Managerial Accountability, Pedagogical Competence, and Spiritual Competence of Principals on Teacher Performance of State *Madrasah Aliyah*

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ARTICLE INFO	ABSTRACT
	Purpose- This study aims to analyze the effect of *madrasah* principals' managerial accountability, pedagogical competence, and spiritual competence on teacher performance at the State *Madrasah Aliyah* (MAN) in Banten, Indonesia. The study counteracts the paradox of continual low performance among teachers in Islamic schools despite implementing several reform efforts. **Methodology-** A sample of 163 MAN teachers (a purposive sampling) was used for the quantitative inferential study. Information was gathered through questionnaires, structured observations, interviews, and documentation. At the same time, there were validated and reliable instruments for every variable: management accountability (X_1), pedagogic competence (X_2), spiritual competence (X_3), and teacher performance Y). Statistical analyses included classical assumption tests, partial correlations, multiple regression, and ANOVA. **Findings-** Results of this study show that all the independent variables have a significant and positive influence on teachers' performance, where 78.2% combined contribution. The latent variable of pedagogical competency had the most significant partial effect on work environment ($\beta = 0.452$), followed by spirituality competence ($\beta = 0.390$) and managerial accountability ($\beta = 0.125$). These findings demonstrate the significance of pedagogical competencies in professional practice and confirm the vital importance of moral leadership and internalized spiritual foundations. **Contribution-** Our study is of empirical significance as it decontextualizes spiritual competence from a religious virtue for personal development and considers spirituality not only to be among the teacher's individual traits, but also a measurable expertise essential to good practice in Islamic education. This study contributes to the literature by examining the link between management accountability and teacher performance at the classroom level, which has not often been examined in previous research.

INTRODUCTION

Madrasahs are Indonesian Islamic educational institutions that harmonize religious and general education, draw on the *pesantren* tradition, and weave it with modern Western learning. They are an answer to social forces, providing equal education on religious values and general information (Maryati et al., 2023). Next to *pesantren*, madrasahs are institutions of the *Ulama* and Muslim adherents that have long served as a tactical resort for creating morally upright and intellectually competent generations through the teaching of both religious and secular subjects (Purnamasari et al., 2024). Madrasahs are making a moral and spiritual contribution (public and private) to society, enlightened youth in the country's future leaders (Solahuddin, 2018).

However, madrasahs are struggling with institution-building problems and the' quality of teachers. The latter includes input, process, and output indicators of quality (Supardi, 2017). The problems range from administrative to pedagogical and also pertain to the quality of graduates. One of the most serious problems is that professional institutional governance is not in place, which leads to a lack of competitiveness. Teachers are critically important, accounting for between 34% and 36% of student learning. Thus, enhancing the quality of teachers is a crucial strategy to reform madrasah education.

Poor teacher quality continues to be a critical issue. Indonesia ranks 74th among countries in the world regarding education quality and reported a reduction in teacher performance in 2021 (Liza & Hendriani, 2024). Even if better access opportunities are available for education, the overall quality is still subpar (Fauzie & Yanna, 2018). A number of these reform programs (certification, training) have produced almost no improvements in classroom performance. This suggests that structural and cultural barriers remain in lesson planning, delivery, and review.

Some causes are teachers' poor pedagogical competence, underperforming leadership from the madrasah principal, and unsupportive working conditions for sustained professional development. The data of the 2015−2021 Teacher Competency Test (UKG) showed that 81% teachers have not had a minimum passing score, where the national teacher exam (UN) for 2022 recorded an average value in all over Indonesia of only 54.6, which was still far from the minimum standard required, i.e., 55 (Efendi,2023). Indonesia ranked 72nd out of 77 countries in the 2018 Programme for International Student Assessment (PISA), though scores did improve in the tests taken in 2022. These findings have implications for the quality of teaching by including strategies, assessment, and classroom climate. High-performing countries such as Finland and Singapore demonstrate that student achievement is directly related to teachers' continuous professional development.

Teacher performance is strongly affected by the managerial accountability of madrasah principals and teachers' pedagogical and spiritual competence. These are the three main determining factors for successful education in the madrasahs. Punctual, creative, and effective classroom managers increasingly indicate high-level pedagogical and spiritual proficiency (Rahmah, 2021). Many other potential contributing factors are still less investigated, and further study is needed.

