

Organizational Behaviour Analysis: Job Design in Managerial Implications as an Approach in Human Resource Management to Create a Harmonious Work Environment

Lusy Listiawaty^{1,*}, Felly Saryani², Angga Juni³, Diana Priliani⁴, Lili Nurlaili⁵

^{1,2,3,4,5}Department of Education Management, University Pamulang, Pamulang, Tangerang, Indonesia.
lusyfirdaus76@gmail.com¹, fellysaryani@gmail.com², angga24juni@gmail.com³, dosen00442@unpam.ac.id⁴,
lilinurlaili@unpam.ac.id⁵

Abstract: Organisational behaviour shapes modern workplaces, especially educational institutions. Job design and managerial implications are crucial in human resource management for establishing a positive work environment at Student One Islamic School, Bogor. This study investigates the impact of job design methods on employee satisfaction, performance, and collaboration, ultimately fostering a healthy and balanced workplace culture. Job design organises duties, responsibilities, and roles to improve employee engagement and organisational efficiency, according to a study. Job enrichment, rotation, and simplification are examined as ways to reduce work-related stress, boost motivation, and clarify roles. Student One Islamic School management targets employee skills with organisational goals by restructuring jobs and optimising workloads. The study emphasises the managerial consequences of job design in educational institutions, where teachers, administrators, and support personnel face particular challenges. Heavy workloads, role uncertainty, and poor communication can lower productivity and morale. Strategic job design can help school administrators define responsibilities, foster teamwork, and provide opportunities for professional development. By fostering openness and equity in task allocation, enhanced job design boosts employee satisfaction and lowers workplace conflicts. Staff feel connected and respected with this approach, which boosts productivity. Managers can also use feedback to assess job roles and alter them to meet individual and institutional needs.

Keywords: Organizational Behaviour; Job Design; Human Resource Management; Managerial Implications; Harmonious Work Environment; Educational Institutions; Heavy Workloads; Managerial Tool.

Received on: 24/02/2024, **Revised on:** 30/04/2024, **Accepted on:** 06/07/2024, **Published on:** 09/09/2024

Journal Homepage: <https://www.fmdbpublish.com/user/journals/details/FTSTPL>

DOI: <https://doi.org/10.69888/FTSTPL.2024.000328>

Cite as: L. Listiawaty, F. Saryani, A. Juni, D. Priliani, and L. Nurlaili, "Organizational Behaviour Analysis: Job Design in Managerial Implications as an Approach in Human Resource Management to Create a Harmonious Work Environment," *FMDB Transactions on Sustainable Technoprise Letters*, vol. 2, no. 3, pp. 122–140, 2024.

Copyright © 2024 L. Listiawaty *et al.*, licensed to Fernando Martins De Bulhão (FMDB) Publishing Company. This is an open access article distributed under [CC BY-NC-SA 4.0](#), which allows unlimited use, distribution, and reproduction in any medium with proper attribution.

1. Introduction

In today's dynamic and ever-evolving educational landscape, organizational behaviour plays a crucial role in the effective functioning of institutions. It encompasses the study of how individuals and groups behave within an organisation and how

*Corresponding author.

such behaviour influences organisational culture, performance, and overall success. Within the framework of organizational behaviour, job design emerges as a vital managerial tool for achieving harmony, productivity, and job satisfaction among employees. This study focuses on the analysis of job design and its managerial implications as an approach in human resource management (HRM) to create a harmonious work environment at Student One Islamic School, Bogor. Educational institutions, such as Student One Islamic School, are unique in their organisational structure and the challenges they present. Unlike corporate settings, schools operate within an environment that is driven by educational goals, student development, and community expectations. The success of a school largely depends on the collaborative efforts of teachers, administrative staff, and management. However, achieving organizational harmony in such settings is often challenging due to factors such as unclear job roles, role overload, lack of motivation, and inadequate job design. These issues, if left unaddressed, can lead to conflicts, dissatisfaction, and a decline in organisational effectiveness. Therefore, job design as a managerial strategy holds great significance in addressing these challenges by aligning tasks, roles, and responsibilities with individual strengths and institutional goals.

Job design refers to the process of structuring and organizing tasks, duties, and responsibilities to achieve specific organizational and individual objectives. It is a core component of human resource management, as it directly affects employee satisfaction, productivity, and organizational outcomes. Effective job design considers factors such as task variety, skill utilization, autonomy, feedback, and meaningfulness of work. By incorporating these elements, organizations can enhance employee engagement, reduce work-related stress, and foster a sense of purpose and accomplishment. In educational institutions, where human resources are the backbone of success, job design can play a transformative role in creating an environment that promotes collaboration, motivation, and productivity. This study focuses on Student One Islamic School in Bogor, a prominent educational institution that strives to deliver high-quality education while maintaining a supportive and harmonious work environment. The school's management recognizes the importance of creating a work culture that values employees' contributions and promotes job satisfaction. However, like many educational institutions, the school faces challenges such as role ambiguity, unclear task allocation, and the need to balance workloads among teachers and staff. Addressing these challenges requires a systematic approach to job design, where tasks are structured in a way that aligns with employees' skills, interests, and capabilities.

The managerial implications of job design extend beyond task allocation. It involves a holistic approach to understanding employee needs, identifying organizational inefficiencies, and implementing strategies that promote harmony and collaboration. Managers play a pivotal role in this process by assessing the current job structure, identifying areas for improvement, and implementing changes that benefit both employees and the organization. Effective job design requires a participatory approach, where employees are actively involved in the process of restructuring their roles and responsibilities. This not only enhances employee satisfaction but also promotes a sense of ownership and accountability. The importance of job design in human resource management cannot be overstated. Research has shown that poorly designed jobs can lead to stress, burnout, and reduced performance, while well-designed jobs can enhance motivation, engagement, and productivity. In the context of Student One Islamic School, job design can address key issues such as role overload, unclear role expectations, and low employee morale. By restructuring tasks and responsibilities, the school can create an environment that supports employees' professional growth and well-being, ultimately contributing to the school's overall success.

This study aims to analyze the role of job design in creating a harmonious work environment at Student One Islamic School. It examines the key elements of job design, including task variety, skill utilisation, autonomy, and feedback, and assesses their impact on employee satisfaction and organisational harmony. Additionally, the study examines the managerial implications of job design and explores how school leaders can implement effective strategies to address organisational challenges. By focusing on the relationship between job design and organizational behaviour, this research provides valuable insights for educational institutions seeking to improve workplace dynamics and enhance employee performance. The concept of job design has evolved, drawing on contributions from various theories and models in organisational behaviour. Early job design models, such as Taylor's scientific management, emphasised task specialisation and efficiency. However, these approaches often lead to monotonous work and low employee satisfaction. In response, modern job design theories emphasize the importance of task variety, autonomy, and meaningfulness in enhancing employee motivation and well-being. For example, Hackman and Oldham's Job Characteristics Model (JCM) identifies five key job characteristics—skill variety, task identity, task significance, autonomy, and feedback—that influence employees' psychological states and job outcomes. By applying these principles, organisations can design jobs that foster engagement, satisfaction, and improved performance.

In educational settings, the application of job design principles is particularly relevant due to the complex nature of teaching and administrative roles. Teachers, for instance, are not only responsible for delivering lessons but also for planning curriculum, assessing student performance, and engaging with parents and the community. Similarly, administrative staff play a crucial role in ensuring the smooth operation of the school, managing resources, and providing support to teachers and students. When these roles are not well-defined or balanced, it can lead to role ambiguity, stress, and conflicts among employees. Job design,

therefore, provides a framework for structuring tasks and responsibilities in a way that promotes clarity, collaboration, and efficiency.

At Student One Islamic School, the management recognizes the need for a harmonious work environment to achieve its educational goals. A supportive and collaborative workplace culture not only enhances employee satisfaction but also has a positive impact on student outcomes. Teachers who feel valued, motivated, and supported are more likely to deliver high-quality education and engage meaningfully with students. Similarly, administrative staff who have clear roles and responsibilities can contribute to the school's operational efficiency. By focusing on job design, the school can create an environment that supports employee well-being, reduces workplace stress, and fosters a culture of mutual respect and collaboration. The managerial implications of job design are far-reaching, as they require school leaders to adopt a strategic and participatory approach to human resource management. Managers must assess the current job structure, identify gaps and inefficiencies, and implement changes that align with employees' strengths and organizational goals. This process involves understanding employees' needs, providing opportunities for skill development, and creating mechanisms for feedback and continuous improvement. By involving employees in the job design process, managers can ensure that the changes are relevant, effective, and sustainable.

