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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 NegeriInsan Cendekia 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 non 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 NegeriInsan Cendekia Gorontalo. (2) How is the managerial competence of the head of administration at Madrasah Aliyah NegeriInsan Cendekia Gorontalo? (3) How is the quality of school administration services for administrative staff at the Madrasah Aliyah NegeriInsan 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 NegeriInsan 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)".

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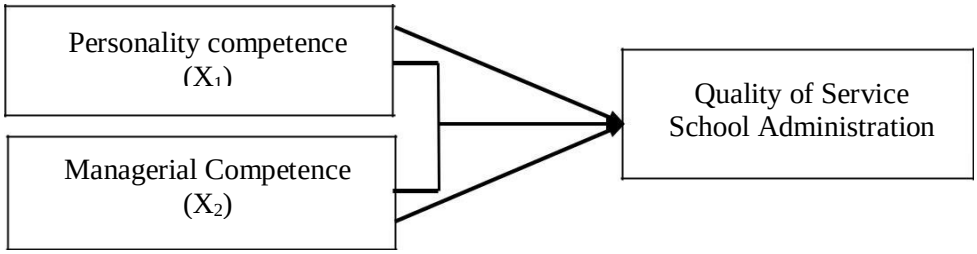
Sagala (2009: 40) argues that school administration is limited to administrative activities, namely systematic information-making activities and written records related to all information obtained and needed regarding their relationship to one another. According to Syah (2002: 229) suggests the basic understanding of competence is ability and ability. Uno (2007: 201) defines competence as a characteristic that stands out for a person and indicates ways of behaving or thinking, in all situations, and continues for a long period of time.

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:

$$r_{11} = \left| \frac{k}{k-1} \right| \left| 1 - \frac{\sum \sigma_{b}^{2}}{\sigma_{t}^{2}} \right|$$ (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.

$$Y = a + b_1X_1 + b_2X_2 + ei$$

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

Guidelines Table for interpretation interpretation

Percentage	Classification
85% -100%	Very good
75%- 84%	Good
55%-74%	Pretty good
40%-54%	Not good
0%-39%	Not good

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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.

No. Responden	Personality Competence (X_1)	Managerial Competence (X_2)	Quality of School Administration Services (Y)
1	187	115	95
2	176	134	113
3	145	126	107
4	162	106	85
5	167	137	115
6	136	120	101
7	169	118	99
8	204	115	94
9	185	118	98
10	168	95	76
11	191	121	102
12	178	148	124
13	163	130	111
14	180	121	101
15	178	137	116
16	185	119	100
17	173	126	107
18	191	128	110
19	203	118	98
20	155	135	114
21	157	117	95
22	174	129	110
23	167	108	92
24	181	121	103
25	169	126	108
26	158	130	111
27	160	121	102
28	155	124	104
29	148	128	109
30	133	137	118
31	161	119	99
32	145	115	94
33	160	111	93
34	134	93	73
35	148	136	84
Amount	5846	4282	3561
Average	167.03	122.34	101.74
Minimum Value	133	93	73
Maximum Value	204	148	124
Maximum Total Score	7140	5180	4340
Percentage of Achievement	81.88%	82.66%	82.05%
Achievement Criteria	Good	Good	Good

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

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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)

Number of samples (n) = 35
Maximum score = 204
Minimum score = 133
Range = maximum score - minimum score
= 204 – 133 = 71
Many classes (k) = 1 + 3,3 log 35
= 1 + 3,3 (1,54)
= 1 + 5,1
= 6,1≈ (taken 6 classes)
Class length (p) = $\frac{range}{k} = \frac{71}{6} = 11{,}83 \approx$ (taken 12)

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

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.