Considering the description above, further efforts to enhance teacher performance of *Madrasah Aliyah* in Banten should be oriented at lifting three predominant aspects: managerial accountability, pedagogical, and spiritual competencies. The study title that was conducted to respond to these issues is "*Madrasah Aliyah* Principals' Managerial Accountability, Pedagogical Competence and Spiritual Competence Effect on Teacher Performance in Banten Province."

The novelty of the present study is in the composition of the variables and the theoretical approach. Compared with previous studies, which only concentrated on one or two variables (e.g., leadership or organizational culture), this study concurrently explores the impact of managerial responsibility, pedagogical competence, and spiritual competence in teacher performance.

What distinguishes our study is the empirical measurement of spiritual competence recognized not only as a personal trait (as in previous studies, cf., e.g., Sri Astuti, 2023) but also as a professional competency that can be nurtured and effectively assessed systematically within formal Islamic educational institutions. The study also contributes to the literature by demonstrating that managerial accountability is associated with

teacher performance, not just institutional quality. While many studies have addressed pedagogical proficiency as a result of training, it is considered an independent variable in this study. The inferential quantitative design contributes more conclusive findings that are more generalizable than the descriptive qualitative designs used in previous studies.

Geographically, this research presents new evidence based on the field data collected from Banten province, which has not been observed in previous quantitative studies of madrasah teacher performance. Consequently, this research contributes significantly to Islamic education management's theoretical and practical development, especially in leading to better teacher performance through harnessing managerial responsibility, pedagogical competency, and spiritual integrity.

METHODOLOGY

Research Design

Quantitative inferential research design is used in this study to ascertain the effect of managerial accountability, pedagogical competence, and spiritual competence on teacher performance. Using a quantitative approach with an inferential design is informed by the need to ascertain the relationships and effects of managerial accountability, pedagogical competence, and spiritual competence on teacher performance objectively and measurably. We selected this design because hypothesis testing is permissible, and conclusions can be generalized from the sample to the population by analyzing the statistics. It has more expository power than the descriptive design, which is rooted in finding cause-and-effect relationships instead of merely describing patterns. Inferential research is a category of quantitative methods that tries to determine or test the relationship between an independent and dependent variable. As such, the conclusions are not simply a numerical description. It also considers the likelihood of error in inferring from sample to population (Abdullah et al., 2022). Importantly, this is highly relevant to research involving applying model-driven theories, particularly recommendations for educational settings.

Participants

Quantitative data were collected through questionnaires distributed to a sample of teachers from the State. Quantitative data were obtained with the questionnaires from a sample of teachers at State Madrasah Aliyah (MAN) in Banten Province using purposive sampling. The sample size was calculated based on Slovin's formula ($n = N / 1+Ne^2$), where n is the sample size, N is the population size, and e represents an acceptable margin of error, in choosing members into the sample. According to this estimate, 163 teachers were selected from an accessible population of 276. The focus of the sample selection was: 1) teacher members (either they are civil servants or non-civil servants) at the MAN in Banten province; 2) with a minimum of three years of experience teaching, to have enough understanding relating to the education process at the madrasah level and; 3a willingness to complete it by following instructions that were stated on questionnaire. These guidelines were developed to ensure the data collected are representative of reality and pertinent to the study aims.

Data Collection

In this research data were collected from several sources: (a) Questionnaires are structured statements to which respondents have to reply by selecting one of the predetermine alternatives Sihotang, (2023; Theolus, 2012); (b) Structured Observations Structured observation is a type of qualitative research method used in social sciences like sociology and anthropology This type of method involves systemic documentation and observation on performance towards any desired target or output using standardized rating scales or checklists Hardani, 2020); (c) Structured Interviews Closed-ended questions will be used when there are predetermined outcomes that need to be established regarding interviews Both questionnaires and interview schedules with closed ended questions ensure some measure of consistency in terms of quantitative analysis while adding on qualitative insight; and (d) Documentation Documents examination seeks investigate existing records including teacher performance reports, evaluation notes as well as managerial accountability policy

documents. Combining several data collection techniques helped triangulate the various sources of information and increase their validity and reliability, while respecting ethical aspects and receiving permission.

