

Job Analysis and Design of Educational Jobs in Indonesia

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Abstract. Human resource management is required to enhance the effectiveness and creation of a suitable organizational system in sustaining the culture and organizational climate. In order to establish optimal job qualities that influence the quality of work life in an organization, it is important to comprehend job design. The purpose of this study is to describe the job analysis and design of education work at the educational unit level. The method used is descriptive qualitative by describing the problem clearly with the source of the library research with metaphysical realism as the approach. The data sources of this research are secondary data, including journals, online newspapers, web and literature books related to job analysis and educational work design, both domestic and foreign sources. Job analysis has an important role in an educational organization in order to place people in a certain position or position. With job analysis, school organizations can form effective human resource procedures to select, promote, train, assess and provide compensation. Job designs are made by schools to organize tasks that are on target, assign tasks to people with the abilities and skills that must be possessed to do these tasks in order to achieve the vision and mission of the school.

Key words: education, job analysis, job design

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INTRODUCTION

The success of managing an organization or company is largely determined by human resource utilization activities, therefore, human resource management is needed to increase the effectiveness and development of an appropriate organizational system in maintaining the culture and organizational climate. Based on this, it is necessary to have an understanding of job design which will arrange work assignments to meet organizational and technological needs in determining ideal job characteristics that determine the quality of work life in an organization. Job design includes perceived work demands, job control and social support that lead to higher output (Love & Edwards, 2005). As Thompson (1967;120) notes, "the more serious the individual believes the consequences of error to be, the more he will seek to evade discretion." Individuals become more reactive (Tetlock, Skitka, & Boettger, 1989) when accountability is raised, reflecting a method individuals use to cope with the workplace (Tetlock, 1985). Apart from job design and human resource management, it is also necessary to know about the characteristics, standards and abilities of the people in each job. This information can be obtained through job analysis. Positions need to be designed in such a way that the holder (executor) of the position is productive and gets job satisfaction.

In realizing its existence, an organization needs appropriate human resources, both in its function and in placing it in a position. Organizations, without the

support of appropriate employees/employees in terms of quantitative, qualitative, strategic and operational, the organization/company will not be able to maintain its existence, in the future (Thamrin, 2020). Therefore, it is necessary to take management steps to ensure that the organization has the right workforce for various positions, functions, jobs that are in accordance with the needs.

Planning for future human resource needs and planning for meeting human resource needs are part of planning goals and implementing programs in developing and advancing the organization. During its development, human resource planning also includes data studies that can be used to measure the effectiveness of ongoing programs and provide planning information for meeting the needs for future revisions. Thus, human resource planning is a process of formulating qualitative and quantitative strategies through certain stages with the aim of organizational effectiveness and efficiency in achieving its goals.

Job analysis and job planning activities are very important for an organization. Various actions in human resource management depend on job analysis information as part of the work plan that has been carried out. At least ten important meanings of job analysis; First, job analysis information provides an overview of the challenges that come from the environment that affect the work of workers in the organization. Second, eliminating job requirements that were unnecessary because they were based on discriminatory thinking. Third, job analysis must also be able to find elements of work that encourage or hin-

der the quality of work of organizational members. Fourth, planning employment for the future. Fifth, job analysis must be able to match incoming applications with available vacancies. Sixth: Job analysis is very helpful in determining policies and training programs. Seventh, compile a plan for developing the potential of workers. Eighth, in the interests of setting realistic work performance standards. Ninth, job analysis information is very important as well as its meaning and role in assigning employees so that it is in accordance with their knowledge, skills and experience. Tenth, information about job analysis is also very important in formulating and determining a fair and appropriate system and level of rewards (Siagian, 2014).

Job analysis is a strategic part in clarifying the work of employees. This implies that the scope of work and the consequences of work received by each employee will be appropriate and effective. Thus, coordination and abuse of authority in a job can be avoided. Job analysis remains an organizational need to clarify every job and position. This job analysis will clarify the leadership and members of the organization about the work content. Therefore job designs and analysis are techniques used to maximize worker performance, and it entails modifying procedures and job contents to improve workers' motivation, satisfaction, and production capacity (Knapp & Mujtaba, 2010). Job design/analysis is the process of incorporating dynamic processes and contents into the description of a job in order to make it more appropriate to employees (Morrison, Ross, Morrison & Kaman, 2019).

