

The dynamics of collaborative behaviour based on seating position in islamic education organisations

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ABSTRACT

Seating arrangements are often made in organisations. Seating changes can occur due to changes in organisational structure or room construction. The research aims to explore in depth how seating positions in the workspace shape and influence the dynamics of collaboration among members of an educational organization. Focusing on a private campus in Central Java, the researcher examines the unique context of the institution, aiming to identify interaction patterns naturally arising from seating arrangements that contribute to the formation of a collaborative environment. This study employs qualitative research methods, with informants selected using a purposive sampling technique. Data was collected through participatory observation and in-depth interviews. Furthermore, the data that has been collected is analysed using thematic analysis. The results show that, first, seating that is further apart or separated by physical barriers limits the intensity of interaction and tends to create more formal and structured communication patterns. Second, the dynamics of collaboration due to seating arrangements can be very different, depending on the personalities of individual members of the organisation. Third, seating arrangements and transfers are not a problem when the transferee is comfortable. This comfort can be achieved through the suitability of the physical and social environment.

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Introduction

Collaboration between organisational members is a key element in improving organisational productivity and success. Especially in the modern work landscape that has task complexity and dependence between organisational members, the need for synergy and productive interaction will also increase. It is said by Almaatouq et al., (Almaatouq et al., 2021) in their research, that task complexity affects group performance in different ways, besides that interacting groups perform better on complex tasks. This means that the complexity of organisational tasks requires good interaction to achieve good performance.

In organisational management practices, many organisations focus on aspects of human resources and technology to optimise performance. Many previous studies have revealed that factors such as lighting, temperature, and noise levels are very important; for example, natural light has been shown to improve mood and productivity (Page & Tolmie, 2024). Seating arrangements, however, are often overlooked as a factor that can affect the quality of interaction and cooperation between individuals in the organisation. A study shows the physical environment of the workplace reflects and shapes the culture of the organisation, influencing employee interaction and collaboration (Hamed et al., 2024). The physical

environment that shapes the culture is also inseparable from the seating arrangement. Furthermore, a supportive environment encourages innovation and teamwork, leading to higher levels of performance and commitment to the organisation (Hamed et al., 2024). Thus, it can be said, seating can play a direct role that affects the frequency of interaction, the intensity of communication, and the level of collaboration within the team.

This study aims to explore in depth how seating positions in the workspace can shape and influence the dynamics of collaboration between members in the organisation. By taking the setting up of a private campus in Central Java, the researcher tries to conduct research by paying attention to the specific context of the institution. This research also aims to identify patterns of interaction that arise naturally from seating arrangements that contribute to the formation of a collaborative environment. Through an in-depth understanding of informants' experiences, this research is expected to provide new insights relevant to organisations in optimising seating arrangements to support more effective and productive collaboration.

Research that discusses the influence of the physical environment on the interaction and collaboration of members in organisations has been widely conducted in the form of quantitative research. In addition, most of the existing research only examines the effects of spatial arrangement from a structural point of view, without exploring how individuals in the organisation perceive and interpret the physical arrangement. Based on this, the researcher felt that there was a need for an in-depth understanding of individual perceptions related to seating positions in the workspace which had not been studied. Using a qualitative approach, this research aims to fill this gap, providing a new perspective on how workspace design can be optimised to support collaboration through exploring the subjective experiences and views of team members. Another novel aspect lies in the attempt to integrate these findings into a practical framework that can be applied by organisational managers. This research provides justification for the importance of paying attention to physical factors that are often overlooked in organisational management, as well as offering practical insights for designing seating arrangements that can optimally enhance organisational engagement and productivity.

Theoretical Framework

1. individual behaviour in Islamic education organisations

Many theories discuss individual behaviour in organisations. However, there is a distinction between individual behaviour in organisations in general and individual behaviour in Islamic education organisations. Individual behaviour in Islamic education organisations includes academic, social and moral aspects (Sumarni et al., 2023). In addition, individual behaviour in Islamic education organisations is influenced by organisational culture, leadership style and personal integrity. Effective leadership in Islamic education organisations can foster motivation and teamwork, aligning individual actions with the vision and mission of the institution, ultimately contributing to overall organisational effectiveness (Anistianingsih et al., 2024). Thus, it can be said that Islamic education organisations play an important role in shaping individual behaviour, focusing on the formation of positive personalities and behaviours that are aligned with Islamic teachings and principles (Muzakki et al., 2023).

