



ANALYSIS OF TASK-ORIENTED LEADERSHIP BEHAVIOR IN ENHANCING ORGANIZATIONAL EFFECTIVENESS OF EDUCATIONAL INSTITUTIONS (A CASE STUDY AT MTSN 1 TULUNGAGUNG)

Musalam¹, Prim Masrokan Mutohar², Imam Fuadi³

¹ UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

² UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

³ UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

Email : musalam82ta@gmail.com¹, pmutohar@gmail.com², fuadi_imam@yahoo.com³

E-ISSN : 3109-9777

Received: November 2025

Accepted: November 2025

Published: Desember 2025

Abstract :

Education serves as a fundamental pillar in developing human resources and enhancing national competitiveness, including through madrasahs as Islamic educational institutions that not only transfer knowledge but also shape students' character and spirituality. This study aims to analyze the task-oriented leadership behavior of the principal at MTsN 1 Tulungagung and its impact on organizational effectiveness, as well as to identify the challenges and strategies in its implementation. The research focuses on how the principal plans, distributes responsibilities, supervises, and evaluates the performance of teachers and staff. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews, participatory observation, and examination of official madrasah documents. Data validity was ensured through triangulation of methods and sources, while analysis was conducted interactively through data reduction, presentation, and conclusion drawing. The findings indicate that task-oriented leadership at MTsN 1 Tulungagung enhances organizational structural efficiency, academic quality, and administrative accountability. The principal emphasizes strategic planning, proportional task allocation, routine supervision, and continuous evaluation, ensuring that all educational processes run effectively and align with the institution's vision. This approach not only strengthens productivity and work discipline but also integrates Islamic spiritual and ethical values, such as amanah (trustworthiness), ihsan (excellence), and justice, into every organizational activity. The study confirms that task-oriented leadership can serve as an effective strategy to improve the institutional quality of madrasahs, provided it is balanced with attention to social relationships and member well-being.

Keywords: Task-Oriented Leadership, Organizational Effectiveness, Public Madrasah, Islamic Education Management, Integration of Spiritual Values

INTRODUCTION

Education plays a fundamental role in shaping the quality of human resources and determining a nation's progress amid global dynamics. Through a well-planned and sustainable educational process, society is directed not only toward the mastery of knowledge and skills but also toward the development of character, ethics, and moral integrity. In the context of national development, education is viewed as a strategic instrument for enhancing national competitiveness in social, economic, and cultural dimensions (Tilaar, 2002).

From the perspective of Islamic education, madrasahs occupy a highly strategic position because they carry out two primary mandates simultaneously:



the development of students' intellectual capacities and the cultivation of spiritual values and Islamic moral character. Madrasahs do not merely function as institutions for the transfer of knowledge but also serve as arenas for the internalization of Islamic values that shape students' personalities in accordance with Islamic teachings and social life demands (Abdullah, 2018). Therefore, the quality of governance and leadership in madrasahs becomes a decisive factor in the successful fulfillment of this mission.

Along with the flow of globalization and increasingly competitive demands for educational quality, Islamic educational institutions face various complex challenges. These challenges include improving the quality of learning, strengthening institutional management systems, ensuring administrative accountability, and adapting to national policies and educational quality standards (Muhaimin, 2011). Such conditions require educational leadership that is not only visionary but also capable of operating systematically, efficiently, and with a strong results-oriented focus (Bush, 2018).

Leadership is a key element in determining the effectiveness of educational organizations. The head of a madrasah plays a strategic role as a policy direction setter, resource manager, and primary driver of organizational culture. The success of educational quality improvement is strongly influenced by the principal's capacity to design strategies, coordinate program implementation, and conduct continuous supervision and evaluation (Mutohar, 2014). Thus, leadership should not be understood merely as a structural position but as a set of managerial practices and organizational behaviors that directly affect institutional performance.

Within the framework of educational management, task-oriented leadership is considered relevant for educational institutions characterized by complex organizational structures and heavy administrative workloads, such as public madrasahs. Task-oriented leadership emphasizes clarity in planning, proportional distribution of responsibilities, work control, and consistent performance supervision. This approach aims to ensure that all organizational activities are carried out in accordance with established standards, targets, and policies.