As materials for determining employee duties and responsibilities, job analysis and workload are mandatory for planning future human resource needs in an organization. However, the trend in job analysis and workload is not in accordance with implementation. One of the factors that causes the quality of job analysis results and low workload is because the process does not involve correct procedures or techniques. Good training and development creates learning organizations, resulting in quantifiable performance and enhance organizational performance (Niazi, 2011). For this reason, these activities need to be carried out using methods that can be scientifically justified so that the calculation of employee needs in human resource planning is more rational and according to needs and the results can be used as guidelines for recruiting, selecting, and placing employees in the organization. (Gianatri, 2016).

Job analysis is an activity or process of collecting and compiling various information about jobs, tasks, types of work, and operational responsibilities to realize organizational goals (Arifin, 2014). The data collected from job analysis can be used for various

purposes, one of which is to estimate the needs of employees (Sedarmayanti, 2014). Workload analysis is a series of systematic stages carried out to determine the level of effectiveness and efficiency of the organization's work based on work volume (Adi, 2014). In the process, this activity involves certain procedures or techniques in measuring or calculating the amount of workload for each position in the organization. Calculation of the workload needs to be done using a method that can be scientifically justified so that workforce planning is more rational and according to needs. This can be started with the implementation of work measurement (Hendratmoko, 2017). Additionally, Hackman and Oldham (1975) (1976) centered on the five intrinsic job qualities of autonomy, skill variety, task identity, task importance, and job feedback.

Based on this phenomenon, this study aims to examine descriptive analysis of occupation and job design in education, in a structural educational organization. This is because job analysis and job design are also needed as a necessary classification in the recruitment of an educational organization. In essence, job analysis and job design provide job-related information that is used by professional human resources to explain job descriptions, job specifications, and job assessments.

METHODS

This research uses descriptive qualitative methods, which means analyzing and then describing the problem clearly, sourced from library research with metaphysical realism as the approach (Muhadjir, 2000). The data sources of this research are secondary data, including journals, online newspapers, web and literature books related to job analysis and educational work design, both domestic and foreign sources. Qualitative data analysis consists of three activity lines that occur simultaneously, namely categorization, data reduction, data presentation, and drawing conclusions or verification (Huberman, 1992).

RESULTS AND DISCUSSION

Formulation of Educational Job Analysis

Everyone in the organization can understand their duties and obligations appropriately, it is necessary to formulate a work guide called Job Analysis. Job analysis is carried out with the aim of obtaining information relating to the form of work and the person required in a certain position/job. Job analysis is often considered the foundation of a human resource system in an organization (Juntak, 2013). Restructuring, quality improvement initiatives, human resource planning, job design, training, career

development, and work performance appraisal systems are forms of actualization of the results of job analysis. Job analysis is the first step in almost all organizational personnel functions, be it business, non-profit, or government (Muspawi, 2017). The job analysis process will produce at least three components, namely; formulation of positions both structural and functional for each work unit, job descriptions for both structural and functional positions and job maps in the form of stretches of all positions as an overall picture in organizational units (Marhaeni, 2019).

In relation to the context of the work analysis of human resources for education, what must be used as a basis in the work of analysis is to refer to the standards of educators and education personnel, namely; (1) Educators must have academic qualifications and competence as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. (2) Qualification of educators is the minimum level of education that must be fulfilled by an educator as evidenced by a relevant diploma and/certificate of expertise in accordance with statutory provisions. (3) Competence as a learning agent at primary and secondary education and early childhood includes; pedagogical competence, personality competence, professional competence, social competence, having special skills that are recognized and required can be appointed as educators after going through a feasibility and equality test, academic qualifications and competencies as learning agents developed by BNSP and stipulated by a Ministerial Regulation.

Human resources will be willing and able to work properly if they are placed in a position in accordance with their interests, educational background and abilities, and if the job is suitable for their placement they are able to meet the needs of life. Explicit and detailed knowledge about each position is needed, among others, for the purposes of: a. Recruitment, selection and placement of educational personnel/labor. b. Determine the amount of wages c. Designing career paths for workers/employees d. Establish an appropriate and fair workload e. Designing effective education and training programs.