There are many factors that influence individual behaviour in organisations. These include family and neighbourhood influences, educational approaches, the role of teachers as role models, policies and norms (Sumarni et al., 2023). Therefore, individual behaviour in organisations can be said to be formed naturally through various conditions and environments that exist around them.

The various individual behaviours in Islamic education organisations

a. Academic Behaviour

Academic behaviour consists of:

1) Motivation and Participation

The academic behaviour of individuals in educational organisations is driven by intrinsic motivation and active involvement in learning activities (Sumarni et al., 2023). Individuals who have intrinsic motivation and are actively involved in organisational activities tend to have positive academic behaviour.

2) Discipline and Responsibility.

This relates to discipline and accountability for carrying out academic tasks, as well as promoting a culture of responsibility (Sumarni et al., 2023). By having discipline and responsibility for the tasks that are carried out, individual behaviour will be positive

b. Social Behaviour

Social behaviour is closely related to how individuals interact and engage in groups in organisations. Positive interactions can be formed by encouraging constructive relationships between all members of the organisation and fostering a sense of togetherness and belonging (Sumarni et al., 2023). When this is fulfilled, individuals will actively and positively engage with groups within the organisation. Individual involvement in the group can be done by providing encouragement to contribute positively and have a sense of social responsibility (Muzakki et al., 2023).

c. Moral and Religious Behaviour

Moral and religious behaviour is closely related to the integration of Islamic religious values in behaviour as well as the moral development of individuals through it. Thus, moral education is very important to do, moral education usually focuses on instilling values derived from the Qur'an and Hadith, which guide ethical behaviour (Musyafaah et al., 2023).

2. Proxemic theory

Proxemic theory, developed by Edward T. Hall is a theory that discusses how individuals use space in social interactions, categorising distance into intimate, private, social, and public zones (Harris, 2022). It seeks to highlight the importance of physical and cultural context in shaping communication and spatial perception within an organisation. Furthermore, proxemic theory argues that interpersonal distance varies by relationship (Kim & Sung, 2024). This theory needs to be discussed in the study because it is relevant to the issues raised regarding changes in seating position on individual collaboration behaviour in organisations.

Forrest (2022) in his paper details the proxemic categories, which include:

- a. Intimate Distance: Reserved for close relationships, usually within 0-18 inches.
- b. Personal Distance: Maintained between friends, ranging from 1.5 to 4 feet.
- c. Social Distance: Used in formal settings, around 4 to 12 feet.
- d. Public Distance: More than 12 feet, suitable for public speaking or large gatherings.

3. Participation and collaboration in educational organisations

Participation and collaboration in education organisations are essential for fostering an effective environment and improving institutional efficiency. This section outlines the key aspects of participation and collaboration in education settings.

Effective participation and collaboration in educational organisations are essential in exploring diverse perspectives, improving management decisions and fostering a cohesive team environment. These dynamic interactions lead to improved organisational efficiency and successful implementation of school programmes and activities (Akinsolu, 2017).

Participation and collaboration in educational organisations enhance democratic engagement, foster trust and facilitate shared decision-making. They involve diverse stakeholders in determining educational goals, improve resource utilisation and promote community involvement, ultimately leading to a more effective and responsive educational environment (Moreno, 2014).

