplemented with assessments from oneself and colleagues, with the intention that there will be interaction not only in terms of values but in the direction of change and improvement in expected performance (Sadtyadi, 2014: 292)

The quality of human resources must always be improved in order to achieve the desired results because they are the basic capital in improving service quality. This is important in the process of developing human resources because many people who are not supported by quality services will hamper a country's ability to develop. In an effort to answer various societal demands, including those related to consumer tastes and satisfaction, progress in the field of educational services is driven by the nation's socio-cultural conditions and the rapid progress of science and technology (Fajrini Erinawati, 2021). The quality of a product or service is the culmination of all characteristics that originate from marketing, engineering, manufacturing and maintenance processes and enable it to be used to meet customer demands and expectations. It is the customer

who determines quality. In other words, the quality of a product or service is determined by the customer's or consumer's real experience with it, as determined by these requirements (Wijaya, 2018:9).

Service is any action or activity offered by one party to another party that is inherently intangible and does not result in any ownership. Production may or may not be tied to a physical product. Service is the behavior of producers to meet consumer needs and desires to achieve consumer satisfaction. Service is the behavior of producers to meet consumer needs and desires to achieve consumer satisfaction. Kotler also said that this behavior also occurs during, before and after transactions. High service quality usually results in high satisfaction and repeat transactions will occur more frequently (Kotler, 2002: 83). Academic services through inclusion, the government is given the responsibility to educate the public about national life and facilitate easy access to education so that people can obtain dignified education. Apart from that, ordinary students and students with special needs can join into one group without separating their friends from strangers, so this is an excellent preparation for further reintegration into society (Amirudin, 2022: 102). Efforts made to satisfy customer needs and desires as well as accuracy of delivery to meet customer expectations are the core of the definition of service quality (Deviana & et al, 2021:20).

Every student wants to be completely satisfied with all the services offered at school. There is no doubt that the greatest satisfaction of students will be being able to improve the welfare of the community concerned (Lubis, 2014:29). Improving the quality of education is a process that is integrated with the process of improving the quality of human resources themselves. The quality of educational products will be influenced by the extent to which the institution is able to manage all potential optimally, starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community. As a madrasah, like an educational institution, a madrasah as an Islamic educational institution should have a mechanism that is able to regulate and make effective the various components of existing educational resources (Siti Mukarromah, 2021).

Validity test

The validity test in this research was carried out using the SPSS 26 program involving 85 respondents who were the research sample. The questionnaire representing variable X in this study consists of 12 statement items. After testing the validity of the statement items on variable X, this research was said to be valid. This is based on decision making if rcount > rtable then the instrument is declared valid. for n=85 with alpha 5% (0.05) then the result of rtable is 0.213.

Table 1 Calculation Results of Variable X Validity Test

Item	Indicator	r_{Count}	>/<	r_{Tabel}	Description	Status
X01	Planning Learning Program	0,305	>	0,213	Valid	Used
X02		0,764	>	0,213	Valid	Used
X03		0,822	>	0,213	Valid	Used
X04		0,833	>	0,213	Valid	Used
X05		0,901	>	0,213	Valid	Used
X06	Implementation of Learning Programs	0,702	>	0,213	Valid	Used
X07		0,819	>	0,213	Valid	Used
X08		0,627	>	0,213	Valid	Used
X09		0,834	>	0,213	Valid	Used
X10	Evaluation/ Assessment	0,825	>	0,213	Valid	Used
X11		0,863	>	0,213	Valid	Used

| X12 | Learning Program | 0,692 | > | 0,213 | Valid | Used |

Source : SPSS 26 Data Processing Results

The questionnaire representing variable Y in this study consists of 17 statement items. After testing the validity of the statement items on variable Y, this research was said to be valid. This is based on decision making if rcount > rtable then the instrument is declared valid. for n=85 with alpha 5% (0.05) then the result of rtable is 0.213.