In addition to providing benefits to the organization, job analysis is also useful for employees to achieve their personal goals. By being placed in a position in accordance with their qualifications, it means that employees have been given the opportunity to develop themselves and realize their potential optimally.

Job analysis is an activity to record, study and conclude information or facts related to each position systematically and regularly, namely: what an employee does in that position, the authority and

responsibility of an employee, the reasons for the work to be done, how to do it, doing a job, tools and materials used in carrying out the job, the amount of wages and the length of hours worked, education, experience and training required, skills, attitudes and abilities needed to do the job. When performed well, good job design draws high-quality workers into the company (Garg & Rastogi, 2006). Jobs may be made better through good design to help workers meet their goals (Dewhurst et al., 2009; Sonawane, 2008).

Information gathering for job analysis can be carried out by means of; distributing questionnaires (list of questions/questionnaire) to office holders, conducting direct interviews with employees, and making direct observations on the implementation of work or studying the diary book of information obtained.

The results of this Job Analysis will provide an overview of the duties and responsibilities of each worker. The use of Job Analysis is generally used for 3 element namely, first element is Institutional which has several duties in compilation of new supporting organizations, perfecting the current organization, and reviewing the allocations of task, powers and responsibilities for each position. Second element is Employment which has obligation in recruitment selection/placement, job evaluation, career planning, transfer/promotion/rotation, and training program. Last is the Management which has responsibilities in the management of an organization, and determining the work procedure.

Actually what is used from a job analysis activity for matters or activities as mentioned above are the results obtained from the job analysis process. These results come from job data which are then arranged systematically and organized into job information. This description of job information is usually called a job description.

Job analysis includes two elements, namely: A. Job Description, is a systematic record of the duties and responsibilities of a certain position, which is written based on existing facts. The preparation of this job description is very important, especially to avoid differences in understanding, to avoid multiple jobs, and to know the limits of responsibility and authority of each position. Things that need to be included in a job description generally include; job identification (contains information about the name of the position, part and number of the position code in a company), job summary (contains a brief description of the position; which also provides a brief definition that is useful in addition to information on job identification), tasks that are must be exercised, supervision to be exercised and received, relationships with other positions, assets, equipment and materials used, and working conditions. Job

Specifications are the minimum requirements that must be fulfilled by a person holding a position in order to carry out his assigned duties properly. These job specifications can be compiled together with job descriptions, but can also be compiled separately. Some things that are generally included in job specifications are educational requirements, training and work experience, knowledge and skills requirements, physical and mental requirements, and age and gender requirements. Numerous job qualities are determined by the larger physical and organizational setting in which work is conducted. The most frequently studied work characteristics in the literature on work design are physical demands (i.e., the amount of physical activity and effort required to perform a job (Edwards, Scully, & Brtek, 1999; Stone & Gueutal, 1985)) and work conditions (i.e., components of the work environment, such as noise, health hazards, and temperature; (Campion & McClelland, 1991; Edwards et al., 1999)).

Job analysis is basically a process of collecting, researching, deciphering job data in stages. In this study, has several stages in job analysis, namely; 1. the preparation and planning stage; 2. the data collection and; 3. data processing stage. In each stage of the implementation is described as follows:

Preparation and planning stage

At this stage some of the activities carried out are reaffirming the organizational structure which will be the reference for the next process including the names of positions and places, an inventory of positions in each work unit and arranged according to a hierarchy and coded identification, determine the data collection method to be used and prepare the tools and the same needed (forms etc.), form an analysis implementation team and explain the methods to be used, communication/explanation by the company leadership to all work unit heads and all employees about the purpose and the purpose of the job analysis to be carried out. This is done to prevent misunderstandings and wrong perceptions and expectations.

