The Role of Person-Organization Fit, Person-Job Fit, and Job Satisfaction in Enhancing the Performance of Universitas Terbuka's lecturers.

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Abstract

Lecturers are professionals and scholars whose performance is evaluated based on their success in fulfilling the three pillars of higher education known as *Tri Dharma Perguruan Tinggi*: education, research, and community service. They bear the responsibility for these tasks, relying on their skills, experience, and dedication within specific time frames. The performance of lecturers significantly influences their academic career progression and the quality of the higher education institution. Several factors can affect lecturers' performance, including person-organization fit, person-job fit, and job satisfaction. This research employs descriptive and verificative analyses. The data were analysed using LISREL Version 8.72 software. This analysis aims to understand the roles of person-organization fit, person-job fit, and job satisfaction in enhancing the performance of lecturers at Universitas Terbuka. The total number of respondents in this study was 223. The conclusions drawn from this research are as follows: Person-Organization Fit has a significant impact on job satisfaction among lecturers at Universitas Terbuka; Person Job Fit significantly affects job satisfaction among lecturers at Universitas Terbuka; Person-Organization Fit significantly influences the performance of lecturers at Universitas Terbuka; Person Job Fit has a significant effect on the performance of lecturers at Universitas Terbuka; Job satisfaction significantly influences the performance of lecturers at Universitas Terbuka; Person-Organization Fit and Person Job Fit jointly have a significant impact on the performance of lecturers at Universitas Terbuka; and Person-Organization Fit, Person Job Fit, and Job Satisfaction together significantly influence the performance of lecturers at Universitas Terbuka.

Keywords: person-organization fit, person-job fit, job satisfaction, performance

1. Introduction

Human resources are the backbone of any organization, and this includes lecturers in a university. Lecturers, as both professionals and scholars, have their performance evaluated based on the successful execution of the Tri Dharma of Higher Education, encompassing education, research, and community service. Their performance is assessed in accordance with their competence, experience, and dedication over a specific period. Lecturer performance significantly influences academic career development and the overall quality of the university. Achieving improved performance relies on various factors such as high motivation, adequate competence, effective leadership, and a supportive work environment.

In diverse literature, the concept of performance varies; it is multidimensional, reflecting individual achievements. Performance involves job-related activities and expectations from employees, showcasing how these activities are executed (Dugguh, 2014). Performance is observable and directly linked to an individual's potential and actual performance. Potential performance signifies an individual's capabilities to accomplish tasks effectively, while actual performance represents tangible job achievement outcomes, indicating the success or failure of an employee in relation to their work environment (Umar, 2012).

This research encompasses actions relevant to organizational objectives. A crucial organizational goal is to foster job satisfaction among its members to enhance overall performance. Job satisfaction, according to Locke (cited in Luthan, 2006), is a positive or pleasant emotional state resulting from an individual's assessment of their job or work experiences. Job satisfaction is tied to an individual's perceptions in the work environment, relationships with colleagues, income, and promotion

opportunities. It plays a vital role in determining performance; satisfied employees are more likely to contribute to organizational success (Carmeli, 2004; Reisel, 2007; Imran et al., 2014). Individual job satisfaction impacts organizational performance positively (Reisel, 2007) and is described as an employee's feelings derived from their job evaluations (Perera, 2014). Job satisfaction can be influenced by factors such as the work environment, job characteristics, Person-Organization Fit, and Person Job Fit.

Understanding Person-Organization Fit (P-O Fit) can aid organizations in selecting employees whose values align with the organization, shaping experiences that reinforce such alignment. Employee alignment with the organization is crucial for supportive work environments. P-O Fit occurs when the perspective of abilities indicates that alignment happens when employees possess the required capabilities to meet organizational demands (Kristof, 1996).

The concept of P-O Fit relates to how well individuals feel their characteristics (personality and values) match their environment. P-O Fit has been defined in various ways, including value congruence, goal congruence, and employee needs fulfilment. P-O Fit is the alignment between employee and organizational attributes (Chatman, 1991) and can be interpreted as the match or congruence between an employee and organizational attributes (Sekiguchi, 2007).