Table 2 Calculation Results of Variable Y Validity Test

Item	Indicator	r_{Count}	>/<	r_{Tabel}	Description	Status
Y01	*Tangible*	0,448	>	0,213	Valid	Used
Y02		0,543	>	0,213	Valid	Used
Y03		0,510	>	0,213	Valid	Used
Y04	*Realibility*	0,478	>	0,213	Valid	Used
Y05		0,546	>	0,213	Valid	Used
Y06		0,420	>	0,213	Valid	Used
Y07	*Responsivness*	0,360	>	0,213	Valid	Used
Y08		0,662	>	0,213	Valid	Used
Y09		0,412	>	0,213	Valid	Used
Y10		0,279	>	0,213	Valid	Used
Y11	*Assurance*	0,682	>	0,213	Valid	Used
Y12		0,585	>	0,213	Valid	Used
Y13		0,410	>	0,213	Valid	Used
Y14		0,472	>	0,213	Valid	Used
Y15	*Emphaty*	0,706	>	0,213	Valid	Used
Y16		0,560	>	0,213	Valid	Used
Y17		0,372	>	0,213	Valid	Used

Source : SPSS 26 Data Processing Results

Reliability Test

The results of the calculation include the images in the statistical reliability data table of the teacher performance assessment questionnaire as follows:

Table 3 Reliability Test Results for Variable

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0,921	**12**

Source : : SPSS 26 Data Processing Results

Based on the table above, it can be seen that the total statement items used to represent teacher performance assessment variables are declared reliable. This is based on a reliability test carried out with an alpha value of 0.921 > rtable 0.213.

The calculation results are depicted in the statistical reliability data table for the educational service quality questionnaire as follows:

Table 4 Reliability Test Results for Variable Y

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0,741	**17**

Source : SPSS 26 Data Processing Results

Based on the table above, it can be seen that the total statement items used to represent the educational service quality variable (Y) are declared reliable. This is based on a reliability test carried out with an alpha value of 0.741 > rtable 0.213.

Teacher Performance Assessment

Based on the results of distributing 12 statement/questionnaire items to 85 respondents as a sample. the following:

Table 5 Data Interpretation of Teacher Performance Evaluation Variables

Indicator	Mean	Categori
Learning Program Planning	3,53	Currently
Implementation of Learning Programs	3,67	Tall
Evaluation/Assessment of Learning Programs	3,55	Currently
Overall Average Grade	3,58	Currently

Source : SPSS 26 Data Processing Results

Based on the results of data collection from respondents, the average answer was yes from the variable X indicator questionnaire so that it can be seen that the Likert scale value is in the good category. This can show that the assessment of teacher performance at State MTs Bandung City can be said to have gone well.

Quality of Education Services

Based on the results of distributing 17 statement/questionnaire items to 85 respondents as the sample. The variable category Y (Quality of Education Services) can be seen in the following table:

Table 6 Interpretation of Education Service Quality Variable Data

Indicator	Mean	Categori
Tangibles	3,48	Currently
Realibility	2,79	Currently
Responsivness	3,11	Currently
Assurance	3,12	Currently
Emphaty	3,26	Currently
Overall Average Grade	3,15	Currently

Source : SPSS 26 Data Processing Results

Based on the results of data collection from respondents, the average answer was yes to the variable Y indicator questionnaire so it can be seen that the Likert scale value is in the good category. This can show that the quality of service education at the Bandung City State MTs can be said to be good.

Evaluation/Assessment of Learning Programs

The normality test is used to determine whether the data used is normally distributed data or not. The normality test is carried out using the basis for decision making.

Table 7 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
UnstandardizedResidual		
N		85
Normal Parameters	Mean	,0000000
	Std. Deviation	4,65966884
Most Extreme Differences	Absolute	,102
	Positive	,102
	Negative	-,099
Test Statistic		,102
Asymp. Sig. (2-tailed)		,069c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source : SPSS 26 Data Processing Results

From the results of the normality test above, the Kolmogorov Smirnov significance value was obtained, namely the sig number. Kolmogorov-Smirnov is higher than the significance level of 5% (0.05) or 0.069 > 0.05. This gives an idea that the data is normally distributed.