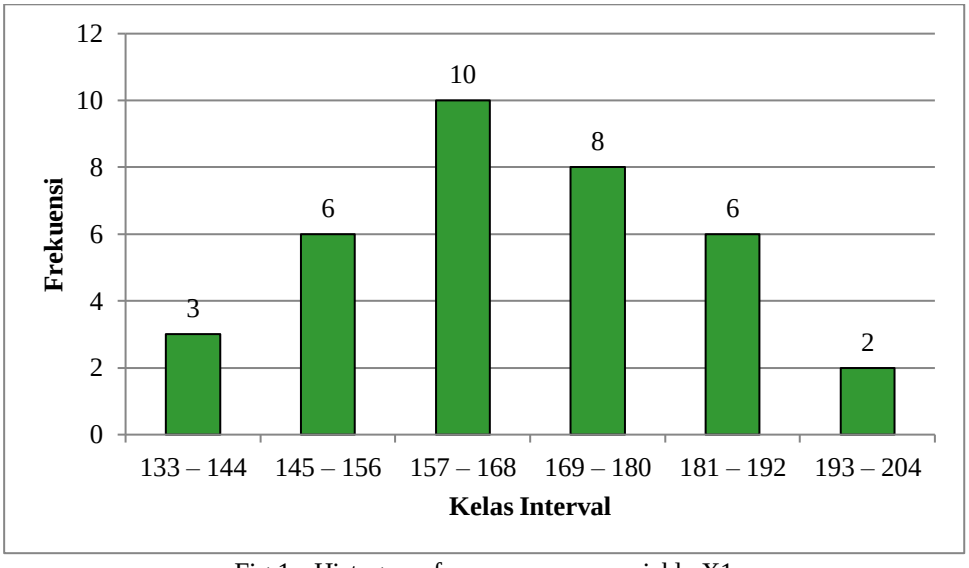

Fig 1:- Histogram frequency score variable X1

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)
$\overline{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{5855{,}5}{35} = 167{,}3$
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

$$\text{Mo} = b + p\left(\frac{b_1}{b_1 + b_2}\right) = 156{,}5 + 12\left(\frac{4}{4+2}\right) = 156{,}5 + 12(0{,}7)$$
$$= 156{,}5 + 8 = 164{,}5$$

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

$$\text{Me} = b + p\left(\frac{\frac{1}{2}n - F}{f}\right) = 156{,}5 + 12\left(\frac{17{,}5 - 9}{10}\right) = 156{,}5 + 12\ (0{,}7)$$
$$= 156{,}5 + 10{,}2$$
$$= 166{,}7$$

4. Standard deviation

$$\text{SD} = \sqrt{\frac{\text{n}\sum \text{f}_\text{i}\text{X}_\text{i}{}^2 - (\sum \text{f}_\text{i}\,\text{X}_\text{i})^2}{\text{n(n}-1)}} = \sqrt{\frac{35\ (988610{,}75) - (5855{,}5)^2}{35\ (34)}}$$
$$= \sqrt{\frac{34601376 - 34286880{,}25}{1190}}$$
$$= \sqrt{\frac{314496}{1190}} = \sqrt{264{,}28}$$
$$= 16{,}26$$

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

Data	Mean	Mode	Median	Standard Deviation
Nilai	167.30	164.5	166.7	16.26

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:

$$\text{Z} = \frac{x_i - \bar{x}}{s}$$

Interval Class	Limit Class	z Limit Class	Regional Area Limits	Area Z Table	f_h (Lu. Z Tabel*x* N)	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
	132.5	-2.14	0.4838				
133 – 144				0.0646	2.261	3	0.2415
	144.5	-1.40	0.4192				
145 – 156				0.1738	6.083	6	0.0011
	156.5	-0.66	0.2454				
157 – 168				0.2733	9.5655	10	0.0197
	168.5	0.07	0.0279				
169 – 180				0.2631	9.2085	8	0.1586
	180.5	0.81	0.291				
181 – 192				0.1484	5.194	6	0.1251
	192.5	1.55	0.4394				
193 – 204				0.0496	1.736	2	0.0401
	204.5	2.29	0.489				
					$x^2 = \sum\left[\frac{(f_0 - f_h)^2}{f_h}\right]$		0.5862

Table 4. List of Observations Frequency and Frequency of Expectation of Variable X1

2. Pricex^2_{count}

Based on the table of observation frequency and expectation frequency of variable X1, it can be seen that the calculated price x^2_{count}= 0.59. As for the price of the table at the significance level α = 0.05 it can be known by calculating the degree of freedom (dk) then adjusted to the value in the Distribution table x2.

