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Relationship of Personal Competence and Managerial Competency of Business Organizers with the Quality of School Administration Services in Man Gorontalo Graduates

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Abstract:- The purpose of this research is to find out: (1) administrative competence of personality of employees, (2) managerial competence of head of administration, (3) quality of school administration services, and (4) relationship of personal competence and managerial competence of administrative staff with quality of school administration services in Madrasah Aliyah Negeri Insan Gorontalo. This study uses quantitative methods with correlational techniques. Data collection techniques using observation and questionnaire. Data analysis techniques using descriptive analysis techniques and quantitative analysis techniques. The results of the study can be concluded that: (1) personality competencies of administrative staff are in good criteria; (2) Managerial competence of the head of administration is in good criteria; (3) The quality of school administration services is in good criteria; (4) There is a strong relationship between the personality competencies of administrative staff and managerial competence.

Keywords:- Personality Competence, Managerial Competence, Quality of School Administration Services.

I. INTRODUCTION

The existence of education in schools is very much determined by the school administration. School administration is an overall process of activities in the form of planning, arranging, administering and controlling all school affairs to achieve the goals of education and teaching in schools. School administration certainly requires managers who are truly capable and competent to be able to manage. School administration personnel are educational staff who are tasked with providing administrative services for the implementation of the education process in schools. They are not teaching staff who work in schools which are often referred to as Administration (TU). The school administration system is part of the technical implementing unit for the administration of educational systems and educational information in schools. Business arrangements in the school environment are one part that has a supporting function in the realization of the school's vision and mission. This support is realized through services that support teaching and administrative activities. In carrying out these responsibilities administrative officials are required to provide quality services.

In accordance with the findings of the observations in MAN Insan Cendekia Gorontalo, the quality of service and competency standards possessed by the governance staff are: administrative staff perform friendly service both to teachers, students and guests (parents of students), have a high level of discipline, can seen from the regular time of the morning apple and coming out according to the rules set, the head and administrative staff have competent in carrying out their work because of the educational background that supports appropriate for the position, optimal administrative performance, it is shown by the awareness of the effort to prepare a plan for a good long-term and short-term activity program, having excellent facilities and infrastructure for the work of administrative staff, head of administration and other employees able to utilize information technology properly.

Based on the background of the problem above, the formulation of the problem in this study concerning: (1) How is the personality competency of administrative personnel in the Madrasah Aliyah Negeri Insan Gorontalo. (2) How is the managerial competence of the head of administration at Madrasah Aliyah Negeri Insan Cendekia Gorontalo? (3) How is the quality of school administration services for administrative staff at the Madrasah Aliyah Negeri Insan Cendika Gorontalo? (4) Is there a relationship between the personality competencies of the administrative staff and managerial competence of the head of administration with the quality of school administration services in the Madrasah Aliyah Negeri Insan Cendekia Gorontalo.

II. THEORITICAL REVIEW

Quality is defined as a dynamic condition which is related to products, services, people, processes and environments that meet or exceed expectations (Tjiptono and Diana, 2004: 51). In the Big Indonesian Dictionary, quality can also be defined as the level of excellence, so quality is a relative measure of goodness. Wijaya in Toni (2011: 11) states that quality is something that is decided by the customer. Referring to the Minister of National Education Regulation No. 24 of 2008 concerning the Competency Standards of Administrative Staff / School TU includes: "Personality competencies, social competencies, technical competencies, and managerial competencies (specifically school / madrasah administrative personnel)".
III. RESEARCH METHODOLOGY

The method used in this study is a quantitative method with correlational techniques. The variables studied were personality competence (X1) and advanced competence (X2), and school administration services (Y). This study aims to determine whether there is a relationship between personality competency (X1) and majorial competence (X2), towards school administration services (Y), with research design can be described as follows:

There are three variables in this study, namely: personality competence (X1), managerial competence (X2) and quality of school administration services (Y). The population and sample in this study were obtained from the data of the head of the Gorontalo Aliyah State Islamic Madrasah Administration, the number of administrative staff is 52 employees. So the sample used is a population sample with a total of 35 respondents. Data collection techniques using questionnaires, and observation. The type of questionnaire in this study is a closed questionnaire where the one used in this study is a questionnaire from the three variables: personality competence (X1), advanced competence (X2), and quality of school administration services (Y). Furthermore, the data obtained from respondents will be analyzed using descriptive analysis in the form of frequency tables with formulas, (Sudjana, 2002: 47). Then the percentage of scores obtained for each subsequent variable is classified, (Arikunto, 2010: 244). To classify it used quantitative analysis techniques, (Sugiyono, 2010: 173) by testing the validity of the questionnaire using a Pearson correlation questionnaire (Arikunto, 2010: 171). Reliability testing techniques in this study using the Alpha Crombach formula as follows:

\[ r_{ij} = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma^2_{ij}}{\sigma^2_t} \right) \] (Arikunto, 2010: 171)

The normality test in this study uses a Chi-Square statistical test with the equation:

\[ x^2 = \sum \left[ \frac{(f_o - f_h)^2}{f_h} \right] \] (Sugiyono, 2010: 241)

The multiple linear regression equation is as follows.

\[ Y = a + b_1X_1 + b_2X_2 + e \]

The percentage score obtained for each subsequent variable is classified as follows (Arikunto, 2010: 244):

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>85% - 100%</td>
</tr>
<tr>
<td>Good</td>
<td>75% - 84%</td>
</tr>
<tr>
<td>Pretty good</td>
<td>55% - 74%</td>
</tr>
<tr>
<td>Not good</td>
<td>40% - 54%</td>
</tr>
<tr>
<td>Not good</td>
<td>0% - 39%</td>
</tr>
</tbody>
</table>

Guidelines Table for interpretation interpretation
IV. RESULTS AND DISCUSSION

Results of Descriptive Analysis

Descriptive analysis was carried out to find out the percentage of clerical personality competency, the managerial competence of the head of administration, and the quality of school administration services in the Madrasah Aliyah NegeriInsan Cendika Gorontalo. The results of the analysis of research data on personality competency of administrative personnel, the managerial competence of the head of administration, and quality of school administration services can be seen in Annex 4. Based on these data, it can be seen that the total score of each respondent in each variable. Data on the total score of each respondent for personality competency variables (X₁), managerial competence (X₂), and quality of school administration services (Y) can be seen in Table 1 below.