Table 8 Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Quality of Education Services * Teacher Performance Assessment	Between Groups	(Combind)	1512,054	11	137,49	8,334	,000
		Linearity	892,196	1	892,196	54,095	,000
		Deviation from Linearity	619,858	10	61,986	3,758	,000
	Within Groups		1203,993	73	16,493		
	Total		2716,047	84			

Source : SPSS 26 Data Processing Results

Based on Significance Value (Sig.): from the output above, the Deviation from Linearity Sig value is obtained. Is 0 smaller than 0.05. So it can be concluded that the distribution is not linear between variable X and variable Y.

Table 9 Spearman Rank Correlation Test Results

Correlations			Teacher Performance Assessment		Quality of Education Services
Teacher Performance Assessment	Pearson Correlation			1	,573**
	Sig. (2-tailed)				,000
	N		85		85
Quality of Education Services	Pearson Correlation		,573**		1
	Sig. (2-tailed)		,000		
	N		85		85
**. Correlation is significant at the 0.01 level (2-tailed).					

Source : SPSS 26 Data Processing Results

Based on the output table above, it can be interpreted by referring to the three bases for decision making in the correlation analysis above, namely; based on Sig Significance Value. (2-tailed): Sig value. (2-tailed) between variable X and variable Y is 0.000 < 0.05, which means there is a significant correlation between variable and variable Y has a fairly large or strong enough relationship.

Table 10 Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,573a	,328	,320	4,688
a. Predictors: (Constant), Teacher Performance Assessment				

Source : SPSS 26 Data Processing Results

Based on the results of the table above, a coefficient of determination (R square) of 0.328 is obtained, meaning that the contribution of the Teacher Performance Assessment variable (X) is 32.8% to the quality of educational services.

Based on the results of descriptive statistical analysis carried out on these 3 indicators, the results showed that the average value of the overall indicator was 3.58, this value is in the medium category because it is in the interval 2.6-3.5. So it can be concluded that the teacher performance assessment at State MTs Bandung City is categorized as moderate.

Based on testing the indicators above which are in line with the theory put forward by Derrington & Campbell (2015), the success indicators for teacher performance assessment developed by Derrington & Campbell can be described to measure the success of teacher performance. Performance assessment must pay attention to three indicators, including planning, implementation and evaluation/assessment of learning programs. Teacher performance assessments that meet these indicators will provide effective and efficient output.

Furthermore, based on the results of data collection from respondents, the average answer was yes from the variable X indicator questionnaire so that it can be seen that the Likert scale value is in the good category. This can show that teacher performance assessment at

Bandung City State MTs can be said to have gone well, as stated by Suwignyo et al (2020:44) that the following are the objectives of teacher performance assessment; assess the level of teacher proficiency, improve teacher and school performance, ensure that teachers fulfill their duties and responsibilities and maintain a positive attitude in supporting student learning to achieve its goals, establish a decision-making framework within the system to evaluate the success or failure of teacher performance, establish the basis for development programs continuing professionalism of teachers and providing the basis for a system of promotion and career advancement for teachers and other professionals.

Based on the results of descriptive statistical analysis carried out on the 5 indicators, the results showed that the average value of the overall indicator was 3.15, this value is in the medium category because it is in the 2.6-3.5 interval. It can be concluded that the quality of educational services at Bandung City State MTs is categorized as moderate.

Furthermore, based on the results of data collection from respondents, the average answer was yes to the variable Y indicator questionnaire so that it can be seen that the Likert scale value is in the good category. This can show that the quality of educational services at MTs Negeri Bandung City can be said to be good.

Based on the normality test, the Kolmogorov-Smirnov significance value was obtained, namely a higher sig number compared to the 5% significance level (0.05). The results of the normality test show that the value for both variables is 0.69, this shows that it is greater than the significance level of 0.069 > 0.05 so it can give an idea that the data for both variables is normally distributed. Next, a data linearity test is carried out to determine whether the linear relationship between the two variables is significant or not. The results of the linearity test show that there is no significant linear relationship between the variables X and Y, the sig linear deviation value is 0.0000.05.