Person Job Fit is highly related to job scope, especially in the case of Universitas Terbuka lecturers (UT). UT lecturers have job characteristics that differ from those in conventional face-to-face institutions. In addition to fulfilling the Tri Dharma of Higher Education, UT lecturers are required to engage in distance education administrative activities, which may consume a significant portion of their time dedicated to the Tri Dharma. The current UT Strategic Plan for 2021–2025 indicates that academic positions at UT are predominantly held by lecturers, constituting 53%. The proportions of Professor, Senior Lecturer, Assistant Lecturer, and Teaching Staff are 2%, 24%, 11%, and 9%, respectively. Regarding the educational level of lecturers, the majority hold master's degrees/applied master's degrees/specialist degrees (69%), followed by doctorates/applied doctorates/subspecialists (25%), and professionals (6%). Therefore, Person Job Fit is crucial for both lecturers and UT. Understanding Person Job Fit can strengthen lecturers in performing their duties at UT, ultimately enhancing their academic and non-academic performance.

The main objective of this research is to determine the alignment of UT lecturers with the organization (Person-Organization Fit), the fit of UT lecturers in their jobs (Person Job Fit), and the job satisfaction of UT lecturers influencing their overall performance.

2. Literature Review

2.1. Lecturer Performance

Bernadin H John-Joyce E.A Russel (2013) defines performance as a record of outcomes produced in a specified job function or activity during a specified time period. He presents six categories for measuring employee performance: quality, quantity, timeliness, effectiveness, independence, and job commitment. Seymour (1991) defines performance as the execution of measured tasks. Byars and Rue (2000) define performance as the degree of task completion accompanying an individual's work.

Performance reflects how well an individual meets job demands. Job performance is defined as the level of actual work performed by individuals (Shore, et al., 1990). From the above definitions, performance can be understood as a record of success in a specific job or task achieved by an individual through the organization's performance evaluation over a certain period. Performance is both qualitative and quantitative.

2.2. Job Satisfaction

Job satisfaction is defined as the "pleasant or positive emotional state resulting from job or work experiences" (Locke, as cited in Luthan, 2006). In other words, job satisfaction is how employees feel about their work. Rivai and Ella (2010) provide another definition, stating that satisfaction is an evaluation that describes an individual's feelings of pleasure or displeasure, satisfaction, or dissatisfaction in their work. According to Robbins (2015), job satisfaction is influenced by mentally challenging work, fair rewards, supportive working conditions, supportive colleagues, and the compatibility of personality with the job. Job satisfaction is about how individuals perceive their job and its various aspects. There are several reasons why companies should genuinely pay attention to job satisfaction, which can be categorized based on the focus of employees or the company, namely:
(1) People deserve to be treated fairly and with respect; (2) Job satisfaction can create behaviours that influence the functions of the company.

2.3. Person-Organization Fit (PO-Fit)

In general, Person-Organization Fit (P-O Fit) is defined as the alignment of organizational values with individual values (Kristof, 1996). Donald and Pandey (2007) define person-organization fit as the alignment between individuals and the organization when: a) there is a commitment to meet the needs of others, or b) they share basic characteristics. During employee recruitment, companies often use the approach of matching individuals with the job offered (Person-Job Fit). Kristof (1996) argues that the person-job fit approach is not optimal in the employee selection process, asserting that organizational effectiveness is not only supported by the success of employees' job tasks but also requires attention to employee behaviour more broadly.

Several researchers suggest that individuals and organizations are mutually attracted when there is alignment between them, significantly impacting the organization in recruiting employees and the attitudes of employees in choosing the job. Some empirical evidence supports this statement (Chatman, 1989; O'Reilly, Chatman & Caldwell, 1991). Based on this understanding of Person-Organization Fit (P-O Fit), researchers use value congruence as an operationalization of P-O Fit because values are fundamental and maintain the characteristics of individuals and organizations (Chatman, 1991).

According to Kristof (1996), Person-Organization Fit (P-O Fit) can be interpreted in four concepts:
1. Value congruence: The alignment between the intrinsic values of individuals and the organization (Chatman, 1989; Judge & Bretz, 1992).
2. Goal congruence: The alignment between the goals of individuals and the organization, including leaders and colleagues.
3. Employee need fulfilment: The alignment between the needs of employees and the strengths in the work environment with the systems and structures of the organization (Cable & Judge, 1994; Turban & Keon, 1994).
4. Culture personality congruence: The alignment between the personality (non-values) of each individual and the climate or organizational culture (Bowen, Ledrof & Nathan, 1991). According to Autry & Daugherty (2003), the dimensions of Person-Organization Fit (P-O Fit) include alignment with the company's goals, alignment with colleagues, and alignment with supervisors.