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.
H0: Estimated error population is normally distributed
H1: Population error estimates are not normally distributed

The test criteria are H_0accepted if$x^2_{count} \leq x^2_{table}$ and reject H_0if$x^2_{count} > x^2_{table}$atthe a real level α The selected.

Seeing these results is known thatx^2_{count} = 0,59<x^2_{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 X_1that is, personality competence meets the requirements for hypothesis testing.

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

Number of samples(*n*) = 35
Maximum score = 148
Minimum score = 93
Range = maximum score - minimum score
= 148 – 93 = 55
Many classes (k) = 1 + 3,3 log 35
= 1 + 3,3 (1,54)
= 1 + 5,1
= 6,1≈ (taken 6 classes)
Class length(p) = $\frac{range}{k} = \frac{55}{6} = 9{,}17 \approx$ (taken 10)

Interval Class	f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$	Relative Frequency (%)	Cumulative Frequency (fk)
93 – 102	3	97.5	9506.25	292.5	28518.75	8.57	3
103 – 112	6	107.5	11556.3	645	69337.5	17.14	9
113 – 122	8	117.5	13806.3	940	110450	22.86	17
123 – 132	9	127.5	16256.3	1147.5	146306.25	25.71	26
133 – 142	7	137.5	18906.3	962.5	132343.75	20.00	33
143 – 152	2	147.5	21756.3	295	43512.5	5.71	35
Amount	35			4282.5	530468.75	100	

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.

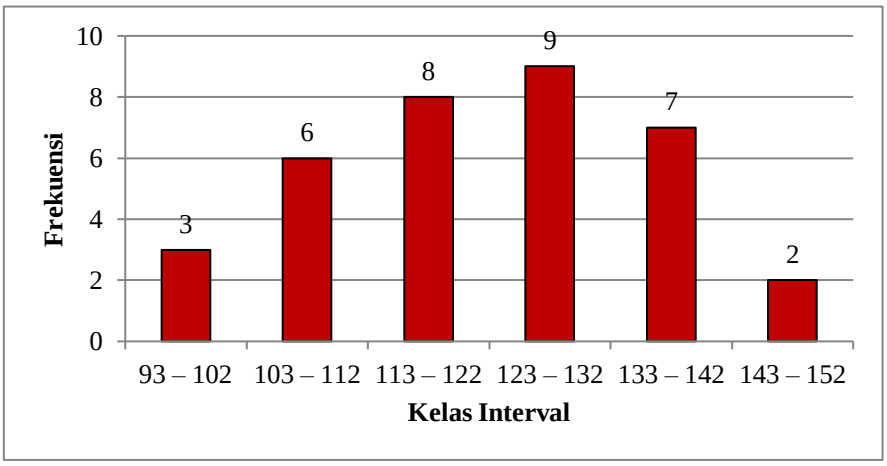

Fig 2:- Histogram frequency variable score X2

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

$$\overline{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{4282,5}{35} = 122,36$$

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

$$\text{SD} = \sqrt{\frac{n\sum f_i X_i^{\,2} - (\sum f_i X_i)^2}{n(n-1)}} = \sqrt{\frac{35\ (530468,75) - (4282,5)^2}{35\ (34)}}$$

$$= \sqrt{\frac{18566406\ - 18339806,25}{1190}} = \sqrt{\frac{226600}{1190}}$$

$$= \sqrt{190,42} = 13,80$$

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

Data	Mean	Mode	Median	Standard Deviation
Nilai	122.36	125.83	123.06	13.80

Table 6. Table of mean, mode, median, and standard deviation of variables X_2

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:

$$Z = \frac{x_i - \bar{x}}{s}$$

Interval Class	Class Limits	Z Limit Class	Regional Area Limits	Area Z Table	f_h (Lu. Z Tabel$x$ N)	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
	92.5	-2.16	0.4846				
93 – 102				0.0595	1.904	3	0.6309
	102.5	-1.44	0.4251				
103 – 112				0.164	5.248	6	0.1078
	112.5	-0.71	0.2611				
113 – 122				0.2651	8.4832	8	0.0275
	122.5	0.01	0.004				
123 – 132				0.2664	8.5248	9	0.0265
	132.5	0.74	0.2704				
133 – 142				0.1575	5.04	7	0.7622
	142.5	1.46	0.4279				
143 – 152				0.0575	1.84	2	0.0139
	152.5	2.18	0.4854				
					$x^2 = \sum\left[\frac{(f_0 - f_h)^2}{f_h}\right]$		1.5688

