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Performance of *Satuan PAUD Sejenis* Managers through Managerial and Supervision Capability analysis

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Abstract
This study aims to analyze the effect of managerial and supervisory abilities on the performance of satuan PAUD sejenis managers. The population in this study were all managers of satuan PAUD sejeniss throughout the city of Pekanbaru, amounting to 35 people, with a total sampling technique of sampling. This research method uses a descriptive and correlational analysis approach with research analysis tools, namely multiple linear regression. The results showed that partially: (1) managerial ability affects the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test, (2) Supervision has an effect on the performance of satuan PAUD sejenis Managers in Pekanbaru City. The two variables have an influence on the performance of satuan PAUD sejenis managers in Pekanbaru city with F count (66,812) > F table (2,911) with Sig. (0.000) < 0.05.

Keywords : *managerial ability; supervision; manager performance; early childhood education*

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Introduction
Performance is a manifestation of the behavior of a person or organization that is oriented towards achievement. Along with that, what is meant by manager performance is the real behavior of managers in the sense of behavior that is not only observed, but also includes invisible behavior that is carried out by managers in the educational environment they manage. The performance of the manager of a satuan PAUD sejenis (SPS) plays an important role and is closely related to the quality of an PAUD institution, therefore changes in the performance of the manager have a direct impact on the management members, namely the teacher. In Pekanbaru City, there are currently 3 6 SPS, of which 15% have been accredited. The teaching staff in 3 6 SPS consist of 108 teachers. To support its performance, SPS throughout the city of Pekanbaru have collaborated with the Faculty of Psychology, Unirab, to foster teacher competence. Furthermore, the development of the number of institutions, the number of students and the number of SPS teachers per District in Pekanbaru City in 2021 is presented in table 1.

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Table 1. The development of the number of institutions, the number of students, and the number of SPS teachers in Pekanbaru City

Subdistrict	Number of SPS	The number of students	Total number of teachers
Bukit Raya	2	50	9
Fifty Cities	1	12	2
Peaceful Marpoyan	5	102	19
Umbrella	2	18	2
Pekanbaru City	1	15	4
Tassel	5	150	16
Coastal Tassel	1	25	2
Sail	4	105	16
happy	7	45	12
guns	2	20	5
Handsome	1	27	3
Tenayan Raya	7	194	25
Total	3 6	801	110

Source: HIMPAUDI data (2021)

Reflecting on the data above, according to (Rahyono, 2012) it is necessary to have a good technical PAUD implementation with compatible PAUD elements, including; (1) students, (2) parents, (3) educators, (4) institutional leadership as managers, (5) monitoring team (supervision), (6) village level supervisors, (7) work environment, (8) institutions organizers, (9) programs, (10) programmed activity processes, and (11) evaluation and coaching processes.

After analyzing the performance of SPS managers in Pekanbaru City is low. Based on observations, the low performance of SPS managers is caused by the managerial ability factor. This is because there are some managers who rely on power in creating patterns of influence by promoting functional cooperation, which is 70% of all SPS managers. In addition, management members, namely teachers or tutors, did not provide input to managers, as seen from the meetings held only 15% gave input, the rest abstained (HIMPAUDI, 2016).

In addition, it is also caused by supervision. Supervision of early childhood education is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all teaching functions. (Raberi et al., 2020). Supervision is carried out by supervisors, supervisors in SPS consist of school principals and school supervisor. School supervisors are civil servants who are given full duties, responsibilities, and authorities by authorized officials to conduct assessments and guidance from the technical and administrative aspects of education in pre-school, elementary, and secondary education units. School supervisors in early childhood education are called SPS supervisor.

The SPS supervisor is a school supervisor who acts as one of the components in the education system who is given full responsibility and authority by the authorized official to carry out the task of supervising education at the SPS institution by carrying out guidance both in terms of technical education and administration at each - each of the SPS institutions. According to (Suyadi, 2016) In the context of SPS management , supervision is an effort to control all SPS institutional components in realizing learning programs. Supervision is not meant to scare the staff involved in it, but rather to motivate, direct, and help solve problems in the field, so that an SPS institutional program can run smoothly. Based on the observation that the SPS in Pekanbaru City lacked supervision from the relevant agencies, especially the kelurahan in implementing the SPS, so that there was confusion regarding the ownership of the SPS.

