The Influence of the Personality Competence of Islamic Education Teachers on the Learning Motivation

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Abstrak

Penelitian ini dilatarbelakangi oleh proses pembelajaran siswa kurang bersemangat dalam belajar, tujuan penelitian ini adalah sebagai berikut: 1). Untuk mengetahui realitas kepribadian guru PAI, 2). Untuk mengetahui realitas motivasi belajar siswa dan 3). Untuk mengetahui pengaruh varibel bebas (kompetensi kepribadian) guru PAI terhadap variabel terikat (motivasi belajar) siswa, Penelitian ini menggunakan pendekatan kuantitatif dan berbentuk survei. Sampel yang digunakan adalah siswa kelas X jurusan desain komunikasi visual SMKN 14 Bandung dengan jumlah populasi sebanyak 101 siswa. Teknik pengumpulan data menggunakan metode observasi, angket dan dokumentasi. Teknik analisis data menggunakan uji asumsi klasik, uji normalitas, uji linieritas dan uji heteroskedastisitas. Sedangkan pengujian hipotesis menggunakan analisis regresi sederhana dan diperkuat uji koefisien determinasi. Hasil penelitian menunjukkan bahwa 1). Realitas kompetensi kepribadian guru PAI rata-rata (mean) data setiap indikator didapatkan nilai mean >4,00 atau berada pada interval 4,00-5,00 yang berarti sangat baik. 2). Realitas motivasi belajar siswa rata-rata (mean) data setiap indikator didapatkan nilai mean > 3,00 atau berada pada interval 3,00-4,00 yang berarti baik. 3). Signifikansi pada tabel coefficiens sebesar 0,008 < 0,05 yang berarti varibel bebas berpengaruh signifikan terhadap variabel terikat.

Kata kunci: kompetensi, kepribadian, motivasi belajar

Abstract

This research is motivated by the learning process of students who are less enthusiastic in learning, the objectives of this research are as follows: 1). To know the reality of PAI teacher's personality, 2). To know the reality of students' learning motivation and 3). To determine the effect of the independent variable (personality competence) of PAI teachers on the dependent variable (learning motivation) of students, this study used a quantitative approach and took the form of a survey. The sample used was class X students majoring in visual communication design at SMKN 14 Bandung with a total population of 101 students. Data collection techniques using the method of observation, questionnaires and documentation. The data analysis technique used classical assumption test, normality test, linearity test and heteroscedasticity test. Meanwhile, hypothesis testing uses simple regression analysis and is strengthened by the coefficient of determination. The results showed that 1). The Reality of the personality competence of Islamic education teachers on average (mean) for each indicator data obtained a mean value of > 4.00 or was in the interval of 4.00-5.00 which means very good. 2). The reality of student learning motivation on average (mean) data for each indicator is obtained a mean value of > 3.00 or is in the interval of 3.00-4.00 which means it is good. 3). The significance of the coefficients table is 0.008 < 0.05, which means that the independent variable has a significant effect on the dependent variable.
Keywords: personality, competence, learning motivation.

Introduction

Discussing education is of course endless because education always adapts to the needs of every era, which in education is certainly inseparable from two important aspects of education, namely educators and students.

According to RI Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 (1) education is: a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, society, nation and state (Syah,

2014). Education comes from the word "educate", then this word gets the prefix me so it becomes "educate", meaning to care for and teach lessons. In caring for and adding lessons, it is necessary to have teachings, guidance, and guidance regarding manners and ingenuity of the mind (Syah, 2015).

Islamic Religious Education is a conscious effort to plan students to believe, understand, explore and practice Islamic teachings through guidance, direction or education programs by supervising demands to glorify other religions in relationships of inter-religious harmony in an audience to create national unity (Hawi, 2014).

Based on the explanation above, researchers can understand that education is a conscious and planned effort to form students more advanced in knowledge, skills and attitudes in which educators play a role in this formation so that they can become fully human. (Astuti, 2021).

According to RI Law Number 14 of 2005 concerning Teachers and Lecturers Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers or lecturers in carrying out professional tasks (Hawi, 2014). According to the Decree of the Minister of National Education number 045/U/2002 Competence is a set of intelligent actions, full of responsibility that a person has as a condition for being deemed capable by the community in carrying out tasks in a particular field of work.