Table 7. List of Observation Frequency and Frequency of Expectations for Variable X2

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2. Pricex^2_{count}

Based on the table of the observation frequency and the expectation frequency of the X2 variable, it can be seen that the pricex^2_{count} = 1,57. As for prices$x^2_{tablethe}$ at a real level α = 0,05can be known by calculating the degree of freedom (dk) then adjusted to the value in the Distribution table x2.

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.

H0: Estimated error population is normally distributed

H1: Population error estimates are not normally distributed

The test criteria are H0 received if$x^2_{count} \leq x^2_{table}$ and reject H_0 if $x^2_{count} > x^2_{table}$atthe the chosen level.

As a result, it is known thatx^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)

Number of samples (*n*) = 35
Maximum score = 124
Minimum score = 74
Range = maximum score - minimum score
= 124 – 73 = 51
Many classes (k) = 1 + 3,3 log 35
= 1 + 3,3 (1,54)
= 1 + 5,1
= 6,1≈ (taken 6 classes)
Class length (p) = $\frac{range}{k} = \frac{51}{6}$ =8,5(taken 9)

Interval Class	f_i	Y_i	Y_i^2	$f_i.Y_i$	$f_i.Y_i^2$	Relative Frequency (%)	Cumulative Frequency (fk)
73 – 80	3	77	5929	231	17787	8.57	3
81 – 88	6	86	7396	516	44376	17.14	9
89 – 96	9	95	9025	855	81225	25.71	18
97 – 104	8	104	10816	832	86528	22.86	26
105 – 112	6	113	12769	678	76614	17.14	32
113 – 120	3	122	14884	366	44652	8.57	35
121 – 128	3	77	5929	231	17787	8.57	3
Amount	35			3478	351182	100	

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.

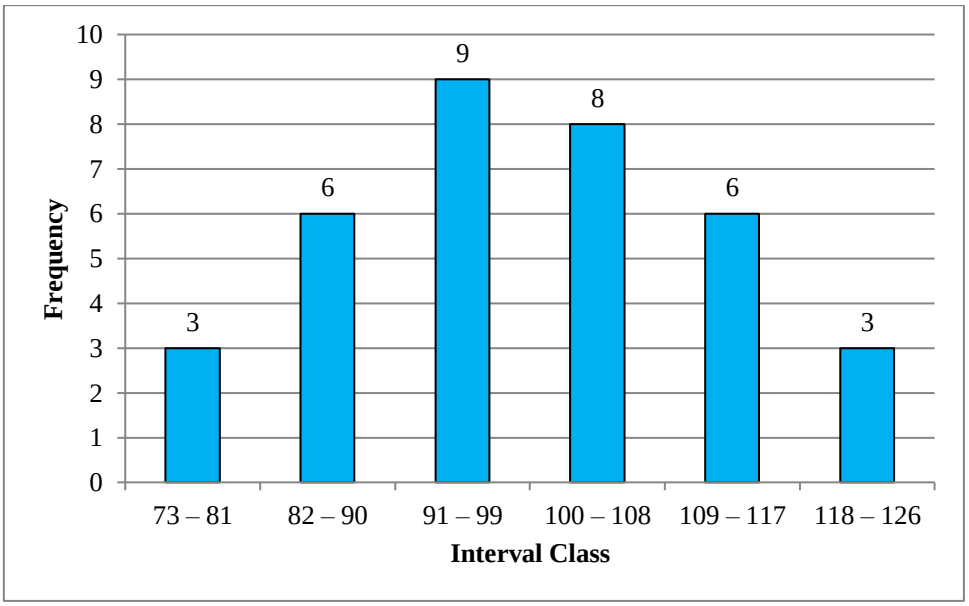

Fig 4:- Histogram variable frequency score Y

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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*

$$\overline{X} = \frac{\sum f_i Y_i}{\sum f_i} = \frac{3478}{35} = 99{,}37$$

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

$$\text{Mo} = b + p\left(\frac{b_1}{b_1 + b_2}\right) = 90{,}5 + 9\left(\frac{3}{3+1}\right) = 90{,}5 + 9\,(0{,}75)$$
$$= 90{,}5 + 6{,}75$$
$$= 106{,}52$$

