

## ABSTRAK

**Yustira Rahayu Arman, 2022.** Analisis Kompetensi Manajerial Kepala PAUD Negeri Di Kota Ternate Utara. Pembimbing Dr. Rosita Wondal, S.Pd.,M.Pd dan Rita Samad, S.Pd.,M.Pd

Tujuan penelitian ini yaitu untuk mengetahui bagaimana kemampuan kompetensi manajerial kepala PAUD Negeri Di Kota Ternate Utara dalam memimpin lembaga pendidikan anak usia dini (AUD). Penelitian menggunakan metode deskriptif kualitatif dengan subjek penelitian empat informan kepala PAUD Negeri Di Kota Ternate Utara yaitu PAUD Negeri Pembina 1, PAUD Negeri Pembina 3, PAUD Negeri Pembina 7 dan PAUD Negeri Pembina 8. Penggalan data menggunakan teknik wawancara dan dokumentasi.

Hasil penelitian ditemukan bahwa kompetensi manajerial kepala PAUD sudah cukup baik dalam (1) menyusun perencanaan sekolah/madrasah untuk berbagai tingkatan perencanaan, di PAUD Negeri Kota ternate Utara kepala sekolah selalu menyusun perencanaan program setiap tahun ajaran, menyiapkan program tahunan mulai dari silabus, Prota, Prosem RPPH maupun penilaian (2) memimpin sekolah/madrasah dalam rangka pendayagunaan sumber daya sekolah/madrasah secara optimal kepala sekolah memberikan kesempatan pada pendidik dan tenaga kependidikan untuk mengikuti berbagai kegiatan pelatihan (3) menciptakan budaya dan iklim sekolah/madrasah yang kondusif dan inovatif bagi pembelajaran peserta didik, kepala sekolah membagus komunikasi yang baik dengan peserta didik dan orang tua. kepala sekolah menyediakan inovasi berupa SARPRAS, APE dalam dan APE luar (4) mengelola guru dan staf dalam rangka pendayagunaan sumber daya manusia secara optimal kepala sekolah melakukan monitoring kepada guru dan peserta didik kemudian mengontrol kegiatan operator sekolah dan (5) melakukan monitoring, evaluasi dan pelaporan pelaksanaan program kegiatan sekolah/madrasah dengan prosedur yang tepat, serta merencanakan tindak lanjut kepala sekolah melakukan monitoring disetiap kegiatan mulai dari menyusun perencanaan sampai dengan proses belajar dikelas, kepala sekolah selalu membuat laporan kegiatan bulanan harian dan mingguan, kepala sekolah mengevaluasi kembali program-program yang belum sempat di buat kemudian menindak lanjuti program-program yang belum sempat dilakukan.

**Kata Kunci:** Kompetensi Manajerial, Kepala PAUD

## ABSTRACT

**Yustira Rahayu Arman, 2022.** Managerial Competency Analysis of Heads of Public early childhood education in North Ternate City. Advisor Dr. Rosita Wondal, S.Pd., M.Pd and Rita Samad, S.Pd., M.Pd

The purpose of this study was to find out how the managerial competence of the head of the Public early childhood education in North Ternate City is in leading an early childhood education institution. The study used a qualitative descriptive method with the research subjects being four informants from the heads of public PAUD in North Ternate City, namely early childhood education Pembina 1, early childhood education Negeri Pembina 3, early childhood education Negeri Pembina 7 and early childhood education Negeri Pembina 8. Data collection used interviews and documentation techniques.

The results of the study found that the managerial competence of early childhood education heads was quite good in (1) compiling school/madrasah plans for various levels of planning, in Early Childhood Education Negeri Kota Ternate Utara the school principal always made program plans every academic year, prepared an annual program starting from the syllabus, Prota, RPPH and assessment processes (2) lead schools/madrasahs in the context of optimally utilizing school/madrasah resources school principals provide opportunities for educators and education staff to participate in various training activities (3) create a conducive and innovative school/madrasa culture and climate for students student learning, the principal builds good communication with students and parents. the school principal provides innovation in the form of SARPRAS, internal APE and external APE (4) manages teachers and staff in the context of optimally utilizing human resources the principal monitors teachers and students then controls the activities of school operators and (5) monitors, evaluates and reporting the implementation of school/madrasah activity programs with proper procedures, as well as planning follow-up the school principal monitors every activity from planning to the learning process in class, the school principal always makes daily and weekly monthly activity reports, the school principal re-evaluates programs programs that have not yet been made and then follow up on programs that have not yet been carried out.

**Keywords:** Managerial Competence, Head of early childhood education