Abilities also affect the performance of SPS managers in addition to managerial and supervisory abilities ((Rahyono, 2012). What is meant by managerial ability according to is a

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psychological construct that is characteristic of the relationship between organizational members and their organizations, and has implications for individual decisions to continue their membership in the organization. Norms and codes of professional ethics that function as a control mechanism will be able to determine the quality of a professional's work (Suantara, 2011). Previous research has never measured the managerial ability of satuan PAUD sejenis managers, while SPS is a non-formal educational institution under the auspices of the ministry of early childhood education and community education (PAUD and DIKMAS).

With high managerial ability in carrying out their duties, they will also achieve good performance in their work. Based on the author's interviews in several SPS in Pekanbaru City, the Managerial Ability of SPS managers is still low. This is evidenced by the closure of several SPS in this city in 2014. Based on the foregoing, the main issue of this research is that the managerial and academic supervisory functions of supervisors and managers in carrying out their duties have not been maximized, so it needs to be examined carefully so that the performance of SPS managers can be improved and improved. By looking at this phenomenon, the authors are encouraged to conduct research "Analysis of Managerial Ability, and Supervision of Managers of Satuan PAUD sejeniss (SPS) in Pekanbaru City".

Methodology

The research method in this study is a quantitative research method using multiple linear regression analysis . According to (Siyoto, 2015), population is a generalization area consisting of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. The sample is part of the number and characteristics possessed by the population. If the population is large and it is impossible for researchers to study everything in the population, the researchers can use samples taken from that population. The population in this study were all managers of the same type of PAUD Unit (SPS) in Pekanbaru City, namely 35 people. The sampling technique used was total sampling, namely the entire population of 35 people.

The data needed is a data collection tool in the form of a closed questionnaire or questionnaire consisting of five alternative answer options using a Likert scale of 1 to 5. The translation of the data is done by giving a score to the raw data obtained through a questionnaire. With this score, numbers will be obtained that can help in providing an overview of whether the assessment of the respondents is classified as good or not good for the research variables. To find out whether the assessment is good or not, the average score is used which is divided into five classifications from the lowest 1 scale to the highest 5 scale (Moleong, 2017), with interval distances using the following formula:

$$\mathbf{Rs = \frac{m\,(n-1)}{m.n}}$$

Where :

m = Number of respondents
n = Number of scales

$$Rs = \frac{36\,(5-1)}{36 \times 5} = \frac{140}{175} = 0.80$$

From the above calculations can be determined the average score scale as follows:

1.00 - 1.80 = Very Bad / Very Low
1.80 - 2.60 = Not Good / Fairly Low
2.60 - 3.40 = Fairly Good / Low
3.40 - 4.20 = Good / Fairly High

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4.20 - 5.00 = Very Good / Very High

The descriptive analysis was used to get a categorical description of the distribution of research data from each variable. Multiple regression analysis is used to predict the value of the influence of two or more predictor variables to one criterion variable by using the regression equation, namely:

$$Y= a + b1X1 +b2X2$$

Information :

Y	= manager performance
X	= managerial ability
X2	= supervision
a	= constant number
b	= coefficient of managerial ability and supervision

The coefficient of determination (R2) is used to determine the magnitude of the contribution of the independent variable in this case is managerial ability, and supervision of the dependent variable, namely the performance of managers. This coefficient is called the determinant coefficient, because the variance that occurs in the dependent variable can be explained through the variance that occurs in the independent variable, with the help of the SPSS version 20 program.

The research instrument was tested with the results that all items were valid, the r table value was smaller than the calculated r value, then the statement items were declared valid. The calculated r value in this test is in the correlations column, while the table r value can be seen in table r with the equation N-2 = 35-2 = 33 = 0.334. Thus it can be interpreted that all statement items are declared valid.

The results of the instrument reliability test can be seen in table 2.

Table 2. Reliability Test Results of Research Instruments

Indicator	Cronbach's Alpha	Critical Value	Conclusion
Manager Performance	0.861	0.6	Reliable
Managerial Ability	0.904	0.6	Reliable
Supervision	0.912	0.6	Reliable
Organizational Commitment	0.919	0.6	Reliable

Results and Discussion

The translation of the data is done by giving a score to the raw data obtained through a questionnaire. With this score, numbers will be obtained that can help in providing an overview of whether the assessment of the respondents is classified as good or not good on the research variables. To determine whether the assessment is good or not, an average score is used which is divided into five classifications from the lowest 1 scale to the highest 5 scale (Umar, 2010).