Moreover, effective job design requires strong leadership and communication skills. School leaders must communicate the purpose and benefits of job design to employees, address their concerns, and foster a sense of trust and collaboration. Leadership plays a crucial role in fostering a positive work environment where employees feel valued, supported, and motivated to perform at their best. By adopting a participatory leadership style, school leaders can empower employees to take ownership of their roles and contribute to the school's success. This study examines the role of job design as a managerial approach in human resource management, aiming to create a harmonious work environment at Student One Islamic School in Bogor. By analysing the key elements of job design and their impact on employee satisfaction and organisational harmony, this study aims to provide practical recommendations for school leaders seeking to enhance workplace dynamics. Through effective job design, the school can address challenges such as role ambiguity, workload imbalance, and low employee morale while promoting collaboration, motivation, and professional growth. This research emphasises the significance of job design in educational institutions and highlights its potential to foster a supportive and harmonious work environment that benefits employees, students, and the organisation.

2. Literature Review

2.1. Organizational Behaviour and Job Design

Organisational behaviour (OB) is a multidisciplinary field that examines how individuals and groups interact within organisations to enhance performance, satisfaction, and organisational effectiveness. Job design, as a core component of organizational behaviour, involves structuring tasks, responsibilities, and work processes to enhance motivation, productivity, and overall job satisfaction [8]. Modern job design theories emphasize the importance of aligning job roles with employee strengths, autonomy, and feedback to create a positive work environment [3]. In the educational sector, well-structured job roles are critical in promoting effective teaching, administrative efficiency, and collaboration among staff members [1]. Student One Islamic School, as an institution that combines academic and spiritual development, requires a clear job design framework to support employee well-being and align with organisational objectives. Job design theories have progressed from traditional approaches to contemporary, employee-centric frameworks.

Hackman and Oldham's Job Characteristics Model (JCM) remains a cornerstone, identifying five core elements: task variety, task identity, task significance, autonomy, and feedback [8]. Modern adaptations of JCM highlight the growing importance of task flexibility and employee involvement in redesigning their roles [3]. Recent studies emphasise job crafting, where employees actively shape their job roles to align with their strengths and goals, thereby enhancing job satisfaction and reducing stress [15]. Job crafting enables personalised job design, particularly in dynamic work environments, thereby fostering increased engagement and intrinsic motivation [1]. Research conducted between 2014 and 2024 highlights the influence of job design on key organisational behaviour outcomes, including employee engagement, motivation, and performance.

- **Employee Engagement:** Well-designed jobs, characterised by autonomy, feedback, and task variety, promote higher levels of employee engagement. Engaged employees exhibit increased productivity, job satisfaction, and a stronger commitment to organisational goals [10].
- **Motivation and Performance:** Humphrey et al. [18] show that job design enhances employee motivation by creating meaningful work experiences. Task significance and autonomy are particularly critical in promoting intrinsic motivation and improving performance outcomes.
- **Job Satisfaction and Well-being:** Crawford et al. [7] found that job design reduces job-related stress and improves psychological well-being, particularly when roles are aligned with employees' skills and values. In education, job

design has been linked to teacher satisfaction and performance. Research by Shirbagi [16] emphasises the importance of autonomy and constructive feedback in enhancing job satisfaction among teachers, thereby reducing turnover and promoting a collaborative school environment.

The shift towards flexible and hybrid work environments post-2020 has prompted significant changes in job design. Digital transformation and remote work have redefined task structures and autonomy [19]. Flexible job designs, such as remote work arrangements and results-oriented work environments (ROWE), enable employees to manage work-life balance effectively, leading to increased satisfaction and performance [21]. Moreover, technology-enabled job design has become a focus, integrating digital tools and automation to enhance productivity. However, Parker and Grote [19]. Be cautious that overly rigid technological workflows may diminish employee autonomy, necessitating a balanced approach to maintain job satisfaction. Modern approaches to job design focus on employee empowerment, well-being, and inclusion:

- **Job Crafting:** Employees reshape their roles to align with their interests and strengths, thereby fostering ownership and meaning in their work [15].
- **Workplace Flexibility:** Flexibility in working hours and spaces enhances job satisfaction, particularly for employees in creative and knowledge-intensive roles [23].
- **Positive Work Psychology:** Job design strategies grounded in positive psychology prioritize employee strengths, well-being, and growth, fostering harmonious work environments [5].

Despite advancements, challenges persist in implementing effective job design strategies. Studies highlight issues such as:

- **Role Ambiguity:** Poorly defined roles lead to confusion, stress, and reduced performance [7].
- **Burnout:** Excessive task demands without adequate support undermine employee well-being, particularly in high-stress sectors such as education and healthcare.
- **Resistance to Change:** Implementing redesigned roles may encounter resistance, necessitating effective communication and organisational support [21].

Further research is needed to explore the impact of job design on diverse cultural settings and specific industries, such as Islamic educational institutions, where spiritual and ethical values significantly influence workplace dynamics.

2.2. Job Design as a Managerial Tool in HRM

Human Resource Management (HRM) plays a crucial role in utilising job design as a managerial tool to enhance employee satisfaction and organisational harmony. Job design strategies include:

- **Task Variety:** Assigning diverse tasks to reduce monotony and increase engagement [20].
- **Task Identity and Significance:** Providing meaningful roles that allow employees to see the impact of their work [8].
- **Autonomy:** Allowing employees flexibility and control over decision-making, which boosts motivation and creativity [18].
- **Feedback:** Ensuring regular performance evaluations to recognize accomplishments and clarify expectations [12].

Managerial implications of job design in schools focus on structuring roles for teachers and staff to balance workload, minimize burnout, and encourage collaboration. This is particularly relevant in creating a harmonious work environment in educational settings where interpersonal relationships and organizational culture play key roles [7].

2.3. The Role of Job Design in Educational Work Environments

Recent studies highlight the impact of job design on educational institutions. Research by Bakker and Costa [2] emphasizes that well-designed jobs lead to increased engagement and reduced turnover in schools. Teachers with autonomy, task variety, and clear feedback mechanisms are more likely to experience job satisfaction and contribute to a collaborative culture [16]. In Islamic educational settings, values-based job design further strengthens workplace harmony.

A study by Creswell [11] found that integrating ethical and spiritual values into job roles enhances staff motivation and alignment with organizational objectives. At Student One Islamic School, the emphasis on Islamic principles necessitates job roles that strike a balance between professional responsibilities and spiritual growth.

2.4. Harmonious Work Environment Through Job Design

Creating a harmonious work environment requires a job design approach that fosters communication, teamwork, and shared goals [10]. Job clarity reduces role ambiguity and conflicts, contributing to workplace harmony. Research by Tims and Bakker [15]. Shows that employees with well-structured jobs are more likely to demonstrate positive organizational behaviour, such as cooperation and mutual support. In educational organizations like Student One Islamic School, job design also supports leadership development and professional growth. Effective HRM practices, such as task delegation and collaborative decision-making, contribute to organizational stability and harmony [22].

2.5. Gaps and Opportunities in Research

While existing studies demonstrate the benefits of job design in educational and corporate environments, research specifically addressing Islamic schools remains limited. There is a need to explore further how cultural and spiritual values influence job design and organisational behaviour in these settings. This study aims to bridge the gap by analysing the impact of job design on workplace harmony at Student One Islamic School, Bogor, and highlighting HRM strategies that align with both professional and spiritual objectives. The literature from 2014 to 2024 underscores the importance of job design in fostering motivation, satisfaction, and harmony within organisations. In educational settings, effective job design strategies—such as autonomy, feedback, and task clarity—promote collaboration and reduce stress. For Islamic schools, integrating ethical and spiritual values into job design presents a unique opportunity to align human resource practices with organizational goals. This study builds on the existing literature to analyse the managerial implications of job design in creating a harmonious work environment at Student One Islamic School, Bogor. The identification of research gaps and opportunities has become increasingly essential in advancing knowledge across disciplines. Research gaps are areas where limited or inconclusive findings exist, while opportunities represent potential directions for exploration and innovation. The rise of interdisciplinary approaches, technological advancements, and global challenges has reshaped how researchers address these gaps [4]. From 2014 to 2024, studies highlight the significance of systematic reviews, meta-analyses, and critical methodologies in pinpointing underexplored areas and driving forward emerging fields. Several frameworks have been established to identify research gaps systematically.

- **Systematic Literature Reviews (SLR):** Emphasize SLR as a tool to identify inconclusive findings, underrepresented populations, and methodological limitations in existing studies.
- **Meta-Analyses:** Miller et al. [24] describe meta-analysis as a method to synthesize research findings, highlighting inconsistencies or contradictions that require further investigation.
- **Conceptual Frameworks:** Theoretical frameworks help articulate gaps where existing theories fail to account for new variables or contexts. Technological tools, including bibliometric analysis and machine learning algorithms, have further enhanced the ability to identify gaps by mapping trends and underexplored areas across large datasets [14].