Data Collection Stage

Position data collection can be done in several ways, namely; Observation and Interview method. Observation method means that the executor of the job analysis observes directly at the place how the job task is carried out and records it to be processed into information. Whereas in the interview method, the analysis officer directly interviews the incumbent by asking questions that are prepared in advance and recording the answers to be processed into the information needed. Questionnaire method (List of Questions), data collection is done by distributing a

list of questions to all employees to be filled in. Reference study method, this method relies on knowledge, existing references and comparisons with other organizations. Combined method, this method means using several of the above methods at once.

Data Processing Stage

After the data collection process is complete, data processing is carried out by determining the factors of the job appraisal, weighting the value of each factor, analyzing the results of the interviews and questionnaires that have been filled in, analyzing job requirements, compiling job descriptions, making job appraisal patterns as a basis. from determining other personnel systems, preparing recommendations for workforce planning, procurement patterns, employee selection and placement, remuneration systems, employee training and development, personnel administration systems and procedures.

Job analysis is an activity that is very useful for various purposes of organizational design and job design. Efforts to improve the quality of education from year to year have always been a government program. One of them is the enactment of law number 20 of 2003 concerning the National Education System and further explained in Government Regulation number 19 of 2005 concerning National Education Standards. The quality of education is determined by the integral refinement of all education components, such as teacher quality, equitable distribution of teachers, curriculum, adequate facilities and infrastructure, a conducive atmosphere for teaching and learning activities, and improved teacher quality supported by government policies. The teacher is the central point of improving the quality of education which is based on the quality of the teaching and learning process. Therefore, increasing the professionalism of human resources (HR) teachers is a must.

Educational Job Design

Job Design is a function of determining individual or group work activities in an organizational manner (Fidiyah et al., 2015). The goal is to regulate work assignments to meet organizational, technological, and behavioral needs. Job design is absolutely necessary for every organization because in job design, what is done is assembling a number of tasks into a job or a group of jobs so that the work is clearly directed and the work can be done efficiently and effectively. Job design always affects all the basic conditions of individual behavior in the organization by motivating employees. Through a clear job design, task significance, the diversity of tasks performed can develop employee abilities (Garibaldi et al., 2013).

Job design generates job descriptions and job specifications. Job design is the process of determining how a job will be performed and the tasks in that job. In this case, job analysis and job design can provide the same information when job analysis and design are done correctly. The results of the information contained in the job design are; type of work, job situation, job structure.

In the job design there is a job description. Job description, which is a written list of tasks that must be done by an employee for that job. Clearly and concisely, the job description must describe the name of the position, department, to whom this position is responsible (supervisor or manager in charge of it), working hours required, job summary, main responsibilities or duties, the relationship of this position with other parts of the organization. company. The job description must be structured in such a way that it describes not only the responsibilities that lie within it, but also the related interests of the responsibilities for a job.

Job specifications are information that contains personal qualifications so that they can do the job optimally. Job specifications contain information on the requirements of the job holder's qualifications related to educational background, professional qualifications, technical needs, work experience, and competencies that must be possessed (Harjanti, 2014). Furthermore Job performance, according to Birdsall (2018) and Deschamps and Mattijs (2018), refers to concentrating directly on employee productivity by measuring the units of acceptable quality generated by an individual in a business setting for some time inside an organization.

There are four positions that can be analyzed in an educational organization, namely; 1. Principals, 2. Vice principals, 3. teachers, and 4. staff (Administration staff and cleaning service). The following is the result of the analysis and design of the work that has been done.

Headmaster's Job Design

Headmaster Job objectives/goals is Realizing the vision and mission of the school organization. The principal's activities include activities, educators, managers, administrators, and supervisors. The activities can be detailed again as follows; planning, organizing, directing, coordinating, supervising and evaluating all school activities, covering the areas of teaching and learning process, office administration, student administration, employee administration, equipment administration, financial administration, library administration, and public relations administration.

Headmaster Required educational and experience requirements such as: Have an academic qualification of bachelor or diploma, At the time he was appointed

headmaster at the age of 56, Have at least 5 years of teaching experience. For kindergarten has at least 3 years teaching experience, Having a rank as low as III / c for civil servants (PNS) and non-civil servants included with the rank issued by the foundation or authorized institutions.