According to RI Law Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 8 "Teachers are required to have academic qualifications, competencies, educational certificates, physically and mentally healthy, and have the ability to realize national education goals". Article 10 paragraph (1) Teacher competence as referred to in Article 8 includes pedagogical competence, personal competence, social competence and professional competence obtained through professional education (Hawi, 2014).

Personality is actually an abstract body, what can be seen or seen is only the indicator. This personality is actually abstract (ma'nawi), difficult to see in real terms, what can be seen or seen is only an indicator or scar in all aspects and factors of life. The personality of this educator can be seen through appearance, actions, speech, how to dress and the part in meeting problems (Huda, 2017).

In RI Law No. 14 of 2005 teachers are professional educators with the main task of educating, guiding, teaching, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (Arianti, 2019).

According to Zakiah Dradjat there are two types of teacher personality, namely: 1) The teacher who puts himself as a leader who commands and orders. Things like this are less interesting in education, 2) Teachers who position themselves as directors for their students. Usually educators like this are interesting and fun, they will be respected and loved by their students (Hawi, 2014).

Based on the explanation above, researchers can understand that the teacher's personality is an identity that is inherent in someone who can only be seen on the outside, such as appearance, speech, actions and how to dress.

The word "motive" is defined as an effort that encourages someone to do something. Motives can be said to be the driving force from within and from within the subject to carry out certain activities in order to achieve a goal. Even moif can be defined as an internal condition (readiness). According to Mc, Donald, motivation is a change in energy within a person which is characterized by the emergence of feelings and preceded by a response to the existence of a goal (Sadirman, 2020).

Motivation is a force that drives people to do something to achieve a goal. This is done because it is stimulated by various needs or desires that want to be fulfilled. The main components of motivation, namely: a) needs, b) behavior / encouragement, and c) goals. To realize learning, motivation has a very important position for students, including increasing enthusiasm for learning (Idzhar, 2016).

Motivation is the basic driving force that drives a person to behave, this motive is in a person who encourages him to do something according to the impulse that is in him. Thus, a person's actions based on certain motives are thematically dependent on the underlying motives

(B. Uno, 2018). Motivation can also be considered as a series of efforts aimed at providing certain conditions, so that someone is willing and willing to do something. And if he doesn't like it, he will try to eliminate or avoid the feeling of dislike. So motivation can be stimulated by external factors but motivation develops from within a person (Sadirman, 2020).

Motivation can be divided into two kinds, namely: 1) intrinsic motivation; 2) extrinsic motivation. Intrinsic motivation is things and circumstances that come from within the students themselves that can encourage them to take learning actions. Included in students' intrinsic motivation is the feeling of liking the material and their need for the material, for example for the future life of the student concerned. (Emda, 2018; Mohamad Yudianto & Rinda Fauzian, 2021; Ramdani et al., 2021).

Meanwhile, extrinsic motivation is things and circumstances that come from outside of individual students who also encourage them to carry out learning activities. Praise and prizes, school regulations/rules, role models of parents, teachers, and so on are concrete examples of extrinsic motivation that can help students learn. Lack or lack of motivation both internally and externally will result in students not being enthusiastic in participating in the subject learning process both at school and at home (Syah, 2015).

Based on the explanation above, researchers can understand that motivation is a force that encourages someone to do something and some motivation also arises from within him and also arises due to outside influences. According to Imam al-Ghazali; Learning is a process of the soul to interpret something as an effort to form good morals in order to get closer to Allah (taqarrub) in order to achieve salvation in this world and the hereafter (Hermawan, 2017). According to Slameto, learning is a process in which an individual tries to obtain a change in behavior in general as a result of his experience interacting with his environment. (Festiawan, 2020).

Thordike argues that learning is an interactive process between a stimulus (which can be a thought, feeling, or movement) and a response (which can also be a thought, feeling, or movement). It turns out that, according to Thordike, my behavior change can be either concrete (observable) or non-specific (unobservable) (B. Uno, 2018). Skinner argues that learning is a process of adaptation (adjustment of behavior) gradually. This opinion is expressed in a brief statement, that learning is "a process of gradual adaptive behavior". Skinner believes the coping process will produce optimal results if he receives a booster (Syah, 2015).

