

An Analysis of Organizational Behavior and Teacher Performance Satisfaction in Private Madrasah Aliyah (MAS), South Tangerang City, Banten

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ABSTRACT

This study aims to analyze organizational behavior and its impact on teacher performance satisfaction at Private Madrasah Aliyah (MAS) in South Tangerang City. The main issue addressed in this research is the extent to which communication, leadership, organizational culture, and organizational structure contribute to the level of job satisfaction and teacher performance. The research employed a descriptive qualitative approach, with data collected through interviews, observations, questionnaires, and document analysis. The research subjects included principals, teachers, and educational staff from two private madrasahs, namely MA Jamiyyah Islamiyah and MA Al-Ikhwaniyah. The findings indicate that organizational behavior in both madrasahs falls into a good category, with a high overall average score. Effective communication, participative leadership, harmonious relationships among teachers, as well as institutional support and recognition are dominant factors that enhance teacher job satisfaction and performance. On the other hand, the balance between workload and welfare, as well as the alignment between salary and job responsibilities, still require further attention. Overall, healthy organizational behavior creates a conducive work environment, strengthens teacher motivation and loyalty, and directly contributes to improving the quality of education in the madrasah.

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KEYWORDS

Organizational Behavior, Leadership, Job Satisfaction, Teacher Performance, Madrasah Aliyah.

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1. Introduction

Education is a conscious and planned effort to create a conducive learning environment in order to develop students' potential, as stated in Law Number 20 of 2003 concerning the National Education System. A conducive learning atmosphere is determined not only by facilities and infrastructure but also by the organizational behavior that develops within the educational environment (Aswad et al., 2019; Suma et al., 2023; Rahman et al., 2019). Positive organizational behavior is capable of creating a harmonious and productive work climate, which ultimately supports the achievement of national education goals.

Madrasahs, as Islamic educational institutions, play a strategic role in shaping character and the quality of human resources. However, the effectiveness of teacher performance in madrasahs is often influenced by various organizational behavior factors such as organizational culture, leadership style, communication, and organizational structure. These four factors determine the quality of relationships among individuals within educational institutions and affect the level of job satisfaction and teacher performance. This condition is crucial, considering that teachers are the main actors in determining the quality of learning and student outcomes.

According to Robbins and Judge (2015), organizational behavior is the study of how individuals interact within groups and how these interactions influence organizational effectiveness. In the educational context, healthy organizational behavior can encourage teachers to demonstrate optimal performance through motivation, job satisfaction, and professional commitment. Supriyadi (2018) emphasizes that participative leadership styles and collaborative organizational cultures significantly influence teacher job satisfaction. This indicates that supportive leadership and work culture are key factors in creating a conducive educational environment.

Another study by Heriyanto (2019) shows that an organizational culture based on Islamic values in madrasahs plays an important role in shaping teachers' attitudes, responsibility, and commitment to their work. A culture grounded in Islamic moral and ethical values can strengthen teachers' integrity in carrying out their duties (Yaumi et al., 23; Ilham & Rahman,

2024; Dalyan et al., 2022; Mahdori et al., 2025). However, an overly rigid culture may limit teachers' creativity and innovation, which in turn reduces their job satisfaction. Therefore, it is important for madrasahs to cultivate an organizational culture that balances religious values with professional flexibility.

Santoso (2021) adds that effective organizational communication between leaders and teachers can increase job satisfaction because teachers feel heard and appreciated. Conversely, ineffective communication can lead to work stress and decreased productivity. Rahayu (2023) also highlights the importance of a clear and transparent organizational structure in reducing role conflict and increasing job satisfaction. An organizational structure that provides opportunities for professional development has been proven to enhance teacher performance and institutional loyalty.

Based on these studies, it can be concluded that organizational behavior has a significant influence on teacher job satisfaction and performance. However, research examining this relationship in Madrasah Aliyah institutions in South Tangerang City remains limited. The phenomenon observed in this region shows variations in teacher performance that are suspected to be influenced by differences in organizational behavior among madrasahs. This condition underlies the need for more in-depth research on dominant organizational behavior factors and their impact on teacher performance satisfaction.