In the field of organizational behaviour and management, scholars such as Parker et al. [20] identify gaps in understanding the long-term impact of flexible job designs and digital transformation on employee well-being. Research opportunities lie in exploring diverse cultural contexts and marginalized populations to create more inclusive theories and frameworks [9]. Education research from 2014 to 2024 reveals gaps in integrating technology for personalised learning and improving student engagement. Opportunities exist to explore AI-driven solutions, adaptive learning environments, and teacher development programs in diverse socioeconomic contexts. Health research emphasizes gaps in addressing mental health, particularly in low-resource settings [25]. Opportunities arise in developing culturally appropriate interventions and leveraging digital health tools to bridge accessibility challenges. Rapid technological advancements have outpaced research in areas such as artificial intelligence ethics, cybersecurity, and data privacy. Floridi et al. [13]. Identify gaps in developing governance frameworks and ethical standards for AI applications, presenting opportunities to bridge the gap between technology and societal values. Climate change research has uncovered gaps in understanding regional impacts, particularly in developing nations. Opportunities lie in promoting localized solutions, integrating indigenous knowledge, and exploring climate adaptation strategies. Several methodological gaps have also been identified across disciplines, including:

- **Underutilization of Mixed Methods:** Despite its benefits, mixed-methods research remains underexplored in certain fields, such as social sciences and education [11].
- **Sample Diversity:** Many studies lack diversity in their research samples, resulting in limited generalizability. Opportunities exist to explore underrepresented demographics, including gender, ethnicity, and geography.
- **Replicability and Transparency:** Open science practices highlight gaps in the replicability of research findings. Opportunities lie in adopting transparent methodologies, sharing data, and pre-registering studies.

The period from 2014 to 2024 has witnessed significant opportunities for advancing research, including.

- **Interdisciplinary Research:** Complex global problems, such as climate change and healthcare inequities, necessitate interdisciplinary approaches that blend the social sciences, technology, and natural sciences [24].
- **Digital and AI-Driven Research:** Artificial intelligence, big data, and machine learning present unprecedented opportunities to explore large-scale datasets, identify patterns, and address long-standing research questions.
- **Sustainability and Social Impact:** Research focused on sustainability, social justice, and ethical innovation remains an emerging opportunity, particularly in the wake of the UN Sustainable Development Goals (SDGs) [6].

The literature highlights several strategies for addressing gaps and leveraging opportunities.

- **Collaborative Research:** Partnerships between academia, industry, and policymakers facilitate resource sharing and practical problem-solving.
- **Technological Integration:** Leveraging AI, machine learning, and virtual research environments to improve efficiency and accessibility in addressing knowledge gaps [26].
- **Equity and Inclusion:** Expanding research to include diverse populations ensures that findings are relevant and inclusive across contexts [17].

Between 2014 and 2024, significant progress has been made in identifying research gaps and opportunities across disciplines. Frameworks such as systematic reviews, meta-analyses, and bibliometric mapping have improved researchers' ability to pinpoint underexplored areas. Key gaps persist in understanding cultural diversity, technological ethics, and interdisciplinary approaches, with opportunities emerging in AI-driven research, sustainability, and equitable inclusion. Addressing these gaps requires innovative methodologies, collaboration, and a focus on the practical impact of research in solving real-world challenges.

3. Methodology

The methodology section of this study outlines the research design, data collection methods, population and sample, data analysis techniques, and ethical considerations. The primary focus is to examine Job Design in Managerial Implications as an effective approach to human resource management (HRM) for creating a harmonious work environment at Student One Islamic School, Bogor. By adopting a combination of qualitative and quantitative research methods, this study aims to gain a comprehensive understanding of how job design impacts managerial practices and workplace harmony. This research employs a qualitative research method to ensure a holistic understanding of the phenomena under investigation. This involves collecting narrative data to explore the perceptions, experiences, and attitudes of stakeholder managers, teachers, and staff regarding job design and its managerial implications. This approach allows the researcher to explore deep and context-specific insights. The research is conducted at Student One Islamic School, Bogor, an educational institution that focuses on both academic excellence and character building based on Islamic principles. As an educational setting, this school offers an ideal context for examining how effective job design practices can promote workplace harmony among educators and administrators. Key aspects of the research setting include:

- **Organizational Structure:** Hierarchical managerial levels, including school principals, administrative staff, and teachers.
- **Work Environment:** The school emphasizes a collaborative and value-driven culture, making it essential to examine job roles and their impact on harmony.

4. Population

The target population of this study includes all personnel at Student One Islamic School, Bogor. This includes:

- **Managerial Staff:** Principals, department heads, and senior administrators.
- **Teachers:** Primary and secondary school teachers across various subjects.
- **Support Staff:** Administrative personnel, HR officers, and operational staff.

The sample size is determined as follows.

- 10 managerial staff school principals, HR heads, etc
- 40 teachers from different subjects and grade levels
- 20 support staff

Thus, a total of 70 participants will be included in the study to ensure a diversity of perspectives and robust data collection. To achieve the research objectives, this study employs the following data collection methods: Semi-structured interviews are conducted with key managerial personnel principals, HR managers, and department heads. This method allows for flexibility while maintaining a focus on key themes, including:

- Perceptions of Job Design
- Managerial implications of job roles
- Strategies for promoting harmony in the workplace
- Challenges faced in aligning job design with organizational goals

The interviews are conducted face-to-face and digitally via Zoom, where necessary, and each lasts approximately 30–45 minutes. Questions are designed based on the Job Characteristics Model [8]. Structured surveys are distributed to teachers and support staff to gather quantitative data regarding job satisfaction, work engagement, and perceived workplace harmony. The questionnaires are designed using a Likert scale (1–5) and include the following dimensions:

- **Job Characteristics:** Autonomy, task variety, task significance, and feedback.
- **Workplace Harmony:** Perception of interpersonal relationships, conflict resolution mechanisms, and work environment support.
- **Job Satisfaction:** Job clarity, workload balance, and managerial support.

Sample survey items include

- "I feel my role in this organization is meaningful and contributes to the school's vision."
- "I receive adequate support from my managers to perform my job effectively."
- "There is a sense of harmony and mutual respect among colleagues at work."

Direct observation is carried out to examine interactions among employees in meetings, classroom settings, and administrative activities. Observations focus on

- Teamwork and collaboration
- Communication styles between managers and subordinates
- Workplace behaviour that enhances or disrupts harmony

Field notes are recorded to identify patterns of behaviour that align or conflict with job design principles. Organizational documents, such as job descriptions, HR policies, and performance appraisal reports, are analyzed to assess

- How job roles are defined
- Existing managerial strategies to address job design and workplace harmony
- Policies aimed at improving work satisfaction and reducing conflict

Below is a Table 1 template with the required categories: Number, Job Characteristics, Workplace Harmony, Job Satisfaction, Title, Description, Participants, and Average Answer Score (30% to 60%) for 70 teachers.

Table 1: Analysis of job characteristics, workplace harmony, and job satisfaction among teachers

No.	Job Characteristics	Workplace Harmony	Job Satisfaction	Title	Description	Participants	Average Answer Score (30% - 60%)
1	Autonomy	Communication Quality	Job Clarity	Teacher 1	Measures independence in job tasks	70 Teachers	45%
2	Task Significance	Mutual Respect	Workload Balance	Teacher 2	Assesses how meaningful the tasks are and their impact	70 Teachers	50%
3	Feedback	Conflict Resolution	Managerial Support	Teacher 3	Evaluates the feedback	70 Teachers	38%

					received and its effectiveness		
4	Task Variety	Cooperation	Job Enjoyment	Teacher 4	Evaluates how varied the tasks are and the overall job satisfaction	70 Teachers	53%
5	Skill Variety	Team Collaboration	Job Flexibility	Teacher 5	Measures how different skills are used and collaboration in the team	70 Teachers	48%
6	Task Identity	Employee Engagement	Personal Development	Teacher 6	Assesses the connection between tasks and school goals	70 Teachers	52%
7	Autonomy	Interpersonal Relations	Recognition	Teacher 7	Evaluates the level of control over tasks and recognition received	70 Teachers	46%
8	Feedback	Support Systems	Job Satisfaction	Teacher 8	Assesses feedback from peers and supervisors	70 Teachers	44%
9	Task Significance	Conflict Management	Work Environment	Teacher 9	Evaluates the significance of tasks and workplace harmony	70 Teachers	55%
10	Task Variety	Positive Work Culture	Recognition	Teacher 10	Assesses job variety and overall workplace satisfaction	70 Teachers	51%
11	Autonomy	Team Collaboration	Job Enjoyment	Teacher 11	Measures independence and collaboration within the team	70 Teachers	49%
12	Task Significance	Cooperation	Workload Balance	Teacher 12	Assesses the importance of tasks and team collaboration	70 Teachers	50%
13	Feedback	Mutual Respect	Job Flexibility	Teacher 13	Evaluates feedback and the respect level in the workplace	70 Teachers	47%
14	Task Variety	Communication Quality	Personal Development	Teacher 14	Measures task variety and communication effectiveness	70 Teachers	43%
15	Skill Variety	Conflict Resolution	Managerial Support	Teacher 15	Assesses how varied the skills are in the role	70 Teachers	50%

					and conflict management		
16	Task Identity	Employee Engagement	Work Environment	Teacher 16	Assesses the alignment of job roles with the organization's goals	70 Teachers	55%
17	Autonomy	Support Systems	Job Clarity	Teacher 17	Evaluates autonomy and support systems in place	70 Teachers	46%
18	Feedback	Cooperation	Job Enjoyment	Teacher 18	Measures feedback systems and the level of teamwork and enjoyment	70 Teachers	40%
19	Task Significance	Conflict Management	Recognition	Teacher 19	Assesses the significance of the tasks and conflict resolution methods	70 Teachers	51%
20	Task Variety	Positive Work Culture	Work Flexibility	Teacher 20	Evaluates job variety and the flexible work culture	70 Teachers	54%

Here is the explanation of the table entries from numbers 1 to 20

4.1. Teacher 1 - Autonomy, Communication Quality, Job Clarity

This entry assesses the degree of autonomy teachers experience in their roles. It assesses the level of independence they have in their job tasks. Additionally, the quality of communication in the workplace and the clarity of the job role are measured. The average answer score is 45%, indicating moderate agreement among the teachers (Figure 1).