Manager Performance

Manager's performance variable is measured using 8 indicators with 18 statement items. Managerial Ability Indicators are: planning, leadership, management and development, ability in the learning process, attitudes in the learning process, mastery of teaching materials, ability to use learning media, evaluation of learning. Each statement is measured on a scale of 1 - 5. The results of respondents' answers to the performance statement of Managers at Managers of Satuan PAUD sejeniss in Pekanbaru City are as shown in table 2.

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Table 2 . Respondents' Assessment of the Manager's Performance Variables

No.	Statement	Score					Number of Respondents	Total score	Average Score
		1	2	3	4	5			
1	I formulated the vision and mission as the direction of program development in SPS.	0	0	1	24	10	35	149	4.26
2	I define a strategy for achieving SPS goals, complemented by measurable achievement indicators.	0	0	0	24	11	35	151	4.31
3	I complete the program with an evaluation plan for the implementation and achievement of the program.	0	0	1	25	9	35	148	4.23
4	I always apply discipline: show up on time, use time discipline, and end work on time.	0	0	0	28	7	35	147	4.2
5	I have always been an example in utilizing resources effectively and efficiently.	0	0	0	25	10	35	150	3.29
6	I always develop new programs to increase the achievement of higher targets .	0	0	1	25	9	35	148	4.23
7	I always apply various renewal techniques in learning management.	0	0	0	28	7	35	147	4.2
8	I always do regular coaching to improve the quality of SPS human resources.	0	0	2	26	7	35	145	4.14
9	I always apply a method that is appropriate to the study material.	0	0		23	11	35	150	4.28
10	I always respond / respond to student questions.	0	0	1	26	8	35	147	4,4,2
11	I changed teaching positions (mobility).	0	0	0	29	6	35	146	4.17
12	I do a variety of body movements when teaching.	0	0	1	26	8	35	147	4.2
13	I always provide examples that are relevant to the material I teach.	0	0	1	27	7	35	146	4.17
14	The teaching materials that I provide are always in accordance with the theme.	0	0	3	22	10	35	147	4.2
15	I understand the principles of using learning media.	0	0	1	25	9	35	148	4.22
16	I am skilled in using learning media.	0	0	0	25	10	35	150	4.28
17	I use various forms and types of assessments.	0	0	1	27	7	25	146	4.17
18	The assessment that I give always refers to the goals that have been set.	0	0	1	21	13	35	152	4.34
	Whole	0	0	15	456	159	35	2664	4.23

Source: Research processed data, from appendix 2

From Table 2, it can be concluded that the average assessment given by respondents to the Performance of Satuan PAUD sejenis Managers in Pekanbaru City is 4.23 where the score is in the interval range 4.20 – 5.00 = Very Good / Very High, this means that the manager's performance variable with its indicators: learning planning, implementation, and assessment of learning outcomes and follow-up carried out by the Manager of Satuan PAUD sejeniss is very good/very high . This condition needs to be kept in mind so that it can be maintained

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and improved so that teachers-managers of satuan PAUD sejeniss really have a good performance so that the national education goals can be achieved.

Managerial Ability

Managerial Ability variable was measured using 5 indicators with 16 statement items. Managerial Ability Indicators are: attendance, obedience, punctuality, and behavior. Each statement is measured on a scale of 1 - 5. The results of respondents' answers to the statement of Managerial Ability in Managers of Satuan PAUD sejeniss in Pekanbaru City are as shown in Table 3 below:

