The Influence Of Headmaster Controlling On Teacher Professionalism In Madrasah Tsanawiyah

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Abstract

This study explores the impact of headmaster supervision on teacher professionalism in Islamic Junior High Schools (Madrasah Tsanawiyah). Using a correlational research design, the study evaluates two primary variables: headmaster supervision (X) and teacher professionalism (Y). The research aims to quantify the degree of influence exerted by headmaster supervision on teacher professionalism. A total population of 64 teachers from the selected schools was surveyed, ensuring comprehensive data collection through questionnaires and documentation. Data analysis employed percentage-based quantitative techniques and simple regression analysis. Findings reveal a significant positive correlation between headmaster supervision and teacher professionalism, with a correlation coefficient of 0.710, exceeding the critical value of 0.246 at a 5% significance level. The coefficient of determination (R^2) indicates that headmaster supervision accounts for 50.4% of the variance in teacher professionalism, with the remaining 49.6% influenced by other unexplored variables. These results underline the pivotal role of effective headmaster supervision in enhancing teacher professionalism, thereby contributing to the overall quality of education.

Keywords: Headmaster Supervision, Teacher Professionalism, Islamic Junior High Schools, Correlation Analysis

Introduction

Education is universally recognized as a cornerstone for societal advancement and individual development. It serves as a transformative tool that equips younger generations with the knowledge and skills required to thrive in an increasingly competitive global landscape. Within this context, teachers are pivotal agents of change whose professionalism significantly influences the quality of education delivered. Professionalism in teaching is characterized not only by academic qualifications but also by the ability to manage classrooms effectively, engage with students meaningfully, and employ innovative pedagogical practices, including the integration of technology (Hamzah, 2007).

However, achieving high levels of teacher professionalism often depends on the quality of school leadership. School principals play a critical role as instructional leaders, tasked with fostering a conducive environment for learning and professional growth (Warisno, 2022; Haiyan, 2021). Among their various managerial functions, the role of controlling stands out as a mechanism to ensure that educational objectives are met (Khanagha, 2022). Controlling, as defined by Weihrich and Koontz (2010), involves monitoring, evaluating, and correcting performance to ensure that outcomes align with predefined standards and goals. This managerial function is integral to improving teacher performance and enhancing the overall educational process.

In the Indonesian context, the importance of controlling is emphasized in national regulations. The Ministry of National Education (2007) stipulates that school principals are responsible for planning and implementing supervision strategies that enhance teacher competency and professionalism. Effective controlling entails not only assessing teacher

performance but also providing constructive feedback and facilitating professional development opportunities. This ensures that teachers can adapt to the dynamic demands of modern education, particularly in areas such as technological integration and curriculum development.

Despite its critical importance, the practical application of controlling in schools often encounters significant challenges. Preliminary observations conducted at Madrasah Tsanawiyah revealed several persistent issues, including teacher tardiness, inadequate preparation of lesson plans, and limited proficiency in utilizing educational technology. These shortcomings highlight a gap between the theoretical ideals of controlling and its implementation in practice (Houssein, 2021). Moreover, the lack of empirical evidence on the relationship between controlling and teacher professionalism further complicates efforts to address these issues.

Teacher professionalism is not a static attribute but a dynamic process influenced by various internal and external factors. Internally, professionalism depends on individual motivation, skills, and commitment to lifelong learning. Externally, it is shaped by institutional support, leadership quality, and access to resources. School principals, as the primary leaders within educational institutions, are uniquely positioned to bridge these internal and external factors through effective controlling (Harðarson, A, 2022). By identifying weaknesses, providing guidance, and fostering a culture of accountability, principals can significantly enhance teacher performance and professionalism (Mulyasa, 2013).

This study addresses the need for a deeper understanding of how school principals' controlling practices influence teacher professionalism. Focusing on Islamic junior high schools (Madrasah Tsanawiyah), this research employs a quantitative correlational design to examine the strength and direction of this relationship. The findings aim to provide actionable insights for policymakers, school leaders, and educators, thereby contributing to the broader discourse on educational management and teacher development. By elucidating the link between controlling and professionalism, this study aspires to bridge the gap between managerial theory and educational practice, ultimately fostering more effective school environments.