This study seeks to answer questions regarding the form of organizational behavior in Private Madrasah Aliyah in South Tangerang City, which factors most influence teacher performance satisfaction, and the extent to which organizational behavior impacts teacher performance. The objectives of this study are to analyze the condition of organizational behavior in madrasahs, identify dominant factors influencing teacher performance satisfaction, and explain the relationship between organizational behavior and teacher performance satisfaction. Through this approach, the study is expected to provide a comprehensive understanding of organizational behavior dynamics within madrasahs.

Theoretically, this study reinforces the view that the effectiveness of educational organizations is determined not only by formal structures but also by interpersonal relationships, work culture, and adaptive leadership. Practically, the findings are expected to serve as a basis for policymaking in improving madrasah management quality through strengthening organizational behavior. Through these findings, madrasahs can develop a collaborative and professional work climate, encouraging teachers to enhance their performance and contribute sustainably to the achievement of Islamic education goals.

2. Methodology

This study employed a qualitative approach using a descriptive method. This approach was chosen because it provides an in-depth understanding of complex social phenomena related to organizational behavior and its impact on teacher performance satisfaction. Qualitative research aims to describe the meaning of experiences, interactions, and values that develop within educational organizations in a comprehensive and contextual manner. This approach enables researchers to thoroughly understand individual and group behavior within the context of Private Madrasah Aliyah (MAS) in South Tangerang City. Through the descriptive method, this study focuses on a factual and systematic description of actual field conditions without manipulating the variables studied.

The research was conducted at two Private Madrasah Aliyah institutions, namely MA Jamiyyah Islamiyah and MA Al-Ikhwaniyah, located in Pondok Aren District, South Tangerang City, from August 2024 to July 2025. The locations were selected because the two madrasahs have different characteristics in terms of the number of teachers, students, and organizational cultural backgrounds, making them relevant for describing organizational behavior phenomena in Islamic educational institutions. The research subjects consisted of principals, teachers, educational staff, and students, while the object of the study focused on four main aspects of organizational behavior: organizational culture, leadership, communication, and organizational structure, which were linked to teacher performance satisfaction.

Informants were selected using purposive sampling, meaning research subjects were intentionally chosen based on specific considerations deemed capable of providing the most relevant information related to the research focus. This technique aligns with the characteristics of qualitative research, which prioritizes depth of data rather than the number of respondents. Data were collected through in-depth interviews, non-participant observation, open-ended questionnaires, and document analysis. Interviews were conducted in both structured and unstructured formats with principals and teachers to explore their perceptions of work culture and leadership. Observations were used to examine interactions among madrasah members and daily work behavior, while open-ended questionnaires allowed respondents to freely express their experiences.

Data analysis was conducted in three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and simplified important information relevant to the research focus. The reduced data were then presented descriptively in narrative form to identify patterns, themes, and relationships among variables. The final stage involved drawing conclusions through a reflective and iterative process, supported by source triangulation, which compared data from interviews, observations, and documentation to ensure the validity of findings. This process enabled the researcher to obtain an objective and credible description of the relationship between organizational behavior and teacher performance satisfaction in Private Madrasah Aliyah in South Tangerang City.

3. Results and Discussion

3.1 Result

The research findings confirm that organizational behavior in Private Madrasah Aliyah (MAS) in South Tangerang City significantly contributes to teacher performance satisfaction. Aggregately, the scores of various indicators fall within the moderate-high to very high categories, indicating a relatively healthy organizational foundation. The following analysis elaborates on each dimension of the findings and discusses their implications for job satisfaction and teacher performance.

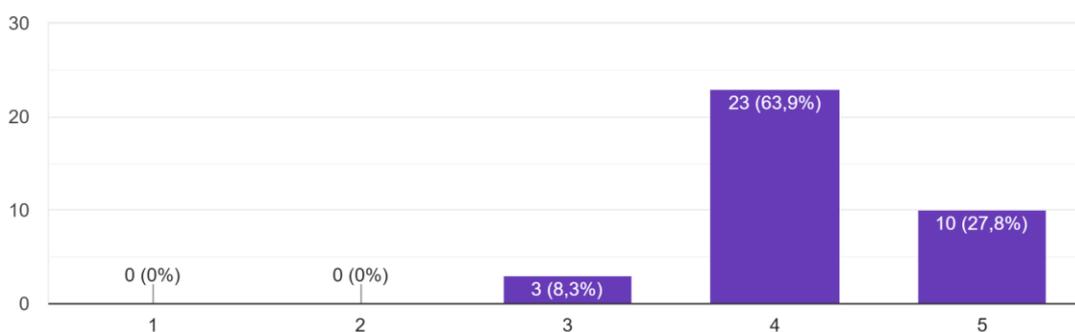


Figure 1. Communication Between Teachers and School Management

Communication between teachers and school management obtained an average score of 4.19/5, indicating openness of information, two-way feedback flow, and effective work coordination. Substantively, this condition minimizes role ambiguity and accelerates goal alignment, particularly in teaching duties and school programs.