2.4. Person-Job Fit (PJ-Fit)

Sulistiowati et al., (2018) state that Person-Job Fit is the alignment between the knowledge, skills, and abilities of employees with a specific job or task. Indicators of Person-Job Fit include the alignment of job demands and employee capabilities, the alignment of employee skills with job requirements, and the alignment between job outcomes and employee needs. This alignment strengthens the employee's bond with the job, leading to greater commitment. Person-Job Fit has two elements: Demand-Abilities and Needs-Supplies. Demand-Abilities assess the extent to which a lecturer's knowledge, skills, and abilities align with job demands, while Needs-Supplies assesses how well a lecturer's needs are met by job expectations. When Person-Job Fit is seen from the perspective of job fit, it is related to increased job satisfaction, adjustment, and reduced individual intent to quit (Saufi et al., 2020).

2.5. Research Hypotheses

Building on the background, research objectives, and literature review outlined above, the hypotheses proposed in this study are:

1. Person-Organization Fit (P-O Fit) and Person-Job Fit (P-J Fit) significantly influence the job satisfaction of UT lecturers.
2. Person-Organization Fit (P-O Fit) and Person-Job Fit (P-J Fit) significantly influence the performance of UT lecturers.
3. Job satisfaction significantly influences the performance of UT lecturers.
4. Person-Organization Fit (P-O Fit), Person-Job Fit (P-J Fit), and Job Satisfaction together significantly influence the performance of UT lecturers.

3. Research Methodology

Data for this research come from two sources: Primary data obtained directly from respondents through questionnaires and interviews, and secondary data obtained through a literature review by studying various writings, journals, and research related to this study.

The analysis technique used is Verificative Analysis, aiming to test the influence between latent variables in the study using the Structural Equation Modeling (SEM) method. SEM forms two types of models: a measurement model and a structural model. The measurement model aims to describe how well each indicator can be used as a measuring instrument for latent variables through testing the validity and reliability of indicators of research variables. The structural model is a model where the goodness of fit for the inner model can be proven by testing the influence of each exogenous latent variable on the endogenous latent variable.

The population in this study is UT lecturers throughout Indonesia. The sampling technique used is Simple Random Sampling, as it is conducted randomly without considering strata within the population because the population is considered homogeneous (Sugiyono, 2014).
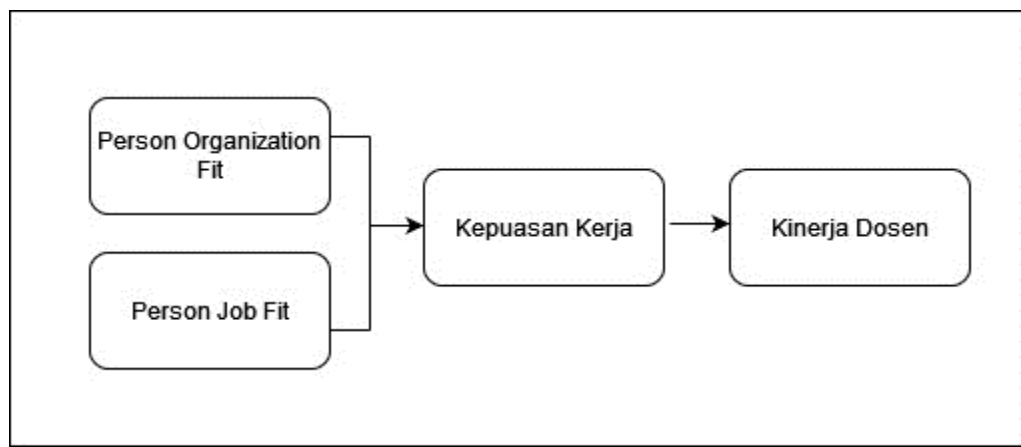

Figure 1: Research Model

4. Research Analysis Results

The research analysis consists of descriptive and confirmatory analyses utilizing structural equation modeling (SEM) with LISREL software Version 8.72. This analysis aims to discern the roles of person-organization fit, person-job fit, and job satisfaction in enhancing the performance of lecturers at Universitas Terbuka. The total number of respondents serving as samples in this study is 223 individuals.

4.1. Descriptive Analysis Results

The depiction of respondent response data enriches the discussion. Through an overview of respondent data, the conditions of each indicator variable under examination become apparent. To facilitate the interpretation of the variables, a categorization of respondent responses is performed based on their response scores.

