

Managerial Accountability of Madrasah Principals and Teacher Performance of Private Madrasah Aliyah in Banten Province

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Abstract

This study explores the influence of managerial accountability of *madrasah* principals on teacher performance in private *Madrasah Aliyah* in Banten Province, Indonesia. As demands for quality Islamic education increase, the role of principals in ensuring transparent, responsible, and effective management becomes crucial. Using a quantitative explanatory design, data were collected from 217 teachers across 28 *madrasahs* through stratified random sampling. Due to non-normal data distribution, Spearman's Rho correlation was used for analysis. The results show that managerial accountability and teacher performance fall into the "good" category. The highest accountability dimension was responsibility, while personality was the strongest teacher performance aspect. A moderate positive correlation ($r = 0.526$, $p < 0.01$) was found between principals' managerial accountability and teacher performance, with 27.6% of the performance variance explained by the accountability factor. Among the dimensions, responsibility had the strongest impact, followed by control, transparency, and responsiveness. This study highlights the importance of strengthening accountability practices among *madrasah* principals to improve teacher performance and educational outcomes. The findings provide valuable insights for policymakers and Islamic education leaders to promote effective, value-based school governance.

Keywords

Banten; Managerial Accountability; Private *Madrasah Aliyah*; Teacher Performance

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1. INTRODUCTION

Madrasah Aliyah, a formal education institution with Islamic pillars at the senior high school level, has a strategic role in developing Indonesia's human resources (Sumiyati, 2020). *Madrasah* principal leadership faces ever-more-complex problems in contemporary education, especially in the digital transformation age and learning paradigm shifts (Ratnawati, 2025). The success of *madrasah* in realizing national education goals is highly dependent on the quality of learning carried out by teachers (Nurhadi, 2021). The teacher's performance is a determinant factor in achieving the expected quality of education (Supardi, 2019). Therefore, efforts to improve teacher performance need serious attention from various parties, especially from the *madrasah* management aspect. Banten Province is one of the



provinces with a large Muslim population and has 107 *Madrasah Aliyah*, of which 83 are private (Province, 2023). Despite their large number, the quality of education in madrasahs still faces various challenges. Data from the Ministry of Religious Affairs of Banten Province shows that the average National Examination score in Private *Madrasah Aliyah* is still lower than that of State *Madrasah Aliyah*. In addition, preliminary research conducted by the author in 2023 in 5 Private *Madrasah Aliyah* in Banten showed that there are still problems related to teacher performance, such as discipline, pedagogical competence, and professionalism. The rise of Islamic schools in many Muslim nations may be the result of parents choosing to offer better educational opportunities based on Islamic beliefs, although a large number of Muslim pupils attend public schools that fulfil the above-listed criteria (Arar, Sawalhi, DeCuir, & Amatullah, 2023; Papilaya & Nanda, 2024).

It implies that, although instructors and staff support the headmaster in his function as institution leader, the headmaster is ultimately responsible for the quality of instruction (Sulastri, 2021; Wahyudin, Zaman, Nisak, & Zuhriyah, 2023). Put another way, there is a link between raising the standard of instruction and the principal's proficiency. It forces educational establishments (schools or madrasahs) to generate work that is competitive worldwide and uphold Islamic principles. Therefore, in this environment, it is imperative to pay attention to the evolution of educational institutions' quality (Aprianto, Astuti, Fauzi, & Gusvita, 2023; Salim, Azwardi, Ritonga, & Widiastuty, 2021). Education is crucial to the future development of high-quality human resources. Enhancing a country's human resources standards is a good way to gauge its development in many areas. In favour of openness regarding the standards of *madrasah* education. Thus, it can be interpreted as a description of the positive and negative outcomes that students have attained during their education. If a school can make students' attitudes, behaviours, and skills better than they were before, it will be regarded as successful and of high quality (Rostini, Zaeni Achmad Syam, & Achmad, 2022). The quality of the system's elements, such as the learning process to yield results, determines the overall quality of education. Education has been used to maximize the quality of people in Indonesia (Habudin, Rachman, Aslihah Rakhman, & Saepulloh, 2023; Tuasikal, Prasojo, & Muhyadi, 2024).