Theoretically, classical studies conducted by Ohio State University and the University of Michigan indicate that leadership behaviors emphasizing task structure (*initiating structure*) are positively correlated with increased organizational efficiency, productivity, and work discipline (Yukl, 2013). In educational institutions, such leadership is essential to maintaining order in curriculum implementation, administrative effectiveness, and consistency in achieving educational quality standards set by the government, particularly the Ministry of Religious Affairs.

As the top leader within a madrasah, the principal is required to effectively integrate strategic planning with operational implementation. Mutohar emphasizes that leaders in Islamic education should ideally perform multiple roles simultaneously – as visionary leaders, professional managers, and academic supervisors – so that all institutional resources can be synergistically

directed toward improving educational quality (Mutohar, 2014). This principle aligns with the concept of continuous improvement in Islamic educational quality management, which emphasizes ongoing enhancement of both processes and outcomes.

MTsN 1 Tulungagung is one of the leading public madrasahs in East Java that demonstrates relatively strong institutional performance. According to data from BAN-S/M, the madrasah achieved an A accreditation status with a score of 86.09 in 2022 (BAN-PDM, 2022). Furthermore, Dapodik data in 2024 indicate that the madrasah serves 1,074 students supported by 56 teachers and educational staff, reflecting a large and complex organizational scale (Kemdikbud, 2024). The institution has also achieved national recognition by ranking 68th in the Talent Management Information System (SIMT) of Puspresnas, indicating its competitive standing at the national level (MTsN 1 Tulungagung, 2024).

The large number of students and educational personnel necessitates a leadership system that is structured, disciplined, and efficient. Based on preliminary observations, the principal of MTsN 1 Tulungagung tends to apply task-oriented leadership behaviors, as reflected in systematic program planning, the preparation of the Madrasah Work and Budget Plan (RKAM), the implementation of academic supervision, and periodic evaluation of teacher and staff performance. This leadership pattern is evident in the clarity of performance indicators, the organization of the academic calendar, and mechanisms for reporting and monitoring learning activities.

Although task-oriented leadership has proven effective in enhancing efficiency and work order, an excessive focus on targets and control may also generate challenges related to interpersonal relationships and organizational communication. This phenomenon is consistent with two-dimensional leadership theory, which emphasizes the importance of balancing task orientation and relationship orientation to achieve sustainable organizational effectiveness (Yukl, 2013).

Based on this background, this study aims to analyze the task-oriented leadership behaviors applied by the principal of MTsN 1 Tulungagung and their influence on the effectiveness of madrasah organization. The research focuses on how such leadership behaviors function in the areas of planning, implementation, and evaluation of educational programs. From an argumentative standpoint, this study is important for providing empirical and conceptual contributions to the development of Islamic educational leadership that not only emphasizes efficiency and performance but also remains aligned with spiritual and humanistic values. Therefore, the findings of this study are expected to serve as a reference for strengthening madrasah leadership practices toward Islamic educational institutions that are excellent, professional, and competitive.

RESEARCH METHOD

This study employs a qualitative approach with a case study design to obtain an in-depth and comprehensive understanding of task-oriented

leadership behavior exercised by the madrasah principal in enhancing organizational effectiveness at MTsN 1 Tulungagung. The qualitative approach was selected because it enables the researcher to examine leadership practices contextually and naturally, in accordance with the social realities that occur within the madrasah environment, thereby capturing empirical conditions in a holistic manner.

Data were collected through in-depth interviews, participant observation, and document analysis. The research informants consisted of the madrasah principal as the key informant, supported by vice principals and teachers as additional informants. To ensure data credibility, this study applied source and method triangulation by comparing data obtained from interviews, field observations, and official madrasah documents such as the Madrasah Work and Budget Plan (RKAM), work programs, and evaluation reports. Data validity in qualitative research was strengthened through cross-checking among data sources and repeated observations within the research context (Creswell, 2014).

Data analysis was conducted interactively and continuously from the data collection stage through to conclusion drawing, following the analytical model proposed by Miles and Huberman, which consists of data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Data condensation involved selecting, focusing, simplifying, and abstracting raw data derived from interviews, observations, and documentation into thematic categories relevant to the research focus. This process aimed to eliminate irrelevant data while sharpening essential information related to task-oriented leadership behavior.