The categorization of respondent scores is done by considering the range between the maximum and minimum scores divided by the desired number of categories, as follows:

- Maximum Index Value = Highest scale = 5
- Minimum Index Value = Lowest scale = 1
- Interval Range = (Maximum value - Minimum value) / 5
  = (5 – 1) / 5 = 0.8

Table 1: Assessment Criteria Based on Averages

No.	Average	Assessment Criteria
1	1.0 – 1.80	Very Poor
2	1.81 – 2.60	Poor
3	2.61 – 3.40	Fair
4	3.41 – 4.20	Good
5	4.21 – 5.00	Very Good

Descriptive analysis is conducted to obtain an overview of respondents' perceptions regarding the variables in the study. The variables in this research are person-organization fit, person-job fit, and job satisfaction based on the calculations from 223 respondents that have been obtained.

4.1.1. Descriptive Analysis Results for Person-Organization Fit

The variable Person-Organization Fit is represented by four statements as follows:

Table 2: Descriptive Analysis of Person-Organization Fit Variables

No	Statement	Alternative Answer Scores					Total Score	Average
		5	4	3	2	1		
1	My personality values align with UT's values	83	107	30	3	0	939	4,21
2	The duties assigned by the leaders align with UT's goals	72	118	27	6	0	925	4,15
3	The equipment needed for work is available at UT	83	96	37	7	0	924	4,14
4	I feel compatible with the work culture in my UT work environment	72	99	44	5	3	901	4,04
	Total Person Organization Fit						3689	4,14

Table 2 shows that the total score for the Person-Organization Fit variable is 3,689 with an average of 4.14. This average falls within the range of 3.40 – 4.20. From the continuum line results above, it can be concluded that respondents' perceptions of Person-Organization Fit are in the good category. This is because:

- UT lecturers uphold values aligned with UT's work culture, where each UT lecturer must uphold UT's values as outlined in KIIARA (Quality, Integration, Innovation, Accessibility, Relevance, and Accountability).
- Universitas Terbuka, in assigning tasks to lecturers, is always in line with UT's goals, namely: improving the quality and academic services, expanding the reach of educational services, improving community recognition of UT, and enhancing governance effectiveness.

- Being a UT lecturer is very indulgent in terms of work equipment. Each lecturer has their own workspace with facilities such as computers, printers, photocopiers, and freely accessible internet networks.
- UT lecturers feel compatible with UT's organizational culture, supporting the implementation of corporate governance and Total Quality Management (TQM), as well as a performance-based organizational culture.

4.1.2 Descriptive Analysis Results for Person-Job Fit

The Person-Job Fit variable is represented by four statements with two dimensions as follows.

Table 3: Descriptive Analysis of Person-Job Fit Variables

No	Statement	Alternative Answer Scores					Total Scores	Average
		5	4	3	2	1		
1	My knowledge aligns with my duties as a UT lecturer	79	108	32	4	0	931	4,17
2	The skills I possess strongly support my work as a UT lecturer	87	100	31	4	1	937	4,20
Total Dimension Demand Abilities							1868	4,19
3	The facilities available at UT strongly support my duties as a lecturer	89	103	25	5	1	943	4,23
4	The infrastructure prepared by UT strongly supports my duties as a lecturer	82	110	25	5	1	936	4,20
Total Dimension Needs-Supplies							4684	5,25
Total Person-Job Fit							3747	4,20

The processed data in Table 3 shows that the total score for the Person-Job Fit variable is 3,747 with an average of 4.20. This average falls within the range of 3.40 – 4.20. Based on the continuum line results above, it can be concluded that respondents' perceptions of Person-Job Fit are in the good category. This statement can be clarified because:
- Human resource development is a strategic part carried out by UT, and UT lecturers are given the opportunity to improve competence in their field, complex problem-solving, as well as innovative and adaptive to change. Additionally, UT has a Road Map for the development of UT's human resources.
- Job descriptions are available for all positions at UT.
- Not only are opportunities given for self-development, but UT also provides adequate facilities and infrastructure to support lecturer duties.

4.1.3 Descriptive Analysis Results for Job Satisfaction

The Job Satisfaction variable is represented by 5 (five) statements as follows.