Presenting competent teachers is essential to ensuring that students receive high-quality instruction. Implementing an efficient and successful learning process in schools is a difficult task that requires more effort and is fraught with difficulties. The standard of success used in a teacher's teaching and learning process is based on optimizing their performance and the number of accomplishments he has made (Indajang & Halim, 2021). Therefore, to take tangible steps linked to increasing teacher performance characteristics like principal leadership and teacher competency, schools and other stakeholders must give enhancing teacher performance their full focus. They all work together in concert to help students succeed academically. Performance management is crucial for teacher performance, supervision, and madrasah leadership to guarantee student education. Setting performance standards, observing instructional strategies, giving feedback, and assessing teacher effectiveness are all part of this process. Using successful tactics, teachers should be able to recognize their areas of strength and growth and offer resources and assistance to enhance their skills and output. The objectives are enhancing student learning, teacher effectiveness, and the institution's overall performance (Ismail Z. Betawi, Hamzah, 2024).

One factor that is thought to affect teacher performance is the managerial accountability of the *madrasah* principal (Huda, 2023). Managerial accountability refers to the responsibility of institution managers in carrying out management functions effectively and efficiently (Robbins, S. P., & Coulter, 2018). In the context of a *madrasah*, as a manager, the head of the *madrasah* is in charge of organizing, planning, directing, and managing resources to meet learning objectives. (Andi Offset. Mulyasa, 2021). To fulfill their roles and responsibilities as educators and help accomplish high-quality educational goals, teachers' performance must be continuously enhanced (Firdausi, 2020). Higher-quality education is produced when teachers perform better (Metekohy, Daliman, Metekohy, & Ming, 2022; Rahimi, Hejazi, Lou, & Heidarzadeh, 2024). Teacher performance is defined as an educator's capacity to carry

out instructional duties at educational institutions and to be accountable for the pupils they supervise by raising their academic performance. Teacher performance is influenced by several elements, one of which is the principal's managerial skill (Sabilah, Abidasari, & Husamah, 2021; Sembiring & Wijaya, 2024).

Previous studies have demonstrated a positive relationship between managerial accountability and organizational performance. According to the research from Armstrong (2020), with the title *Performance Management: Strategies for Improving Individual and Organizational Performance*. This research focuses on managing management's performance to improve individual and organizational performance to achieve good values. Another research from (Hariyati, Sholeh, & Islamiah, 2023), with the title *Transformational Leadership in The Implementation of Sekolah Penggerak's Program*, principals have the same vision and mission to improve school quality, especially the development of school management both individually and organizationally. The research, *The Management of Teachers' Empowerment of State Madrasah Aliyah in Banten Province*, only focuses on State *Madrasah Aliyah*. His research results show that the school management's role, the competence of teachers in their duties and functions, is very important. This is to bring more optimal school management transparency. Another research from (Mukhtar, Trisnamansyah, Iriantara, & Sauri, 2022), *The Strategic Management of Madrasah Heads in Improving the Performance of Aliyah Teachers in Tangerang Regency*, only focuses on the Strategic Management of *Madrasah Heads*. The principal's management strategy in improving the performance of Aliyah teachers through the stages of planning, implementation, and evaluation has not been optimal because there are still some shortcomings. This is a big concern to improve the competence and professionalism of school management. The research by Salim et al. (2021), *The Leadership Role of Madrasah Aliyah Head in Improving the Quality of Education*, shows that the principal's competence in leading school management is very influential in improving the quality of Islamic education.

From the research above, it can be seen that there are still some problems in school management, especially from school management itself, ranging from competence, transparency, and others. However, research on the effect of managerial accountability on teacher performance, especially in Private *Madrasah Aliyah* in Banten Province, is still limited. This research gap is the basis for the importance of conducting a more in-depth study of the effect of managerial accountability on teacher performance in Private Aliyah Madrasahs in Banten Province.

Based on this description, this study aims to: (1) analyze the level of managerial accountability of *madrasah* principals in Private *Madrasahs Aliyah* in Banten Province; (2) analyze the level of teacher performance in Private *Madrasahs Aliyah* in Banten Province; and (3) analyze the effect of managerial accountability on teacher performance in Private *Madrasahs Aliyah* in Banten Province.

2. METHODS

This study employs an explanatory research design and a quantitative methodology (Ghanad, 2023). The quantitative approach was chosen because this research aims to test hypotheses and explain the causal relationship between the independent variable (managerial accountability) and the dependent variable (teacher performance) through statistical testing. The population in this study was all teachers who taught in Private *Aliyah Madrasah* in Banten Province, totaling 1,846 people from 83 *madrasahs* (Province, 2023). Sampling using a stratified random sampling technique by considering the geographical distribution of *madrasahs* in 8 districts/cities in Banten Province.