Subsequently, the condensed data were presented in the form of descriptive narratives and thematic matrices to facilitate the identification of patterns, relationships, and tendencies in leadership behavior. Data presentation focused on the core aspects of task-oriented leadership, including program planning, the distribution of duties and responsibilities, supervision of program implementation, and evaluation of teacher and staff performance. In the final stage, conclusions were drawn through a gradual interpretative process and verified by comparing findings across data sources and examining their consistency within the organizational context of the madrasah.

Through this analytical process, the study links patterns of task-oriented leadership behavior with the level of madrasah organizational effectiveness, which is assessed based on the regularity of work systems, the efficiency of program implementation, and the achievement of educational quality targets. With this research design and analytical procedure, the study is expected to provide strong empirical and contextual insights into the implementation of task-oriented leadership in Islamic educational settings and its contribution to improving madrasah organizational effectiveness.

FINDINGS AND DISCUSSION

The results of in-depth interviews involving the madrasah principal, vice principals, teaching staff, and administrative personnel indicate that the

leadership pattern at MTsN 1 Tulungagung shows a strong tendency toward a task-oriented leadership style. The principal appears as a leader who is firm in decision-making, works systematically, and prioritizes the achievement of results. He is directly involved in all managerial stages of the madrasah, starting from planning and organizing resources to supervising activities, as well as conducting evaluation and institutional performance reporting.

MTsN 1 Tulungagung is one of the high-performing public madrasahs under the supervision of the Ministry of Religious Affairs of Tulungagung Regency. With a large number of students, the institution has a broad and complex organizational structure. This condition requires the principal to adopt a leadership style that is focused, efficient, and adaptive in order to ensure that all educational systems operate effectively and align with the institutional vision (Hasibuan, 2019).

In managing the madrasah, the principal establishes the Madrasah Work and Budget Plan (RKAM) annually, complete with measurable achievement indicators covering academic, religious, and administrative aspects. Each program is periodically evaluated through monthly monitoring meetings, while all teachers are required to submit reports on the implementation of learning activities, extracurricular programs, and students' academic achievements to the madrasah leadership. This leadership model reflects the core characteristics of task-oriented leadership as described by Stogdill, namely leadership that emphasizes the establishment of work structures, procedural clarity, and the achievement of organizational targets through planned and controlled work systems (Stogdill, 1959).

Analysis Of Task-Oriented Leadership Behavior

Planning and Performance Target Setting

The principal of MTsN 1 Tulungagung demonstrates strong attention to the importance of both short-term and long-term strategic planning. This focus aligns with the view that planning is the process of determining organizational goals and identifying the most effective and efficient means of achieving them (Terry, 1977). Each madrasah activity is systematically designed with clearly defined objectives, implementation timelines, success indicators, and designated program coordinators. For instance, in efforts to enhance teacher competence, the madrasah integrates digital literacy training with the implementation of Moodle-based e-learning. This program is conducted according to schedule and accompanied by measurable performance evaluations.

This approach is consistent with the perspective of Robbins and Judge, who argue that planning serves as a central pillar of task-oriented leadership, as it directs members' behavior toward work efficiency. From the perspective of Islamic educational management, this practice is also aligned with the concept of *at-tanzim* (organization), which emphasizes structuring and organizing activities to achieve institutional benefit (*maslahah*) (Rivai & Mulyadi, 2012).

Task Distribution and the Enhancement of Discipline

One prominent characteristic of task-oriented leadership at MTsN 1 Tulungagung is reflected in the way the principal distributes responsibilities proportionally and systematically. Task allocation is based on teachers' pedagogical competence, areas of expertise, and professional experience, ensuring that assigned duties align with individual capacities and potential. This policy is formally documented through the Decree on Task Distribution issued at the beginning of each academic year, which serves as a reference for all teaching and administrative staff. In addition, the principal enforces a system of discipline and accountability by requiring teachers to prepare and submit instructional documents such as lesson plans, teaching modules, and daily activity journals within predetermined deadlines. Teacher attendance, teaching hours, and learning activities are monitored through an electronic attendance system integrated with the Ministry of Religious Affairs database.