Table 3 . Respondents' Assessment of Managerial Ability Variables

No	Statement	Score					Number of Respondents	Total score	Average Score
		1	2	3	4	5			
1	I plan an early childhood education program.	0	0	0	23	12	35	152	4,343
2	I set goals to be achieved through the learning program.	0	0	0	20	15	35	155	4,429
3	I analyze the strengths, weaknesses, opportunities, and threats of the institution.	0	0	0	22	13	35	153	4,371
4	I plan activities, schedules, costs, personnel, and equipment.	0	0	0	19	16	35	156	4457
5	I set the standards of educators and education personnel.	0	0	0	22	13	35	153	4,371
6	I place educators according to their abilities.	0	0	0	18	17	35	157	4,486
7	I meet the standards of the institution's facilities and infrastructure.	0	0	1	21	13	35	152	4,343
8	I manage finances according to procedures.	0	0	0	22	13	35	153	4,371
9	I build a work team.	0	0	0	24	11	35	151	4.3143
10	I carry out the administration of the institution.	0	0	0	21	14	35	154	4.4
11	I coordinate the preparation of learning plans (media, methods, learning materials).	0	0	0	19	16	35	156	4,457
12	I do the monitoring mechanism.	0	0	0	20	15	35	155	4.42
13	I do the construction mechanism.	0	0	1	22	13	35	151	4.31
14	I did a program evaluation.	0	0	0	24	11	35	151	4.31
15	I follow up on the evaluation results.	0	0	1	21	13	35	152	4.34
16	I compiled an evaluation report.	0	0	0	21	14	35	154	4.4
	Whole	0	0	3	339	218	35	2455	4,384

Source: Research processed data, from appendix 2

From Table 3 above, it can be concluded that the average assessment given by respondents to Managerial Ability is 4.38 where the score is in the interval range 4.20 – 5.00 = very good / very high, this means that the Ability variable Managerial implemented by the Management of Satuan PAUD sejeniss is very good/very high . This condition needs to be kept in mind so that it can be maintained so that the Managerial Ability of Satuan PAUD sejenis Managers can actually play a role in improving its performance.

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Supervision

Supervision variable is measured using 3 indicators with 8 statement items. Supervision indicators are: consumable facilities, movable and immovable facilities, and facilities for the social needs of the learning process. Each statement is measured on a scale of 1 - 5. The results of respondents' answers to the Supervision statements used by Managers of Satuan PAUD sejeniss in Pekanbaru City are as shown in Table 4.

From Table 4 above, it can be concluded that the average assessment given by respondents to the availability of supervision is 4.25 where the score is in the interval range of 4.20-5.00 = Very Good / Very High, this means that the Supervision variable with indicators: understanding of the principles of supervision, development of coaching mechanisms, and very good/very high manpower guidance . This condition needs to be kept in mind so that it can be maintained so that Supervision in Pekanbaru City Kind of Early Childhood Education Units really become one of the factors that can support the performance of PAUD Unit Managers.

Table 4 . Respondents' Assessment of Supervision Variables

No	Statement	Score					Number of Respondents	Total score	Average Score
		1	2	3	4	5			
1	I understand very well the purpose of supervision.	0	0	2	19	14	35	152	434
2	I know the goals of supervision.	0	0	3	23	9	35	146	4.17
3	I make a plan before supervising.	0	0	3	20	12	35	149	4.26
4	I know very well how to do supervision.	0	0	3	20	12	35	149	4.26
5	I do the coaching according to the instructions of the Department of Education.	0	0	4	17	14	35	150	4.28
6	I do the coaching in coordination with the supervisor.	0	0	3	16	16	35	153	4.37
7	I provide advice and motivation to educators and education staff at my institution.	0	0	4	21	10	35	146	4.17
8	I have discussions with educators and education staff at my institution.	0	0	4	22	9	35	145	4.14
	Amount	0	0	26	158	96	35	1190	4.25

Source: Research processed data, from appendix 2

Hypothesis test

Table 5. Hypothesis Testing Results (t-test)

Model		Coefficients[a] Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.872	5.110		3.106	.004
	KemampuanManajerial	.399	.084	.438	4.721	.000
	Supervisi	.395	.131	.327	3.017	.005

a. Dependent Variable: KinerjaPengelola

a. Dependent Variable: PerformanceManager

It is known that the value of t table at a significance level of 5% (2-tailed) with the following equation:

ttable = n – k – 1: alpha/ 2

= 35–3 –1: 0.05/ 2

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= 31: 0.025
= 2.040

description: n: number of samples
k : number of independent variables
1: constant

1. Managerial ability. It is known that t arithmetic(4.721)> t table (2.040) and Sig.(0.000) < 0.05. This means that the managerial ability variable has a significant effect on the manager's performance.
2. Supervision. It is known that t count(3,017)> t table (2,040) and Sig.(0,005) < 0,05. This means that the supervised variable has a significant effect on the manager's performance.