Next, a correlation test was carried out, the results obtained were based on the Sig significance value between X and Y of 0.000. Based on decision making in bivariate Pearson correlation analysis, if the Sig.(2-tailed) value is <0.05 then there is correlation between the variables being linked. Based on this decision making, there is a significant correlation between the teacher performance assessment variable (X) and the educational service quality variable (Y), this is because the significance value of Sig. (2-tailed) < 0.05.

Based on the rcount (Pearson correlation), it is known that the relationship between the two variables is 0.573, which is greater than the rtable 0.213, so it can be concluded that there is a correlation between the variables. Because the Pearson correlation in this analysis is positive, the correlation between variables is positive. Furthermore, based on the Pearson correlation value of 0.573, the correlation criteria for the two variables is that they have a fairly large or strong enough relationship. Based on the correlation test that has been carried out, it can be concluded that there is a fairly large correlation between teacher performance assessments and the quality of educational services based on the analysis of the tests that have been carried out.

Next, a coefficient of determination test was carried out which was used to measure how big the contribution of variable Teacher performance has certain specifications or criteria. Teacher performance can be seen and measured based on specifications or competency criteria that every teacher must have (Aswaruddin, 2021:221).

D. CONCLUSION

Based on the research carried out, the results of the research show that the relationship between teacher performance assessment and the quality of educational services is that the

teacher performance assessment at MTs Negeri Bandung is categorized as moderate, namely 3.58 from the results data processing of 85 respondents, quality of educational services at MTs Negeri Kota Bandung was categorized as medium fish, namely 3.15 from the results of data processing from 85 respondents and based on the results of the correlation calculation between variable So it can be concluded that there is a relationship between teacher performance assessment and the quality of educational services at the State Madrasah Tsanawiyah Bandung City. The results of the correlation test calculation show that the significance of teacher performance assessment with the quality of educational services is 0.000 < 0.05. The results of the correlation test calculation are positive, which means that if the results of the performance assessment carried out on the teacher are good, the service provided by the teacher is also good. Then, from the results of the coefficient of determination test, it was obtained (R square) of 0.328, which means that teacher performance assessment of the quality of educational services has a contribution of 32.8%.

REFERENCE

Ahmad, L. O. (2017). Konsep Penilaian Kinerja Guru dan Faktor yang mempengaruhinya. *JurnalIdaarah, 1(1)*, 133-141.

Alifah, S. (2021). Peningkatan Kualitas Pendidikan di Indonesia untuk Mengejar Ketertinggalan dariNegara Lain. *Cermin: Jurnal Penelitian, 5(1)*, 113-123.

Amirudin, M. Z. (2022). Analisis Pelayanan Pendidikan Inklusi Anak Disgrafia Studi Kasus Pada SiswaKelas III SD. *Inopendas Jurnal Ilmiah Kependidikan, 5(2)*, 99-105.

Aswaruddin. (2021). Manajemen Penilaian Kinerja Guru. *Alignmenr: Journal of Administration andEducational Management, 4(2)*, 212-222.

Basri, M. (2011). Budaya Mutu dalam Pelayanan Pendidikan. *Otoritas: Jurnal Ilmu Pemerintahan, 1(2)*,110-117.

Dedi, E., & dkk. (2022). Manajemen Penilaian Kinerja Guru (PKG) untuk Meningkatkan KompetensiGuru Sekolah Menengah Pertama di Kota Bandung. *Jurnal Pendidikan dan Konseling, 4(3)*, 2099-2104.

Dermawati. (2013). *Penilaian Angka Kredit Guru.* Jakarta: Bumi Aksara.

Deviana, & dkk. (2021). Analisis Mutu Pelayanan Pendidikan dengan Model Service Quality. *JRE: JurnalRiset Entrepreneuship, 4(1)*, 19-24.

Fajrini Erinawati, A. S. (2021). Pengaruh Kualitas Pelayanan, Harga, Promosi Terhadap Keputusan.
Jurnal Valuasi: Jurnal Ilmiah Ilmu Manajemen dan Kewirausahaan, 1(1), 130-147.