<table>
<thead>
<tr>
<th>No. Responden</th>
<th>Personality Competence (X₁)</th>
<th>Managerial Competence (X₂)</th>
<th>Quality of School Administration Services (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>187</td>
<td>115</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>176</td>
<td>134</td>
<td>113</td>
</tr>
<tr>
<td>3</td>
<td>145</td>
<td>126</td>
<td>107</td>
</tr>
<tr>
<td>4</td>
<td>162</td>
<td>106</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>167</td>
<td>137</td>
<td>115</td>
</tr>
<tr>
<td>6</td>
<td>136</td>
<td>120</td>
<td>101</td>
</tr>
<tr>
<td>7</td>
<td>169</td>
<td>118</td>
<td>99</td>
</tr>
<tr>
<td>8</td>
<td>204</td>
<td>115</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>185</td>
<td>118</td>
<td>98</td>
</tr>
<tr>
<td>10</td>
<td>168</td>
<td>95</td>
<td>76</td>
</tr>
<tr>
<td>11</td>
<td>178</td>
<td>148</td>
<td>124</td>
</tr>
<tr>
<td>12</td>
<td>163</td>
<td>130</td>
<td>111</td>
</tr>
<tr>
<td>13</td>
<td>180</td>
<td>121</td>
<td>101</td>
</tr>
<tr>
<td>14</td>
<td>178</td>
<td>137</td>
<td>116</td>
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<td>15</td>
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<td>119</td>
<td>100</td>
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<td>16</td>
<td>173</td>
<td>126</td>
<td>107</td>
</tr>
<tr>
<td>17</td>
<td>191</td>
<td>128</td>
<td>110</td>
</tr>
<tr>
<td>18</td>
<td>203</td>
<td>118</td>
<td>98</td>
</tr>
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<td>155</td>
<td>135</td>
<td>114</td>
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<td>20</td>
<td>157</td>
<td>117</td>
<td>95</td>
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<td>174</td>
<td>129</td>
<td>110</td>
</tr>
<tr>
<td>22</td>
<td>167</td>
<td>108</td>
<td>92</td>
</tr>
<tr>
<td>23</td>
<td>181</td>
<td>121</td>
<td>103</td>
</tr>
<tr>
<td>24</td>
<td>169</td>
<td>126</td>
<td>108</td>
</tr>
<tr>
<td>25</td>
<td>158</td>
<td>130</td>
<td>111</td>
</tr>
<tr>
<td>26</td>
<td>160</td>
<td>121</td>
<td>102</td>
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<td>28</td>
<td>148</td>
<td>128</td>
<td>109</td>
</tr>
<tr>
<td>29</td>
<td>133</td>
<td>137</td>
<td>118</td>
</tr>
<tr>
<td>30</td>
<td>161</td>
<td>119</td>
<td>99</td>
</tr>
<tr>
<td>31</td>
<td>145</td>
<td>115</td>
<td>94</td>
</tr>
<tr>
<td>32</td>
<td>160</td>
<td>111</td>
<td>93</td>
</tr>
<tr>
<td>33</td>
<td>134</td>
<td>93</td>
<td>73</td>
</tr>
<tr>
<td>34</td>
<td>148</td>
<td>136</td>
<td>84</td>
</tr>
<tr>
<td>35</td>
<td>5846</td>
<td>4282</td>
<td>3561</td>
</tr>
<tr>
<td>Average</td>
<td>167.03</td>
<td>122.34</td>
<td>101.74</td>
</tr>
<tr>
<td>Minimum Value</td>
<td>133</td>
<td>93</td>
<td>73</td>
</tr>
<tr>
<td>Maximum Value</td>
<td>204</td>
<td>148</td>
<td>124</td>
</tr>
<tr>
<td>Maximum Total Score</td>
<td>7140</td>
<td>5180</td>
<td>4340</td>
</tr>
<tr>
<td>Percentage of Achievement</td>
<td>81.88%</td>
<td>82.66%</td>
<td>82.05%</td>
</tr>
<tr>
<td>Achievement Criteria</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
</tbody>
</table>

Table 1. Data on personality competence variables (X₁), managerial competencies (X₂), and quality of school administration services (Y)

Based on the results of data analysis, it can be seen that the percentage of personality competencies of administrative personnel reaches 81.88%. The percentage in this range shows that the personality competencies of the
administrative staff are in good criteria. Furthermore, the percentage of managerial competence in the head of administration reaches 82.66%. The percentage in this range indicates that the managerial competence of the head of the administration is in good criteria. Then the quality of school administration services for administrative staff percentage reached 82.05% with good criteria.

- Quantitative Analysis Results
  1. Basic Assumption Test Results

The basic assumption test is done by analyzing the normality of the research data. The normality test aims to test the normal level of each research variable because the requirement to test the hypothesis in this study is that the data must have a good regression model. Data that has a good regression model is data that is normally distributed or close to normal. Normality test in this study uses Chi-Square statistical test.