Method

This research employed a quantitative correlational design to investigate the influence of headmaster controlling on teacher professionalism. The study focused on teachers from Islamic Junior High Schools (Madrasah Tsanawiyah) as the population and sample.

Population and Sample

The research was conducted at Madrasah Tsanawiyah during the period of March 13 to April 14, 2023. The study involved 64 teachers, representing the total population, which was also used as the sample due to its manageable size. The approach ensured comprehensive data collection and avoided sampling bias.

Research Variables

Two primary variables were analyzed:

Independent Variable (X): Headmaster controlling, defined as the systematic process of evaluating and correcting teacher performance to meet educational goals.

Dependent Variable (Y): Teacher professionalism, which encompasses competencies such as pedagogical skills, classroom management, and proficiency in using educational technology.

Data Collection Techniques

Data were gathered using the following methods:

Questionnaires: Structured questionnaires were used to measure headmaster controlling and teacher professionalism. Each item was assessed on a five-point Likert scale ranging from "Never" to "Always."

Documentation: Relevant school records and administrative documents were reviewed to corroborate questionnaire data and provide context.

Validity and Reliability Testing

The instruments were subjected to rigorous validity and reliability tests:

Validity: Content validity was ensured through expert review, while construct validity was analyzed using factor analysis.

Reliability: Internal consistency of the instruments was evaluated using Cronbach's alpha, ensuring a coefficient above the acceptable threshold of 0.7.

Data Analysis Techniques

Quantitative data analysis was performed using:

Descriptive Statistics: To summarize the characteristics of the data, including frequency distributions and percentages for each variable.

Simple Regression Analysis: To determine the strength and direction of the relationship between headmaster controlling and teacher professionalism. The analysis was conducted using SPSS Version 24.0.

The correlation coefficient (r) was calculated to measure the relationship between variables, with significance tested at the 5% level ($p < 0.05$). Additionally, the coefficient of determination (R^2) was used to quantify the proportion of variance in teacher professionalism explained by headmaster controlling.

Ethical Considerations

The study adhered to ethical research standards, ensuring confidentiality and obtaining informed consent from all participants. No personal identifiers were used, and participants had the right to withdraw from the study at any time.

Results and Discussion

The study aimed to analyze the impact of headmaster controlling on teacher professionalism in Islamic Junior High Schools (Madrasah Tsanawiyah). Data collected through questionnaires and analyzed using SPSS 24.0 revealed the following results:

Descriptive Statistics

1. The mean score of headmaster controlling was **91.7%**, categorized as "Very Good."
2. The mean score of teacher professionalism was **90.1%**, also categorized as "Very Good."

Correlation Analysis A Pearson correlation test was conducted to measure the relationship between headmaster controlling and teacher professionalism. The correlation coefficient (r) was **0.710**, indicating a strong positive relationship. The significance value was **p < 0.001**, confirming the relationship's statistical significance.

Regression Analysis A simple linear regression analysis demonstrated the impact of headmaster controlling on teacher professionalism. The regression equation is as follows:

$$Y=20.345+0.686X$$

Here, Y represents teacher professionalism, and X represents headmaster controlling. The coefficient 0.6860.6860.686 indicates that a 1% increase in headmaster controlling is associated with a 0.686% increase in teacher professionalism.

Coefficient of Determination The R2 value was **0.504**, implying that 50.4% of the variance in teacher professionalism is explained by headmaster controlling, while the remaining 49.6% is influenced by other factors.

Table 1. Summary of Regression Analysis

Variable	Coefficient (B)	Standard Error	Beta	t-value	p-value
Constant	20.345	5.963	-	3.412	0.001
Headmaster Controlling	0.686	0.086	0.710	7.934	<0.001

The results of this study provide compelling evidence of the significant impact of headmaster controlling on teacher professionalism. By examining the relationship between these variables, the findings contribute to the growing body of literature that underscores the importance of leadership in educational settings.