Multiple Regression Equation:

Manager Performance =15,872 + 0.399 Managerial Ability + 0.395 Supervision + e

The meaning of the numbers in the regression equation above: 1) The constant value (a) is 15,872. This means that if the independent variable is assumed to be zero (0), then the manager's performance is 15,872. 2) The regression coefficient value of the managerial ability variable is 0.399. This means that every 1 unit increase in managerial ability will increase the manager's performance by 0.399 assuming other variables remain. 3) The regression coefficient value of the supervised variable is 0.395. This means that every 1 unit increase in supervision will increase the manager's performance by 0.395 assuming other variables remain. 4) The standard error (e) is a random variable and has a probability distribution that represents all factors that have an influence on Y but are not included in the equation.

The first hypothesis states that managerial ability affects the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test: the tcount value is 4.721 and the ttable value is 2.042; means: tcount> ttable with a significance degree of 0.000 < 0.05. Thus, it can be concluded that managerial ability has an influence on the performance of satuan PAUD sejenis Managers in Pekanbaru City, then Ha is accepted and Ho is rejected.

The results of this study are in accordance with the initial assumption that the higher the given managerial ability, the higher the manager's performance. So it is necessary to develop the managerial ability of the Managers of Satuan PAUD sejeniss which still needs to be improved and deserves an important attention from various parties, especially from the Education Office.

In this study, the focus of managerial competence is more directed at the ability of Satuan PAUD sejenis Managers to manage learning and administration carried out by teachers, namely; 1) facilitate teachers to develop SKL-MP; 2) facilitate teachers to compile a syllabus for each subject; 3) facilitating teachers to choose appropriate source books for MP; 4) guiding teachers in developing and improving the teaching and learning process; 5) create a conducive and innovative school culture and climate for student learning; 6) manage teachers and staff in the context of optimal utilization of human resources; Furthermore, 7) managing curriculum development and learning activities in accordance with the direction and goals of national education; 8) manage school finances in accordance with the principles of accountable, transparent and efficient management; 9) manage special school service units in supporting learning activities and student activities at school; 10) take advantage of advances in information technology to improve learning and school management; 11) monitoring, evaluating, and reporting on the implementation of the learning process with appropriate procedures, as well as planning follow-up actions.

Significant influence between supervision on the performance of the Managers of Satuan PAUD sejeniss (SPS) in Pekanbaru City.

The second hypothesis states that supervision has an effect on the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test: the tcount value is 3,017 and the ttable value is 2,040; means: tcount> ttable with a significance

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degree of 0.005 < 0.05. Thus it can be concluded that supervision has an influence on the performance of satuan PAUD sejenis Managers in Pekanbaru City, then Ha is accepted and Ho is rejected.

Simultaneous Regression Coefficient Test (F Test)

The fourth hypothesis states that managerial ability and supervision have an effect on the performance of managers of satuan PAUD sejeniss in Pekanbaru City. This fourth hypothesis was tested using the F test (simultaneous test). This test is used to determine whether together (simultaneously) the independent variables affect the dependent variable. The results of these tests can be seen in the table 5.

Table 5 Hypothesis Analysis F Test (ANOVAa)

ANOVA [a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	645,680	2	215,227	66,812	.000 [b]
	Residual	99,863	31	3.221		
	Total	745.543	34			

a. Dependent Variable: PerformanceManager
b. Predictors: (Constant), Managerial Ability, Supervision

It is known that the calculated F is 66,812 with a significance of 0.000. F table can be obtained as follows:

F table = n – k – 1 ; k
= 35– 2 ; 2
= 31 ;3
= 2,911

Description n: number of samples
k : number of independent variables
1: constant

Thus, it is known that F count (66,812) > F table (2,911) with Sig. (0.000) < 0.05. This means that the independent variables together have a significant effect on the dependent variable.

Coefficient of Determination (R2)

In order to determine the magnitude of the influence of all independent variables on the dependent variable in percentage value, it is indicated by the magnitude of the coefficient of determination (R2). The coefficient of determination (R2) is a measure used to assess how much a model that is applied can explain the dependent variable. The results of the calculation of the coefficient of determination (R2) in this study can be seen in the table 6.