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

$$\text{Me} = b + p\left(\frac{\frac{1}{2}n - F}{f}\right) = 90{,}5 + 9\left(\frac{17{,}5 - 9}{9}\right) = 90{,}5 + 9(0{,}94)$$
$$= 90{,}5 + 8{,}5$$
$$= 99$$

4. *Standard deviation*

$$\text{SD} = \sqrt{\frac{n\sum f_i X_i{}^2 - (\sum f_i X_i)^2}{n(n-1)}} = \sqrt{\frac{35\,(351182) - (3478)^2}{35(34)}}$$
$$= \sqrt{\frac{12291370 - 12096484}{1190}} = \sqrt{\frac{194886}{1190}}$$
$$= \sqrt{163{,}77} = 12{,}8$$

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.

Data	Mean	Mode	Median	Standard Deviation
Value	99.37	106.25	99	12.8

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:

$$Z = \frac{x_i - \bar{x}}{s}$$

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Interval Class	Class Limits	Z Limit Class	Regional Area Limits	Area Z Table	f_h Lu. Z Tabel$x$ N)	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
	72.5	-2.10	0.4821				
73 – 81				0.0629	2.0128	3	0.484
	81.5	-1.40	0.4192				
82 – 90				0.1643	5.2576	6	0.105
	90.5	-0.69	0.2549				
91 – 99				0.2589	8.2848	9	0.062
	99.5	0.01	0.004				
100 – 108				0.2571	8.2272	8	0.006
	108.5	0.71	0.2611				
109 – 117				0.1611	5.1552	6	0.138
	117.5	1.42	0.4222				
118 – 126				0.0608	1.9456	3	0.571
	126.5	2.12	0.483				
					$x^2 = \sum \left[\frac{(f_0 - f_h)^2}{f_h}\right]$		1.3669

Table 10. List of Observation Frequency and Frequency of Variable Expectations Y

2. Price x^2_{count}

Based on the table of the observation frequency and the expectation frequency of variable Y, it can be seen that the pricex^2_{count} = 1,37. As for prices$x^2_{tablethe}$ at a real levelα = 0, 05 can be known by calculating the degree of freedom (dk) then adjusted to the value in the Distribution table x2.

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.

H0: Estimated error population is normally distributed

H1: Population error estimates are not normally distributed

The test criteria are H0 received if$x^2_{count} \leq x^2_{table}$ and reject H_0if $x^2_{count} > x^2_{table}$atthe a real level α The selected.

As a result, it is known thatx^2_{count}= 1,37<x^2_{table} = 7,81 so it can be concluded that the distribution of administrative 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.

No.	X_1	X_2	Y	X_1^2	X_2^2	Y^2	X_1 Y	X_2 Y	X_1 X_2
1	187	115	95	34969	13225	9025	17765	10925	21505
2	176	134	113	30976	17956	12769	19888	15142	23584
3	145	126	107	21025	15876	11449	15515	13482	18270
4	162	106	85	26244	11236	7225	13770	9010	17172
5	167	137	115	27889	18769	13225	19205	15755	22879
6	136	120	101	18496	14400	10201	13736	12120	16320
7	169	118	99	28561	13924	9801	16731	11682	19942
8	204	115	94	41616	13225	8836	19176	10810	23460
9	185	118	98	34225	13924	9604	18130	11564	21830
10	168	95	76	28224	9025	5776	12768	7220	15960
11	191	121	102	36481	14641	10404	19482	12342	23111
12	178	148	124	31684	21904	15376	22072	18352	26344
13	163	130	111	26569	16900	12321	18093	14430	21190
14	180	121	101	32400	14641	10201	18180	12221	21780
15	178	137	116	31684	18769	13456	20648	15892	24386
16	185	119	100	34225	14161	10000	18500	11900	22015
17	173	126	107	29929	15876	11449	18511	13482	21798
18	191	128	110	36481	16384	12100	21010	14080	24448
19	203	118	98	41209	13924	9604	19894	11564	23954
20	155	135	114	24025	18225	12996	17670	15390	20925
21	157	117	95	24649	13689	9025	14915	11115	18369