This analysis aimed to determine the relationship and influence between the independent variable, namely the managerial accountability of *madrasah* principals, and the dependent variable, teacher performance in State *Madrasah Aliyah* (MAN) throughout Banten Province. The inferential analysis process involved several steps, including research prerequisite tests (classical assumptions), (1)

normality test, and (2) linearity test. Subsequently, hypothesis testing was carried out using the partial test (t-test). Since the normality test results indicated that the data were not normally distributed, the hypothesis analysis was conducted using non-parametric methods, namely: Spearman's Rho Correlation Test, which is used to examine the relationship between two ordinal or non-normally distributed variables. The test results are interpreted based on the significance value (p-value). If the p-value is less than 0.05, the alternative hypothesis (H_a) is accepted, indicating a significant relationship between the variables. To measure the strength of influence of the independent variable on the dependent variable, the coefficient of determination (R^2) was calculated.

The research hypotheses are formulated as follows: H_{01} : There is no influence of *madrasah* principal managerial accountability on teacher performance. H_{a1} : There is an influence of *madrasah* principal managerial accountability on teacher performance. To analyze this research, researchers have distributed sampling to respondents in this study consisted of 217 teachers who taught in 28 Private Madrasah Aliyah in Banten Province. The characteristics of respondents based on gender, age, latest education, and length of service can be seen in the following table:

Table 1. Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	94	43.3
	Female	123	56.7
Age	<30 Years	53	24.4
	30 – 40 Years	87	40.1
	41 – 50 Years	58	26.7
	>50 Years	19	8.8
Education	S1	186	85.7
	S2	31	14.3
Length of Service	<5 Years	46	21.2
	5 – 10 Years	89	41.0
	11 – 15 Years	56	25.8
	>15 Years	26	12.0

Based on the table above, the majority of respondents were female (56.7%), aged between 30-40 years (40.1%), had a bachelor's degree (85.7%), and had a tenure between 5-10 years (41.0%).

3. FINDINGS AND DISCUSSIONS

Findings

Descriptive Analysis of Research Variables

a. Managerial Accountability Level

Descriptive analysis of the managerial accountability variable shows that the overall level of managerial accountability of madrasa heads at *Madrasah* Aliyah The private sector in Banten Province is in the good category with an average score of 3.76 on a scale of 5. Details for each dimension can be seen in the following table:

Table 2. Description of Managerial Accountability

No.	Dimensions	Average Score	Category	Ranking
1	Responsibility	3,92	Good	1
2	Management Control System	3,83	Good	2
3	Transparency	3,68	Good	3
4	Responsiveness	3,61	Good	4

The table above shows that the responsibility dimension received the highest score (3.92), followed by the management control system dimension (3.83), transparency (3.68), and responsiveness (3.61). This indicates that the *madrasah* head has shown good responsibility in carrying out his managerial duties, but still needs to increase his responsiveness to stakeholder needs.

b. Teacher Performance Level

Descriptive analysis of teacher performance variables shows that the overall level of teacher performance in Private *Madrasah Aliyah* in Banten Province is in the good category with an average score of 3.82 on a scale 5. Details for each competency can be seen in the following table:

Table 3. Description of Teacher Performance

No	Competency	Ranking Average Score	Category
1.	Pedagogical	3,75	Good
2.	Personality	3,96	Good
3.	Social	3,89	Good
4.	Professional	3,68	Good

The table above shows that personality competence received the highest score (3.96), followed by social competence (3.89), pedagogical competence (3.75), and professional competence (3.68). This indicates that teachers at Private *Madrasah Aliyah* in Banten Province have shown good personalities in their professional duties. However, they still need to improve professional competence, especially in the mastery of material and continuous professional development.

c. Classic Assumption Test Results

The normality test was conducted to determine whether the data for each variable were normally distributed. The results are presented in the table below:

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher Performance	.209	163	.000	.827	163	.000
Managerial Accountability	.223	163	.000	.795	163	.000

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests for the variables Managerial Accountability (MA) and Teacher Performance (TP), both tests produced significance values of 0.000. Since the significance values are less than 0.05, it can be concluded that the data for both variables are not normally distributed. This condition indicates a deviation from normal distribution, and therefore, a non-parametric analysis approach is statistically recommended.

Linearity Test

Table 5. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
KG * AM	Between Groups	(Combined)	16459.633	20	822.982	6.116	.000
	Within Groups		19108.490	142	134.567		
	Total		35568.123	162			

Based on the ANOVA results, the significance value obtained is 0.000 (< 0.05), indicating a statistically significant relationship between managerial accountability of the head of *madrasah* and teacher performance.