2. Normality Test Data for Administrative Personnel Competency Variables (X1)

<table>
<thead>
<tr>
<th>Number of samples (n)</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum score</td>
<td>204</td>
</tr>
<tr>
<td>Minimum score</td>
<td>133</td>
</tr>
<tr>
<td>Range</td>
<td>204 – 133 = 71</td>
</tr>
<tr>
<td>Many classes (k)</td>
<td>1 + 3,3 log 35</td>
</tr>
<tr>
<td></td>
<td>1 + 3,3 (1,54)</td>
</tr>
<tr>
<td></td>
<td>1 + 5,1</td>
</tr>
<tr>
<td></td>
<td>6,1≈ (taken 6 classes)</td>
</tr>
<tr>
<td>Class length (p)</td>
<td>(\frac{range}{k}) = (\frac{71}{6}) ≈ 11,83 ≈ (taken 12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>(f_i)</th>
<th>(X_i)</th>
<th>(X_i^2)</th>
<th>(f_iX_i)</th>
<th>(f_iX_i^2)</th>
<th>Relative Frequency (%)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>133 – 144</td>
<td>3</td>
<td>138.5</td>
<td>19182.3</td>
<td>415.5</td>
<td>57546.75</td>
<td>8.57</td>
<td>3</td>
</tr>
<tr>
<td>145 – 156</td>
<td>6</td>
<td>150.5</td>
<td>22650.3</td>
<td>903</td>
<td>135901.5</td>
<td>17.14</td>
<td>9</td>
</tr>
<tr>
<td>157 – 168</td>
<td>10</td>
<td>162.5</td>
<td>26406.3</td>
<td>1625</td>
<td>264062.5</td>
<td>28.57</td>
<td>19</td>
</tr>
<tr>
<td>169 – 180</td>
<td>8</td>
<td>174.5</td>
<td>30450.3</td>
<td>1396</td>
<td>243602</td>
<td>22.86</td>
<td>27</td>
</tr>
<tr>
<td>181 – 192</td>
<td>6</td>
<td>186.5</td>
<td>34782.3</td>
<td>1119</td>
<td>208693.5</td>
<td>17.14</td>
<td>33</td>
</tr>
<tr>
<td>193 – 204</td>
<td>2</td>
<td>198.5</td>
<td>39402.3</td>
<td>397</td>
<td>78804.5</td>
<td>5.71</td>
<td>35</td>
</tr>
<tr>
<td>Amount</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5855.5</td>
<td>988610.75</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. List of personality competency frequency distributions (Variable X1)

The distribution of data based on the list of X1 variable frequency distribution above can be presented in the form of a histogram as shown in Figure 1 below.

![Fig 1: Histogram frequency score variable X1](image)

The distribution of data based on the list of X1 variable frequency distribution above can be presented in the form of a histogram as shown in Figure 1 below.

Based on the data in Table 1, the calculation of mean (mean), mode, median, standard deviation, and normality test results are as follows:

1. Average (mean)
   \[ \bar{X} = \frac{\sum f_iX_i}{\sum f_i} = \frac{5855.5}{35} = 167.3 \]

2. Mode
   Known class mode is the interval class 157 - 168 with the number of frequencies 10, so:
b = 156.5  
p = 12  
b_1 = 10 - 6 = 4  
b_2 = 10 - 8 = 2  
Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right) = 156.5 + 12 \left( \frac{4}{4 + 2} \right) = 156.5 + 12(0.7)  
= 156.5 + 8 = 164.5

3. Median
The median is known to be in the interval class 157 - 168, so that:
b = 156.5  
p = 12  
n = 35  
F = 9  
f = 10

\[ Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right) = 156.5 + 12 \left( \frac{17.5 - 9}{10} \right) = 156.5 + 12 (0.7) \]
= 156.5 + 10.2  
= 166.7

4. Standard deviation
\[ SD = \sqrt{\frac{n \sum f_i X_i^2 - (\Sigma f_i X_i)^2}{n(n-1)}} = \sqrt{\frac{35(988610.75) - (5855.5)^2}{35(34)}} \]
\[ = \frac{34601376 - 34286802.25}{1190} \]
\[ = \frac{314496}{1190} = \sqrt{264.28} \]
= 16.26

The results of calculating the mean, mode, median, and standard deviation of personality competence variables can be seen in Table 3 below.

<table>
<thead>
<tr>
<th>Data</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>167.30</td>
<td>164.5</td>
<td>166.7</td>
<td>16.26</td>
</tr>
</tbody>
</table>

Table 3. Table of mean, mode, median, and standard deviation variables X1

5. Normality Test
1. Calculating the Price of Z Class Limits
Price Z class limits are needed for price calculations (data normality test). To find out the price of Z the boundary class is obtained through the formula:
\[ Z = \frac{X - \mu}{\sigma} \]

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>Limit Class</th>
<th>z Limit Class</th>
<th>Regional Area Limits</th>
<th>Area Z Table</th>
<th>( f_h ) (Lu. Z Tabelx N)</th>
<th>( f_i )</th>
<th>( \frac{(f_0 - f_h)^2}{f_h} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>132.5</td>
<td>-2.14</td>
<td>0.4838</td>
<td>0.0646</td>
<td>2.261</td>
<td>3 \</td>
<td>0.2415</td>
<td></td>
</tr>
<tr>
<td>133 – 144</td>
<td>144.5</td>
<td>-1.40</td>
<td>0.4192</td>
<td>0.1738</td>
<td>6</td>
<td>0.0011</td>
<td></td>
</tr>
<tr>
<td>145 – 156</td>
<td>156.5</td>
<td>-0.66</td>
<td>0.2454</td>
<td>0.2733</td>
<td>9.5655</td>
<td>10</td>
<td>0.0197</td>
</tr>
<tr>
<td>157 – 168</td>
<td>168.5</td>
<td>0.07</td>
<td>0.0279</td>
<td>0.2631</td>
<td>9.2085</td>
<td>8</td>
<td>0.1586</td>
</tr>
<tr>
<td>169 – 180</td>
<td>180.5</td>
<td>0.81</td>
<td>0.291</td>
<td>0.1484</td>
<td>5.194</td>
<td>6</td>
<td>0.1251</td>
</tr>
<tr>
<td>181 – 192</td>
<td>192.5</td>
<td>1.55</td>
<td>0.4394</td>
<td>0.0496</td>
<td>1.736</td>
<td>2</td>
<td>0.0401</td>
</tr>
<tr>
<td>193 – 204</td>
<td>204.5</td>
<td>2.29</td>
<td>0.489</td>
<td>[ x^2 = \sum \frac{(f_0 - f_h)^2}{f_h} ]</td>
<td>0.5862</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. List of Observations Frequency and Frequency of Expectation of Variable X1
2. **Price** \( x^2_{\text{count}} \)**

Based on the table of observation frequency and expectation frequency of variable X1, it can be seen that the calculated price \( x^2_{\text{count}} = 0.59 \). As for the price of the table at the significance level \( \alpha = 0.05 \) it can be known by calculating the degree of freedom (df) then adjusted to the value in the Distribution table \( x^2 \).