Based on the explanation above, researchers can understand that learning is a process of adjusting behavior in order to obtain changes from these activities so that with these changes can be more advanced and closer to Allah SWT. In connection with the factors that influence the motivation to learn, teachers play a very important role in increasing motivation to learn. Because from the results of observations at SMKN 14 Bandung and teaching in class XI I found problems related to these students. The problem was that students did not have motivation to learn in PAI learning so that the effects arising from the lack of motivation to learn were as follows: 1). The student is less active during learning, 2). There were those who were late in filling out the attendance list and there were also those who did not fill in the attendance (absent) and 3.) Many students were late in doing the assignments given. Therefore there must be a solution to the existing problems so that students have motivation to learn and here the teacher must be able to create interesting and fun learning and exemplify good behavior so that students have high learning motivation.

Students who are not motivated to learn, these students will do their learning carelessly and not optimally. So this is a serious problem that must be found a solution so that students are more motivated in the future. Based on the information and findings about motivation above, it is important to conduct a study or research on "The Influence of Pai Teacher's Personality Competence on Learning Motivation of Class Xi Students at SMKN 14 Bandung"

Method

The research approach used by the authors in this study uses a quantitative approach. According to Sugiyono, a quantitative approach can be

interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, analyzing data that is quantitative/statistical, with the aim of testing established hypotheses (Sugiyono, 2019).

Quantitative approaches are methods for testing certain theories by examining the relationships between variables. These variables are measured usually by research instruments so that data consisting of numbers can be analyzed according to statistical procedures (J. W. Creswell & Creswell, 2017).

The final report for this study generally has a strict and consistent structure starting from the introduction, literature review, theoretical basis, research methods, research results, and discussions (J. Creswell, 2015). The data that has been collected is then analyzed quantitatively using descriptive statistics or inferential statistics so that it can be concluded that the formulated hypothesis is proven or not (Sugiyono, 2019).

According to Sugiyono survey research method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behaviors, variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from the population. certain data collection techniques using observations (interviews or questionnaires) that are not in-depth, and research tends to be generalized. So in survey research it can be descriptive, comparative, associative, associative comparative, and structural relationships (Sugiyono, 2019).

Researchers took survey research methods because there are two methods in quantitative research, namely surveys and experiments. so the researcher uses the survey method because this fits the needs of the researcher as well, namely to dig up information about the subject and object related to the variables to be studied then the data is described. In determining the number of samples, the greater the number of samples (closer to the population), the smaller the chance of generalization errors and vice versa, the smaller the number of samples (away from the population), the greater the chance of generalization errors. The number of population to be studied from students X visual communication design SMKN 14

Bandung is 101 people and the precession level is set at 95% and the desired error rate is 5% or sig 0.05, so the number of samples is 84 students.

In this study, the population was 101 students of class X Visual Communication Design at SMKN 14 Bandung. While the sample used by the author was 83% of 100%, the writer took 84 students of class X as a sample according to the Yamane and Isaac and Michael formulas.

Data sources are divided into two sources, namely primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents (Sugiyono, 2019: 296). Primary data sources are data sources obtained directly such as questionnaires (questionnaire). The primary data source in this study were students X DKV SMKN 14 Bandung, where they served as informants who would provide information in the form of data regarding the Effect of the Personality Competence of Islamic Religious Education Teachers on Learning Motivation of Class X Students of Visual Communication Design at SMKN 14 Bandung. Secondary data sources are data obtained indirectly such as school identity, teacher identity, and student identity. All of that can be obtained through document data at SMKN 14 Bandung. Data analysis technique is the activity of grouping data based on variables and types of respondents, tabulating data based on variables from all respondents presenting data for each variable that is examined, performing calculations to test the hypothesis proposed (Sugiyono, 2019).

Results and Discussion

SMK Negeri 14 Bandung is an arts and crafts vocational high school which was originally known as SMSR (Sekolah Seni Rupa) Negeri Bandung. In accordance with the nomenclature change (number 0135, dated March 14, 1998) SMKTA became SMK, then SMSR changed to SMK Negeri 14 Bandung.