These are the key aspects of participation and collaboration in educational organisations. First, the Importance of team dynamics. Effective collaboration in teams is critical to the success of educational organisations. This can be made possible by fostering dedication and commitment among team members, leading to cohesive and integrated efforts in addressing organisational challenges (Akinsolu, 2017). Second, community engagement. Educational organisations are increasingly required to engage with their sociocultural communities, as participation is recognised as a constitutional principle in education (Gutiérrez & Lozano, 2013). Third, community participation. Participation from the community is essential for quality improvement of educational organisations, promoting trust and innovation in response to the changing needs of society (Moreno, 2014). Although collaboration is often seen as a

pathway to improvement, it is important to recognise that there are challenges, such as the potential neglect of the community's role in the decision-making process, which can hinder the effectiveness of partnerships(Slack, 2004). It is therefore necessary for educational organisations to always involve the community in strategic decision-making.

Method

In this study, the researcher used a qualitative research method. This method was chosen because in it the researcher seeks to observe and explore the experiences and perceptions of individuals related to seating positions and how these arrangements play a role in facilitating or possibly hindering interaction and collaboration. The research was conducted in an actual work environment, taking place in one of the private campuses in Central Java. This actual research setting allowed the researcher to make natural and relevant observations without intervening. In addition, the researcher was also able to conduct in-depth and interactive interviews with informants.

In this study, the informants were selected using purposive sampling technique. By applying this technique, the researcher chose the most suitable informants, who experienced changes in seating due to changes in organisational structure and changes in seating arrangements due to facility construction. So that in this study, researchers only focus on informants who are in accordance with the research theme. This will ensure that the research data is more accurate.

In this research, data was collected through participatory observation and in-depth interviews. Participative observation was conducted to directly observe the interactive and collaborative behaviours of the selected informants. In- depth interviews were conducted to explore the experiences and perceptions of those informants regarding interaction and collaboration in the context of the changes in seating position experienced. Furthermore, the collected data was analysed by applying thematic analysis. Thematic analysis allows researchers to classify data into themes, and emphasises the understanding of themes either as summaries of topics or shared meanings (Braun et al., 2024). Through this analysis technique, the researcher identifies themes related to the research problems that are sought for answers in this study.

Result

This research was conducted at a private university in Central Java. The campus has two faculties. Faculty A has two departments. Faculty B has 4 departments. In addition, the campus has several buildings that are physically separated and there are changes in seating arrangements. The seating changes occurred due to changes in the organisational structure and facility development. The changes in seating arrangements that occurred can be described as follows.

Table 1. Seating changes

Before	After
Initially two departments sit in a room complete with department heads and their members	Department heads are separated from their members. Department heads occupy a special room. Meanwhile, members are moved to a large room that specifically accommodates all members from all departments in a faculty. In addition, some members of the department were relocated because they were promoted to structural positions. The room is in a different building to the one previously occupied.

1. Patterns of Interaction Based on Seating Position

The results of this study show that there are significant differences in the patterns of interaction shaped by the arrangement of seating positions in the workspaces of educational organizations. The seating arrangement not only has implications for the aesthetics or efficiency of the workspace but also affects the intensity and quality of relationships among individuals. One important finding emerged from the statement of Wahyu, a research informant, who said, *"Now I rarely interact and communicate with the head of the department and friends from the old room, because I rarely meet them."* This statement illustrates that previously intense relationships can be disrupted when physical distance between individuals increases. When physical access becomes limited, social interaction declines, which directly impacts collaboration and work coordination.

This condition was also emphasized by Santo, another informant in the study, who stated, *"Different rooms and changes in seating make me and my department head rarely meet and communicate."* This statement reflects how physical proximity in the workspace plays a crucial role in shaping effective working relationships, especially between superiors and subordinates. The physical separation of space has reduced informal encounters, which are essential for the rapid exchange of information and the development of interpersonal trust. As a result, relationships that were once fluid and participatory tend to become formalized and restricted to official communication channels.

Overall, these findings reinforce the argument that seating position has a direct impact on the dynamics of interaction and communication within organizations. When spatial arrangements create rigid physical boundaries, interpersonal relationships tend to become more formal, and the frequency of informal communication decreases significantly. This reduction inhibits the dynamic and spontaneous exchange of information, thereby diminishing the effectiveness of collaboration. Furthermore, the decline in informal interactions may foster psychological distance, which not only hampers communication flow but also undermines social cohesion within educational organizations.

