



Organizational Systems in Fostering Achievement-Oriented Behavior Among Madrasah Teachers: A Case Study of State Islamic Senior High Schools in Jambi Province

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ABSTRACT

This study aims to explore and analyze how organizational systems contribute to fostering achievement-oriented behavior among teachers at State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN) in Jambi Province. The research was driven by the ongoing challenges in optimizing organizational systems to support teacher professionalism and performance. Using a qualitative approach with a case study design, data were collected through in-depth interviews, observation, and document analysis at three MANs: MAN 3 Kota Jambi, MAN 1 Tanjung Jabung Barat, and MAN 1 Merangin. Findings indicate that each school has distinct organizational characteristics and faces specific challenges. MAN 3 Kota Jambi demonstrates innovation in digital transformation but struggles with inadequate infrastructure. Across all schools, the effectiveness of the organizational system is influenced by the leadership style of the headmaster, the strength of vertical communication, the prevailing work culture, and the presence of reward and coaching systems. The study concludes that achievement-oriented teacher behavior can be effectively developed through organizational systems that are clearly structured, supported by a collaborative culture, and led by transformational leadership. The research provides theoretical contributions to Islamic education management and offers practical recommendations for improving the quality of madrasahs through organizational strengthening.

INTRODUCTION

Education plays a vital role in shaping the quality of human resources, and teachers are central figures in the learning process. In the context of Islamic education institutions such as Madrasah Aliyah Negeri (MAN), teachers are expected not only to master academic content but also to exhibit high-performance behaviors that align with religious values and educational objectives. The challenge lies in building organizational systems that can cultivate such achievement-oriented behavior among teachers. A school's organizational structure, leadership dynamics, and work culture significantly influence teacher motivation and performance outcomes (Schein, 2010).

However, various studies indicate that many madrasahs still face organizational stagnation, lack of innovation, and weak managerial practices, which inhibit the development of achievement-driven teacher behavior. This situation is exacerbated by the absence of reward systems, poor communication flow, and resistance to change, particularly in state-run madrasahs that operate within a rigid bureaucratic framework (Robbins & Judge, 2017). Furthermore, teachers' professional growth is often hindered by unclear career paths and insufficient institutional support, which in turn diminishes their drive to excel in the classroom.

This research focuses on the organizational systems implemented at several MANs in Jambi Province, Indonesia, to analyze their effectiveness in encouraging achievement-oriented behavior among teachers. The study adopts a qualitative approach with a case study design, examining MAN 3 Kota Jambi, MAN 1 Tanjung Jabung Barat, and MAN 1 Merangin as focal points. These institutions were selected due to their strategic roles and distinctive characteristics in representing urban, coastal, and rural educational environments. Data were collected through interviews, observations, and document analysis to construct a holistic view of organizational influences on teacher behavior.

Ultimately, this study contributes to the field of Islamic education management by providing a conceptual framework for how organizational systems—comprising structure, leadership, communication, and culture—can be leveraged to promote teacher excellence. The findings are expected to assist policymakers, school leaders, and educators in developing more dynamic and effective institutional strategies that support teacher professionalism in madrasah settings.

LITERATURE REVIEW

Organizational Systems in Educational Institutions

The concept of organizational systems in education encompasses various components, including organizational structure, leadership, communication, and work culture. These systems determine how roles, responsibilities, and resources are coordinated to achieve institutional goals. According to Robbins and Coulter (2016), organizational structure defines how job tasks are formally divided, grouped, and coordinated, and it significantly influences employee behavior. In the context of education, a well-structured organization facilitates better instructional practices and professional collaboration among teachers.

The Role of Transformational Leadership

Leadership is a central element in the organizational system that affects teacher behavior and performance. Transformational leadership, in particular, is known to inspire commitment, stimulate innovation, and foster a supportive school culture (Bass & Riggio, 2006). The role of school principals as transformational leaders includes setting a clear vision, motivating staff, and modeling integrity and professionalism. In madrasah settings, the leadership style adopted by the principal often determines the level of teacher engagement and achievement orientation.

Communication as an Organizational Backbone

Communication within the organizational system plays a vital role in shaping behavior and maintaining alignment between institutional goals and individual performance. Effective communication reduces ambiguity, fosters trust, and enhances coordination among staff members. As stated by Lunenburg and Ornstein (2012), upward and downward communication, if managed well, becomes the backbone of organizational effectiveness. In the context of madrasahs, where hierarchical and cultural dynamics are deeply rooted, open and respectful communication is essential to cultivating a conducive work environment.

