

ABSTRAK

Hairani Mayau. 2024. Peran Kepala Sekolah Dalam Implementasi Kompetensi guru Di Madrasah Aliyah Swasta LPM Waiakaai Kecamatan Mangoli Utara Timur Kabupten Kepulauan Sula. Di bimbing oleh Drs. Mukhtar Yusuf, M.Si, selaku pembimbing I, dan Dr. Mohtar Kamisi, M.Si, M.Pd, selaku pembimbing II. Tujuan penelitian yang hendak di capai yaitu: (1) untuk mengetahui Peran Kepala Sekolah Dalam Implementasi Kompetensi Sosial Di Madrasah Aliya Swasta LPM Waisakai Kecamatan Mangoli Utara Timur Kabupaten Kepulaun Sula, (2) untuk mengetahui Faktor-faktor penghambat dalam implementasi kompetensi guru di Mdarasah Aliya Swasta LPM Waisakai Kecamatan Mangoli Utara Timur Kabupaten Kepulauan Sula. Metode yang di gunakan dalam penelitian ini adalah metode penelitian deskriptif kualitatif. Sumber dalam penelitian ini adalah kepala sekolah, wakasek kurikulum, wakasek kesiswaan, guru-guru dan siswa di Madrasah Aliya Swasta LPM Waisakai Kecamatan Mangoli Utara Timur Kabupaten Kepulauan Sula. Teknik analisis yang digunakan dalam penelitian ini menggunakan metode analisis kualitatif.

Bedasarkan analisis data kesimpulan dapat di ketahui (1) Peran kepala sekolah dalam meningkatkan kompetensi guru yang ada di Madrasah Aliya Swasta LPM Waisakai Kecamatan Mangoli Utara Timur Kabupaten Kepulauan Sula misalnya peran kepala sekolah disini suda tergolong maksimal, karena beliau suda mulai disiplin dan bisa membimbing para guru. Bahkan kepala sekolah sebagai pemimpin mempunyai tanggung jawab yang tinggi dalam meningkatkan kinerja guru antara lain melalui pembinaan disiplin tenaga kependidikan, memberi motivasi, pengembangan dan pelatihan. (2) Adapun faktor yang menjadi faktor penghambatnya kepala sekolah dalam meningkatkan kompetensi guru, adanya kendala pada informasi dan teknologi (IT), kurangnya tingkat kedisiplinan karena guru-guru selalu datang terlambat di sekolah maupun belajar mengajar di kelas; (malas), dampaknya ada murid demikian akan berdampak pada proses meningkatnya produktivitas dan mutu pendidikan.

KATA KUNCI: Implementasi, Kepala Sekola, dan kompetensi sosial guru.

ABSTRACT

Hiarani Mayau. 2024. *The Role of School Principals in Implementing Teacher Competencies in the LPM Waiakaai Private Madrasah Aliyah, North East Mangoli District, Sula Islands Regency.* Supervised by Drs. Mukhtar Yusuf, M.Si, as supervisor I, and Dr. Mohtar Kamisi, M.Si, M.Pd, as supervisor II. The research objectives to be achieved are: (1) to find out the role of the principal in the implementation of social competencies in the Private Madrasah Aliya LPM Waisakai, North East Mangoli District, Sula Islands Regency, (2) to find out the inhibiting factors in implementing teacher competency in Mdarasah Aliya Private LPM Waisakai, North East Mangoli District, Sula Islands Regency. The method used in this research is a qualitative descriptive research method. The sources in this research were the school principal, deputy head of curriculum, deputy head of student affairs, teachers and students at the LPM Waisakai Private Madrasah Aliya, North East Mangoli District, Sula Islands Regency. The analysis technique used in this research uses qualitative analysis methods.

Based on data analysis, conclusions can be drawn (1) The role of the principal in improving the competence of teachers at Madrasah Aliya Private LPM Waisakai, North East Mangoli District, Sula Islands Regency, for example, the role of the principal here is already considered optimal, because he has started to be disciplined and can guide the teachers. Even school principals as leaders have a high level of responsibility in improving teacher performance, including through fostering the discipline of education staff, providing motivation, development and training. (2) The factors that hinder school principals from improving teacher competency include problems with information and technology (IT), a lack of discipline because teachers always arrive late at school and learn to teach in class; (lazy), the impact of having such students will have an impact on the process of increasing productivity and quality of education.

Key Words: Implementation, Principal, and teacher social competence.