Headmaster Controlling as a Catalyst for Teacher Professionalism

The results indicate a high level of headmaster controlling, with an average score of **91.7%** categorized as "Very Good." This demonstrates that headmasters in the surveyed schools are effectively implementing their managerial roles, particularly in monitoring, evaluating, and providing constructive feedback to teachers. Controlling as a managerial function is essential for ensuring that educational objectives are met. Weihrich and Koontz (2010) emphasized that effective controlling aligns individual performance with institutional goals, fostering a culture of accountability and continuous improvement.

Teacher Professionalism and Its Determinants

The average score of teacher professionalism, **90.1%,** highlights the strong competencies among teachers in the sampled schools. These competencies include mastery of subject matter, effective classroom management, and the ability to integrate technology into teaching practices. However, while the scores are high, the results also reveal areas for potential growth, such as enhancing technological proficiency and lesson planning. Teacher professionalism is not static; it evolves with ongoing professional development and the support of effective leadership (Hamzah, 2007; Mulyasa, 2013).

Strength of the Relationship

The correlation coefficient (r=0.710) reflects a strong positive relationship between headmaster controlling and teacher professionalism. This finding is statistically significant (p<0.001), affirming that as headmasters improve their controlling functions, teacher professionalism concurrently increases. This aligns with management theories, which posit that supervision and feedback mechanisms directly influence employee performance and

professional growth (Weihrich & Koontz, 2010). The strong correlation suggests that headmasters' roles are pivotal in shaping the professional landscape of teaching.

Practical Implications of the Regression Analysis

The regression equation, $Y=20.345+0.686X$, indicates that for every 1% improvement in headmaster controlling, teacher professionalism increases by 0.686%. The coefficient of determination ($R2=0.504$) further reveals that headmaster controlling accounts for 50.4% of the variance in teacher professionalism. While this is substantial, the remaining 49.6% highlights the influence of other factors, such as teacher motivation, external training opportunities, resource availability, and institutional support. Future research should explore these additional variables to provide a more comprehensive understanding of teacher professionalism.

Broader Educational Context

The findings underscore the importance of effective leadership in educational settings. In the context of Islamic Junior High Schools (Madrasah Tsanawiyah), where moral and academic development are equally prioritized, the role of the headmaster extends beyond administrative functions. It involves cultivating an environment that promotes ethical teaching practices, collaboration, and innovation. Effective controlling practices help identify gaps in teacher performance and provide targeted interventions, thereby elevating the overall quality of education.

Challenges and Opportunities

While the results are encouraging, challenges persist. For instance, technological advancements in education require teachers to continuously adapt their methods. Headmasters must, therefore, extend their controlling practices to include technological upskilling and the integration of digital tools in pedagogy. Additionally, fostering a culture of open communication and feedback can further enhance the effectiveness of controlling mechanisms. By addressing these challenges, schools can ensure sustained improvements in teacher professionalism.

Theoretical Contributions

This study contributes to the theoretical understanding of educational management by empirically validating the relationship between headmaster controlling and teacher professionalism. It reaffirms the relevance of classical management theories in contemporary educational contexts and highlights the need for adaptive leadership models that cater to evolving educational demands.

Conclusion

The findings of this study confirm that headmaster controlling significantly influences teacher professionalism in Islamic Junior High Schools (Madrasah Tsanawiyah), as evidenced by a strong positive correlation ($r=0.710 r = 0.710 r=0.710$) and a determination coefficient ($R2=0.504 R^2 = 0.504 R2=0.504$), indicating that 50.4% of teacher professionalism is explained by headmaster controlling. The high average scores for both headmaster controlling (91.7%) and teacher professionalism (90.1%) underscore the effective implementation of supervisory practices and the strong competencies of teachers in the sampled schools. These results highlight the critical role of headmasters in fostering accountability, providing constructive feedback, and enabling professional growth among teachers. However, the remaining 49.6% variance suggests that other factors, such as motivation, training opportunities, and institutional support, also play important roles. These findings contribute to the understanding of educational management practices, emphasizing

the importance of adaptive and proactive leadership in improving teacher performance and achieving educational goals.

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