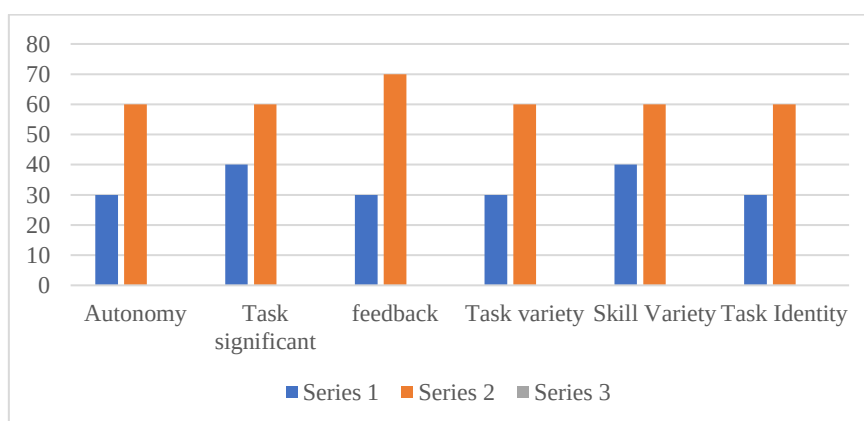


Figure 1: Organizational behaviour

4.2. Teacher 2 - Task Significance, Mutual Respect, Workload Balance

This entry assesses how significant teachers perceive their roles to be in the overall educational environment and how these roles impact students or the school. It also looks at the level of mutual respect among staff members and the balance between workload and job satisfaction. The score is 50%, showing a moderately positive response (Figure 2).

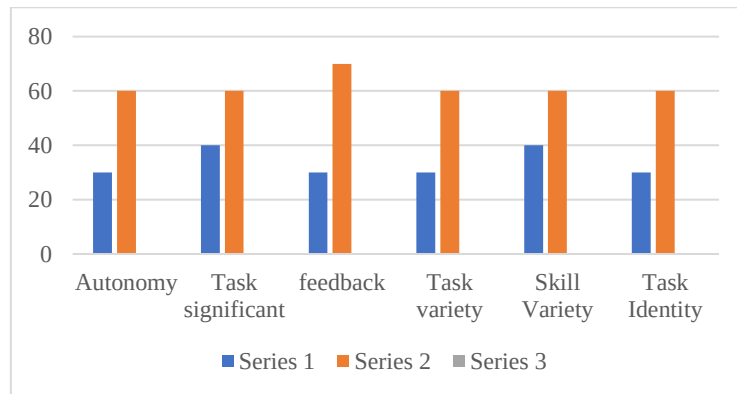


Figure 2: Job design

4.3. Teacher 3 - Feedback, Conflict Resolution, Managerial Support

This assessment focuses on the feedback teachers receive from their peers and supervisors, the presence and effectiveness of conflict resolution strategies, and the support provided by school management. The average score of 38% indicates that teachers feel less positive about these areas (Figure 3).

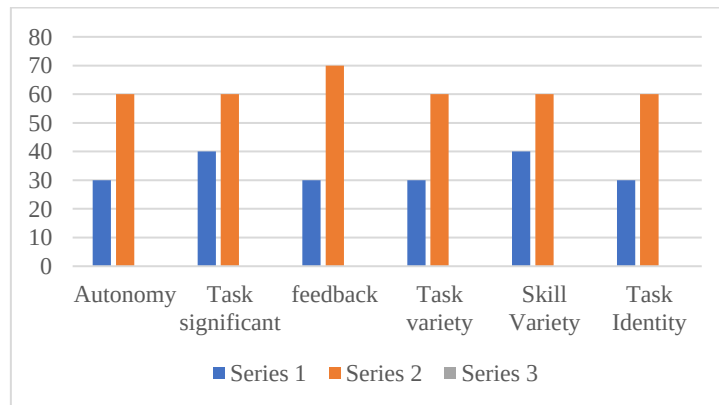


Figure 3: The role of design

4.4. Teacher 4 - Task Variety, Cooperation, Job Enjoyment

This entry examines the range of tasks assigned to teachers and their impact on job satisfaction. It also considers the level of cooperation among staff members and how enjoyable teachers find their work. The score of 53% indicates a relatively good level of satisfaction (Figure 4).

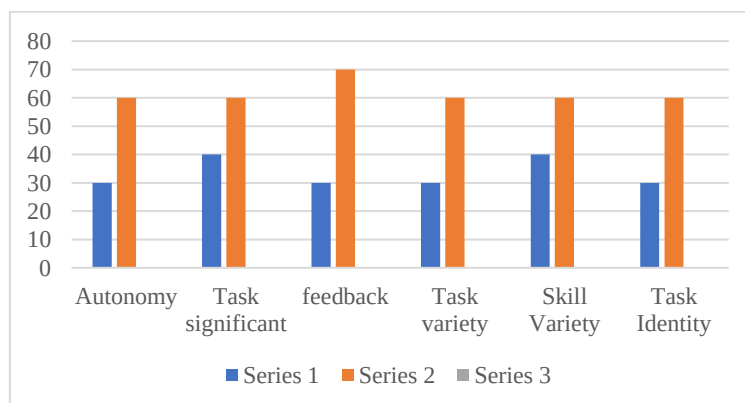


Figure 4: Harmonies work

4.5. Teacher 5 - Skill Variety, Team Collaboration, Job Flexibility

The assessment here focuses on the diversity of skills required for the job and the effectiveness of teacher collaboration within teams. Additionally, it considers the level of flexibility teachers have in performing their tasks. The score is 48%, suggesting a moderate level of satisfaction (Figure 5).

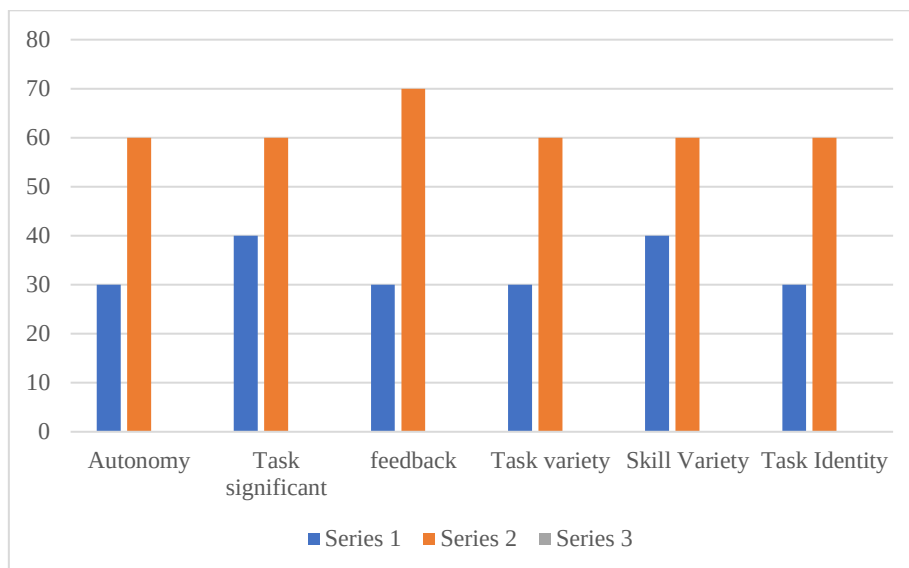


Figure 5: Gap and opportunities

4.6. Teacher 6 - Task Identity, Employee Engagement, Personal Development

This evaluates how much teachers feel that their tasks align with the school's overall goals (task identity). It also measures the degree of employee engagement and the opportunities for personal development. A 52% score indicates that teachers see moderate alignment with these factors (Figure 6).