Degree of freedom (df) = Number of interval classes – 3

= 6 – 3 = 3

So that is obtained \( x^2_{0.95(3)} = 7.81 \).

The statistical hypothesis for normality test is stated as follows.

\[ H_0: \text{Estimated error population is normally distributed} \]
\[ H_1: \text{Population error estimates are not normally distributed} \]

The test criteria are

\[ H_0 \text{ accepted if } x^2_{\text{count}} \leq x^2_{\text{table}} \]
\[ H_0 \text{ rejected if } x^2_{\text{count}} > x^2_{\text{table}} \text{ at the significance level } \alpha \text{ selected.} \]

Seeing these results is known that \( x^2_{\text{count}} = 0.59 < x^2_{\text{table}} = 7.81 \), so it can be concluded that the distribution of personality competency data obtained through questionnaires (questionnaires) is normally distributed. Thus the data normality requirements are variable X1, that is personality competence meets the requirements for hypothesis testing.

6. **Managerial Data Variability Normality Competency Test Results Head of Administration (X2)**

<table>
<thead>
<tr>
<th>Number of samples (n)</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum score</td>
<td>148</td>
</tr>
<tr>
<td>Minimum score</td>
<td>93</td>
</tr>
<tr>
<td>Range</td>
<td>= maximum score - minimum score</td>
</tr>
<tr>
<td>Many classes (k)</td>
<td>= 1 + 3.3 log 35</td>
</tr>
<tr>
<td>Class length (p)</td>
<td>= range ( k ) = ( \frac{55}{6} \approx 9.17 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>( f_i )</th>
<th>( X_i )</th>
<th>( X_i^2 )</th>
<th>( f_i X_i )</th>
<th>( f_i X_i^2 )</th>
<th>Relative Frequency (%)</th>
<th>Cumulative Frequency (fk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 102</td>
<td>3</td>
<td>97.5</td>
<td>9506.25</td>
<td>292.5</td>
<td>28518.75</td>
<td>8.57</td>
<td>3</td>
</tr>
<tr>
<td>103 – 112</td>
<td>6</td>
<td>107.5</td>
<td>11556.3</td>
<td>645</td>
<td>69337.5</td>
<td>17.14</td>
<td>9</td>
</tr>
<tr>
<td>113 – 122</td>
<td>8</td>
<td>117.5</td>
<td>13806.3</td>
<td>940</td>
<td>110450</td>
<td>22.86</td>
<td>17</td>
</tr>
<tr>
<td>123 – 132</td>
<td>9</td>
<td>127.5</td>
<td>16256.3</td>
<td>1147.5</td>
<td>146306.25</td>
<td>25.71</td>
<td>26</td>
</tr>
<tr>
<td>133 – 142</td>
<td>7</td>
<td>137.5</td>
<td>18906.3</td>
<td>962.5</td>
<td>132343.75</td>
<td>20.00</td>
<td>33</td>
</tr>
<tr>
<td>143 – 152</td>
<td>2</td>
<td>147.5</td>
<td>21756.3</td>
<td>295</td>
<td>43512.5</td>
<td>5.71</td>
<td>35</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Table 5. List of frequency distributions for managerial competencies (Variable X2)**

Data distribution based on the list of the frequency distribution of the X2 variable score above can be presented in the form of a histogram as shown in Figure 2 below.

**Fig 2:** Histogram frequency variable score X2

Based on the data in the table, it can be calculated the mean (mean), mode, median, standard deviation, and normality test results as follows:

1. Average
\[ \bar{X} = \frac{\sum f_iX_i}{\sum f_i} = \frac{4282.5}{35} = 122.36 \]

2. Mode

Known class mode is the interval class 123-132 with the number of frequencies 9, so that:

\[ b = 122.5 \]
\[ p = 10 \]
\[ b_1 = 9 - 8 = 1 \]
\[ b_2 = 9 - 7 = 2 \]

\[ \text{Mo} = b + p \left( \frac{b_1}{b_1 + b_2} \right) = 122.5 + 10 \left( \frac{1}{1+2} \right) = 122.5 + 10(0.33) \]
\[ = 122.5 + 3.33 = 125.83 \]

3. Median

The median is known to be in the interval class 123 - 132, so that:

\[ b = 122.5 \]
\[ p = 10 \]
\[ n = 35 \]
\[ F = 17 \]
\[ f = 9 \]

\[ \text{Me} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right) = 122.5 + 10 \left( \frac{17.5 - 17}{9} \right) = 122.5 + 10(0.06) \]
\[ = 122.5 + 0.56 = 123.06 \]

4. Standard deviation

\[ SD = \sqrt{\frac{n \sum f_iX_i^2 - (\sum f_iX_i)^2}{n(n-1)}} = \sqrt{\frac{35(530468,75) - (4282.5)^2}{35(34)}} \]
\[ = \sqrt{\frac{18566406 - 18339806.25}{1190}} = \sqrt{\frac{226600}{1190}} \]
\[ = \sqrt{190.42} = 13.80 \]

The results of the calculation of mean, mode, median, and standard deviation of managerial competence variables can be seen in Table 6 below.

<table>
<thead>
<tr>
<th>Data</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai</td>
<td>122.36</td>
<td>125.83</td>
<td>123.06</td>
<td>13.80</td>
</tr>
</tbody>
</table>

Table 6. Table of mean, mode, median, and standard deviation of variables X2

5. Normality Test

1. Calculating the Price of Z Class Limits

Price Z class limits are needed for price calculations (data normality test). To find out the price of Z the boundary class is obtained through the formula:

\[ Z = \frac{x - \bar{X}}{s} \]

| Interval Class | Class Limits | Z Limit Class | Regional Area Limits | Area Z Table | \( f_h \) (Lu. Z Tabelx N) | \( f_0 \) | \( (f_0 - f_h)^2 
\| \hline
| 93 – 102 | -2.16 | 0.4846 | 0.0595 | 1.904 | 3 | 0.6309 |
| 103 – 112 | -1.44 | 0.4251 | 0.164 | 5.248 | 6 | 0.1078 |
| 113 – 122 | -0.71 | 0.2611 | 0.2651 | 8.4832 | 8 | 0.0275 |
| 123 – 132 | 0.01 | 0.004 | 0.2664 | 8.5248 | 9 | 0.0265 |
| 133 – 142 | 0.74 | 0.2704 | 0.1575 | 5.04 | 7 | 0.7622 |
| 143 – 152 | 1.46 | 0.4279 | 0.0575 | 1.84 | 2 | 0.0139 |
| 152.5 | 2.18 | 0.4854 | \[ \chi^2 = \sum \left( \frac{(f_0 - f_h)^2}{f_h} \right) \] | 1.5688 |