These communication findings align with the perspective of Katz & Kahn, who argue that message clarity, clear communication channels, and two-way dialogue are prerequisites for organizational effectiveness. Within Maslow's hierarchy of needs framework, effective communication helps fulfill affiliation and esteem needs, fostering a sense of appreciation that ultimately enhances teacher motivation and job satisfaction.

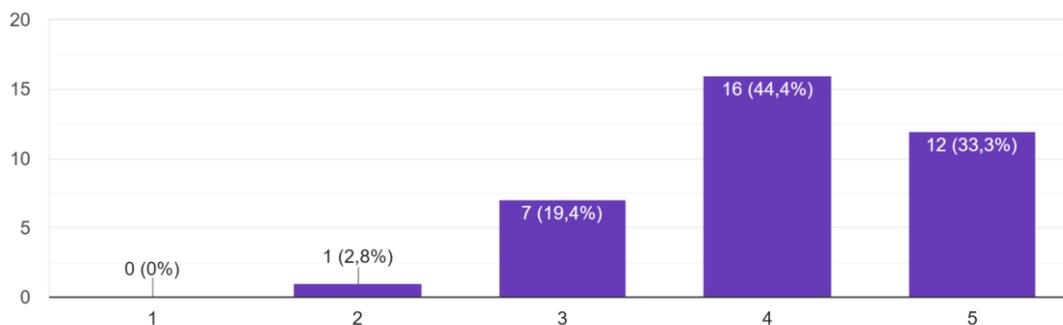


Figure 2. Teachers Are Involved in School Decision-Making

Teacher involvement in decision-making scored 4.08/5, indicating the implementation of participative management at both operational and policy levels. Teachers are given space to express ideas, evaluate policy options, and participate in monitoring the implementation of decisions.

Theoretically, this finding aligns with Likert's participative management model, which views member involvement as a driver of ownership, responsibility, and commitment. In practice, such involvement strengthens policy legitimacy,

facilitates classroom implementation, and reduces resistance because decisions are perceived as fair and relevant to instructional needs.

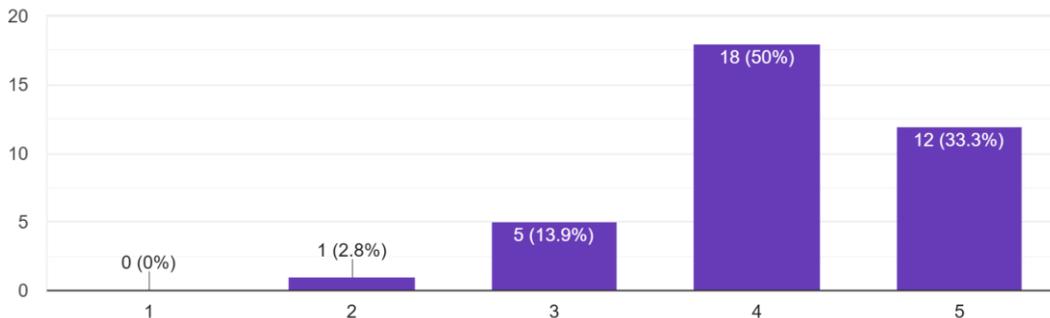


Figure 3. The Principal Demonstrates Leadership that Builds a Positive Organizational Culture

The leadership dimension of the principal was positively rated with a score of 4.14/5. The dominant leadership style is participative-transformational: providing role models, inspiring others, and facilitating collaboration. This fosters a conducive work climate, enhances loyalty, and reinforces a quality-oriented mindset.