Table 6. Results of the Coefficient of Determination (R2)

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.931 [a]	.866	.853	1.79482	1,779

a. Predictors: (Constant), Managerial Ability, Supervision
b. Dependent Variable: PerformanceManager

It is known that the Adjusted R Square value is 0.866. This means that the contribution of the influence of the independent variable on the dependent variable is 86.6%. While the remaining 13.4% is influenced by other variables that are not included in this regression model.

The first hypothesis states that managerial ability affects the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test: the tcount value

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is 4.721 and the ttable value is 2.042; means: tcount> ttable with a significance degree of 0.000 < 0.05. Thus, it can be concluded that managerial ability has an influence on the performance of satuan PAUD sejenis Managers in Pekanbaru City, then Ha is accepted and Ho is rejected.

The results of this study are in accordance with the initial assumption that the higher the given managerial ability, the higher the manager's performance. So it is necessary to develop the managerial ability of the Managers of Satuan PAUD sejeniss which still needs to be improved and deserves an important attention from various parties, especially from the Education Office. According to (Ainur et al., 2015) describes three kinds of managerial skills needed by a manager in managing organizational resources, namely; conceptual skills (conceptual skills), human relations skills (human skills), and technical skills (technical skills). In this study, the focus of managerial competence is more directed at the ability of Satuan PAUD sejenis Managers to manage learning and administration carried out by teachers, namely; 1) facilitate teachers to develop SKL-MP; 2) facilitate teachers to compile a syllabus for each subject; 3) facilitating teachers to choose appropriate source books for MP; 4) guiding teachers in developing and improving the teaching and learning process; 5) create a conducive and innovative school culture and climate for student learning; 6) manage teachers and staff in the context of optimal utilization of human resources; Furthermore, 7) managing curriculum development and learning activities in accordance with the direction and goals of national education; 8) manage school finances in accordance with the principles of accountable, transparent and efficient management; 9) manage special school service units in supporting learning activities and student activities at school; 10) take advantage of advances in information technology to improve learning and school management; 11) monitoring, evaluating, and reporting on the implementation of the learning process with appropriate procedures, as well as planning follow-up (Suantara, 2011). Related to the contribution of managerial competence to teacher performance, the results of the research data are;

Daresh and Glickman (in Academic Supervision of 2013 Curriculum Implementation, (Supervisi Akademik Implementasi Kurikulum 2013. Buku Ajar Kurikulum 2013 Untuk Pengawas Sekolah, 2014)states that academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. The purpose of academic supervision is the same as the purpose of educational supervision, namely: (a) helping to create optimal graduates in quantity and quality, (b) helping teachers develop their personal, competence, and social skills, (c) helping managers of satuan PAUD sejeniss develop appropriate programs. with the conditions of the local community, and (d) participate in increasing cooperation with the community or the School Committee. Frisdiantara & Sahertian (2012)suggests that the implementation of academic supervision or supervision by school supervisors is carried out through monitoring, assessment and training activities and mentoring of main tasks.

The second hypothesis states that supervision has an effect on the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test: the tcount value is 3,017 and the ttable value is 2,040; means: tcount> ttable with a significance degree of 0.005 < 0.05. Thus it can be concluded that supervision has an influence on the performance of satuan PAUD sejenis Managers in Pekanbaru City, then Ha is accepted and Ho is rejected.

Simultaneous Regression Coefficient Test (F Test)

The fourth hypothesis states that managerial ability and supervision have an effect on the performance of managers of satuan PAUD sejeniss in Pekanbaru City. Based on hypothesis testing, the independent variables jointly have a significant effect on the dependent variable.

In order for the educational process to run effectively and efficiently, managers are required to have adequate competence, both in terms of type and content. However, if we dive deeper into the contents of each type of competence, as presented by experts as well as in the perspective of government policy, presumably to become a competent teacher is not

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something simple, to realize and improve teacher competence requires serious efforts. serious and comprehensive. One of the efforts that can be done is through optimizing the role of Satuan PAUD sejenis Managers. To carry out its duties and roles, the Manager of a Satuan PAUD sejenis also requires competence, there are five competencies that must be possessed by the Manager of a Satuan PAUD sejenis, namely; personality competence, managerial competence, supervisory competence, entrepreneurial competence and social competence (Arifin et al., 2016).