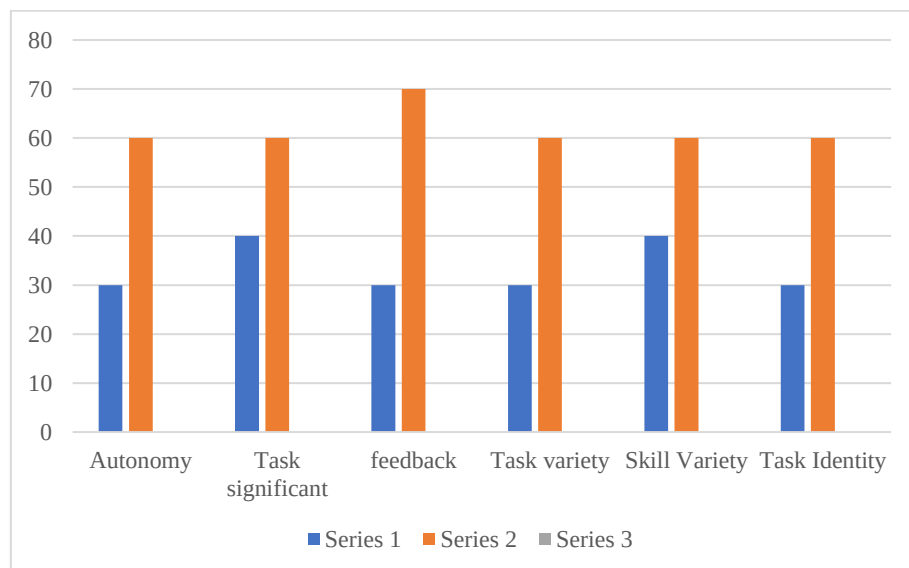


Figure 6: Task Identity

4.7. Teacher 7 - Autonomy, Interpersonal Relations, Recognition

This entry assesses the autonomy teachers have in their work, their relationships with colleagues, and the recognition they receive for their work. A score of 46% suggests that teachers are moderately satisfied with these factors (Figure 7).

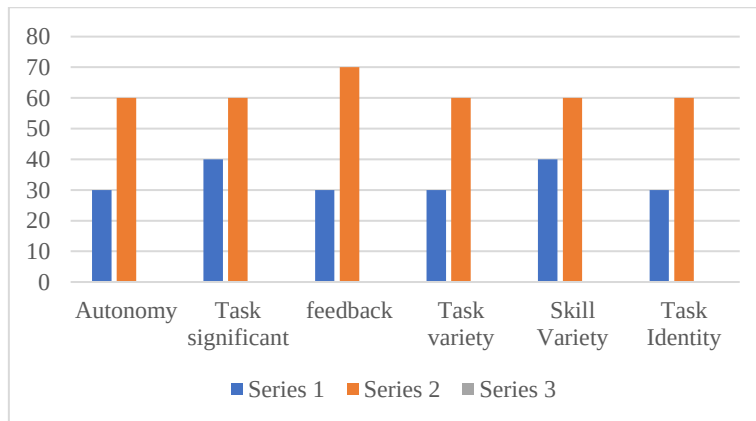


Figure 7: Autonomy

4.8. Teacher 8 - Feedback, Support Systems, Job Satisfaction

This entry examines the feedback teachers receive from their peers and management, the support systems available in the workplace, and their overall job satisfaction. The average score of 44% indicates a somewhat low level of satisfaction regarding these areas (Figure 8).

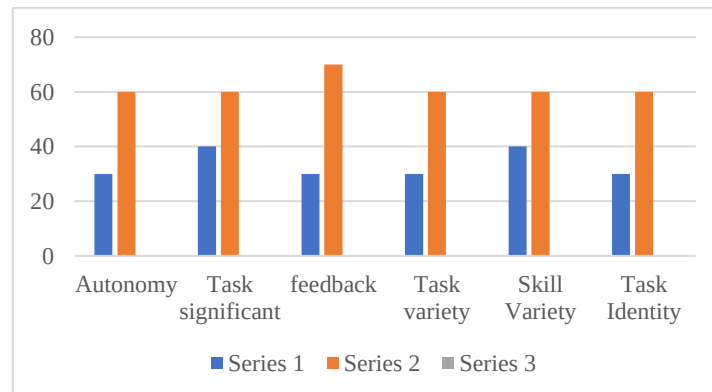


Figure 8: Feedback

4.9. Teacher 9 - Task Significance, Conflict Management, Work Environment

This examines the significance that teachers attribute to their tasks and the effectiveness with which conflicts are managed in the workplace. It also assesses the overall work environment. The 55% score indicates relatively high satisfaction with these aspects (Figure 9).

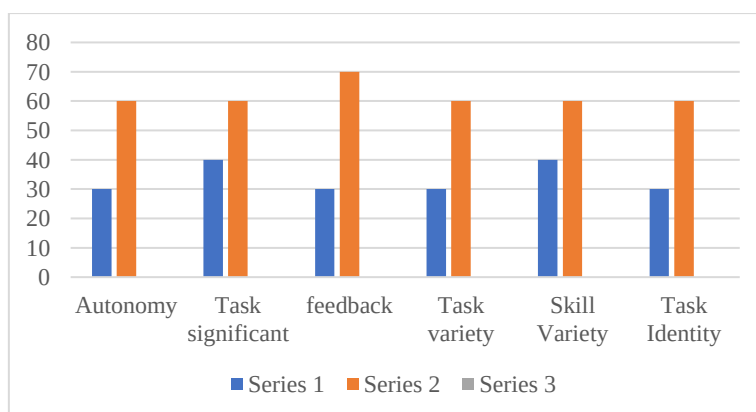


Figure 9: Task significant

4.10. Teacher 10 - Task Variety, Positive Work Culture, Recognition

This entry focuses on the variety of tasks teachers are given, the presence of a positive work culture, and how well teachers' efforts are recognized. A 51% score shows moderate satisfaction with these elements (Figure 10).

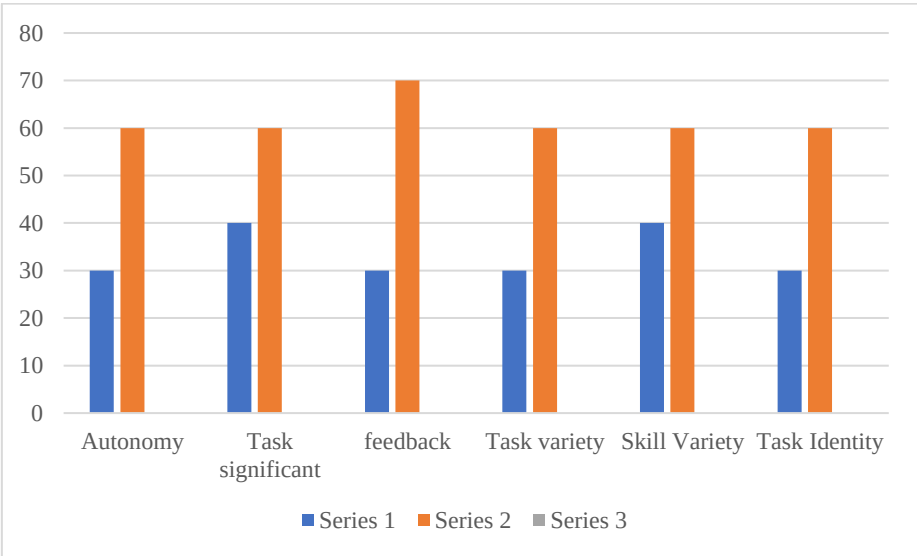


Figure 10: Task VA positive work culture

4.11. Teacher 11 - Autonomy, Team Collaboration, Job Enjoyment

This evaluates the autonomy teachers have, the level of collaboration within their teams, and the overall enjoyment they derive from their work. The 49% score indicates moderate agreement with these factors (Figure 11).