Method: Data collection. This study's primary data collection method was the questionnaire, which involved asking respondents a series of written questions or statements to obtain information pertinent to research objectives. The instruments used in this research are a 20-item inventory for Managerial Accountability (X1), a 20-item inventory for Pedagogical Competence (X2) and Spiritual Competence (X3), and a 40-item inventory for Teacher Performance (Y), which were measured by using a five-point Likert scale. This 6-point scale (95), which went from "Strongly agree" to "Strongly disagree," was employed to measure the level of agreement for each item. The scale ranged from 5 to 1 for positive and negative items rated oppositely. This step-by-step scoring system ensured uniformity and ease of analysis.

Instruments

Table 1. Instruments

No.	Variable	Dimensions
1	Teacher Performance (Nurhasanah, 2017)	1) Lesson planning 2) Lesson implementation 3) Learning evaluation 4) Professional development 5) Discipline 6) Interpersonal relationships 7) Administrative tasks
2	Managerial Accountability of the *Madrasah* Principal (X1)	1) Planning 2) Organizing 3) Implementing 4) Supervising 5) Goal achievement evaluation 6) Performance reporting
3	Teachers' Pedagogical Competence (Nurhadi, 2021)	1) Understanding students' characteristics 2) Lesson design 3) Lesson delivery 4) Assessment and evaluation of learning outcomes 5) Use of ICT in teaching 6) Professional development
4	Spiritual Competence (Mu'is, 2022)	1) Spiritual awareness 2) Religious practices 3) Moral integrity 4) Role modelling 5) Empathy

Validity and Reliability Results

The measures employed in this study were largely valid and reliable for all variables. The results regarding validity are as follows: the instrument for teachers' performance, indicating a range of 0.546 to 0.808, presents strong measurement in different dimensions. The behavioural accountability scale (X1), including six principal structures, ranged from 0.666 to 0.842, which could be considered good reliability. A wider validity range of 0.504–0.977) for the pedagogical competence instrument (X2; although most items were acceptable, some in the assessment dimension may require modification: convergent and discriminant validity of the spiritual competence instrument. The instrument's validity values for the test of construct validity for the

spiritual competence instrument (X3) ranged from 0.645 to 0.820, with the religious practice items scoring highest, confirming that X3 was suitable to measure what it intended to measure (refs.).

Table 2. Reliability Test Results

No	Research Variable	Reliability	Conclusion
1	Teacher Performance (Y)	0.979	High
2	Managerial Accountability of the *Madrasah* Principal (X1)	0.962	High
3	Pedagogical Competence (X2)	0.933	High
4	Spiritual Competence (X3)	0.955	High

Table 2 Reliability test for instrument used in this study Instruments Value Cronbach's alpha Teacher Performance (Y) 0.806052653 Managerial Accountability (X1) 0.834218821 Pedagogical Competence (X2) 0.924799421 Spiritual Competence(X3) 0.914586463 The four instruments all exhibited high reliability, with Cronbach's alpha coefficients of 0.979, 0.962, 0.933 and 0.955 respectively—all beyond the recommended threshold of .60 by Pallant (2003). These findings suggest that the instruments are very reliable and stable in measuring the intended variables.

Data Analysis Techniques

The method of data analysis employed in this study is inferential statistical analysis. Inferential analysis has been used to test the hypotheses posited in the study. Inferential analysis process consisted of the following steps: a. Testing assumption (Classical Assumptions): (1) Normality test, (2) Linearity test; (3) Multicollinearity tests; (4) Heteroscedasticity Test. b Hypothesis Testing (involving three types) (1) Partial Test (t-test), (2) Simultaneous Test (Multiple Regression), and (3) F-Test (ANOVA). b. R^2: As the influence of independent variables on the dependent variable is performing in a defined manner, we calculated the coefficient of determination (R^2) to measure the effect that independent predictors have on the output.

The equation is KD = r^2 × 100%.

FINDINGS

Based on the results of the classical assumption tests, the following findings were obtained:

Normality Test

Normality in this analysis was analyzed using SPSS 21 and the P-P Plot method. The test results indicate that the data points in the plot are lined along a diagonal line, which means that distributions for variable manage accountability, pedagogical competence, spiritual competence, and teacher performance are relatively normal. Hence, the normality assumption is satisfied.