This approach not only enhances administrative efficiency but also fosters a culture of discipline and performance transparency within the madrasah. It is consistent with Yukl's assertion that clear and well-planned task allocation strengthens coordination, prevents role conflict, and fosters a sense of responsibility and organizational commitment (Yukl, 2013). This leadership practice also reflects the concept of role clarity and accountability proposed by Katz and Kahn, which emphasizes that organizational members must clearly understand their roles, functions, and performance expectations to achieve high work effectiveness (Kahn, 1978). Furthermore, task distribution practices at MTsN 1 Tulungagung demonstrate the application of the principle of division of labor as articulated in Henri Fayol's classical management theory, which posits that structured task division enhances expertise, efficiency, and speed of task execution (Fayol, 1916). In the madrasah context, this facilitates coordination among units such as curriculum, student affairs, facilities and infrastructure, and public relations, as each unit operates within clearly defined responsibilities.

Beyond task allocation, organizational discipline is a central concern of the principal. Discipline is not viewed merely as a form of control, but as an essential element in cultivating a professional work ethic and moral responsibility in fulfilling educational trust (*amanah*). According to Koontz and O'Donnell, discipline is the driving force of management that ensures individuals act in accordance with agreed rules and standards (Koontz, 1984). Thus, discipline is not simply administrative compliance but a vital instrument for maintaining consistent work quality. Digital control systems such as e-attendance and online reporting represent concrete manifestations of task-oriented leadership in the modern era. Technology is utilized to strengthen supervision and monitoring of teacher performance without diminishing the humanistic dimension of human resource management. Bass argues that effective leaders are those who can integrate structural and technological aspects in supervising task implementation to maintain organizational productivity and adaptability (Bass, 1990).

The application of discipline and task distribution at MTsN 1

Tulungagung is not solely efficiency-oriented but also embodies Islamic values such as *amanah* (responsibility) and *ihsan* (excellence). The principal emphasizes that every responsibility entrusted to teachers constitutes an act of worship that must be carried out earnestly and professionally. This aligns with Islamic educational management principles, which stress that work should be performed with sincerity, integrity, and adherence to institutional regulations (Rivai & Mulyadi, 2012). Through proportional task distribution, data-based control mechanisms, and a discipline culture rooted in spiritual values, MTsN 1 Tulungagung has successfully established a productive, orderly, and accountable work environment. This leadership pattern demonstrates that task orientation is not inherently rigid or mechanistic, but can serve as an effective managerial strategy for strengthening governance in Islamic educational institutions.

Results Orientation and Institutional Quality Enhancement

The success of a madrasah is not merely measured by the smooth implementation of programs, but more importantly by the achievement of tangible outcomes and continuous institutional quality improvement. At MTsN 1 Tulungagung, the implementation of structured and results-oriented leadership has had a significant impact on institutional performance. The madrasah has consistently maintained its A accreditation status and demonstrated improvements in academic, religious, and non-academic achievements at the district, provincial, and national levels. These accomplishments reflect a leadership system that emphasizes goal clarity, performance measurement, and continuous improvement.

Bass and Stogdill assert that task-oriented leaders tend to enhance organizational productivity and effectiveness by positioning outcomes as the primary indicator of success (Bass, 1990). In Islamic educational institutions, this approach enables principals to ensure that both human and structural resources directly contribute to achieving institutional goals. This perspective is further supported by Goal-Setting Theory developed by Locke and Latham, which posits that specific, measurable, and challenging goals enhance work motivation and performance at both individual and group levels (Locke, 1990). At MTsN 1 Tulungagung, this principle is evident in the establishment of academic quality indicators and student achievement targets that are evaluated each semester. Teachers are encouraged to set measurable professional goals, such as improving examination outcomes, developing digital learning materials, and innovating teaching methods.