Table 6. Measures of Association

	Eta	Eta Squared
KG * AM	.680	.463

The Eta value of 0.680 indicates a strong association, and the Eta Squared value of 0.463 suggests that approximately 46.3% of the variance in teacher performance can be explained by the managerial accountability of the *madrasah* head. While this result shows a strong and significant association, to confirm whether the relationship is truly linear, it is necessary to consult an additional “Test for Linearity” table that includes a “Deviation from Linearity” component.

Hypothesis Testing

Based on the Spearman correlation test analysis, the correlation coefficient (rho) between Managerial Accountability and Teacher Performance was 0.526, with a significance value (Sig. 2-tailed) of 0.000. These results are presented in the table below:

Table 7. Correlations

			AM	KG
Spearman's rho	AM	Correlation Coefficient	1.000	.526**
		Sig. (2-tailed)		.000
		N	163	163
KG	KG	Correlation Coefficient	.526**	1.000
		Sig. (2-tailed)	.000	
		N	163	163

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient 0.526 indicates a moderate positive relationship between the managerial accountability of *madrasah* principals and teacher performance. This implies that a higher level of managerial accountability is associated with better teacher performance within the *madrasah*. The significance value of 0.000 is below the threshold of 0.01, indicating that the relationship is statistically significant at the 99% confidence level. As a result, the null hypothesis (H₀)—which posits that managerial accountability does not influence teacher performance—is rejected, and the alternative hypothesis (H₁)—which asserts the existence of such an influence—is accepted.

To determine the coefficient of determination, the correlation value is squared: R² = (0.526)² = 0.276 = 27.6%. This means that the managerial accountability of the *madrasah* principal

can explain 27.6% of the variance in teacher performance. In comparison, the remaining 72.4% is influenced by other factors not included in this model.

Discussion

Based on the Spearman's Rho test results, a significance value (p-value) of < 0.05 was obtained. Thus, the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_{a1}) is accepted. This indicates a significant relationship between the head of the *madrasah's* managerial accountability and teacher performance. The relationship is positive, meaning that the higher the managerial accountability level demonstrated by the madrasah head, the better the teachers' performance.

In this study, the coefficient of determination (R^2) was calculated to determine the extent to which the independent variable (managerial accountability) influences the dependent variable (teacher performance). The results showed a contribution of 27.6%, indicating that the influence of managerial accountability on teacher performance is moderate. This suggests that while accountability plays a significant role, other factors such as motivation, pedagogical competence, and work environment also shape teacher performance.

The research results show managerial accountability positively and significantly affects teacher performance in Private *Madrasah Aliyah* in Banten Province. This finding is in line with previous research conducted by (Suhardan, 2018), (Nurdin, 2020), (Rahman, 2019), and (May, Abdurrahman, Hariri, Sowiyah, & Rahman, 2020) This also found a positive influence of managerial accountability on teacher performance and the influence of managerial accountability on the performance of educational organizations. Principals must recruit, choose, place, and orient new education personnel; use and retain education personnel; evaluate teacher and staff performance; create a wage structure that ensures certainty and equity; establish and develop a career development system; inspire educators and education staff; and cultivate positive working relationships to empower schools to reach their full potential (May et al., 2020).

The responsibility dimension in managerial accountability has the strongest influence on teacher performance. The analysis's findings demonstrate that discipline is one of the elements originating from within instructors that promotes the enhancement of teacher effectiveness. Effective punishment will have the biggest effect and motivate educators to achieve at their highest level (Biora, Arafat, & Mulyadi, 2021; Maisinur & Rosidin, 2022). Every teacher will react differently to the exercises that the school administration has designed. The answer may be either good or negative, depending on how much the teacher's perception reacts to the activity. In addition to fostering teachers' enthusiasm for delivering the best outcomes of tasks or work programs entrusted to them, good activities and discussions with teachers demonstrate the transparency of the school. Additionally, it will encourage kids to follow the school's agenda and activities (Maisinur & Rosidin, 2022).