At its inception in 1987 SMSR Negeri Bandung only opened two skills programs, namely the Communication Graphic Design Expertise Program from a new department at Bandung State SMK and the Crafts/Crafts Skills Program. In

1994, in accordance with the implementation of the new curriculum, the name of the previous expertise program changed to the Fine Arts Program (DKV) and the Craft Skills Program, which consisted of crafts: Leather, Metal, Wood, Textiles, Ceramics. In accordance with the times and the demands of the business world / system SMK Negeri 14 Bandung continues to grow, then in 2004 a new department was opened, namely: Automotive Body Repair Engineering and Technology and Informatics / Multimedia.

Data on teaching staff at SMKN 14 Bandung has a total of 75 teaching staff, with details of 45 Civil Servant (PNS) Educators and 30 Honorary Educators. For all educators who were born in the city of Bandung, there were 49 people and the remaining 26 people were born outside the city of Bandung. For the last education there is 1 doctoral teaching staff, 6 masters teaching staff and the remaining 68 bachelor degree teachers.

The following are the characteristics of students who are respondents at SMK Negeri 14 Bandung

Table 1 Responden Class

Class	Frekuensi	Presentase
X DKV 1	27	32%
X DKV 2	27	32%
X DKV 3	30	36%
Total	84	100%

Source: Data Olahan, 2022

Based on the table above, it illustrates that in the class of respondents who were taken as many as 84 students, namely all students X DKV SMK Negeri 14 Bandung. It consists of class X DKV 1 as much as 32%, class X DKV 2 as much as 32% and class X DKV 3 as much as 36%.

Based on the table above, this study used 84 students at SMK Negeri 14 Bandung as respondents. When viewed in terms of gender as a whole the sample is male as much as 55% and female as much as 45%. The description of the respondent's answer is the data obtained by the author after distributing the questionnaire to the respondent. The results of the questionnaire that have been collected will then be tabulated into tabular form and the results of student answers will be presented through the scores and grades of each student's answer. So to find out the data about how big the influence of the Personality of the PAI Teacher on Student Learning Motivation, the authors used a questionnaire that determined the objects that were a sample of 84 students. The full results of the questionnaire can be presented by the author in the table of results of the questionnaire in the following discussion.

Table 2 Variabel X Statement

No	Statement	SA	A	D	DA	SD
1	Positif	43	38	2	1	
2	Positif	42	33	9		
3	Negatif	1	2	18	53	10

4	Positif	28	46	9	1	
5	Positif	24	44	15	1	
6	Negatif		2	9	58	15
7	Positif	41	36	7		
8	Positif	18	51	15		
9	Positif	49	32	2	1	
10	Negatif		1	4	35	44
11	Positif	14	37	15	17	1
12	Negatif		2	6	48	28
13	Positif	38	38	5	1	2
14	Positif	54	29	1		
15	Positif	44	33	7		
16	Negatif	1		3	42	38
17	Negatif			4	39	41
18	Positif	44	38	1		1
19	Negatif		3	16	45	20
20	Positif	31	44	8		1

Source: Data Olahan, 2022

Table 3 Learning Motivation Indicator

No	Indicator	No Statement
1.	Persevere in facing the task	1, 2
2.	Tenacious face adversity	3, 4, 5
3.	Prefer to work independently	6, 8
4.	Get bored quickly in routine tasks	7
5.	Can defend his opinion	9, 10, 11, 12
6.	It's not easy letting things go believed	13
7.	Happy searching and solving problem questions	14, 15

Here are 15 positive statements and negative statements from the variable y of student learning motivation

Description Type

SA : Strongly Agree

A : Agree

D : Doubtful

DA : Don't agree

SD : Strongly Disagree

Table 4 Y Variable Statement

No	Variable Statement	SA	A	D	DA	SD
1	Positif	6	38	26	12	2
2	Positif	9	39	30	6	
3	Positif	15	49	12	7	1
4	Positif	16	48	9	11	
5	Negatif	3	21	33	21	6
6	Positif	14	36	27	7	
7	Positif	14	51	13	6	
8	Negatif	1	15	26	35	7
9	Positif	14	39	29	1	1
10	Positif	16	32	32	3	1
11	Positif	3	28	36	15	2
12	Negatif	1	9	13	46	15
13	Positif	13	48	22	1	
14	Negatif	2	19	33	26	4
15	Positif	25	44	14	1	