Skills/competencies and basic skills that must be possessed by Principal, namely: Managerial Competencies, Entrepreneurial Competencies, Supervision Competency, and Social Competencies. Headmaster also required personality and job characteristics such as:

Noble character, develop culture and tradition of noble morals, and be an example of noble morality for the community in schools, Have personality integrity as a leader, Have a strong desire in self-development as a principal, Be open in carrying out basic tasks and functions, Self-control in the face of problems in the job as a principal, Have talents and interests as an education leader.

Based on the description above, it can be said that the school is led by the principal who has a strategic role in improving teacher professionalism and the quality of education in the school. The principal as a leader must be able to: 1) encourage the establishment of a strong will with passion and confidence to the teachers, staff and students in carrying out their respective duties; 2) provide guidance and direct teachers, staff and students, as well as encourage, encourage and stand in front for progress and inspire in achieving goals (Pendidikan et al., 2017).

Vice Principal's Job Design

Vice Principal's have job objectives/goals in Assisting the Principal in the implementation of curricular and extra-curricular activities. Activities that carried out along with the implementation process by Vice Principal such as: Develop teaching programs, compile and describe the educational calendar, develop and share teacher duties and lesson schedules, develop a schedule of study evaluation and final exam implementation, represent the Principal in accordance with his authority or assignment from the Principal, and etc.

Vice Principal's required educational and experience requirements such as: Never imposed a moderate and severe disciplinary penalty in accordance with the prevailing laws and regulations, actively teaching or guiding for at least 5 years, good for loyalty and good value for other scoring elements and average increases in the last two (2) years, have a teacher performance score of at least - at least good in the last two (2) years, have knowledge of education management, ICT skills, and communication skills, have an educator certificate, rank / class as low as - low administrator (III C) or position as low as - low young

teacher, At least – at least ever been a homeroom teacher and/or school level achievement teacher.

There are skills/competencies and basic skills that must be possessed by Vice Principal, namely:able to develop and socialize the curriculum with the Principal, Staff and Teachers, have managerial skills and leadership skills, able to include the world of work in the implementation and development of curriculum, able to encourage staff to thrive. Vice Principal also required personality and job characteristics such as: Responsible, positive thinking, having concern in school development, innovative and creative, can work well with all teachers and school residents.

Based on the description above it can be said that the deputy headmaster / vice principal is someone who helps the duties of the principal and has responsibility for all his basic tasks in developing and socializing the curriculum with the principal, staff and teachers, managerial and leading groups, including the world of work in the implementation and development of the curriculum and able to encourage teachers and school residents to develop. A deputy principal can be said to be the closest person to the school who has the task to manage everything related to administrative circulation in the school, as middle management under the principal (Surya, 2008).

Teacher's Job Design

Teacher's have a job objectives/goals in Realizing the purpose of national education by educating the nation's children with knowledge and skills mastered. Activities carried out along with the implementation process of teachers is teaching and learning activities and learning administration activities.

Teachers required educational and experience requirements such as:a teacher must be obtained through higher education (minimum Bachelor or diploma 4, have an educator certificate, must be healthy physically and spiritually, have the ability to realize national educational goals, have pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education. Skills/competencies and basic skills that must be possessed by teachers are:ability to manage student learning, personality skills are steady, noble, wise, and authoritative and become an example of learners, knowledge ability of the subject matter broadly and deeply, able to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.

Teachers also required personality and job characteristics such as:□believe and fear of God, the One God, high morality, have a high sense of nationality, honest in saying and acting, patient and wise in carrying out the profession, discipline and hard work, love

for the profession, have a positive view of the learners, innovative, creative and highly curious, love to read and always want to move forward, democratic, working professionally with students, peers and the community, open to suggestions and criticisms, peace-loving, and have international insight.

From the description above, it can be concluded that the teacher's work process is reflected in planning, organizing, implementing, and assessing the learning process of learners on an ongoing basis. It means that the teacher's job is not only to educate and teach alone, but starts from the planning process to the assessment process. The role of teachers is very important to create quality of life in schools, in school organization through self-development, active participation, cooperation, maintaining safety and security in the work environment in the school (Pendidikan et al., 2017).