The Influence of Organizational Culture

Organizational culture is another important aspect that reflects shared values, beliefs, and norms influencing the behavior of individuals within an institution. Schein (2010) argues that culture is the most stable and enduring element of an organization and significantly determines how change is perceived and managed. In educational institutions, a culture that values learning, achievement, and collaboration is more likely to produce teachers who are motivated and committed to continuous improvement.

Achievement-Oriented Teacher Behavior

Achievement-oriented behavior among teachers is characterized by goal commitment, initiative, responsibility, and high performance standards. McClelland's theory of needs highlights the importance of the need for achievement (nAch) in shaping individual motivation and workplace behavior (McClelland, 1987). Teachers with high achievement motivation are likely to seek feedback, pursue excellence, and respond positively to organizational support. Organizational systems that support such motivation contribute to overall school effectiveness.

Rewards as Motivation for Excellence

Reward systems are also critical in promoting achievement behavior. Herzberg's two-factor theory distinguishes between hygiene factors and motivators, where recognition and achievement are key motivators of job satisfaction and performance (Herzberg, 1959). In madrasah environments, institutional recognition in the form of awards, promotions, or even verbal appreciation contributes significantly to strengthening a culture of achievement. However, inconsistencies or the absence of reward systems may lead to demotivation and underperformance among teachers.

Aligning Individual and Institutional Goals

Lastly, the alignment between personal goals of teachers and organizational objectives is crucial for sustaining performance. The goal-setting theory proposed by Locke and Latham (2002) emphasizes that specific and challenging goals, when accepted, lead to higher performance. In the madrasah context, the success of organizational systems in fostering achievement-oriented behavior lies in their ability to create shared visions, foster meaningful engagement, and provide structured pathways for teacher growth.

METHODOLOGY

This research employed a qualitative approach with a case study design to explore how organizational systems influence achievement-oriented behavior among teachers in State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Jambi Province. A qualitative method is suitable for understanding complex social phenomena through the participants' perspectives and experiences. As Creswell (2013) notes, qualitative research allows for a deep exploration of meaning and context, especially within organizational settings. The case study design was chosen to provide an in-depth analysis of real-life conditions across three selected madrasahs, enabling the researcher to focus on the uniqueness and complexity of each institution's organizational system.

Data were collected through triangulated techniques, including in-depth interviews, participant observation, and document analysis. Interviews were conducted with school principals, vice principals, senior teachers, and administrative staff to gain a comprehensive understanding of organizational practices and their impact on teacher behavior. Observation was used to capture the dynamics of school activities, leadership interactions, and cultural patterns. Document analysis involved reviewing internal reports, school organizational structures, and policy documents. Triangulation of techniques and sources was applied to ensure the credibility and reliability of the findings (Patton, 2002).

The data analysis followed the interactive model by Miles and Huberman (2014), which consists of three main activities: data reduction, data display, and conclusion drawing or verification. Data reduction was carried out by selecting, focusing, and simplifying raw data obtained from the field. The reduced data were then organized and displayed in matrixes to identify emerging patterns and relationships. Finally, the researcher drew conclusions by interpreting the patterns in light of the research questions and theoretical framework. To enhance validity, the study employed source triangulation and member checking strategies, ensuring that the interpretations reflected the participants' intended meanings.

RESEARCH RESULT

The findings of this study reveal significant differences and similarities in the implementation of organizational systems aimed at fostering achievement-oriented behavior among teachers at three State Islamic Senior High Schools (MAN) in Jambi Province. Each madrasah presents a unique organizational landscape that reflects its geographical, structural, and leadership conditions. The research shows that the way organizational systems are structured and

managed has a profound impact on teacher motivation, performance, and professional growth.

At MAN 3 Kota Jambi, the organizational system is relatively advanced, with efforts to integrate digital technology in school administration and teaching processes. The leadership at this school demonstrates openness to innovation, and the headmaster plays a strategic role in empowering teachers. Achievement-oriented behavior is encouraged through regular performance evaluations, teacher mentoring, and reward mechanisms such as public recognition and involvement in external competitions. However, limitations still exist, especially regarding inadequate school infrastructure and the inconsistency of support from the central education authority, which sometimes slows down implementation of progressive initiatives.