Table 3. Normality test One-Sample Kolmogorov-Smirnov Test

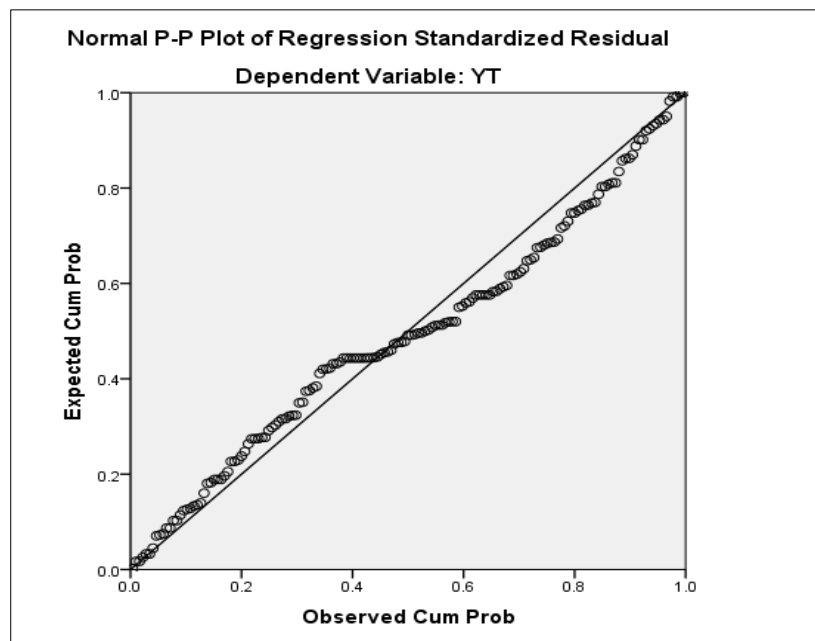|		Unstandardized Residual
N		163
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	13.28848295
Most Extreme Differences	Absolute	.048
	Positive	.048
	Negative	-.047
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200[c,d]

Figure 1. Regular Probability Plot test (P-P Plot) Teacher Performance, Madrasah Principal, Managerial Accountability, Pedagogical Competence, and Spiritual Competence

Multicollinearity Test

From the multicollinearity test, it is known that all independent variables have a VIF below 10 and a tolerance over 0.1. In particular, managerial accountability (X1) has a VIF value of 1.670 and the tolerance is 0.599; pedagogical competence (X2) has a VIF value of 3.750 and the tolerance is 0.267; spiritual competence (X3) has a VIF value of 3.047 and the tolerance is also very high with only about zero point three two eight." These figures show no multicollinearity between the independent variables in the regression model.

Table 4. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	10.378	6.803	-	1.526	.129	-	-
	X_1	.210	.081	.125	2.609	.010	.599	1.670
	X_2	.930	.147	.452	6.313	.000	.267	3.750
	X_3	.742	.123	.390	6.035	.000	.328	3.047
a. Dependent Variable: Y								

Autocorrelation Test

Autocorrelation was determined using the Durbin-Watson test for regression. The test resulted in a value of 2.000, which is within the acceptable bounds of -2 to +2. This finding implies that there is no autocorrelation in the model. In this way, the model fulfills the assumption of non-autocorrelated residuals.

Table 5. Autocorrelation Test (Durbin-Watson Test)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.885a	.782	.778	7.032	2

a. Predictors: (Constant), X_3, X_1, X_2
b. Dependent Variable: Y

Heteroscedasticity Test

The Glejser test was used to analyze heteroscedasticity. The significance values for all independent variables were greater than 0.05: managerial accountability (X1) (0.608), pedagogical competence (X2)(0.058), and spiritual competence X3(0.052). These findings suggest no heteroscedasticity in the model. Thus, the model satisfies the assumption of homoscedasticity and is fit for further statistical analysis.

Table 6. Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	4.732		.000	1
	X_1	.029	.056	.051	.514	.608
	X_2	.,205	.103	-.299	-1.995	.058
	X_3	.229	.086	.362	2.677	.052
a. Dependent Variable: ABS_Res						

Partial Correlation Analysis Results

In order to determine the relationship of each independent variable with the dependent variable after adjustment for other predictors, we performed partial correlation analysis. The result of the study shows that the madrasah principal accountability managerial (X_1) has a partial correlation with teacher performance (Y) ry1, whereas p = 0.033, and p = 0.203 for the hypotheses of H_{21} (X_1) and H_{61}(X_2), respectively, after adjustment for pedagogical competence (X_2), spiritual competence (X_3). The contribution is not substantial; however, the finding reveals that managerial accountability continues to have a statistically significant partial effect on teacher performance.