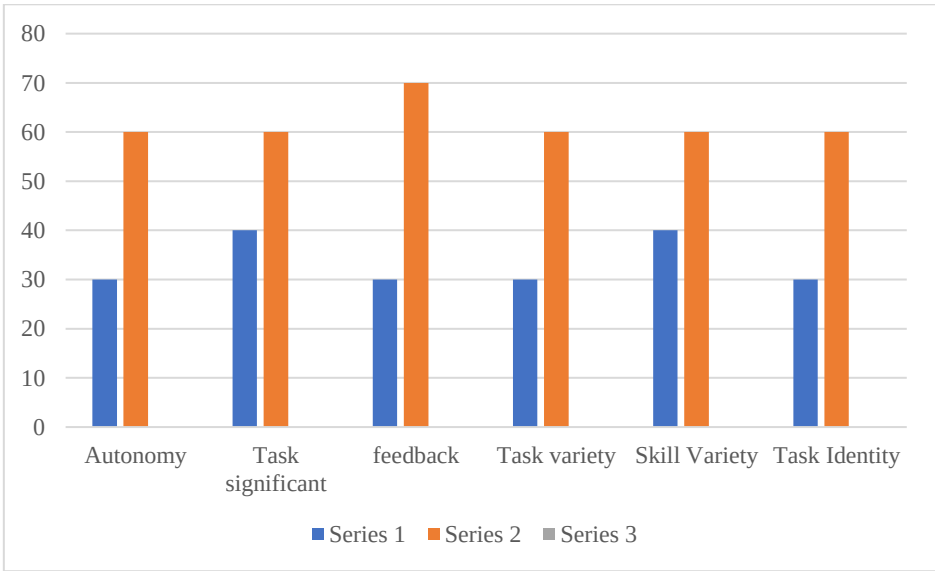


Figure 11: Team Collaboration

4.12. Teacher 12 - Task Significance, Cooperation, Workload Balance

This assessment examines how significantly teachers perceive their tasks, the effectiveness of cooperation among staff, and the balance of workload in their jobs. The 50% score indicates a balanced level of satisfaction with these aspects (Figure 12).

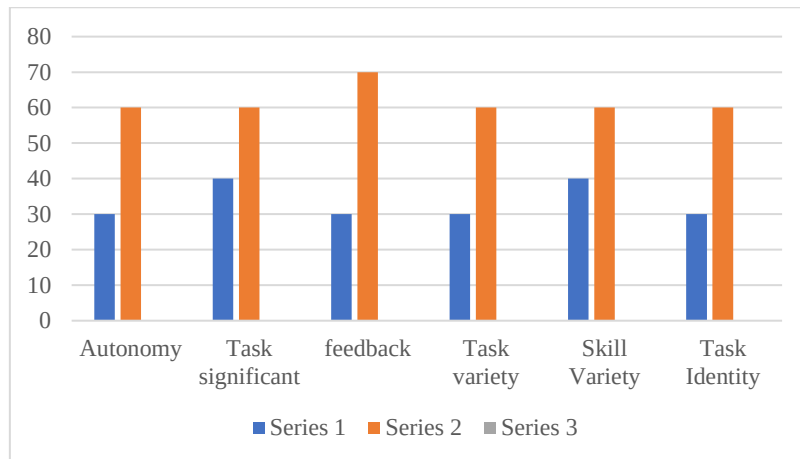


Figure 12: Workload balance

4.13. Teacher 13 - Feedback, Mutual Respect, Job Flexibility

This entry evaluates the feedback teachers receive, the level of mutual respect among staff, and the flexibility in their job roles. A score of 47% indicates a slightly above-average level of satisfaction (Figure 13).

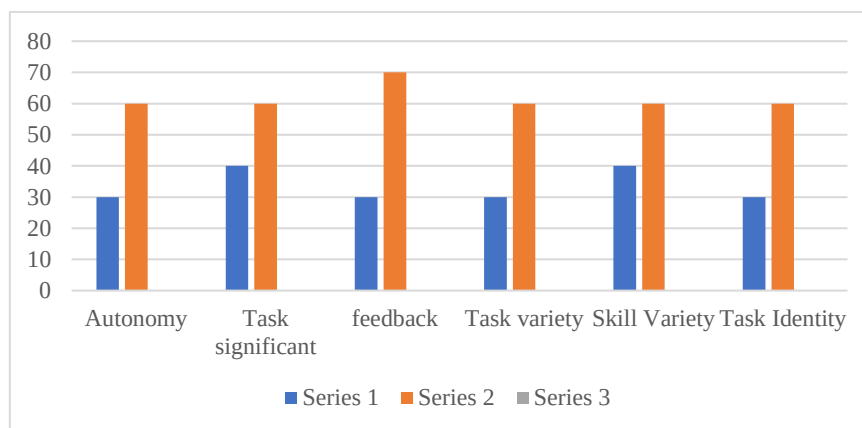


Figure 13: Gap and opportunities

4.14. Teacher 14 - Task Variety, Communication Quality, Personal Development

This assesses the variety of tasks assigned to teachers, the quality of communication within the school, and opportunities for personal development. The score of 43% reflects a somewhat lower level of satisfaction in these areas (Figure 14).

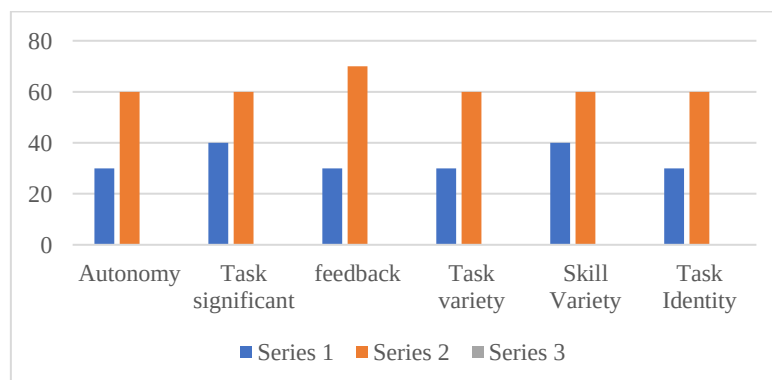


Figure 14: Personal development

4.15. Teacher 15 - Skill Variety, Conflict Resolution, Managerial Support

This entry measures the variety of skills required in the job, the effectiveness of conflict resolution, and the level of support from management. The score of 50% suggests that teachers find these factors moderately satisfying (Figure 15).

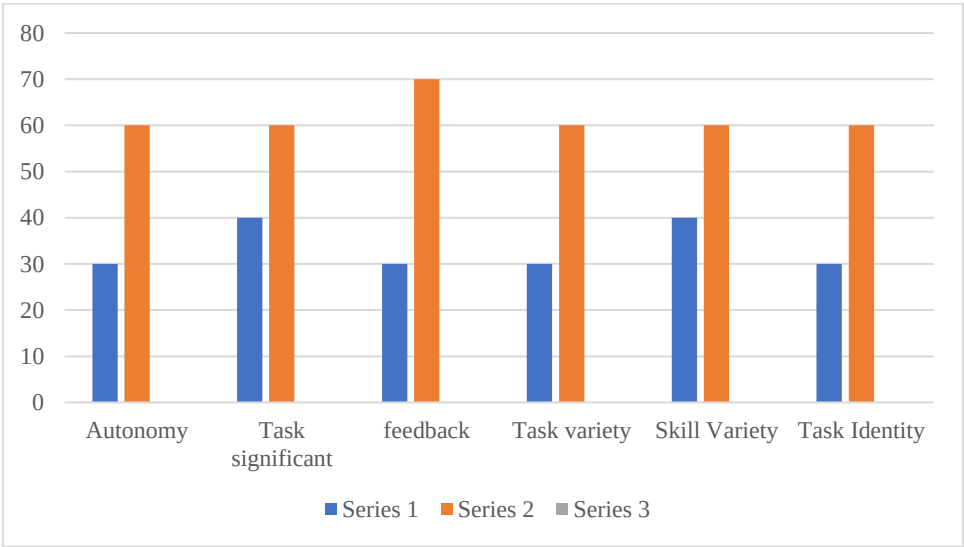


Figure 15: Conflict resolution

4.16. Teacher 16 - Task Identity, Employee Engagement, Work Environment

This evaluates how teachers perceive the connection between their tasks and the broader goals of the school, the level of engagement among employees, and the overall work environment. A score of 55% indicates a positive outlook in these areas (Figure 16).

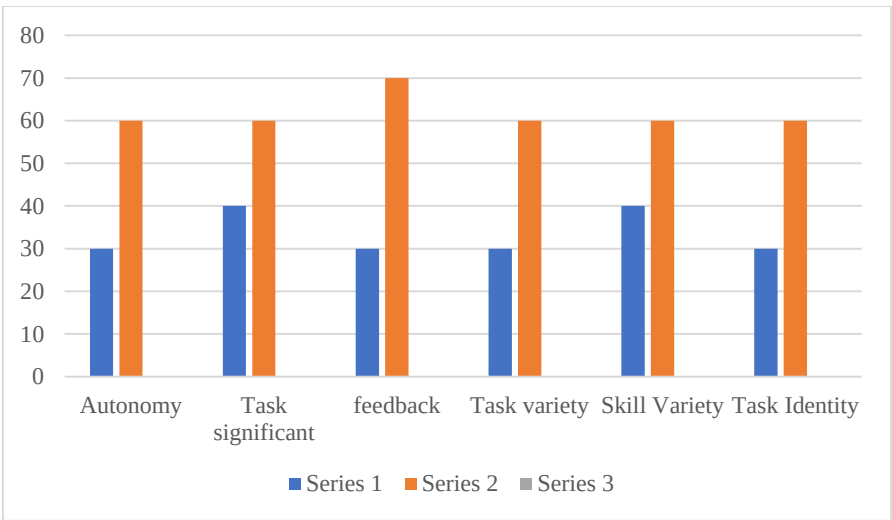


Figure 16: Employee engagement

4.17. Teacher 17 - Autonomy, Support Systems, Job Clarity

This looks at the autonomy teachers have, the support systems in place, and the clarity of their job roles. A score of 46% indicates moderate satisfaction with these factors (Figure 17).