Additionally, Performance-Based Leadership theory emphasizes that educational leadership effectiveness lies in the leader's ability to connect individual performance with institutional outcomes (Jantzi, 2006). In this regard, the principal acts not only as an administrator but also as a facilitator who monitors teacher performance, evaluates program success, and formulates policies based on empirical achievements. The relationship between task-oriented leadership and organizational outcomes is also reinforced by Results-Oriented Management theory, which asserts that effective organizations focus on tangible outputs and avoid activities that do not contribute to core institutional

objectives (Drucker, 1999). This approach aligns with the leadership practices at MTsN 1 Tulungagung, where each program is required to have clearly defined and evaluable success indicators.

From the perspective of Islamic education, orientation toward results and work quality reflects the value of *ihsan* – performing tasks to the best possible standard in fulfilling leadership responsibilities. A madrasah principal is expected not only to meet administrative targets but also to ensure that all processes and outcomes bring benefit (*maslahah*) to students and society. Leaders in Islamic educational institutions must balance managerial efficiency with spiritual work values so that success encompasses not only material achievements but also moral and social dimensions (Mulyadi, 2012).

Impact Of Task-Oriented Leadership Behavior On Organizational Effectiveness

Field findings indicate that the implementation of task-oriented leadership at MTsN 1 Tulungagung has significantly contributed to enhanced organizational effectiveness, particularly in three main dimensions:

Tebel: 1 Contribution of Task-Oriented Leadership Behavior to Organizational Effectiveness

Effectiveness Dimension	Implementation	Impact
Structural Efficiency	Systematic program planning and cross-unit coordination	Programs implemented on schedule; optimal budget utilization
Academic Effectiveness	Continuous supervision and evaluation of teaching and learning processes	Improved instructional quality; maintained teacher and student discipline
Administrative Accountability	Routine reporting and internal audits	Increased transparency and public trust

These findings support the conclusions of Rajbhandari and Looock, who state that task-oriented leadership behavior enhances organizational effectiveness by clarifying structures, distributing responsibilities, and maintaining a strong focus on work outcomes (Rajbhandari, 2016). However, within Islamic educational institutions, organizational effectiveness is not solely measured by administrative productivity, but also by the internalization of spiritual values in daily practices. Therefore, overly bureaucratic approaches must be complemented by humanistic and moral considerations.

Challenges In Implementing Task-Oriented Leadership

Despite its effectiveness in improving efficiency and performance at MTsN 1 Tulungagung, task-oriented leadership also presents several challenges. First, interpersonal relationships tend to be formal, as communication between leadership and teachers is often one-directional, creating social distance and reducing a sense of collegiality. Second, teacher participation in decision-making

is relatively limited, as many strategic decisions remain centralized with the principal, potentially restricting innovation and collaboration. Third, work pressure intensifies during external evaluations such as accreditation processes and national examinations, as a strong emphasis on targets increases administrative workload and may lead to stress and psychological fatigue.

These findings align with the views of Yukl and Northouse, who argue that while task-oriented leadership is effective in organizations requiring high structure and discipline, insufficient attention to social relationships may reduce motivation and job satisfaction (Yukl, 2013). Similarly, Blake and Mouton emphasize the importance of balancing task orientation with people orientation, as excessive focus on tasks without regard for member well-being can lead to resistance and diminished organizational commitment (Mouton, 1964). Therefore, the implementation of task-oriented leadership at MTsN 1 Tulungagung needs to be complemented by humanistic leadership strategies that emphasize two-way communication, teacher participation, and staff welfare, ensuring that performance targets and efficiency are achieved without undermining the organizational climate and professional motivation.

Integration Of Islamic Values In Task-Oriented Leadership Behavior

Within the framework of Islamic educational management, task-oriented leadership behavior cannot be separated from spiritual and moral dimensions. The discipline, decisiveness, and accountability emphasized by the principal represent concrete manifestations of *amanah*—the responsibility entrusted to a leader in managing an institution. This principle is strongly reinforced in the Qur'an, Surah Al-Anfal (8:27), which warns believers not to betray trust. This verse conveys a powerful moral message concerning responsibility, integrity, and honesty in fulfilling entrusted duties. In the context of educational leadership—particularly task-oriented leadership—it serves as an ethical and spiritual foundation for principals and organizational members alike.