Table 7. List of Observation Frequency and Frequency of Expectations for Variable X2
2. \( Price_{X2}^{count} \)

Based on the table of the observation frequency and the expectation frequency of the \( X2 \) variable, it can be seen that the \( Price_{X2}^{count} = 1.57 \). As for the \( Price_{X2}^{table} \) at a real level \( \alpha = 0.05 \) can be known by calculating the degree of freedom (dk) then adjusted to the value in the Distribution table \( x^2 \). Degree of freedom (dk) = Number of interval classes - 3 = 6 - 3 = 3

So that is obtained \( x^2_{0.95}(3) = 7.81 \).

The statistical hypothesis for normality test is stated as follows.

- \( H_0 \): Estimated error population is normally distributed
- \( H_1 \): Population error estimates are not normally distributed

The test criteria are \( H_0 \) received if \( x^2_{count} \leq x^2_{table} \) and reject \( H_0 \) if \( x^2_{count} > x^2_{table} \) at the chosen level.

As a result, it is known that \( x^2_{count} = 1.57 < x^2_{table} = 7.81 \), so it can be concluded that the distribution of managerial competency data obtained through questionnaires (questionnaires) is normally distributed. Thus the data normality requirement of variable \( X2 \) is that managerial competencies fulfill the requirements for hypothesis testing.

6. Data Normality Test Quality of Administration Service Variables (Y)

<table>
<thead>
<tr>
<th>Number of samples (n)</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum score</td>
<td>124</td>
</tr>
<tr>
<td>Minimum score</td>
<td>74</td>
</tr>
<tr>
<td>Range</td>
<td>124 - 73 = 51</td>
</tr>
<tr>
<td>Many classes (k)</td>
<td>1 + 3.3 log 35</td>
</tr>
<tr>
<td>Class length (p)</td>
<td>( \frac{range}{k} = \frac{51}{6} = 8.5 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interval Class</th>
<th>( f_i )</th>
<th>( Y_i )</th>
<th>( Y_i^2 )</th>
<th>( f_i Y_i )</th>
<th>( f_i Y_i^2 )</th>
<th>Relative Frequency (%)</th>
<th>Cumulative Frequency (fk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>73 – 80</td>
<td>3</td>
<td>77</td>
<td>5929</td>
<td>231</td>
<td>17787</td>
<td>8.57</td>
<td>3</td>
</tr>
<tr>
<td>81 – 88</td>
<td>6</td>
<td>86</td>
<td>7396</td>
<td>516</td>
<td>44376</td>
<td>17.14</td>
<td>9</td>
</tr>
<tr>
<td>89 – 96</td>
<td>9</td>
<td>95</td>
<td>9025</td>
<td>855</td>
<td>81225</td>
<td>25.71</td>
<td>18</td>
</tr>
<tr>
<td>97 – 104</td>
<td>8</td>
<td>104</td>
<td>10816</td>
<td>832</td>
<td>86528</td>
<td>22.86</td>
<td>26</td>
</tr>
<tr>
<td>105 – 112</td>
<td>6</td>
<td>113</td>
<td>12769</td>
<td>678</td>
<td>76614</td>
<td>17.14</td>
<td>32</td>
</tr>
<tr>
<td>113 – 120</td>
<td>3</td>
<td>122</td>
<td>14884</td>
<td>366</td>
<td>44652</td>
<td>8.57</td>
<td>35</td>
</tr>
<tr>
<td>121 – 128</td>
<td>3</td>
<td>77</td>
<td>5929</td>
<td>231</td>
<td>17787</td>
<td>8.57</td>
<td>3</td>
</tr>
<tr>
<td>Amount</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8: List of administrative service quality frequencies (Variable Y)

Data distribution based on the list of frequency distributions of Y variable scores above can be presented in the form of a histogram as shown in Figure 3 below.
Based on the data in the table, it can be calculated the mean (mean), mode, median, standard deviation, and normality test results as follows:

1. **Average**
   \[ \bar{X} = \frac{\sum f_i Y_i}{\sum f_i} = \frac{3478}{35} = 99.37 \]

2. **Mode**
   Known class mode is in interval classes 91 - 99 with a frequency of 9, so:
   \[ b = 90.5 \]
   \[ p = 9 \]
   \[ b_1 = 9 - 6 = 3 \]
   \[ b_2 = 9 - 8 = 1 \]
   \[ Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right) = 90.5 + 9 \left( \frac{3}{3 + 1} \right) = 90.5 + 9(0.75) \]
   \[ = 90.5 + 6.75 \]
   \[ = 106.52 \]

3. **Median**
   The median is known to be in the interval class 91 - 99, so that:
   \[ b = 90.5 \]
   \[ p = 9 \]
   \[ n = 35 \]
   \[ F = 9 \]
   \[ f=9 \]
   \[ \text{Me} = b + p \left( \frac{1}{2} \frac{n - F}{f} \right) = 90.5 + 9 \left( \frac{17.5 - 9}{9} \right) = 90.5 + 9(0.94) \]
   \[ = 90.5 + 8.5 \]
   \[ = 99 \]

4. **Standard deviation**
   \[ SD = \sqrt{\frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n - 1)}} = \sqrt{\frac{35 (351182) - (3478)^2}{35(34)}} \]
   \[ = \sqrt{\frac{12291370 - 12096484}{1190}} \]
   \[ = \sqrt{\frac{194886}{1190}} \]
   \[ = \sqrt{163.77} = 12.8 \]

The results of calculating the mean, mode, median, and standard deviation variables of the quality of school administration services can be seen in the following Table 9.