On the other hand, pedagogical competence (X_2) exerted the most significant partial effect on teacher performance (the most salient correlation coefficient was ry$_2$). Moreover, p = 0.000 in the adjusted model for X_1 and X_3. This finding reflects pedagogical competence as the most influential factor in improving teachers' professionalism within madrasahs.

In addition, the spiritual competence (X_3) had a significant partial correlation with teacher performance, ry$_3$. $_{12}$ = 0.432 and p = 0.049. Although its Ï• value is less than that of pedagogical competence, the direct effect confirms that internalized religious values in teachers are positively related to professional performance.

Table 7. Partial Correlation Analysis Results

Independent Variable	Partial Correlation (r_γ)	Sig. (p)	Description
Accountability managerial (X_1)	ry$_{1\cdot23}$ = 0.203	0.010	Significant (positive, but minor contribution)
Pedagogical competence (X_2)	ry$_{2\cdot13}$ = 0.448	0.000	Significant (most dominant)
Spiritual competence (X_3)	ry$_{3\cdot12}$ = 0.432	0.049	Significant (firm enough)

Multiple Regression Results

The regression analysis revealed that all three independent variables contribute significantly to teacher performance. Each regression coefficient is positive, indicating that improvements in managerial accountability, pedagogical competence, and spiritual competence are all associated with increases in teacher performance.

Table 8. Multiple Regression Analysis Results of X_1, X_2, X_3 on Y

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	10.378	6.803	–	1.526	0.129
X_1 (Accountability)	0.21	0.081	0.125	2.609	0.01
X_2 (Pedagogical)	0.93	0.147	0.452	6.313	0
X_3 (Spiritual)	0.742	0.123	0.39	6.035	0

Model Significance Test

An F-test was conducted to assess the overall significance of the model. The results are presented below:

Table 9. ANOVA Test Results for the Multiple Regression Model

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	28.267.10	3	9.422.37	190.521	0
Residual	7.863.48	159	49.456	–	–
Total	36.130.58	162	–	–	–

These results indicate that the regression model is statistically significant at the 0.01 level ($p < 0.01$), meaning that the three independent variables have a highly significant simultaneous effect on teacher performance.

Model Strength and Contribution

The relationship between independent variables and teacher performance is strong, as can be inferred from the multiple correlation coefficient (R) value, i.e., 0.885. The value of R^2 is 0.782, meaning that the variation of teacher work performance can be explained as much as 78.2% by managerial accountability, pedagogical competence, and spiritual competence. The remaining 21.8% is attributed to other reasons not contemplated in the model.

Table 10. Summary of the Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.885	0.782	0.778	7.032

Partial Contribution of Each Variable

Based on the results of the partial correlation analysis, the contribution of each independent variable to teacher performance (Y) can be ranked as follows:

Table 11. Ranking of Independent Variable Contributions Based on Partial Correlation Coefficients

No	Independent Variable	Partial Coefficient	Rank
1	Pedagogical Competence (X_2)	$ry_{2 \cdot 13} = 0.448$	1
2	Spiritual Competence (X_3)	$ry_{3 \cdot 12} = 0.432$	2
3	Managerial Accountability (X_1)	$ry_{1 \cdot 23} = 0.203$	3

These findings confirm that pedagogical competence is the most dominant predictor in improving teacher performance, followed by spiritual competence and managerial accountability.

DISCUSSION

In this section, the quantitative data analysis result of the study on managerial accountability level, madrasah principal (X1), pedagogical competency (X2), and spiritual competency (X3) in influencing teacher performance (Y) is interpreted towards theoretical identity and previous research. Instead of reaffirming conformity with the previous literature, the discussion explicates explanations on how interaction among

variables takes place, and situating the local' *madrasah* context as a unique education sector is specifically created based on Islamic and socio-cultural values.

From the statistical perspective, it is indicated that pedagogical competence is the most influential factor for teacher performance, as seen from both the β-value (the largest in intensity among others) and the high correlation coefficient. In contrast, other independent variables generated insignificant r². This indicates that quality of teaching is not based on content knowledge as much as the teacher's capacity to plan for meaningful, child-centered, process-driven learning. This is especially crucial in the madrasah environment where researchers have shown that teachers are not only to convey scholastic knowledge, but also to bring Islamic values into meaning-making.