Administrator's Staff Job Design

Administrator's Job have an objectives/goals in Implementing school administration. Activities carried out along with the implementation process by administrator are:preparation of school administration work program, management, preparation and implementation of school administration/ infrastructure, student affairs, curriculum, staffing and public relations, Preparation of Administrative Administration (implementing incoming/outgoing letters, typing letters, doubling letters, archiving, organizing letter numbering, tidying up mail files, sending and receiving letters, compiling and presenting school statistical data. take care of school documents).

Administrator required educational and experience requirements such as: Educated at least graduates of high school/vocational/D3/S1 or equivalent, relevant study programs, with work experience as a school administration worker at least 4 (four) years, Have a certificate of school administration personnel from institutions determined by the government, Mastering/having the ability to optimize Microsoft office applications well. Skills/competencies and basic skills that must be possessed are: Administering staffing, school finances/ madrasah, standards of facilities and infrastructure, carrying out administration of school relations with the community, mailing and archiving, management standards related to students, and mastering the use of Information and Communication Technology (ICT).

The Administrators required personality and job characteristics such as:Have integrity and noble morals, have work ethic, control yourself, have confidence, have flexibility, have thoroughness, have discipline, have creativity and innovation, have responsibility. They also need to be able to□working together in teams, providing excellent service, having

organizational awareness, Communicating effectively.

From the description above, the administration assists the school in providing services related to administration. In the point of view of education, administration or commonly called administrative personnel is said to be qualified if its human resources work effectively and efficiently. Administrative personnel require efficient assistance in order to optimize their output (Li, Li, & Erping, 2009; Niazi, 2011). Though administrative efficiency has long been an interest of many institutions of higher education, a small number of these colleges (particularly in the developing world) can offer administrative personnel with a welcoming and supportive atmosphere in which to achieve their working goals (Wilson, 2016; Zareen, Razzaq, & Mujtaba, 2013). Administration serves the implementation of an operative work by providing a variety of necessary information. This description makes it easier to achieve the desired objectives or allows the completion of operative work. Administration assists the leadership of a school in making decisions and taking appropriate actions. Recording of information, in addition to information purposes is also related to the function of accountability and control functions (Pembinaan et al., 2017).

Cleaning Service Staff Job Design

Cleaning service have a job objectives/goals in Performing the operational functions of the school. While the activities carried out along with the implementation process are: Monitoring the school environment as much as possible, Supervise and maintain security, Work with the relevant service if there is a security problem that cannot be done internally or there has been an unlawful act, Fill out an event notebook, Report an event, Keep an eye on the influx of people, goods, vehicles in the school environment. Service cleaners interact almost with all school resident and communities.

Cleaning service required educational and experience requirements such as: Minimum junior high school education or equivalent, Have expertise and ability in maintaining cleanliness, Able to take good care of school assets. Skills / competencies and basic skills that must be possessed are: communication and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community, Ability to maintain school assets and hygiene. Cleaning service also required personality and job characteristics, namely: Have integrity and noble morals, have a work ethic, control yourself, have confidence, have discipline, have creativity and innovation, have responsibility. They also

need to be able working together in teams, providing excellent service, communicating effectively.

Service cleaner in the school has the main task described into 5 statements, namely (1) monitoring the school environment (2) supervising the influx of people, goods, vehicles, in the school environment, (3) carrying out the task of securing the school, (4) reporting the state of the school environment to the principal and cooperating with the relevant agencies, (5) maintaining and maintaining school property. Each employee has their main duties and functions that are different all adapted to the school conditions. The school does not only do the main tasks, but also does additional tasks that are not its obligation (Dewi, 2018).

CONCLUSION

Job analysis has an important role in a school organization to place people in a certain position or position. Because without adequate analysis and knowledge of what workers in schools do for their work, school organizations will not be able to establish effective human resource procedures for selecting, promoting, training, assessing and compensating. Job design is an important factor in management, especially operations management because in addition to dealing with productivity, it also concerns the workforce who will carry out school operational activities. Job design is a breakdown of tasks and ways of carrying out tasks or activities which include who does the task, how the task is carried out, where the task is done and what results are expected. adding a job design is a function of determining the work activities of a person or group in an organizational manner.

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