<table>
<thead>
<tr>
<th>Data</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>99.37</td>
<td>106.25</td>
<td>99</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Table 9. Table of mean, mode, median, and variable standard deviation Y

5. **Normality Test**

1. Calculating the Price of Z Class Limits
   Price Z class limits are needed for price calculations (data normality test). To find out the price of Z the boundary class is obtained through the formula:
   \[ Z = \frac{X_i - \bar{X}}{s} \]
2. Price $x^2_{\text{count}}$

Based on the table of the observation frequency and the expectation frequency of variable $Y$, it can be seen that the price $x^2_{\text{count}} = 1.37$. As for $\text{price} \times x^2_{\text{table}}$, at a real level $\alpha = 0.05$ can be known by calculating the degree of freedom ($df$) then adjusted to the value in the Distribution table $x^2$.

Degree of freedom ($df$) = Number of interval classes − 3

= 6 − 3 = 3

So that is obtained $x^2(0.05; 3) = 7.81$.

The statistical hypothesis for normality test is stated as follows.

H0: Estimated error population is normally distributed

H1: Population error estimates are not normally distributed

The test criteria are H0 received if $x^2_{\text{count}} \leq x^2_{\text{table}}$ and reject H0 if $x^2_{\text{count}} > x^2_{\text{table}}$ at the real level $\alpha$ The selected.

As a result, it is known that $x^2_{\text{count}} = 1.37 < x^2_{\text{table}} = 7.81$ so it can be concluded that the distribution of administrating service quality data obtained through questionnaires (questionnaires) is normally distributed. Thus the data normality requirements of variable $Y$, namely the quality of school administration services meet the requirements for hypothesis testing.

1. Results of Regression Analysis

Regression Analysis

The results of the calculation of the score data for each variable are as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>$X_1$</th>
<th>$X_2$</th>
<th>$X_3$</th>
<th>$X_1^2$</th>
<th>$X_2^2$</th>
<th>$Y^2$</th>
<th>$X_1Y$</th>
<th>$X_2Y$</th>
<th>$X_3Y$</th>
<th>$X_1X_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>187</td>
<td>115</td>
<td>95</td>
<td>34969</td>
<td>13225</td>
<td>9025</td>
<td>17765</td>
<td>10925</td>
<td>21505</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>176</td>
<td>134</td>
<td>113</td>
<td>30976</td>
<td>17956</td>
<td>12769</td>
<td>19888</td>
<td>15142</td>
<td>23584</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>145</td>
<td>126</td>
<td>107</td>
<td>21025</td>
<td>15876</td>
<td>11449</td>
<td>15515</td>
<td>13482</td>
<td>18270</td>
<td></td>
</tr>
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Based on the data in Table 11, data analysis was performed using multiple linear regression models. Multiple linear regression equations for 2 predictors were:

\[ Y = a + b_1 X_1 + b_2 X_2 \]

To find the regression coefficients \( b_1 \) and \( b_2 \), simultaneous equations can be used, as follows:

1. \( \sum X_1 Y = b_1 \sum X_1 X_2 + b_2 \sum X_2 Y \)

2. \( \sum X_1 Y = b_1 \sum X_1 X_2 + b_2 \sum X_2 Y \)

With the deviation score method, the following results are obtained:

\[ \sum X_1^2 = \sum X_1 - \frac{(\sum X_1)^2}{n} = 987636 - \frac{(5846)^2}{35} = 11186.97 \]

\[ \sum X_2^2 = \sum X_2 - \frac{(\sum X_2)^2}{n} = 528418 - \frac{(4282)^2}{35} = 4545.89 \]

\[ \sum Y^2 = \sum Y - \frac{(\sum Y)^2}{n} = 36697 - \frac{(3561)^2}{35} = 4390.69 \]

\[ \sum X_1 Y = \sum X_1 Y - \frac{(\sum X_1)(\sum Y)}{n} = 595525 - \frac{(5846)(3561)}{35} = 736.26 \]

\[ \sum X_2 Y = \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{n} = 439588 - \frac{(4282)(3561)}{35} = 3925.09 \]

\[ \sum X_1 X_2 = \sum X_1 X_2 - \frac{(\sum X_1)(\sum X_2)}{n} = 715388 - \frac{(5846)(4282)}{35} = 171.66 \]

Based on these results, the constant values and linear regression coefficients can be determined as follows:

1. \[ b_1 = \frac{[(\sum X_1^2)(\sum X_2 Y) - (\sum X_1 Y)(\sum X_1 X_2)]}{[(\sum X_1^2)(\sum X_2^2) - (\sum X_1 X_2)^2]} = \frac{[(4545.89)(736.26) - (3925.09)(171.66)]}{[(11186.97)(4545.89) - (171.66)^2]} = \frac{[334980080 - 6737609]}{[334980080 - 29466417]} = 0.053 \]

2. \[ b_2 = \frac{[(\sum X_2^2)(\sum X_1 Y) - (\sum X_1 Y)(\sum X_1 X_2)]}{[(\sum X_1^2)(\sum X_2^2) - (\sum X_1 X_2)^2]} = \frac{[(11186.97)(3925.09) - (736.26)(171.66)]}{[(11186.97)(4545.89) - (171.66)^2]} = \frac{[50825227.43]}{[334980080 - 29466417]} = 101.74 \]
The equation for calculating multiple correlation coefficients with the following two independent variables.

\[ R^2 = \frac{b_1(\sum X_1 Y) + b_2(\sum X_2 Y)}{\frac{\sum Y^2}{4390.69}} = \frac{0.053 \times 736.26 + 0.861 \times 3925.09}{3419.99} = 0.7789 = 0.4390.69 \]

\[ R = 0.8826 \]

Based on data analysis obtained the R value of 0.8826. This shows that there is a very strong relationship between the entire independent variable (X) on the quality of administrative services (variable Y).
• **Determination Analysis (R2)**

Determination analysis in multiple linear regression is used to determine the percentage contribution of the influence of independent variables (X1, and X2) simultaneously on the dependent variable (Y).