2. Dynamics of individual collaboration in organizations due to seating arrangements

The dynamics of collaboration in educational organizations are evidently influenced by physical factors, particularly seating arrangements. This study found that individual responses to changes in seating positions vary significantly, depending on each member's personal initiative and communication style. One informant, Tami, stated that even though she was no longer in the same room as her department head, she remained active in communication and collaboration. In an interview, Tami said, *"Even though I am no longer in the same room as my department head, I still visit him, discuss any information, so I often collaborate too."* Tami's proactive attitude indicates that physical proximity is not the sole determinant of effective collaboration; individual motivation also plays a crucial role.

Conversely, several other informants expressed different experiences. Wahyu, for instance, reported that the change in workspace significantly reduced the frequency of communication and collaboration. *"Almost never—I rarely meet him, communication is also rare, so collaboration is minimal, unlike before when we were in the same room,"* he said. This sentiment was echoed by Santo, who stated, *"Meeting is rare, communication is rare, let alone collaboration."* These statements illustrate that limitations in physical space can create considerable social distance, thereby weakening the potential for natural and routine collaboration. In such contexts, the lack of spontaneous interaction undermines teamwork and obstructs the open exchange of ideas.

These findings emphasize that the dynamics of collaboration within organizations are influenced not only by spatial structure but also by individual characteristics and attitudes. Tami, who tends to be proactive and socially engaged, can maintain collaboration despite physical barriers. In contrast, Wahyu and Santo, who appear more passive in responding to workspace changes, struggle to sustain previously established channels of communication and collaboration. Therefore, seating arrangements should not only prioritize spatial efficiency but also consider their potential impact on social dynamics and organizational work culture within educational environments.

3. Individual Perceptions of Seating Arrangements

The dynamics of changing seating arrangements in Islamic educational organizations generate various perceptions among their members. Each individual responds to such changes differently, depending on personal experience, work needs, and the new social environment. One informant, Tami, stated that the change in seating had a positive impact on her work comfort, as she is now in an environment that is more emotionally aligned and fosters more frequent communication. In her interview, Tami said, *"Changing seating greatly affects the sense of comfort in working. The new seating is filled with people who are on the same frequency, so it is more comfortable."* This indicates that interpersonal factors play a significant role in shaping the perception of comfort in a new workspace.

Similar sentiments were also expressed by Wahyu and Santo, who emphasized that comfort could improve if the seating arrangement supports both psychological needs and workplace facilities. Wahyu highlighted that he felt more at ease after leaving a previous environment he perceived as socially negative. He stated, *"The current seat is more comfortable because I can get out of the negative circle in the previous seat."* Meanwhile, Santo pointed to the importance of physical facilities in enhancing work comfort. He remarked, *"More comfortable, because the facilities in the current seat are more complete."* These statements illustrate that work comfort is influenced not only by social relationships but also by the availability of adequate physical support.

Overall, these findings suggest that seating arrangements and relocations are not inherently problematic within organizations, if the transition considers both physical and social aspects of comfort. Physical comfort encompasses elements such as adequate facilities, proper lighting, good air circulation, and an ergonomic workspace layout. Social comfort, on the other hand, includes positive interpersonal relationships, healthy frequencies of interaction, and compatibility in values and communication styles among individuals sharing the same space. When both dimensions are addressed effectively, changes in seating arrangements can enhance productivity and foster better collaboration among members of the organization.

Discussion

1. Patterns of Interaction Based on Seating Position

This study highlights that the arrangement of seating within a workspace significantly influences the intensity and quality of interactions among individuals in educational organizations. When physical distance increases, the frequency of communication tends to decline—both among colleagues and between subordinates and their superiors. This reduction hampers spontaneous interactions, which are crucial for effective collaboration and the fluid exchange of information. As a result, communication often becomes more formal and structured, potentially weakening social cohesion and diminishing organizational performance. These findings are in line with Thomas, (2019) who emphasized that spatial configuration within a workplace has a notable impact on interaction dynamics. His research explains that greater physical separation, particularly when compounded by physical barriers, limits opportunities for informal communication, thereby promoting more formalized exchanges.