The emphasis on pedagogical competence in this model is consistent with the theory of competencies from Spencer & Spencer (1993), where they argue that threshold competencies, which are 'the technical skills required for a job,' form the lower limit for successful work. When these forms of competency are undergirded by the personal and situational values characterized by y, the potential quality surpasses simple formal measures through being transformational.

The madrasah principals' administrative accountability also plays a significant role. Principals' use of accountable management practices—such as straightforward assignment of responsibility, transparent reporting, and data-based feedback on performance and stakeholder participation—indirectly promotes an environment where teachers can learn and improve. While madrasah accountability is not solely bureaucratic, it also has distinct moral and ethical content predicated on school principals as role models in dedication, trustworthiness, and equity.

Spiritual competence is still a significant predictor, with a lower β than the other two variables. Spiritual teachers show integrity, forbearance, and sincerity unparalleled in performing their duties. These values contribute to building interrelations between teachers and students and establishing a moral climate within the classroom, which leads to a humane and whole learning process. In madrasahs, where education is part and parcel of character building, spiritual competence comes to constitute a core identity contested with that of the teachers in other institutions.

The present results suggest that teachers' performance cannot depend on a single dimension and, accordingly, should be considered in a multifaceted way. The predominance of pedagogical competence indicates the necessity to develop teachers' professional capacity. However, it also requires responsible governance, institutional structures, and the grounding of spiritual values in everyday teaching. These three dimensions construct a supportive professional ecosystem uniquely centred on the nexus of professionalism, religiosity, and social commitment in the madrasah.

Such findings also have relevance for designing policies on madrasah education. First, the training and development of teachers should be aimed at reinforcing pedagogical aspects through context-specific, need-based approaches. Second, the supervisory system of madrasah school principals should have clear and specific indicators for accountability, not only in terms of administration but also in ethical and participative leadership. Third, spiritual formation of the teachers must be included in the continuing professional development programs, not only through formal religious references but also through contemplative practices, role modeling, and value reinforcement within the madrasah community.

This study, of course, has many limitations. First, the sample was from one province of Indonesia and therefore not generalisable to the diverse madrasah contexts across Indonesia regarding geography, culture, and management arrangements. Second, the quantitative methodology did not sufficiently address qualitative dynamics such as teachers' individual motivations and expressions of spiritual practice in context. Third, other potentially relevant factors, such as school organizational climate, peer support, community participation, or teachers' psychological health status, were not investigated.

Hence, mixed-method research in the future is recommended so that both qualitative and quantitative information can be provided to get better perspectives on teacher performance. Furthermore, examining the interaction of variables and conducting research on a longitudinal basis would provide much more reasonable

and deeper insights into how these three dimensions change and their influence on teachers' professional development.

CONCLUSION

According to the findings of the study related to the influence of managerial accountability, pedagogical competence, and spiritual competence of the Madrasah principal on teacher performance of *Madrasah Aliyah* in Banten Province, it can be concluded that all three variables together significantly contribute to enhancing teacher performance, with a contribution score of 78.2%. Managerial responsibility of madrasah principals contributes to a positive 37.3% impact on creating a professional and targeted performance system; meanwhile, pedagogical competency takes absolute precedence with an effect level of 72.4%, which aligns with learning effectiveness and teacher professionalism. Leading Article Voluntary-Practice reciprocates well due to maximizing teaching-competence power that encourages professional faculty services dedicated to student best interests and ability or competence-based educational graduation, since selected aspects still within regency range classroom practices covering skills mastery process as elaborated within article result discussion section. Spiritual capability significantly contributes (68%) through teachers' commitment, honesty, and moral conduct. Managerial accountability and pedagogic competency combined significantly impact teacher performance by 37.3%, which highlights the value of effective management and technical skills. The interaction effect between managerial accountability and spiritual competence is 72.8 percent, representing the incorporation of value-based leadership into spirituality. Similarly, the combination of pedagogical and spiritual competency has the most significant positive impact, contributing 77.3%, as it will create a teacher who is not only professionally capable but also has a good personality. These results suggest that we must take a comprehensive approach to improving teacher quality, and that focus on technical, ethical, and managerial aspects should be unified.

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