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No.	X_1	X_2	Y	X_1^2	X_2^2	Y^2	$X_1 Y$	$X_2 Y$	$X_1 X_2$
22	174	129	110	30276	16641	12100	19140	14190	22446
23	167	108	92	27889	11664	8464	15364	9936	18036
24	181	121	103	32761	14641	10609	18643	12463	21901
25	169	126	108	28561	15876	11664	18252	13608	21294
26	158	130	111	24964	16900	12321	17538	14430	20540
27	160	121	102	25600	14641	10404	16320	12342	19360
28	155	124	104	24025	15376	10816	16120	12896	19220
29	148	128	109	21904	16384	11881	16132	13952	18944
30	133	137	118	17689	18769	13924	15694	16166	18221
31	161	119	99	25921	14161	9801	15939	11781	19159
32	145	115	94	21025	13225	8836	13630	10810	16675
33	160	111	93	25600	12321	8649	14880	10323	17760
34	134	93	73	17956	8649	5329	9782	6789	12462
35	148	136	84	21904	18496	7056	12432	11424	20128
Amount	5846	4282	3561	987636	528418	366697	595525	439588	715388
Average	167.03	122.34	101.74						

Table 11. Data on calculation results of each variable

Based on the data in Table 11, data analysis was performed using multiple linear regression models. Multiple linear regression equations for 2 predictors were:

$$Y = a + b_1X_1 + b_2X_2$$

To find the regression coefficients b1, and b2, simultaneous equations can be used, as follows:

1. $\sum X_1 Y = b_1 \sum {X_1}^2 + b_2 \sum X_1 X_2$
6. $\sum X_2 Y = b_1 \sum X_1 X_2 + b_2 \sum {X_2}^2$
7. $a = \bar{Y} - b_1\bar{X}_1 - b_2\bar{X}_2$

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

$\sum {X_1}^2 = \sum X_1 - \frac{(\sum X_1)^2}{n} = 987636 - \frac{(5846)^2}{35} = 11186{,}97$

$\sum {X_2}^2 = \sum X_2 - \frac{(\sum X_2)^2}{n} = 528418 - \frac{(4282)^2}{35} = 4545{,}89$

$\sum Y^2 = \sum Y - \frac{(\sum Y)^2}{n} = 366697 - \frac{(3561)^2}{35} = 4390{,}69$

$\sum X_1 Y = \sum X_1 Y - \frac{(\sum X_1)(\sum Y)}{n} = 595525 - \frac{(5846)(3561)}{35} = 736{,}26$

$\sum X_2 Y = \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{n} = 439588 - \frac{(4282)(3561)}{35} = 3925{,}09$

$\sum X_1 X_2 = \sum X_1 X_2 - \frac{(\sum X_1)(\sum X_2)}{n} = 715388 - \frac{(5846)(4282)}{35} = 171{,}66$

Based on these results, the constant values and linear regression coefficients $Y = a + b_1X_1 + b_2X_2$ can be determined as follows:

1. $= \frac{[(\sum {X_2}^2)(\sum X_1 Y) - (\sum X_2 Y)(\sum X_1 X_2)]}{[(\sum {X_1}^2)(\sum {X_2}^2) - (\sum X_1 X_2)^2]}$

$= \frac{[(4545{,}89)(736{,}26) - (3925{,}09)(171{,}66)]}{[(11186{,}97)(4545{,}89) - (171{,}66)^2]}$