Source: Data Olahan, 2022

Table 5 Teacher Personality Questionnaire Validity

No	R Count	R Tabel	Decision
1	0.649	0.212	VALID
2	0.722	0.212	VALID
3	0.407	0.212	VALID
4	0.699	0.212	VALID
5	0.639	0.212	VALID
6	0.441	0.212	VALID
7	0.715	0.212	VALID
8	0.726	0.212	VALID
9	0.648	0.212	VALID
10	0.589	0.212	VALID
11	0.242	0.212	VALID
12	0.550	0.212	VALID

13	0.479	0.212	VALID
14	0.681	0.212	VALID
15	0.717	0.212	VALID
16	0.594	0.212	VALID
17	0.577	0.212	VALID
18	0.566	0.212	VALID
19	0.433	0.212	VALID
20	0.448	0.212	VALID

Source: Data Olahan, 2022

Based on the table above, it can be concluded that the 20 statements are said to be valid because r count > r table. This can be seen from the r count in the column compared to the r table value of 0.212.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	15

Based on the output of the SPSS table above, it shows that this test was carried out on a variable basis, not as an item statement for each variable. The result is that the Cronbach's alpha value is greater than 0.212, so it can be said to be reliable.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		84
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	6.24051376
Most Extreme Differences	Absolute	.115
	Positive	.048
	Negative	-.115
Kolmogorov-Smirnov Z		1.058
Asymp. Sig. (2-tailed)		.213

a. Test distribution is Normal.
b. Calculated from data.

Based on the SPSS output table above, it shows that the resulting value in Asym.sig is 0.213, which can be said to be an asymp.sig value of 0.213, which is greater than 0.05, so it can be said that the data is normally distributed. The Linearity Test was conducted to find out whether the X and Y variables form a straight line or not. In this linearity test the authors use the Linearity Compare Means Test where the test criteria are if it is significant Deviation From Linearity > 0.05, then there is a linear relationship between the variables X and Y. Thus, the results of the linearity test can be seen in the following table:
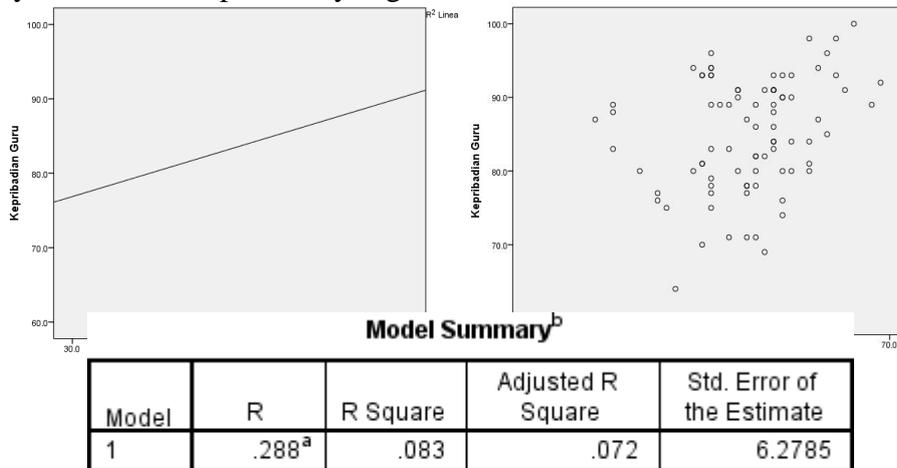
Table 5 Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi Belajar * Kepribadian Guru	Between Groups	(Combined)	1286.560	27	47.650	1.192	.284
		Linearity	292.599	1	292.599	7.320	.009
		Deviation from Linearity	993.960	26	38.229	.956	.536
	Within Groups		2238.393	56	39.971		
	Total		3524.952	83			

Based on the output of the SPSS table above, the results of the linearity test show that the value of Sig. deviation from linearity is 0.536 > 0.05, it can be concluded that there is a linear influence between the teacher's personality and

student learning motivation. To strengthen the linearity test, it can be proven by Figure 4.1 as follows:

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288[a]	.083	.072	6.2785

a. Predictors: (Constant), Kepribadian Guru

b. Dependent Variable: Motivasi Belajar

Based on the SPSS output table above, it has a correlation value or relationship (R) of 0.288, which means the relationship is low when referring to the guidelines for providing an interpretation of the correlation coefficient, see table 3.3. Based on the table above, the coefficient of determination (R square of 0.083) is obtained, which means that the effect of the independent variable on the dependent variable is 8%. While the rest (100% -8% = 92%) is caused by other variables.