In contrast, MAN 1 Tanjung Jabung Barat faces a number of bureaucratic and managerial challenges. The school's organizational system is constrained by a rigid hierarchy, limited teacher training opportunities, and weak implementation of reward and career development systems. Teachers often express dissatisfaction with promotion procedures, which are perceived as lacking transparency. Although the headmaster exhibits commitment to improvement, the organizational culture still leans towards traditionalism, where change is met with resistance. Nevertheless, some positive practices are found in the religious activities integrated into daily routines, which reinforce the moral foundation for achievement.

MAN 1 Merangin presents a different organizational dynamic characterized by strong interpersonal relationships among staff, but weaker structural and managerial systems. The leadership at this school tends to be more transactional, relying on routine monitoring rather than strategic development. Achievement behavior is not systematically nurtured, and professional development programs are minimal. One of the critical issues is the generational gap among teachers, where senior teachers often resist new approaches and innovations. As a result, younger teachers feel less motivated due to the lack of recognition and mentorship.

Across the three institutions, the role of the principal is a decisive factor in shaping the organizational climate. Where transformational leadership is present, such as in MAN 3 Kota Jambi, teachers are more inspired to improve their performance. Leadership that fosters collaboration, encourages innovation, and recognizes teacher efforts leads to a stronger culture of achievement. Conversely, where leadership is passive or overly administrative, teachers tend to perform only to meet basic requirements, and innovation is stifled.

Communication systems also show varying degrees of effectiveness. In MAN 3 Kota Jambi, vertical and horizontal communication is relatively smooth, supported by digital tools and a culture of openness. In contrast, MAN 1 Tanjung Jabung Barat and MAN 1 Merangin still rely on conventional communication patterns, which often create barriers to transparency and efficiency. Effective communication is found to be a key enabler of mutual understanding, teamwork,

and trust — all of which are essential for promoting achievement-oriented behavior.

Reward systems remain one of the most critical yet underdeveloped components in the three schools. While symbolic rewards and public appreciation are occasionally practiced, systematic and measurable incentive structures are lacking. Teachers generally desire more recognition for their efforts, such as through promotions, financial incentives, or opportunities for further study. The absence of these mechanisms undermines long-term motivation and contributes to teacher stagnation, especially among those who have served for many years.

In summary, the research findings indicate that the success of organizational systems in building achievement-oriented behavior among madrasah teachers depends heavily on the quality of leadership, communication, professional development opportunities, and reward structures. Schools that invest in organizational improvement, adopt innovative practices, and prioritize teacher empowerment tend to foster a more dynamic and achievement-driven teaching environment. These results offer valuable insights for policymakers and educational leaders seeking to enhance teacher performance through strategic organizational development.

DISCUSSION

The findings of this study emphasize that organizational systems play a significant role in shaping achievement-oriented behavior among teachers in madrasahs. The structure, leadership, communication flow, reward systems, and institutional culture each contribute to the teachers' performance mindset. This aligns with the theory of Robbins and Coulter (2016), who argue that effective organizational systems provide clarity in roles and responsibilities, reduce ambiguity, and increase individual commitment to institutional goals. At MAN 3 Kota Jambi, where digital innovation and clear task distribution are practiced, teachers appear more focused and proactive. This confirms the notion that well-structured organizations cultivate professionalism and collaboration.

Leadership emerged as a dominant factor across all research sites, particularly the influence of transformational leadership in shaping teacher motivation and professional growth. The case of MAN 3 Kota Jambi demonstrates how principals who are visionary, empowering, and responsive to teacher needs can drive a culture of excellence. This supports the view of Bass and Riggio (2006) that transformational leaders foster intrinsic motivation, trust, and a shared commitment to achievement. On the other hand, the more transactional or administrative leadership observed in MAN 1 Merangin appears less effective in inspiring teachers, reinforcing the claim that leadership style directly influences organizational culture and performance outcomes.