Determination coefficient (R2)

\[
R^2 = \frac{JK (reg)}{\Sigma y^2} = \left( \frac{b_1(\Sigma x_1y) + b_2(\Sigma x_2y)}{\Sigma y^2} \right)^2
\]

From the results of the regression analysis, the R value is 0.8826 so that the value of R2 can be determined as follows.

\[
R^2 = (0.8826)^2 = 0.7789
\]

Based on data analysis obtained the R2 value of 0.7789 or (77.89%). This shows that the percentage of the contribution of the influence of the independent variable (X) on the dependent variable (the quality of administrative services) is 77.89%, or the variation of the independent variables used in the model (variable X) is able to give an effect of 77.89% on the dependent variable (quality of school administration services). While the remaining 22.11% is influenced by other variables that are not included in this research model.

• **Test Regression Coefficients Together (Test F)**

This test is used to determine whether the independent variables (X1, X2) together (simultaneously) significantly influence the dependent variable (Y), or to find out whether the regression model can be used to predict the dependent variable or not. Significantly means that the relationship that occurs can apply to all administrative staff at the Madrasah Aliyah Negeri Gorontal Madrasah Aliyah with a population of 35 people.

The hypothesis for the F test in this study is as follows:

- **H0**: The independent variables simultaneously / together have no significant effect on the dependent variable.
- **H1**: independent variables simultaneously / together have a significant effect on the dependent variable.

The basis for decision making in testing the hypothesis is:

- **When** \( F_{count} < F_{table} (α = 0.05) **, then reject** H1.
- **When** \( F_{count} > F_{table} (α = 0.05) **, then reject** H1.

Significance test of the effect of regression independent variables on the dependent variable simultaneously using the formula:

\[
F = \frac{R^2(n-k-1)}{k(1-R^2)}
\]

with:

\[F\] : The coefficient of determination
\[n\] : Number of samples
\[k\] : number of independent predictors / variables.

So that the calculated F value can be calculated as follows:

\[
F = \frac{0.7789(35 - 2 - 1)}{2(1 - 0.7789)}
\]

\[
F = \frac{0.7789(32)}{2(0.2211)}
\]

\[
F = \frac{0.4442}{24.9254} = 56.37 R^2
\]

So the price of F count = 56.37. This price is then compared to the price of F table. For the numerator (k) = 2 and for the denominator (n - k - 1) = 35 - 2 - 1 = 32, the F table value is obtained at the level = 0.05 of 3.29 (calculated using Microsoft Office Excel with the equation = FINV (0.05,2,32)).

The decision method in testing the hypothesis is:

- **When** \( F_{count} < F_{table} (α = 0.05) **, then reject** H1.
- **When** \( F_{count} > F_{table} (α = 0.05) **, then reject** H1.

In accordance with the results of the data analysis, the fcount value was 56.37 while the value of fabel at the level = 0.05 was 3.29. Thus, the value of \( F_{count} > F_{table} (α = 0.05) **, then reject** H1.

• **Partial Regression Coefficient Test (t test)**

This test is used to determine whether the regression models of independent variables (X1, and X2) partially (individually) have a significant effect on the dependent variable (Y). The t test basically shows how far the influence of an independent variable individually influences the variation of the dependent variable. Hypothesis statistics for t test is as follows:

- **H0**: Each independent variable has no significant effect on the dependent variable.
- **H1**: Each independent variable has a significant effect on the dependent variable.

The basis for decision making in testing the hypothesis is:

- **When** \( t_{count} < t_{table} (α = 0.05) **, then reject** H1.
- **When** \( t_{count} > t_{table} (α = 0.05) **, then reject** H1.

Significance test of the effect of regression independent variables on the dependent variable partially using the formula:

\[
|t_{act}| = \frac{b_i}{SE_i}
\]

\[
S_e = \sqrt{\frac{\sum Y^2 - b_1(\Sigma x_1y) - b_2(\Sigma x_2y)}{n-k-1}}
\]
Based on these results, it can be calculated the regression coefficient value of each independent variable (X) to the dependent variable (Y) as follows.

1. T test for personality competence variables (X1) on the quality of school administration services (Y), namely:

   \[ r_{12} = \frac{n \sum X_1X_2 - \sum X_1\sum X_2}{\sqrt{n \sum X_1^2 - (\sum X_1)^2} \left[ n \sum X_2^2 - (\sum X_2)^2 \right]} \]

   \[ S_{b1} = \frac{S_e}{\sqrt{(\sum X_1^2)(1 - r_{12}^2)}} \]

   \[ S_{b2} = \frac{S_e}{\sqrt{(\sum X_2^2)(1 - r_{12}^2)}} \]

   So,

   \[ S_e = \sqrt{\frac{\sum Y^2 - b1(\sum X_1Y) - b2(\sum X_2Y)}{n - k - 1}} \]

   \[ S_e = \sqrt{\frac{4390.69 - 0.053(736.26) - 0.861(3925.09)}{35 - 2 - 1}} \]

   \[ S_e = \sqrt{\frac{32}{4390.69 - 38.724 - 3381.27}} \]

   \[ S_e = \sqrt{\frac{32}{970.69}} \]

   \[ S_e = \sqrt{30.33} \]

   \[ S_e = 5.51 \]

   Furthermore,

   \[ r_{12} = \frac{n \sum X_1X_2 - \sum X_1\sum X_2}{\sqrt{n \sum X_1^2 - (\sum X_1)^2} \left[ n \sum X_2^2 - (\sum X_2)^2 \right]} \]

   \[ r_{12} = \frac{35(715388) - (5846)(4282)}{\sqrt{[35(987636) - (5846)^2][35(528418) - 4282^2]}} \]

   \[ r_{12} = \frac{25038580 - 25032572}{\sqrt{[34567260 - 34175716][18494630 - 18335524]}} \]

   \[ r_{12} = \frac{6008}{\sqrt{62296999664}} \]

   \[ r_{12} = \frac{6008}{249593.67} \]

   \[ r_{12} = 0.024 \]

Based on these results, it can be calculated the regression coefficient value of each independent variable (X) to the dependent variable (Y) as follows.
2. T test for managerial competence variables (X2) on the quality of school administration services (Y), namely:

\[
S_{b2} = \frac{S_e}{\sqrt{(\sum X_i^2)(1 - r_{12}^2)}}
\]

where,

- \( S_e \) is the error term standard deviation.