This is by the (Supriyadi, 2023) Statement that managers who act as stewards will prioritize the organization's interests. *Madrasah* heads who have high responsibility in carrying out their managerial duties tend to ensure that all *madrasah* programs and policies can run well, including teacher professionalism development programs, which will ultimately have an impact on improving teacher performance (Arifin, 2024; Muhaiyar, Yusrizal, & Bahrin, 2019). The principal of the madrasa is a policymaker who plays a crucial role in planning events inside the institution to meet societal and contemporary expectations (Widyaswara, 2023). In Indonesia, *madrasah* leadership is crucial in influencing the openness of public opinion, particularly regarding Islamic education, which is becoming increasingly integrated into the country's social dynamics. As Islamic educational establishments, *madrasahs* must be able to adapt to the increasingly complex social developments (Yakin, Alfaridli, & Lestari, 2024). To meet this challenge, *madrasah* leadership must change from an outdated or conservative model that emphasizes the *madrasah* head alone. Instead, it must adapt by emphasizing areas where many parties can work together. In addition to raising educational standards, achieving this transition will help the *madrasah* gain support from the general public as a viable institution in the

contemporary world (Yakin et al., 2024).

The management control system dimension also has a significant influence on teacher performance. This finding is in line with research by (Fauzi, 2020) Which found that the control system in managerial accountability has a dominant influence on teacher performance. An effective control system allows *madrasah* heads to monitor and evaluate teacher performance regularly, so that they can provide constructive feedback to improve teacher performance (Sidiq & Saleh, 2025). With increasingly complex media tools, teacher performance can be observed during learning. Since the learning process is the foundation of education, it currently necessitates more help or media applications to help students receive knowledge in the classroom. Teachers' creativity adds value by encouraging students' excitement for learning the material. By utilizing learning media assistance, it can make it easier for teachers to provide input and evaluation to students, so that input and evaluation are right on target and can be followed up directly by the student (Sunaryo, 2020).

The dimensions of transparency and responsiveness also significantly affect teacher performance, although their contribution is not as big as the dimensions of responsibility and management control systems. Transparency in madrasa management creates a climate of openness that encourages teachers to participate actively in decision-making. This is by (Sisran, 2024) The opinion that openness in the preparation and use of budgets and stakeholder participation in decision making are important indicators in the managerial accountability of *madrasah* heads. Public accountability in financial management is crucial for public institutions' governance to be reliable, honest, and effective. It boosts public trust, encourages the prudent and moral use of public finances and resources, and fortifies the authority and credibility of public institutions. (Akhyar, 2024).

The responsiveness of *madrasah* principals to teacher needs and expectations can increase teacher motivation and commitment in carrying out their professional duties. (Nurdin, 2020) Emphasized that school principals who are responsive to the problems teachers face in learning can encourage teachers to develop learning innovations that ultimately improve teacher performance.

These findings provide a significant contribution to the understanding of managerial practices in *madrasahs*. *Madrasah* principals should continuously improve their managerial quality by consistently upholding the principles of transparency, responsibility, and responsiveness. Such efforts are essential for creating a sustainable educational management system that supports improving teaching quality. Particularly in transparency and responsiveness, it is necessary to develop participatory reporting systems and feedback mechanisms that are open to suggestions from all stakeholders, including teachers and educational staff. Meanwhile, the already well-established managerial responsibility dimension should serve as a foundation for strategic policy-making in *madrasahs*.

4. CONCLUSION

This study reveals that the managerial accountability of *madrasah* principals in Private *Madrasah* Aliyah across Banten Province significantly influences teacher performance. The descriptive analysis shows that managerial accountability and teacher performance fall into the "good" category, with responsibility and personality dimensions scoring the highest. Among the four dimensions of accountability assessed (responsibility, management control system, transparency, and responsiveness), the responsibility dimension emerges as the most dominant factor, indicating that principled leadership practices play a pivotal role in shaping teacher effectiveness.

Statistical testing through Spearman's Rho correlation yields a moderate positive relationship ($r = 0.526$) between managerial accountability and teacher performance, with a significance level well below 0.01. Furthermore, the coefficient of determination ($R^2 = 0.276$) suggests that managerial accountability can explain 27.6% of the variance in teacher performance. The remaining 72.4% is attributed to other influencing factors such as pedagogical skills, motivation, and the work environment.

These findings are supported by prior studies emphasizing the role of Islamic work culture, transformational leadership, and educational governance in improving teacher outcomes. However, this research offers a unique contribution by focusing on managerial accountability within Islamic education's cultural and institutional context. It underscores the strategic role of *madrasah* principals in planning, implementing, and monitoring school programs through transparent, responsible, and responsive leadership.

In conclusion, strengthening the managerial accountability of *madrasah* principals, particularly in responsibility and management control systems, is essential for improving teacher performance. Future policy and training efforts should prioritize the development of accountable leadership practices, encourage stakeholder involvement, and promote an organizational culture grounded in integrity and Islamic values. These efforts are expected to contribute to the sustainable advancement of educational quality within the *madrasah* system.

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