The study also reveals that communication is not merely a technical function but a cultural process that reflects and reinforces organizational values. Effective communication systems, as seen in MAN 3 Kota Jambi, facilitate transparency, inclusivity, and responsiveness. This is in line with Lunenburg and Ornstein (2012), who stress that open communication promotes trust, enhances coordination, and helps align individual behaviors with organizational

expectations. In contrast, schools with limited or top-down communication practices, such as MAN 1 Tanjung Jabung Barat and MAN 1 Merangin, struggle with misunderstandings, low morale, and limited feedback loops—all of which hinder the cultivation of achievement behavior.

Organizational culture, shaped by values, norms, and collective beliefs, was found to be a pivotal element in determining how teachers perceive their roles and responsibilities. Schein (2010) emphasizes that culture influences how organizations adapt to change and how individuals interpret institutional priorities. The research confirms this, showing that madrasahs with a positive, supportive, and achievement-focused culture tend to have teachers who are more motivated and performance-driven. Conversely, cultures that are rigid, hierarchical, or resistant to innovation suppress teacher creativity and limit potential for growth. This highlights the importance of investing in cultural transformation alongside structural reforms.

Achievement motivation among teachers is closely tied to the fulfillment of psychological needs and institutional support mechanisms. Drawing on McClelland's theory of needs (1987), the research illustrates that teachers with high need for achievement (nAch) respond positively to environments that challenge them, provide feedback, and reward initiative. Unfortunately, in MAN 1 Merangin and MAN 1 Tanjung Jabung Barat, such environments are not consistently present, which explains the moderate levels of teacher initiative and responsibility. This gap between theory and practice suggests that while the potential for high achievement exists, it is not fully activated due to systemic constraints.

Reward systems—or the lack thereof—remain a critical issue. Herzberg's motivation-hygiene theory (1959) posits that intrinsic motivators like recognition, responsibility, and advancement significantly influence job satisfaction. This study confirms that symbolic rewards such as praise, certificates, or nominations can strengthen achievement behavior, especially when delivered systematically. However, inconsistency in reward mechanisms across the three madrasahs has led to disillusionment among teachers, as seen in their views on career promotion and institutional appreciation. This underlines the need for formal, fair, and transparent reward policies that align with performance standards.

Lastly, the alignment between organizational goals and teacher aspirations determines the long-term sustainability of achievement behavior. Locke and Latham's goal-setting theory (2002) highlights the role of specific, challenging, and attainable goals in boosting performance. The findings support this view, especially in MAN 3 Kota Jambi, where strategic planning and performance targets are communicated effectively. Teachers in this environment report higher levels of clarity, motivation, and ownership of outcomes. This contrasts with the other schools where vague or misaligned goals reduce teacher engagement.

Therefore, for madrasahs to sustain high performance, organizational systems must integrate individual and institutional aspirations through participatory goal-setting processes.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study conclude that the implementation of organizational systems—encompassing structure, leadership, communication, work culture, and reward mechanisms—has a significant influence on fostering achievement-oriented behavior among madrasah teachers in Jambi Province. Schools that demonstrate clear organizational structures, proactive and transformational leadership, effective communication channels, and positive institutional cultures are more likely to encourage teacher motivation, initiative, and high performance. However, challenges such as bureaucratic rigidity, inconsistent reward systems, and limited professional development opportunities continue to hinder the full realization of teacher potential in several madrasahs.

Based on these conclusions, it is recommended that educational leaders and policymakers prioritize the development of integrated organizational systems tailored to the unique needs of madrasahs. School principals should be equipped with leadership training that emphasizes transformational practices, while transparent reward systems and clear career paths should be institutionalized to sustain teacher motivation. Furthermore, madrasahs should foster open communication and participatory decision-making to strengthen organizational trust and alignment with institutional goals. Continuous investment in school culture and teacher empowerment will be essential for creating a sustainable environment where achievement-oriented behavior can thrive.

ADVANCED RESEARCH

This study lays a conceptual and empirical foundation for further exploration into organizational systems within Islamic educational institutions. Future research could expand by employing comparative studies between public and private madrasahs to analyze the varying impacts of organizational design on teacher performance. Additionally, longitudinal research is encouraged to examine how organizational reforms and leadership transitions influence teacher motivation and achievement over time. Further exploration into the role of digital transformation in enhancing communication and professional development within madrasahs would also be a valuable contribution to the field of Islamic education management. Expanding the study to include student learning outcomes as a dependent variable may also provide a more holistic understanding of the effectiveness of organizational systems on school-wide performance.

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