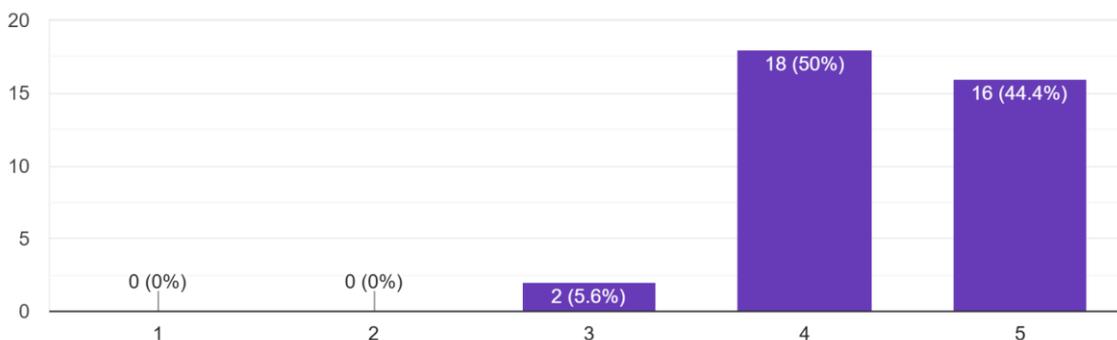


Figure 4. Harmonious Relationships Among Teachers in the Work Environment

Inter-teacher relationships were recorded as highly harmonious, scoring 4.39/5—one of the highest indicators—reflecting strong social support, interpersonal trust, and team cohesion. Such professional bonds strengthen the exchange of pedagogical knowledge, facilitate team teaching, and serve as psychological support against work-related stress.

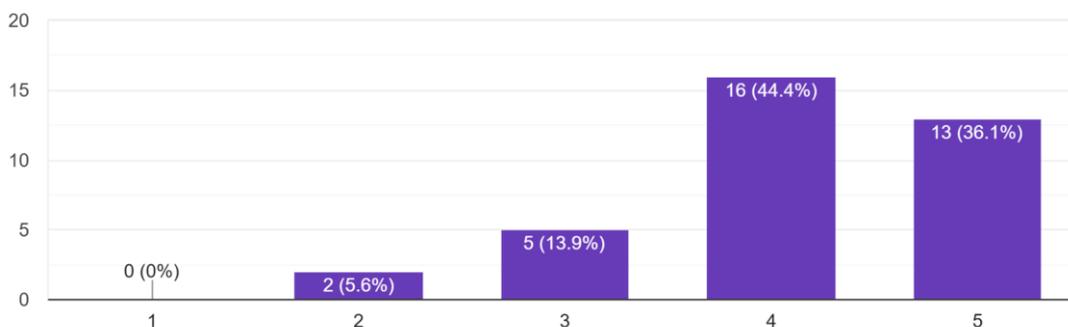


Figure 5. Institutional Support and Recognition for Teacher Performance

Institutional support and recognition scored 4.11/5. These include performance acknowledgment, access to facilities, and training opportunities. From Herzberg's perspective, recognition functions as a motivator that directly increases job satisfaction; therefore, consistency and transparency in appreciation mechanisms are essential to sustaining motivation.

Teachers' daily teaching motivation reached 4.31/5, indicating strong intrinsic motivation in carrying out their professional roles. According to Vroom's expectancy theory, expectations of valued outcomes (such as student progress

and professional recognition) strengthen effort and persistence. High daily motivation correlates with pedagogical creativity and stable classroom performance.

Professional pride as a teacher emerged as the most prominent indicator, scoring 4.69/5. From a social identity perspective, positive professional identification strengthens long-term commitment, resilience to stress, and dedication. This pride becomes psychological capital in maintaining teaching quality despite resource limitations.