$= \frac{[3346940{,}83 - 673769]}{[50854693{,}6 - 29466{,}17]}$

$= \frac{2673171{,}83}{50825227{,}43}$

$= 0{,}053$

2. $b_2 = \frac{[(\sum {X_1}^2)(\sum X_2 Y) - (\sum X_1 Y)(\sum X_1 X_2)]}{[(\sum {X_1}^2)(\sum {X_2}^2) - (\sum X_1 X_2)^2]}$

$= \frac{[(11186{,}97)(3925{,}09) - (736{,}26)(171{,}66)]}{[(11186{,}97)(4545{,}89) - (171{,}66)^2]}$

$$= \frac{[43909821,75 - 126383]}{[50854693,6 - 29466,17]}$$
$$= \frac{43783437,94}{50825227,43}$$
$$= 0,861$$

3. $a = \frac{(\sum Y) - b_1(\sum X_1) - b_2(\sum X_2)}{n}$

$$= \frac{(3561) - 0,053\,(5846) - 0,861\,(4282)}{35} = \frac{3561 - 307,47 - 3688,73}{35}$$
$$= \frac{-435,21}{35} = -8,369$$

So the regression equation is:
$Y = -8,369 + 0,053X_1 + 0,861X_2$
Information:
Y = bound variable (quality of administrative services)
a = constant
b_1, b_2 = regression coefficients

X_1, X_2 =independent variables (personality competence & managerial competence)
The regression equation above can be explained as follows:

- Constants of -8,369; meaning that if all the independent variables (X) value is 0, then the quality of school administration services (Y) the value is equal to -8,369.
- 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%. A positive coefficient means that there is a positive relationship between personality competency and the quality of school administration services. The higher the value of personality competency, the more the value of the quality of administrative services will increase. Conversely, the lower the value of personality competency, the lower the value of the quality of school administration services.
- The regression coefficient of personality competence variable (X2) is 0.861; that is, if other independent variables have a fixed value and managerial competence has a 1% increase, the quality of school administration services (Y) will increase by 86.1%. A positive coefficient means that there is a positive relationship between managerial competence 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 will increase, on the contrary, the lower the value of managerial competence, the lower the value of the quality of school administration services.

- *Dual Correlation Analysis (R)*

This analysis is used to determine the relationship between two or more independent variables (X1, and X2) with the dependent variable (Y) simultaneously. This coefficient shows how much the relationship occurs between independent variables (X1, and X2) simultaneously on the dependent variable (Y). The value of R ranges from 0 to 1, the value is getting closer to 1 meaning the relationship is getting stronger, whereas the value is getting closer to 0 then the relationship is getting weaker. According to Sugiyono (2007) guidelines for interpreting the correlation coefficient are as follows:

Coefficient interval	Level of Influence
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,00	Very strong

Table 12. Guidelines for interpretation of correlation coefficients

The equation for calculating multiple correlation coefficients with the following two independent variables.

$$R^2 = \frac{b_1(\sum X_1 Y) + b_2(\sum X_2 Y)}{\sum Y^2} = \frac{0,053\,(736,26) + 0,861\,(3925,09)}{4390,69}$$
$$R^2 = \frac{38,72 + 3381,27}{4390,69} = \frac{3419,99}{4390,69} = 0,7789$$
$$R = 0,8826$$

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).

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- *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)

$$R^2 = \frac{JK\ (reg)}{\sum Y^2} = \left(\frac{b_1(\sum X_1 Y) + b_2(\sum X_2 Y)}{\sum Y^2}\right)^2$$

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 Gorontalod 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$F_{count} < F_{table}$ ($\alpha = 0{,}05$), then rejectH_1

When $F_{hitung} > F_{table}$ ($\alpha = 0{,}05$), then rejectH_1.

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

$$|t_{0i}| = \frac{b_i}{Sb_i}$$

$$S_e = \sqrt{\frac{\sum Y^2 - b1\ (\sum X_1 Y) - b2(\sum X_2 Y)}{n-k-1}}$$

k : number of independent predictors / variables.