Several Islamic values are internalized in leadership practices at MTsN 1 Tulungagung, including *amanah*, which is reflected in the leader's responsibility to uphold public trust and perform duties in a professional manner; *istiqamah*, manifested through consistency in adhering to the madrasah's vision and a sustained commitment to improving educational quality; justice, evident in the equitable distribution of tasks based on individual competencies and balanced proportions; and *ihsan*, demonstrated by carrying out all responsibilities with a spirit of excellence, dedication, and sincere service.

CONCLUSION

The implementation of task-oriented leadership at MTsN 1 Tulungagung has generated significant implications for the development of educational practice and scholarship. The madrasah principal emphasizes systematic and goal-directed planning, the allocation of roles based on individual competencies, and the enforcement of work discipline, enabling institutional activities to operate in an organized and measurable manner. Educational programs, including teacher professional development and the integration of technology-

based learning, are designed with clear performance indicators and subjected to regular evaluation. The utilization of digital systems for attendance, learning platforms, and reporting has strengthened supervision mechanisms, improved coordination across units, and enhanced work efficiency and accountability. These practices are consistent with the principles of Islamic educational management, which emphasize orderliness, professionalism, and responsibility in institutional governance.

Beyond improving organizational efficiency, task- and results-oriented leadership also contributes to the continuous enhancement of educational quality. The emphasis on performance evaluation, administrative discipline, and academic achievement, accompanied by the internalization of moral and spiritual values, has fostered a professional and accountable work culture among teachers and staff. Clear task distribution and consistent supervision encourage educators to optimize their competencies, develop innovative teaching practices, and reflect on student learning outcomes. Consequently, task-oriented leadership not only enhances institutional productivity and performance but also strengthens the integration of Islamic ethical and spiritual values throughout educational processes, thereby creating a disciplined, collaborative, and quality-oriented madrasah environment.

REFERENCES

- Bass, B. M., & Stogdill, R. M. 1990. *Handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York, NY: Free Press.
- Fayol, H. 1916. *Administration industrielle et générale*. Paris, France: Dunod.
- Hasibuan, M. S. P. 2019. *Manajemen: Dasar, pengertian, dan masalah*. Jakarta, Indonesia: Bumi Aksara.
- Kartono, K. (2008). *Pemimpin dan kepemimpinan*. Jakarta, Indonesia: Rajawali Pers.
- Katz, D., & Kahn, R. L. 1978. *The social psychology of organizations* (2nd ed.). New York, NY: Wiley.
- Koontz, H., & O'Donnell, C. 1984. *Management: A systems and contingency analysis of managerial functions*. New York, NY: McGraw-Hill.
- Likert, R. 1967. *The human organization: Its management and value*. New York, NY: McGraw-Hill.
- Mutohar, P. M. 2014. *Manajemen mutu sekolah: Strategi peningkatan mutu dan daya saing lembaga pendidikan Islam*. Yogyakarta, Indonesia: AR-RUZZ MEDIA.
- Mutohar, P. M. 2019. *Manajemen strategik pendidikan: Strategi peningkatan mutu dan daya saing perguruan tinggi*. Tulungagung, Indonesia: Penerbit Cahaya Abadi.
- Mutohar, P. M. 2023. *Visionary leadership: Strategi membangun brand image dan daya saing perguruan tinggi*. Malang, Indonesia: Deazha Publishing.
- Northouse, P. G. 2022. *Leadership: Theory and practice* (9th ed.). Thousand Oaks, CA: SAGE Publications.
- Rajbhandari, M. M. S., Rajbhandari, S., & Loock, C. 2016. "Relations- and task-oriented behaviour of school leaders: Cases from primary schools in Finland".

- South African Journal of Childhood Education, 6(1), a360.
<https://doi.org/10.4102/sajce.v6i1.360>
- Rivai, V., & Mulyadi, D. 2012. *Kepemimpinan dan perilaku organisasi*. Jakarta, Indonesia: Rajawali Pers.
- Robbins, S. P., & Judge, T. A. 2019. *Organizational behavior* (18th ed.). Boston, MA: Pearson Education.
- Sergiovanni, T. J. 1990. *Value-added leadership*. San Diego, CA: Harcourt Brace Jovanovich.
- Yukl, G. (2013). *Leadership in organizations* (8th ed.). Boston, MA: Pearson Education.