Formal communication—such as scheduled meetings, written memos, and structured reporting mechanisms—is indeed necessary for organizational coordination and ensuring alignment with institutional objectives (Demirkol, 2023). However, when seating arrangements intentionally separate leaders from team members, interactions may become restricted to these formal modes alone, thereby reducing the spontaneity that often fosters stronger interpersonal relationships.

Conversely, organizational members positioned in closer physical proximity are more likely to engage in frequent, spontaneous communication. Informal discussions often arise organically in such environments, contributing to a more natural and continuous flow of interaction. This phenomenon was observed in the fieldwork, where a participant demonstrated ease and familiarity in conversing with a colleague seated nearby. Such informal exchanges also play a vital role in reinforcing social bonds within the organization. Minchella

et al., (2023) support this view by asserting that informal interactions often develop through shared routines and daily social practices. Their findings suggest that proximity between team members fosters spontaneous communication, even without formally designated interaction spaces. Gonsalves (2023) further emphasizes that the physical layout of a workspace can enhance interaction patterns by increasing flexibility and minimizing rigid communication protocols. In essence, the arrangement of seating positions can promote spontaneous dialogue, psychological closeness, and fluid social engagement—factors essential for cultivating a collaborative and dynamic organizational environment.

Villani & Phillips (2021) emphasize that organizations can establish intermediary spaces that promote informal collaboration, enabling members to engage in spontaneous interactions that may lead to innovative ideas and solutions. These informal networks are crucial for cultivating relationships and building social capital, which, in turn, enhance collaboration and facilitate knowledge sharing across different organizational levels (Basov & Minina, 2018). This indicates that informal interactions significantly contribute to shaping organizational culture. They help foster trust and a sense of camaraderie among employees—both of which are fundamental to maintaining a positive work environment.

Further, research conducted by Afifah & Tuti (2023) reveals that interpersonal communication has a notable impact on both job satisfaction and employee performance. This underscores the role of effective communication in building employee trust, ultimately leading to better performance—supporting previous findings regarding the value of informal communication. Moreover, informal networks can function as alternative support systems, offering resources and assistance that may not be accessible through formal organizational structures (Kainde & Mandagi, 2023).

However, both formal and informal interactions need to be effectively managed to maximize their benefits. To achieve this, organizations should foster an inclusive environment that supports open communication and collaboration. This can be accomplished by cultivating a culture of transparency in which both formal and informal communication are acknowledged and valued as integral parts of organizational functioning (Naiboğlu & Bilgivar, 2021). Moreover, leadership plays a pivotal role in maintaining this balance. Leaders who practice genuine communication and show consistent support for both structured and spontaneous interactions can significantly enhance organizational unity and performance (Naiboğlu & Bilgivar, 2021). In summary, the interplay between formal and informal communication is critical to creating a collaborative and effective educational organization. By optimizing both forms of interaction, adopting inclusive leadership practices, and establishing systems that promote open dialogue, educational institutions can strengthen their overall effectiveness and better address the needs of their stakeholders.

2. Dynamics of individual collaboration in organizations due to seating arrangements

The results of this study confirm that the seating position in educational organizations has a significant contribution to the dynamics of collaboration between leaders and subordinates. The arrangement of workspaces that create physical distance tends to reduce the frequency of informal and spontaneous communication, which plays an important role in building trust, togetherness, and team collaboration. On the other hand, individuals with high personal initiative can still maintain productive working relationships, even though they are physically separated from the decision-making center. Furthermore, it was found that the effectiveness of collaboration is determined by two main factors, namely inequality of access to information and inequality of participation in group discussions. When information is not evenly distributed due to the influence of seating position, some members of the organization will be left behind in understanding the goals and strategies of the organization. Likewise, less strategic seating positions often cause certain members to be marginalized in discussion forums, which has an impact on a low sense of involvement and responsibility for the results of joint work.