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

$$F = \frac{0{,}7789\ (35-2-1)}{2(1-0{,}7789)}$$
$$F = \frac{0{,}7789\ (32)}{2\ (0{,}2211)}$$
$$F = \frac{24{,}9254}{0{,}4422}$$
$$= 56{,}37\ R^2$$

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$F_{count} < F_{table}$ ($\alpha = 0{,}05$), then reject H_1

When$F_{count} > F_{table}$ ($\alpha = 0{,}05$), then reject H_1

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 $F_{count} > F_{table}$ and the hypothesis accepting H1 is that the independent variables simultaneously / jointly have a significant effect on the dependent variable. Thus, it can be concluded that the test results are simultaneously (together), variable X (personality competence (X1), and managerial competence (X2)) has a significant influence on variable Y (quality of school administration services).

- *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. Hypothesisstatistics 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$t_{count} < t_{table}$ ($\alpha = 0{,}05$), then reject H_1

When $t_{count} > t_{table}$ ($\alpha = 0{,}05$), then reject H_1.

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

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

$$S_{b1} = \frac{S_e}{\sqrt{(\sum {X_1}^2)(1 - {r_{12}}^2)}} \text{dan } S_{b2} = \frac{S_e}{\sqrt{(\sum {X_2}^2)(1 - {r_{12}}^2)}}$$

So,

$$S_e = \sqrt{\frac{\sum Y^2 - b1\,(\sum X_1 Y) - b2(\sum X_2 Y)}{n - k - 1}}$$

$$S_e = \sqrt{\frac{4390{,}69 - 0{,}053\,(736{,}26) - 0{,}861(3925{,}09)}{35 - 2 - 1}}$$

$$S_e = \sqrt{\frac{4390{,}69 - 38{,}724 - 3381{,}27}{32}}$$

$$S_e = \sqrt{\frac{970{,}69}{32}}$$

$$S_e = \sqrt{30{,}33}$$

$$S_e = 5{,}51$$

Furthermore,

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

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

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

$$r_{12} = \frac{6008}{\sqrt{[391544][159106]}}$$

$$r_{12} = \frac{6008}{\sqrt{62296999664}}$$

$$r_{12} = \frac{6008}{249593{,}67}$$

$$r_{12} = 0{,}024$$

Based on these results, it can be calculated the regression coefficient value of each independent variable (X) to the dependent variable (Y) as follows.

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

$$S_{b1} = \frac{S_e}{\sqrt{\left(\sum {X_1}^2\right)(1 - {r_{12}}^2)}}$$

$$S_{b1} = \frac{5{,}51}{\sqrt{(11186{,}97)(1 - 0{,}02^2)}}$$

$$S_{b1} = \frac{5{,}51}{\sqrt{(11186{,}97)(0{,}1)}}$$

$$S_{b1} = \frac{5{,}51}{\sqrt{11180{,}49}}$$

$$S_{b1} = \frac{5{,}51}{105{,}74}$$

$$S_{b1} = 0{,}005$$

So,

$$t_1 = \left|\frac{b1}{S_{b1}}\right| = \left|\frac{0,053}{0,005}\right| = 10,01$$

2. T test for managerial competence variables (X2) on the quality of school administration services (Y), namely:

$$S_{b2} = \frac{S_e}{\sqrt{(\sum {X_1}^2)(1 - {r_{12}}^2)}}$$

$$S_{b2} = \frac{5,51}{\sqrt{(4545,89)(1 - 0,024^2)}}$$

$$S_{b2} = \frac{5,51}{\sqrt{(4545,89)(0,1)}}$$

$$S_{b2} = \frac{5,51}{\sqrt{4543,25}}$$

$$S_{b2} = \frac{5,51}{67,4}$$

$$S_{b2} = 0,082$$

So,

$$t_2 = \left|\frac{b2}{S_{b2}}\right| = \left|\frac{0,861}{0,082}\right| = 10,54$$

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)).

In accordance with the results of data analysis, the results of the study can be concluded that:

[1]. Personality competency variable (X1), the calculated t value is 10.01. The significance value at the level of α = 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 competence variable (X2), the calculated t value is 10.54. The significance value at the level of α = 5% or 0.05 is 2.03. Thus, managerial competence 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 / madrasas 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

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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 NegeriInsan 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 NegeriInsan Cendekia Gorontalo, where the regression value (R) is 0.8826.

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