Managerial performance is the manager's performance in managerial activities which include: planning, investigation, coordination, evaluation, supervision, staffing, negotiation, and representation or representation (Suryono, 2018). Someone who holds a managerial position is expected to be able to produce managerial performance that is different from employee performance. In general, employee performance is concrete, while managerial performance is abstract and complex. Managers produce performance by directing the talents and abilities, and efforts of others within their jurisdiction.

Manager's performance is the actualization of professional responsibilities which is reflected in the quality of performance shown in the implementation of tasks in the management process (Magda, 2019). The manager's work is different from the teacher's work. The manager's performance can be said as the result of the work done by the manager in his work environment. The manager's performance concerns all activities or behavior experienced by the manager and the answers made by the teacher to provide results or goals (Nurlela Putri, 2021).

The performance of SPS managers is measured from two dimensions, namely: the management dimension and the learning dimension (Directorate of PMPTK, 2007). Manager performance is the real behavior of managers in the sense of behavior that is not only observed, but also includes invisible behavior carried out by managers in an educational environment that manage it (Pranita, 2018). Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him (de Jager, 2015). The indicators are planning, leadership, management and development, ability in the learning process, attitude in the learning process, mastery of teaching materials, ability to use learning media, evaluation of learning.

Manager performance is all the results of the manager's work at SPS including things that are not only observed, but also include things that are not visible that are carried out by managers in an effort to achieve goals and expected work performance (Hartono , (Hartono, 2019). From this understanding, when it is associated with the performance of PAUD managers in PAUD schools, it is an expression of the ability of PAUD managers to all the results carried out by PAUD managers in carrying out their duties, responsibilities, and actualization of their professional competencies which include: planning, investigation, coordination, evaluation, supervision, staff management, negotiation and representation. According to (Setyawati, 2016), explains three kinds of managerial skills needed by a manager in managing organizational resources, namely; conceptual skills (conceptual skills), human relations skills (human skills), and technical skills (technical skills).

To improve the performance of satuan PAUD sejeniss, it is necessary to carry out managerial supervision. Managerial supervision is an activity that focuses on observing aspects of SPS management and administration that function as a supporter of learning implementation (Meka, 2020). The Directorate of Education Personnel (2008) states that the essence of managerial supervision is in the form of monitoring, coaching and supervising activities for principals and all other school elements in managing, administering and carrying out all SPS activities, so that they can run effectively and efficiently in order to achieve school goals. and meet national education standards.

Managerial supervision is the monitoring and development of school management and administration. According to Sunniyati (2015) managerial supervision focuses on curriculum and learning management, students, infrastructure, manpower, finance, community relations

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and special services, (Sulasmono Yari; Kurniawan, Daniel, 2018). The essence of school supervision is that a school supervisor is also required to monitor those relating to content standards, SKL, process standards, teaching staff standards, facilities and infrastructure standards, management standards, financing standards and assessment standards (Suryati, 2018). This managerial supervision aims to ensure that schools are well accredited and can meet national education standards.

In this study, there are two competencies studied, namely managerial competence and supervisory competence of Satuan PAUD sejenis Managers. Based on the results of the research data, it is obtained that the correlation coefficient level which shows the strength of the relationship between managerial competence and the supervision of the Manager of Satuan PAUD sejeniss together on the performance of 0.897 is categorized as a very strong relationship. This means that the higher the level of managerial competence and supervision of the Manager of Satuan PAUD sejeniss, the work of teachers tends to be high. The contribution given by the supervisory competence of Satuan PAUD sejenis Managers to performance is 80.5%. The results above show how important these three competencies must be owned by Satuan PAUD sejenis Managers in order to improve teacher performance as seen from teacher performance in schools.

Conclusion

Based on the results of the discussion, it can be concluded that managerial ability has an effect on the performance of managers of satuan PAUD sejeniss in Pekanbaru City. From the significance of the t test: the tcount value is 4.721 and the ttable value is 2.042; means: tcount> ttable with a significance degree of 0.000 < 0.05. Supervision has an effect on the performance of satuan PAUD sejenis Managers. From the significance of the t test: the tcount value is 3,017 and the ttable value is 2,040; means: tcount> ttable with a significance degree of 0.005 < 0.05. F count (66,812) > F table (2,911) with Sig. (0.000)<0.05. This means that the independent variables together have a significant effect on the dependent variable.

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