So, the price of t count for the X1 variable is 10.01, and for the X2 variable is 10.54. Furthermore, the price of t table with degrees of freedom (dk) = n - k = 35 - 2 = 33. Thus the value of t table is obtained at the level = 0.05 of 2.03 (calculated using microsoft office excel with the equation = TINV (0.05, 33)).

[1]. Personality competency variable (X1), the calculated t value is 10.01. The significance value at the level of \( \alpha = 5\% \) or 0.05 is 2.03. Thus, the personality competency factor partially has a significant effect on the quality of administrative services because of the value of \( t_{count} \) t table.

[2]. Managerial competency variable (X2), the calculated t value is 10.54. The significance value at the level of \( \alpha = 5\% \) or 0.05 is 2.03. Thus, managerial competency factors partially have a significant effect on the quality of administrative services because of the value of \( t_{count} \) t table.

Based on the results of the analysis, the research hypothesis is to accept H1, ie each independent variable has a significant effect on the dependent variable.

### Discussion of Research Results

The administration and quality of educational administration services at schools are given very much determined by school administration personnel. School administration personnel are tasked with providing administrative support services for the implementation of the school education process. School administration personnel are educational staff who are tasked with providing administrative support services for the implementation of the education process in schools. They are non teaching staff who work in schools which are often referred to as administration. In Kepmendiknas No. 053 / U / 2001 concerning Guidelines for Preparing Minimum Service Standards for Organizing Schools in the Basic and Secondary Education Sector, it is stated that School Administration Personnel are human resources in schools that are not directly involved in teaching and learning activities but strongly support their success in school administration activities.

School MAN InsanGorontalo Scholar as one of the schools / madrasa considered superior in Gorontalo Province. This is certainly not free from the competence of the education administration staff at the school, such as personality competencies and managerial competencies. According to Ismuha, et al. (2016: 49), someone’s personal competence in managing education is demanded with a good personality and noble character, able to develop a culture and noble moral traditions, and become a noble example for the community in the school. Leaders are also expected to have personality integrity as leaders and have a desire strong in self-development and open in carrying out tasks. According to Satyawan (2016: 40), leaders and managers that are people who lead and manage school management must have the basics and terms of leadership and must understand the basic functions of management. Managerial competence is the ability to manage resources through planning, organizing, directing and supervising activities to achieve organizational goals effectively and efficiently.

Based on the results of the descriptive analysis, the competency of the personality of the education administration personnel, in this case, is that the administration is in good criteria with a percentage reaching 81.88%. Furthermore, the managerial competence of the head of administration is in good criteria with the percentage reaching 82.66%. Thus, the high percentage value of personality competency of administrative staff and managerial competence of the head of administration is
expected to be able to support in implementing / providing administrative services in schools.

Tjiptono in Taman (2013: 101) suggests that good service quality has a close relationship with customer satisfaction. Quality of service gives encouragement to customers to establish strong ties with the institution. As such, this kind of relationship allows the institution to understand customers' expectations and their needs in education carefully. According to the results of data analysis, the quality of school administration services is in good criteria with a percentage reaching 82.05%. This shows that there are good administrative competencies and managerial competencies of the head of good administration, resulting in a good quality of school administration services.

In accordance with the results of the regression analysis, the form of regression equations between employee personality variables in the administrative system of managerial competency variables, head of administration, and the quality of school administration service quality variables in the work environment with employee performance is \( Y = -8.369 + 0.053X1 + 0.861X2 \). This regression model shows that if all the independent variables \((X)\) value is 0, then the quality of administrative services \((Y)\) the value is -8.369. Furthermore, the regression coefficient of personality competence variable \((X1)\) is 0.053; that is, if other independent variables have a fixed value and personality competence has increased by 1%, then the quality of school administration services \((Y)\) will increase by 5.3%.

The coefficient is positive means that there is a positive relationship between personality competency and the quality of school administration services. The higher the value of personality competence, the higher the quality of school administration services, on the contrary, the lower the value of personality competence also decreases the quality of school administration services. \((X2)\) of 0.861; that is, if another independent variable has a fixed value and managerial competence has a 1% increase, then the quality of the administrative services of the school \((Y)\) will increase by 86.1%. The coefficient is positive means that there is a positive relationship between managerial competency and the quality of school administration services. The higher the value of managerial competence, the more the value of the quality of school administration services, the lower the value of managerial competence, the lower the quality of school administration services.

Tjiptono, et al. (2003: 70) states that service quality reflects the comparison between service levels compared to customer expectations. Service quality is realized by meeting customer needs and desires as well as the accuracy of delivery in balancing or exceeding customer expectations. Service quality is centered on efforts to meet needs and customer desires and delivery accuracy to offset customer expectations. Based on Law Number 20 of 2003 concerning National Education Standards, it is explained that school education services consist of content standards, process standards, graduate competency standards, standards of educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards.

Simultaneously (together), the personality competence of administrative staff \((X1)\), and managerial competence of the head of administration \((X2)\) have a significant influence on the quality of school administration services. Furthermore, partially, the personality competency of administrative staff has a significant influence on the quality of school administration services. Later, managerial competencies in the administration have a significant influence on the quality of school administration services.

V. CONCLUSION

Based on the results of the analysis of research data about the relationship of personality competencies and managerial competency of administrative staff with quality of school administration services in MAN Insan Cendekia Gorontalo, can be summarized as follows: 1) personality competence of administrative staff in Madrasah Aliyah Negeri Insan Cendekia Gorontaloberada in good criteria with percentage reached 81.88%. 2) the managerial competence of the head of administration is in good criteria with a percentage reaching 82.66%. 3) The quality of school administration services administrative personnel is in good criteria with a percentage reaching 82.05%. 4) There is a strong relationship between the personality competencies of administrative staff and managerial competence of the head of administration with the quality of school administration services in the Madrasah Aliyah Negeri Insan Cendekia Gorontalo, where the regression value \((R)\) is 0.8826.

REFERENCES


[12]. Government Regulation Number 19 of 2005, Article 28 paragraph 3 concerning National Education Standards.

[13]. Minister of National Education Regulation No. 24 of 2008 concerning School / Madrasah Administrative Staff Standards.