Researchers carried out descriptive statistical analysis, namely the distribution of answers from respondents. The grouping of respondents' ratings is intended to find out each questionnaire from these variables, by looking at the average, rated by respondents with very good, good, moderate, less or very less criteria. To determine the rating scale as follows:0,0 – 1,0 Very Currently

1,0 – 2,0 not enough

2,0 – 3,0 currently

3,0 – 4,0 Good

4,0 – 5,0 Very Good

Indikator	Min	Max	Mean	Keterangan
X1	2	5	4,46	Sangat Baik

The Reality of the Personality Competence of Class X DKV PAI Teachers at SMKN 14 Bandung.

In this variable there are 6 indicators, for the first indicator that is steady and stable. In this indicator the researcher submits 3 statements, the results obtained are:

Table 6 Results of Steady and Stable Data Processing

X2	3	5	4,39	Sangat Baik
X3	1	5	3,82	Baik

Based on the results of the analysis above, this shows in statement 1 (one) that is steady in learning activities with an average of (4.46) with very good criteria, in statement 2 (two) that has a strong firm stance in accordance with existing rules with an average of (4.39) with good criteria and in statement 3 (three) that is unstable sometimes good sometimes not with an average of (3.82) with moderate criteria, this means that it illustrates that competence PAI teacher's personality is a very good steady and stable indicator.

So it can be concluded that class X PAI teachers have steady and stable indicators. This is in accordance with government regulations regarding teachers and lecturers where teachers must have personality competencies and within these personalities there are steady and stable indicators. For the second indicator, namely Adult. In this indicator the researcher submits 4 statements, the results obtained are:

Table 7 Results of Processed Adult Data

Indikator	Min	Max	Mean	Information
X4	2	5	4,20	Very Good
X5	2	5	4,08	Very Good
X6	2	5	4,02	Very Good
X7	3	5	4,40	Very Good

Based on the results of the analysis above, this shows in statement 4 (four) that is always mature in thinking with an average of (4.20) with very good criteria in statement 5 (five) that is always mature in viewing an event/ events with an average of (4.08) with very good criteria, in statement 6 (six) that is always immature in planning and always in a hurry with an average of (4.02) with very good criteria and on statement item 7 (seven) namely having an independent attitude, responsibility, and a good work ethic with an average of (4.40) with very good criteria. This means describing that the teacher according to the teacher's personality indicator has maturity in

learning or outside learning. So it can be concluded that Islamic education teachers in class X DKV have maturity in the very good category

Based on the results of the analysis above, this shows that in statement 8 (eight) it is always wise in solving problems with an average of (4.03) with very good criteria, in statement 9 (nine), namely in learning activities it is always good at conveying science with an average of (4.53) with very good criteria, and in the negative statement item 10 (ten) that is not knowledgeable with an average of (4.45) with very good criteria. This means that the wise and wise teacher is very good. So it can be concluded that

class X DKV PAI teachers have personality competence with wise and wise indicators in the very good category.

Based on the discussion above, the authors concluded that the personality competencies of Islamic Religious Education teachers were distributed to 84 people with the 20 statements above. It can be concluded that the average (mean) data for each indicator obtained a mean value of > 4.00, which means that the results of data on teacher personality competencies are at intervals 4.00 - 5.00.

This shows that the personality competence of Islamic education teacher class X DKV at SMK Negeri 14 Bandung is included in the "very good" category.