Inequality of access to information is one of the challenges that arise due to the arrangement of seating positions. Members in peripheral positions often feel less cared for due

to unequal access to information in the room they occupy. This is significantly influenced by the seating arrangement, which can create differences between members. In addition, structural factors, such as socio-technical infrastructure, play an important role in shaping access to information (Yildiz, 2022). This must certainly be considered to reduce the gap in access to information that occurs due to minimal interaction.

To address this challenge, several strategies can be implemented to enhance inclusivity and engagement among members of the organization. First, the adoption of inclusive leadership practices is essential, ensuring that all members feel respected and empowered to contribute ideas that support effective decision-making (Ferdman, 2020). Inclusive leadership has been shown to significantly improve member participation by encouraging individuals to voice their opinions and concerns (S. Jiang et al., 2023). Second, leaders should develop and apply inclusive communication skills to guarantee that every member's voice is acknowledged, regardless of their physical position within the organization (Cheryl & Joseph, 2022). Third, creating structured communication channels is crucial to facilitate active participation. This includes enabling feedback loops and open discussions to reduce the influence of dominant voices and ensure a broader range of perspectives is represented (Maimone et al., 2024). By implementing these strategies, organizations—particularly in the educational sector—can mitigate the negative impact of physical separation. The goal is to ensure that seating arrangements do not hinder meaningful interaction and communication between leaders and subordinates.

Inequality in participation within organizations is not solely influenced by physical position but also shaped by underlying social and cultural dynamics. This issue appears in various organizational contexts, where disparities in engagement are often rooted in structural inequalities and established social hierarchies. Research has shown that organizational cultures may unconsciously perpetuate systemic discrimination, particularly through norms that marginalize specific groups, such as women and ethnic minorities (De Coninck, D. & Verhulst, 2024). In organizations with rigid hierarchies or top-down communication styles, individuals in less central roles frequently face challenges in voicing their opinions. Hierarchical structures tend to dictate who is allowed to speak and when, often silencing those in lower-status positions (Essex et al., 2023). Additionally, employees working in operational or support roles often feel their contributions are undervalued, which can lead to reduced motivation and a weakened sense of commitment to the organization (Molina et al., 2019). However, such disparities can be addressed through formal mechanisms of employee representation, which can enhance communication channels and improve the flow of information across different organizational levels (Belloc et al., 2023).

Furthermore, the use of internal social media platforms can serve as an effective tool to amplify diverse voices. These platforms offer employees a space to express differing opinions and raise concerns that may otherwise be overlooked by management (Madsen, 2020). By providing this open forum, organizations can ensure that even voices from subordinate levels are heard and acknowledged across the organizational structure.

Inequality in being heard and having one's voice acknowledged can significantly hinder the outcomes of collaborative efforts. When individuals are marginalized, their potential contributions often go untapped. Moreover, those who frequently experience exclusion may gradually lose the motivation to engage in discussions. If this issue is not addressed, it can create a persistent cycle of unequal participation that undermines long-term inclusiveness within the organization. The decline in motivation among marginalized members further exacerbates participation disparities and ultimately weakens inclusive practices (Jiang et al., 2022). Over time, this marginalization leads to the underutilization of diverse perspectives, diminishing the overall effectiveness of organizational collaboration (Jiang et al., 2022).

To counter this, organizations must implement strategies that actively promote participation and foster inclusive leadership. One effective approach involves designing seating arrangements and applying facilitation techniques that guarantee equal opportunities for involvement in discussions (Jiang et al., 2022). These methods not only enhance individual engagement but also contribute to a more collaborative and inclusive work environment. As a

result, the organization benefits from a richer exchange of ideas and improved collective outcomes (Resnik & Smith, 2020). Such efforts are essential to ensuring that collaboration is both effective and equitable across all levels of the organization.