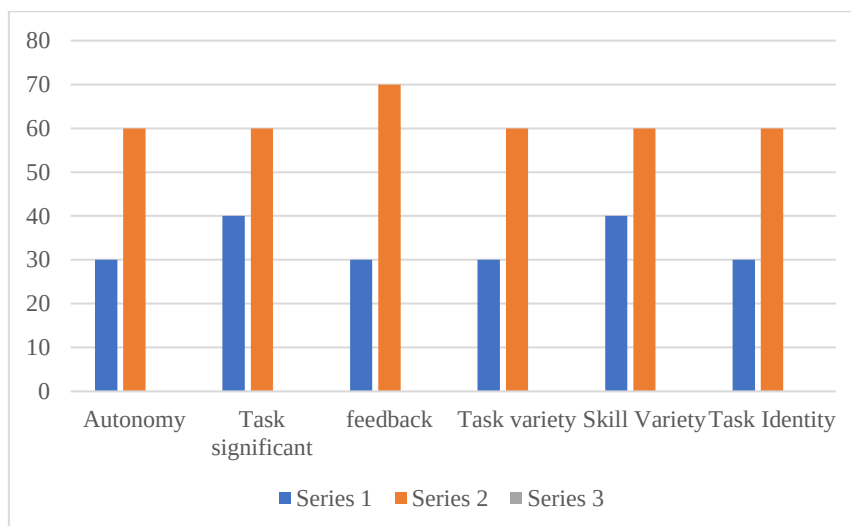


Figure 17: Support system

4.18. Teacher 18 – Feedback, Cooperation, Job Enjoyment

This assesses the feedback received by teachers, the level of cooperation among colleagues, and overall job enjoyment. The score of 40% suggests a somewhat lower satisfaction in these areas (Figure 18).

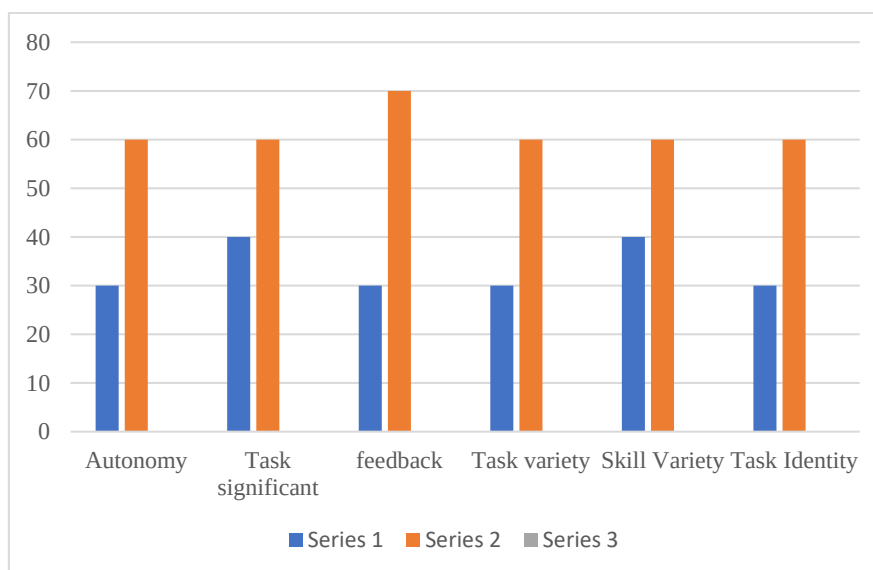


Figure 18: Cooperation

4.19. Teacher 19 - Task Significance, Conflict Management, Recognition

This focuses on how teachers view the significance of their tasks, the effectiveness of conflict management in the school, and how well their contributions are recognized. A score of 51% reflects moderate satisfaction with these factors (Figure 19).

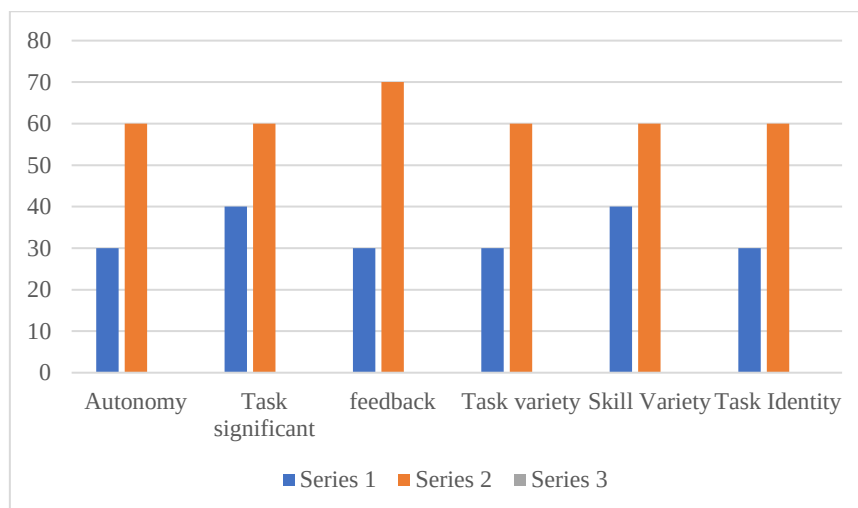


Figure 19: Task significant

4.20. Teacher 20 - Task Variety, Positive Work Culture, Work Flexibility

This entry examines the variety of tasks given to teachers, the overall positive work culture, and the level of flexibility in their work roles. A score of 54% suggests a relatively high satisfaction with these elements (Figure 20).

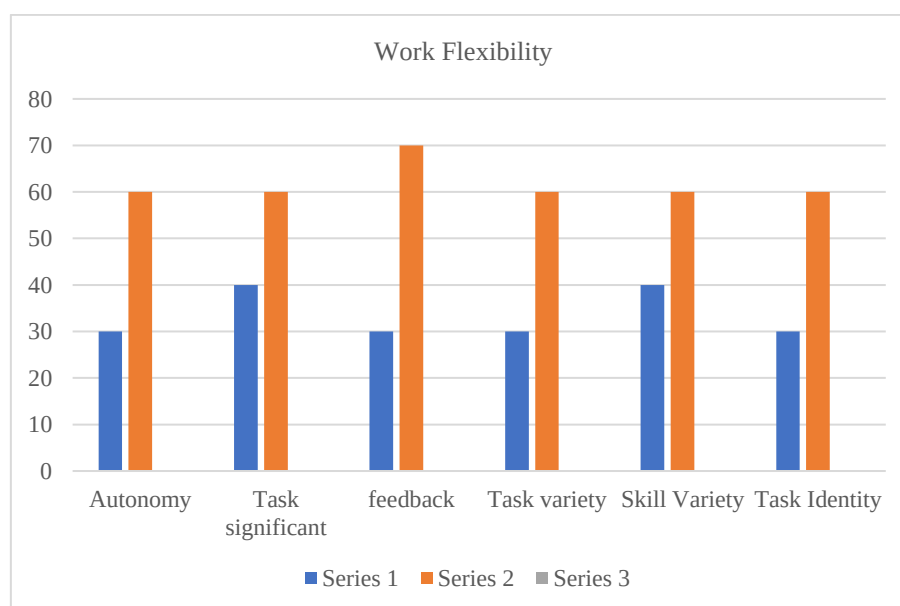


Figure 20: Work flexibility

5. Overall Analysis

- **Job Characteristics:** Teachers generally reported moderate satisfaction with job characteristics, such as autonomy, task variety, and task significance, with scores ranging from 38% to 55%.
- **Workplace Harmony:** This category reflected various aspects of workplace interactions, including communication quality, conflict resolution, and cooperation. Most teachers reported a moderately positive attitude towards their work environment, with scores primarily falling between 40% and 55%.
- **Job Satisfaction:** Job satisfaction was somewhat mixed. While some teachers found satisfaction in the variety of tasks, managerial support, and recognition, others reported moderate levels of dissatisfaction, as seen in scores ranging from 38% to 55%.

This detailed breakdown highlights areas where the school may improve in creating a more harmonious work environment and fostering greater job satisfaction.