The Reality of Student Motivation in Class X DKV at SMKN 14 Bandung

In this variable there are 7 indicators, for the first indicator, namely diligently facing the task. In this indicator, the researcher submits 2 statements, the results obtained are:

Table 8 Results of Processed Indicator Data Diligent in Facing Tasks

Statement	*Min*	*Max*	*Mean*	Information
Y1	1	5	3,40	Good
Y2	1	5	3,60	Good

Source: Data Olahan, 2022

Based on the results of the analysis above, this shows in statement 1 (one), namely that students continue to work on assignments for a long time or not for a while with an average of (3.40) with good criteria, in statement 2 (two) that is, never stop before completing a task with an average of (3.60) with good criteria. This

means that the indicator is diligent in facing a good task. So it can be concluded that students have indicators of motivation to study diligently in facing good assignments.

The second indicator is being tenacious in facing the task. In this indicator the researcher submits 3 statements, the results obtained are:

Table 9 Results of Processed Indicator Data of Tenacity in Facing Tasks

Statement	*Min*	*Max*	*Mean*	Information
Y3	1	5	3,83	Good
Y4	2	5	3,82	Good
Y5	1	5	3,07	Good

Source: Data Olahan, 2022

Based on the results of the analysis above, this shows in statement 3 (three), namely that students are not easily discouraged when facing difficulties with an average of (3.83) with good criteria, in statement 4 (four), namely not easily satisfied with the achievements that have been achieved with an average of (4.82)

with good criteria, and in the negative statement item 5 (five) namely not continuing learning if the material is difficult with an average of (3.07) with good criteria. This means that the personality indicators that can be role models are very good. This means illustrating that indicators of tenacity facing

difficulties are in the good category. So it can be concluded that students have indicators of learning motivation being tenacious in facing good difficulties.

The third indicator is that they prefer to work independently. In this indicator the researcher submits 2 statements, the results obtained are:

Table 10 Results of Processed Indicator Data Prefers to Work Independently

Statement	*Min*	*Max*	*Mean*	Information
Y6	2	5	3,67	Good
Y8	1	5	3,38	Good

Source: Data Olahan, 2022

Based on the results of the analysis above, this shows in statement 6 (six) that students do their own work without the help of others with an average of (3.67) with good criteria and in negative statement 7 (seven) that is always doing tasks must be assisted by others with an average of (3.38) well. This means that it illustrates that they prefer to work independently in the good category. So it can be concluded that students who have indicators of learning motivation prefer to work independently well.

Based on the discussion above, the authors concluded that student learning motivation was distributed to 84 people with 15 statements above. It can be concluded that the average (mean) data for each indicator obtained a mean value of > 3.00, which means that the data results on student learning motivation are in the interval 3.00 - 4.00. This shows that the learning motivation of class X students at SMK Negeri 14 Bandung is included in the "good" category.

The teacher's personality is something that must be owned by the teacher, of course, because by having a teacher's personality students imitate the teacher's behavior, this is very important if you want to make students behave well, then set an example with good behavior, with good behavior students will also be comfortable to learn and motivated to learn (Adinoto, 2019). The results of the analysis of this study indicate that the personality competence of PAI teachers influences student motivation. Based on the table

above, it can be seen that the significance value in the coefficients table is 0.008, which is less than 0.05. It can be concluded that H0 is rejected and H1 is accepted, which means that the personality competence of PAI teachers influences student learning motivation.

Based on the table above, the magnitude of R square is 0.083, this means that Teacher Personality Competence only has an influence of 8% on student learning motivation. Based on the explanation above, the conditions in the field are in accordance with the theory put forward by Syafri who argues that in terms of forming student personalities through exemplary methods, the teacher's personality has a major contribution to educational success (Syafri, 2014). According to Andriani and Rasto, an increase in student motivation can be followed by an increase in student achievement. Teachers have a strategic role in motivating students. therefore, the teacher's ability to motivate students also determines student learning outcomes (Andriani, 2019). So it can be concluded that there is a positive influence between the teacher's personality on student motivation. This shows that the higher (positive) the personality competence of the PAI teacher, the better the student's learning motivation.

Conclusion

The reality of the personality competence of class X DKV SMKN 14 Bandung teachers is included in the "very good"

category. The reality of the learning motivation of class X DKV SMKN 14 Bandung is included in the "good" category. PAI teacher's personality competence influences student learning motivation. So it can be concluded that there is a positive influence between the teacher's personality on student motivation. This shows that the higher (positive) the personality competence of the PAI teacher, the better the student's learning motivation.

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