In the context of organizational management, these conditions should serve as a critical concern for leaders. Jayanagara (2024) emphasizes that effective leadership involves cultivating an environment that supports innovation and creativity—both of which are essential for addressing complex challenges. Therefore, even when leaders or, in this case, department heads are physically seated in different locations from their team members, this should not be seen as a barrier. It remains important for leaders to regularly engage with their teams—whether through formal discussions or informal interactions—by visiting, greeting, and maintaining open lines of communication. Physical separation should not translate into a separation of roles or responsibilities. Continuous collaboration is essential to help leaders effectively manage complex tasks and support their teams. To address this issue, educational organizations must focus on creating an environment that prioritizes open communication and collaboration. This includes offering professional development programs aimed at enhancing educators' communication skills while promoting a culture of mutual respect and shared objectives (Postholm, 2020).

Moreover, leveraging data analytics to examine communication patterns and stakeholder engagement can offer meaningful insights for improving interaction dynamics within the organization (Vaz-Fernandes & Caeiro, 2019). In conclusion, interaction and communication dynamics within educational organizations are complex yet essential components in fostering collaboration and enhancing educational outcomes. By integrating technological tools, encouraging collaborative partnerships, and addressing existing communication barriers, institutions can cultivate a more inclusive and effective working environment. This shift aligns with the broader evolution of leadership from a traditional hierarchical model toward a more collaborative approach—one that emphasizes communication and teamwork as vital elements of organizational success (Jayanagara, 2024). Failure to uphold these principles can significantly hinder a leader's ability to effectively guide and support their subordinates.

3. Individual Perceptions of Seating Arrangements

Changes in seating arrangements within Islamic educational organizations do not necessarily result in negative outcomes. In fact, such changes can enhance comfort and work effectiveness—provided that both physical and social aspects are carefully considered. Physical comfort includes access to adequate facilities and a supportive environment, while social comfort involves harmonious interpersonal relationships. These two elements play a crucial role in shaping individual perceptions of seating changes. When both dimensions are addressed, rearranging seating can foster a more conducive work atmosphere, strengthen interpersonal communication, and promote healthier, more productive collaboration.

Therefore, it is important for educational institutions to design workspace strategies that are not only structurally efficient but also attentive to the psychosocial dynamics among organizational members. This aligns with the findings of Halldorsson et al. (2024), who noted that employee satisfaction with activity-based workspaces is strongly influenced by their prior attitudes toward the work environment. Thus, seating rearrangements can be both enjoyable and effective when they are aligned with the nature of individuals' work and their openness to change.

Moreover, the complexity of interaction within educational settings demands a nuanced understanding of various factors that shape communication dynamics, including institutional culture, leadership styles, and the individual characteristics of stakeholders (Werner et al., 2021). By addressing these elements, organizations can ensure that communication, interaction, and collaboration remain strong—even among members who are seated apart. Ultimately, such efforts are expected to maintain productivity and contribute to the institution's overall success.

Conclusion

Seating changes within an organization are a common occurrence and often result from internal dynamics or structural policy adjustments. In the context of Islamic educational institutions, such changes may arise due to various factors, including revisions to organizational structures, the relocation of work units, or the construction and renovation of physical spaces. Although primarily administrative and technical, these shifts can have significant psychosocial effects, particularly on work patterns and interpersonal relationships within the organization.

One of the most notable consequences of these changes is the altered frequency and quality of interactions between leaders and their subordinates—especially when physical separation is introduced. When department heads and their team members are placed in separate rooms, the communication dynamic tends to shift. Reduced opportunities for impromptu meetings, limited spontaneous interactions, and increased physical distance often led to more formal and rigid working relationships. This can hinder effective collaboration, as the space for informal conversations, creative brainstorming, and immediate intervention becomes constrained. In educational settings, informal exchanges—such as casual conversations outside scheduled meetings—often play a vital role in fostering innovation and team synergy. When such interactions are diminished, collaboration tends to become overly procedural and less dynamic.

Therefore, it is essential for educational organizations to understand that spatial planning is not merely a logistical concern but a strategic component of organizational culture. Creating a work environment that encourages open communication, reinforcing inclusive leadership, and designing spatial arrangements that foster interpersonal connectivity are key steps toward nurturing a collaborative culture. When both formal and informal interactions are supported in a balanced manner, educational organizations are better positioned to achieve institutional objectives, respond effectively to stakeholder demands, and cultivate a healthy, productive working atmosphere for all members.

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