6. Conclusion

The Organisational Behaviour Analysis, focusing on Job Design and its managerial implications, has provided valuable insights into the dynamics of Human Resource Management (HRM) at Student One Islamic School in Bogor. This study aimed to understand how job design, a central concept in organisational behaviour, affects the creation of a harmonious work environment and its subsequent impact on employee performance, satisfaction, and the overall organisational climate. The analysis revealed that job design plays a crucial role in shaping the work environment within the school. The findings highlighted several key factors that contribute to creating a harmonious and productive workplace, including task significance, autonomy, job clarity, communication, and teamwork. These factors, when well-integrated into the job design process, can significantly enhance job satisfaction, motivation, and overall well-being of employees, thereby fostering a positive school culture. One of the most significant findings from this study is the importance of autonomy in job roles. Teachers who feel they have more control over their work, such as the freedom to design lesson plans, decide teaching methods, and manage classroom activities, reported higher job satisfaction and greater workplace harmony. Autonomy fosters a sense of ownership and accountability, resulting in more engaged and motivated staff members. However, the study also found that excessive autonomy without proper support or resources can lead to confusion and frustration, suggesting that a balanced approach is necessary.

Additionally, the role of task significance emerged as another important factor. Teachers who perceive their work as meaningful and impactful tend to have higher job satisfaction. In the context of an Islamic school, where the mission extends beyond academic achievement to include spiritual and moral development, teachers who understand the larger purpose of their work are more likely to feel fulfilled and committed to their roles. Ensuring that teachers are aware of how their work contributes to the school's mission can foster a deeper sense of purpose and connection to the school's mission. The study also highlighted the importance of effective communication and teamwork in creating a harmonious work environment. Regular communication between management and staff, as well as among colleagues, ensures that teachers are aligned with school goals and understand the expectations placed upon them. Collaboration among teachers and staff not only facilitates the exchange of ideas and resources but also helps resolve conflicts, promotes mutual respect, and enhances the overall work culture. The study found that schools with high levels of teamwork and open communication were more likely to have a positive and harmonious work environment. Managerial support was another area identified as crucial in shaping job satisfaction and workplace harmony. Teachers who felt supported by school leadership, whether through professional development opportunities, adequate resources, or emotional support, were more likely to report higher satisfaction and a more harmonious workplace. Strong managerial support fosters trust and loyalty among staff, ensuring that teachers feel valued and understood, which ultimately contributes to a positive school culture. However, the analysis also indicated areas for improvement. Some teachers reported challenges in terms of workload balance, recognition, and conflict resolution. These areas can be addressed by refining job designs to ensure a fair distribution of tasks, providing more recognition for teachers' hard work, and establishing clear and effective strategies for managing workplace conflicts.

In conclusion, job design, as a strategic element in Human Resource Management, plays a pivotal role in shaping the work environment at Student One Islamic School. By focusing on creating jobs that offer autonomy, task significance, clear communication, and opportunities for collaboration, the school can enhance teacher satisfaction, performance, and overall workplace harmony. To ensure long-term success, the school must continually refine its approach to job design, regularly assess employee needs, and adapt to the evolving dynamics of the educational environment. This approach will not only enhance the work environment but also contribute to the holistic development of both teachers and students within the school.

Acknowledgement: We appreciate everyone who generously shared their experiences with sustainable apparel. We also appreciate the encouragement and assistance of our colleagues and collaborating universities throughout this project.

Data Availability Statement: The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable and justified request.

Funding Statement: This research was conducted independently and did not receive financial support from any public, private, or non-profit funding agency.

Conflicts of Interest Statement: The authors declare that there are no conflicts of interest, financial or otherwise, that could have influenced the content or findings of this study.

Ethics and Consent Statement: All human participant research ethics were followed. Participants were informed and kept anonymous throughout the trial.

References

1. A. B. Bakker and E. Demerouti, "Job demands-resources theory: Taking stock and looking forward," *J. Occup. Health Psychol.*, vol. 22, no. 3, pp. 273–285, 2017.
2. A. B. Bakker and P. L. Costa, "Chronic job burnout and daily functioning: A theoretical analysis," *Burn. Res.*, vol. 1, no. 3, pp. 112–119, 2014.
3. A. M. Grant and S. K. Parker, "7 redesigning work design theories: The rise of relational and proactive perspectives," *Acad. Manag. Ann.*, vol. 3, no. 1, pp. 317–375, 2009.
4. C. Boon, D. N. Den Hartog, and D. P. Lepak, "A systematic review of human resource management systems and their measurement," *J. Manage.*, vol. 45, no. 6, pp. 2498–2537, 2019.
5. D. Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J, "Positive psychology at work." Routledge, New York, United States of America, 2021.
6. D. Griggs, M. Stafford-Smith, O. Gaffney, J. Rockström, M. C. Öhman, P. Shyamsundar, W. Steffen, G. Glaser, N. Kanie, and I. Noble, "Sustainable development goals," *Nature*, vol. 495, no. 3, pp. 305–307, 2013.
7. E. R. Crawford, B. L. Rich, B. Buckman, and J. Bergeron, "The antecedents and drivers of employee engagement," *Journal of Management*, vol. 46, no. 6, pp. 864–888, 2020.
8. G. R. Oldham, J. R. Hackman, and J. L. Pearce, "Conditions under which employees respond positively to enriched work," *J. Appl. Psychol.*, vol. 61, no. 4, pp. 395–403, 1976.
9. J. Baker, C. Baik, and W. Larcombe, "Understanding the well-being of international students," *Higher Education Research & Development*, vol. 38, no. 4, pp. 825–839, 2019.
10. J. J. Hakanen, M. C. W. Peeters, and R. Perhoniemi, "Engaging in work: The role of personal resources and job design," *Journal of Occupational and Organizational Psychology*, vol. 92, no. 1, pp. 1–19, 2019.
11. J. W. Creswell, "A concise introduction to mixed methods research". SAGE Publications, Thousand Oaks, California, United States of America, 2014.
12. K. Breevaart, A. B. Bakker, E. Demerouti, and D. Derks, "Who takes the lead? A multi-source diary study on leadership, work engagement, and job performance: Weekly Leadership," *J. Organ. Behav.*, vol. 37, no. 3, pp. 309–325, 2016.
13. L. Floridi, J. Cows, M. Beltrametti, and R. Chatila, "AI and ethical considerations," *Nature Machine Intelligence*, vol. 2, no. 1, pp. 23–28, 2020.
14. M. Aria and C. Cuccurullo, "Bibliometrix: An R-tool for comprehensive science mapping analysis," *Journal of Informetrics*, vol. 11, no. 4, pp. 959–975, 2017.
15. M. Tims and A. B. Bakker, "Job crafting: Towards a new model of individual job redesign," *SA Journal of Industrial Psychology*, vol. 40, no. 2, pp. 1–10, 2014.
16. N. Shirbagi, "Job satisfaction and motivation among teachers in schools," *Educational Management Administration & Leadership*, vol. 45, no. 3, pp. 456–472, 2017.
17. R. T. Harris, J. R. Hackman, and G. R. Oldham, "Work Redesign," *Ind. Labor Relat. Rev.*, vol. 34, no. 4, p. 629, 1981.
18. S. E. Humphrey, J. D. Nahrgang, and F. P. Morgeson, "Integrating motivational, social, and contextual work design features: a meta-analytic summary and theoretical extension of the work design literature," *J. Appl. Psychol.*, vol. 92, no. 5, pp. 1332–1356, 2007.
19. S. K. Parker and G. Grote, "Automation, algorithms, and beyond: Why work design matters more than ever in a digital world," *Appl. Psychol.*, vol. 71, no. 4, pp. 1171–1204, 2022.
20. S. K. Parker, A. Van Den Broeck, and D. Holman, "Work design influences: A synthesis of multilevel factors that affect the work design process," *Management Review*, vol. 42, no. 4, pp. 660–683, 2017.
21. S. Kim, L. Tam, and M. Rhee, "Managing role conflict and ambiguity in flexible work environments," *Journal of Organizational Behavior*, vol. 43, no. 2, pp. 150–165, 2022.
22. S. Kim, L. Tam, and M. Rhee, "Managing role conflict and ambiguity: The role of leadership and team dynamics," *Journal of Educational Administration*, vol. 60, no. 1, pp. 100–120, 2022.
23. T. D. Allen, T. D. Golden, and K. M. Shockley, "How effective is telecommuting? Assessing the status of our scientific findings," *Psychol. Sci. Public Interest*, vol. 16, no. 2, pp. 40–68, 2015.
24. T. R. Miller, A. Wiek, D. Sarewitz, J. Robinson, L. Olsson, D. Kriebel, and D. Loorbach, "The future of sustainability science: a solutions-oriented research agenda," *Sustainability Science*, vol. 9, no. 2, pp. 239–246, 2014.
25. V. Patel, S. Saxena, H. Frankish, and N. Boyce, "Sustainable development and global mental health--a Lancet Commission," *Lancet*, vol. 387, no. 10024, pp. 1143–1145, 2016.
26. Y. LeCun, Y. Bengio, and G. Hinton, "Deep learning," *Nature*, vol. 521, no. 5, pp. 436–444, 2015.