Gustiawati, R. (2015). Pengaruh Sistem Penilaian Kinerja dan Kepemimpinan Terhadap Motivasi Kerjadan Dampaknya Kepada Kinerja Guru Di SMA. *Jurnal Pendidikan Unsika, 3(2)*, 170-187.

Ibrahim, N. S. (2009). *Penelitian dan Penilaian Pendidikan.* Bandung: Sinar Baru Algensindo.Imron, A. D. (2003). *Manajemen Pendidikan.* Malang: Universitas Negeri Malang.

Janawi. (2012). *Kompetensi Guru: Citra Guru Profesional.* Bandung: Alfabeta. Kuncoro. (2013). *Metode Penelitian Kuantitatif kualitatif dan R&D.* Jakarta: Erlangga.

Lubis, A. (2014). Pengaruh Kualitas Pelayanan Pendidikan Terhadap Kepuasan dan Loyalitaas Pada Mahasiswa Fakultas Ekonomi Universitas Medan Area Medan. *Jurnal Konsep dan Manejemen, 1(1)*, 29-36.

Malayu, H. (1999). *Organisasi dan Motivasi.* Jakarta: Bumi Aksara.

Mega, I. d. (2015). Penilaian Kinerja Terhadap Kinerja Karyawan dengan Motivasi Sebagai Variabel Moderasi. *Jurnal Akuntansi, Ekonimi dan Manajemen Bisnis*, 164-170, 3(2).

Moh Juhad, A. A. (2023). Analisis Tingkat Kesiapan Lembaga Pendidikan Swasta dalam Memberikan

Pelayanan Pendidikan di Kabupaten Lombok Timur. *Jurnal Golden Age, Universitas Hamzanwadi; 7(1)*, 15-23.

Mulyasa. (2013). *Uji Kompetensi dan Penilaian Kinerja Guru.* Bandung: Remaja Rosdakarya.Mulyasa, E. (2015-2016). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan.* Bandung: PT. Remaja Rosdakarya.

Muslim, A. Q. (2018). Model Penilaian Kinerja Guru. *Jurnal Al-Ta'dib. 11(1)*, 37-54.

Ningsih, D. A. (2018). Hubungan Persepsi Tentang Kualitas dan Pelayanan Pendidikan dengan Kepuasan Orang tua Siswa Sekolah Menengah Kejuruan Negeri. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan, 1(2)*, 245-254.

Peningkatan Kualitas Pelayanan Pendidikan Melalui Optimasasi Oeneraoan Manakemen Peserta Didik. (2019). *Jurnal Ilmiah Ilmu Sosial, 5(1)*, 33-45.

Sadtyadi, H. (2014). Pengembangan Instrumen Penilaian Kinerja Guru Sekolah Dasar Berbasis TugasPokok dan Fungsi. *Jurnal Penelitian dan Evaluasi Pendidikan. 18(2)*, 290-304.

Sinambela, L. (2016). *Manajamene Sumber Daya Manusia.* Jakarta: Bumi Aksara.

Siti Mukarromah, d. (2021). Manajemen Pembelajaran dalam Meningkatkan Mutu Pendiidkan di Madrasah. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 54-62.

Suharta, T. (2017). Pengembangan Intrumen Pengukur Tinggi Kepuasan Siswa Terhadap Kualitas Pelayanan Pendidikan di Sekolah. *Jurnal Evaluasi Pendidikan, 8(2)*, 17-25.

Sumarni. (2016). Pengaruh Kualitas Layanan dan Kinerja Guru Terhadap Kepuasan Peserta Didik diSMK Angksa Lanud Husein Sastranegara Kota Bandung. *Jurnal Indonesia Membangun, 15(2)*,21-38.

Susilowati, T., & dkk. (2018). Sistem Pendukung Keputusan Penilaian Kinerja Guru Sekolah Dasar Kecamatan Gunung Alip Menggunakan Metode Topsis. *Jurnal TAM (Technology Acceptance Model), 9(1)*, 36-42.

Wijaya, T. (2018). *Manajemen Kualitas Jasa.* Jakarta: PT. Indeks.