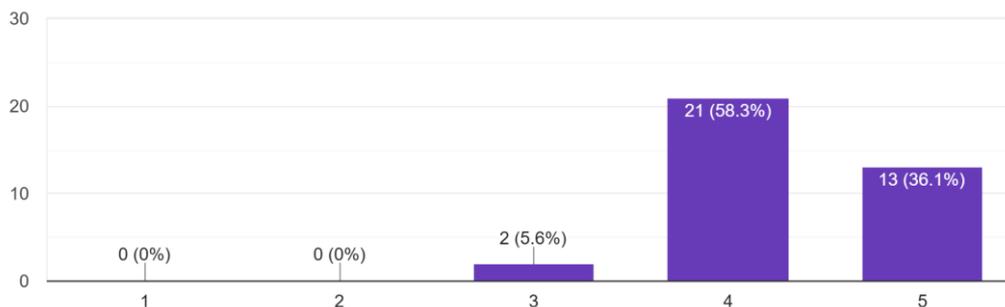


Figure 6. Opportunities for Professional Development

Opportunities to participate in professional development scored 4.31/5, indicating relatively broad access to training, workshops, and practice-sharing forums. In line with Becker's human capital theory, investment in teacher competence increases instructional productivity and adaptability to curriculum and technological changes. Beyond available opportunities, teachers also rated institutional support for professional development at 4.08/5. Within the framework of Perceived Organizational Support, feeling supported fosters loyalty and willingness to innovate. Systematic support—such as funding, time allocation, and clinical supervision—directly impacts teaching quality.

The issue of workload-welfare balance scored 3.58/5, indicating variability in perceptions and room for improvement. Referring to Adams' equity theory, imbalance between inputs and outputs (e.g., administrative tasks versus compensation or recognition) may reduce satisfaction and increase burnout. Reorganizing non-instructional task distribution and strengthening welfare support are necessary. Perceptions of salary suitability relative to responsibilities scored 3.67/5 (moderate category). Compensation misalignment with workload and job risks may decrease motivation and increase turnover intention. Transparent salary structures, clear performance indicators, and periodic review mechanisms are needed to reinforce procedural and distributive justice.

The work environment was rated supportive, with a score of 4.14/5—covering both physical aspects (facilities, spatial comfort) and socio-psychological aspects (trust climate, collaborative culture). Referring to Sedarmayanti, a conducive work environment increases efficiency and reduces stress, thereby enhancing consistent teacher performance in classrooms. Satisfaction with school policies scored 3.95/5, indicating that policies are generally perceived as accommodative, though not yet optimal. Strengthening participatory policy formulation, establishing clear evaluation cycles, and ensuring two-way communication would enhance policy relevance to instructional needs and improve implementation compliance.

Overall, the findings address the research questions:

- (1) Organizational behavior in MAS is relatively healthy (communication, relationships, environment, leadership);
- (2) Dominant factors driving teacher performance satisfaction include effective communication, participative-transformational leadership, teacher cohesion, institutional support and recognition, and professional development; and
- (3) Strong organizational behavior positively impacts motivation, resilience, and teaching performance quality, while workload and compensation issues remain priority areas for improvement.

Practically, schools should maintain strengths in communication, leadership, team cohesion, professional support, and work environment, while addressing critical areas through restructuring non-instructional workloads, reviewing fair and transparent compensation systems, and expanding more personalized professional development programs. Theoretically, these findings confirm organizational behavior models emphasizing the synergy of culture, leadership, reward systems, and job design as determinants of teacher satisfaction and performance.

3.2 Discussion

The findings of this study demonstrate that organizational behavior in Private Madrasah Aliyah (MAS) in South Tangerang City plays a significant role in shaping teacher performance satisfaction. Overall, the results indicate that communication, leadership, organizational relationships, and institutional support contribute positively to creating a conducive work environment. These findings reinforce contemporary perspectives in the field of Organizational Behavior, which emphasize that effective interaction patterns within organizations are essential for maintaining employee satisfaction and performance.

First, effective communication between teachers and school management was identified as a key factor influencing teacher satisfaction. The average score of 4.19 indicates that communication channels within the madrasahs are relatively open and supportive of two-way interaction. Such communication reduces role ambiguity and enables teachers to better understand institutional expectations. Recent research by Robbins and Judge (2022) emphasizes that transparent communication systems contribute to psychological safety and enhance employee engagement in organizational settings. In educational institutions, open communication also facilitates coordination among teachers and administrators, allowing instructional programs to be implemented more effectively. Therefore, the presence of structured communication mechanisms within madrasahs contributes directly to teacher motivation and organizational commitment.

Second, teacher participation in decision-making processes also emerged as an important determinant of job satisfaction. The score of 4.08 indicates that participative leadership practices are implemented in both institutions. Participation in policy discussions and program planning encourages teachers to feel valued and respected as professionals. According to the participative management model developed by Rensis Likert, organizations that involve members in decision-making tend to achieve higher levels of commitment and productivity. More recent studies in educational leadership also confirm that participatory governance increases teachers' sense of ownership over institutional policies, which in turn improves their willingness to support school initiatives and maintain high teaching standards (Bush & Glover, 2023; Muslimat et al., 2025; Yuniatun et al., 2025; Andini et al., 2026).

Third, leadership style demonstrated by the principals significantly contributes to shaping a positive organizational culture. The leadership indicator received a score of 4.14, suggesting that the principals practice a participative and transformational leadership approach. Transformational leadership encourages collaboration, trust, and shared vision among members of the institution. Research conducted by Bernard M. Bass and later expanded by Bruce J. Avolio highlights that transformational leadership improves employee motivation, strengthens organizational culture, and promotes innovation. In the context of madrasahs, this leadership approach aligns well with the values of collective responsibility and moral guidance embedded in Islamic education systems.

Another important finding is the strong interpersonal relationships among teachers, reflected in the highest score of 4.39. Harmonious relationships among colleagues create a supportive professional community where teachers can share teaching experiences, exchange ideas, and collaborate in solving instructional challenges. Such collegial relationships function as a form of social support that reduces occupational stress and enhances psychological well-being. Recent educational studies suggest that collaborative professional cultures significantly improve teaching effectiveness and job satisfaction because teachers feel part of a meaningful professional network (Hargreaves & O'Connor, 2021; Muslimat et al., 2023; Pratiwi et al., 2026).

Institutional support and recognition also play a crucial role in maintaining teacher motivation. Teachers reported that appreciation for their work, access to training programs, and supportive policies contribute to their sense of professional fulfillment. This finding is consistent with motivation theory proposed by Frederick Herzberg, which identifies recognition and achievement as important motivational factors influencing job satisfaction. When teachers feel that their contributions are acknowledged, they are more likely to demonstrate commitment and maintain high teaching performance.

Professional development opportunities further strengthen teacher motivation and competence. The study shows that teachers have relatively broad access to workshops, seminars, and training activities. Continuous professional development is essential for maintaining instructional quality and adapting to changing educational demands. Contemporary research highlights that professional learning communities and ongoing training programs significantly improve teachers' pedagogical skills and institutional effectiveness (Darling-Hammond et al., 2022; Adinda et al., 2025; Youngsun et al., 2024).

Despite these positive conditions, the study also reveals several challenges, particularly related to workload balance and compensation. The moderate scores in these indicators suggest that some teachers experience discrepancies

between the responsibilities they carry and the welfare benefits they receive. From the perspective of John Stacey Adams's equity theory, perceived imbalance between effort and reward may lead to decreased job satisfaction and reduced motivation. Therefore, educational institutions need to review workload distribution and compensation policies to ensure fairness and sustainability in teacher performance.

4. Conclusion

Based on the research findings and discussion, it can be concluded that organizational behavior in Private Madrasah Aliyah (MAS) in South Tangerang City is generally categorized as good and constructive. Communication between teachers and management is effective and open, the principals' leadership demonstrates participative and inspirational patterns, and the work culture reflects collaboration, mutual respect, and professional support. All of these dimensions positively influence teacher performance satisfaction.

The most dominant factors in enhancing teacher job satisfaction include effective communication, democratic leadership, harmonious relationships among teachers, and institutional support and recognition. In addition, opportunities for professional development have proven to be an important factor in increasing teacher motivation and competence. These findings confirm that healthy organizational behavior creates a conducive work environment, strengthens teachers' sense of belonging to the institution, and encourages improvements in teaching quality.

On the other hand, several aspects still require further attention, such as the balance between workload and welfare, as well as the alignment between salary and job responsibilities. Although these aspects are not dominant, they have the potential to affect teacher motivation and loyalty if not managed fairly and transparently. Therefore, improving compensation systems and ensuring proportional task distribution are essential steps in strengthening teacher satisfaction and performance stability.

Overall, this study emphasizes that organizational behavior characterized by open communication, participative leadership, professional recognition, and a positive work environment serves as the primary foundation for enhancing teacher satisfaction and performance in madrasah settings. The findings also reinforce organizational behavior theories, transformational leadership theories, and work motivation theories that position human resources as the central element of success in educational organizations.

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