Table 4: Descriptive Analysis of Job Satisfaction Variables

No	Statement	Alternative Answer Scores					Total Score	Average
		5	4	3	2	1		
1	I am satisfied with the job that matches my educational background	74	97	45	6	1	906	4,06
2	I am satisfied with the facilities and infrastructure available at Universitas Terbuka	80	114	24	4	1	937	4,20
3	I am satisfied with the income I receive from Universitas Terbuka	96	93	34	0	0	954	4,28

		5	4	3	2	1		
4	I am satisfied with the career ladder at Universitas Terbuka	63	105	47	6	2	890	3,99
5	I am satisfied with the good communication among colleagues and with leaders at Universitas Terbuka	71	99	43	8	2	898	4,03
Total Job Satisfaction							4585	4,11

The processed data in Table 4 shows that the total score for the Job Satisfaction variable is 4,585 with an average of 4.11. This average falls within the range of 3.40 – 4.20. This means that respondents' perceptions of Job Satisfaction are in the good category. This can be reinforced because:
- In the recruitment of lecturers, UT consistently considers the linearity of their educational backgrounds.
- Aside from being satisfied with a suitable workplace, UT lecturers also find contentment in the availability of facilities such as sports facilities, sauna, clean cafeterias, a comfortable working environment with beautiful gardens, and other amenities.
- Being a UT lecturer not only offers ample career opportunities but also provides a sufficiently representative income.
- The communication among fellow lecturers and between lecturers and leadership is perceived as satisfactory. This is partly due to the existence of an appropriate organizational structure. Communication is consistently conducted at every organizational level through meetings and coordination sessions.

4.1.4 Descriptive Analysis Results for Lecturer Performance
The Lecturer Performance variable is represented by 6 (six) statements as follows.

Table 5: Descriptive Analysis of Lecturer Performance Variables

No	Statement	Alternative Answer Scores					Total Score	Average
		5	4	3	2	1		
1	I am able to perform tasks according to the given lecturer workload	81	111	27	3	1	937	4,20
2	I am able to meet the predetermined work quality	75	123	23	2	0	940	4,22
3	I have knowledge and skills that meet university standards	78	109	36	0	0	934	4,19
4	I am able to complete assigned tasks according to the specified time and schedule	76	118	28	1	0	938	4,21
5	I take initiative in completing a task assigned by the leader	99	101	23	0	0	968	4,34
6	I am disciplined in working hours and completing tasks	103	95	25	0	0	970	4,35
Total Lecturer Performance							5687	4,25

Based on the processed data shown in Table 5, it can be seen that the total score for the Lecturer Performance variable is 5,687 with an average of 4.25. This average falls within the range of 4.20 – 5.00. From the continuum line results above, it can be concluded that respondents' perceptions of Lecturer Performance are in the very good category. This can be explained because:

- UT lecturers are able to perform tasks according to the lecturer workload, even exceeding the workload required for lecturers who hold additional structural tasks.
- In carrying out tasks, UT has work guidelines, so the quality of work and the time to complete tasks produced by lecturers are the same. Both lecturers at UT Central and lecturers at UT Regional.
- UT lecturers also have a high initiative in completing tasks, proven by several applications initiated by UT lecturers to simplify, shorten, and improve the quality of work at UT.
- Speaking of discipline, almost all UT lecturers have a high level of discipline because UT lecturers have a work culture derived from KIIARA values.

4.2 Verificative Analysis

Verificative analysis aims to test the influence among latent variables in this study using the Structural Equation Modeling (SEM) method. SEM forms two types of models: measurement models and structural models. The measurement model aims to depict how well each indicator can be used as a measurement instrument for latent variables through the testing of indicator validity and reliability of the research variables. The structural model is a model where the goodness of fit for the inner model can be proven by testing the influence of each exogenous latent variable on the endogenous latent variable.

4.2.1 Measurement Model Testing

Measurement model testing in this study uses a one-level test called a confirmatory factor analysis (CFA) at one level. The first level indicates the relationship between indicators and their latent variables. The test will be conducted by examining the results of Standardized Loading Factors (SLF) in the Lisrel output table. If there are loading factor values from indicators that are less than 0.5, those indicators cannot represent the construct and cannot be included in further calculations. The results of the CFA test are explained as follows:

Table 6 Measurement Model of Exogenous Variables

Laten Variable	Manifest Variable	λ	λ^2	e	CR	VE
Person-Organization Fit	X1.1	0.891	0.794	0.206	0.885	0.659
	X1.2	0.738	0.545	0.455		
	X1.3	0.800	0.640	0.360		
	X1.4	0.810	0.656	0.344		
Person-Job Fit	X2.1	0.903	0.815	0.185	0.842	0.728
	X2.2	0.800	0.640	0.360		

Note: λ = loading factor value, e = error, CR = composite reliability, VE = variance extracted
Source: LISREL Output, Primary Data 2023

Laten Variable	Manifest Variable	λ	λ^2	e	CR	VE
Job Satisfaction	Z1.1	0.732	0.536	0.464	0.903	0.653
	Z1.2	0.868	0.753	0.247		
	Z1.3	0.871	0.759	0.241		
	Z1.4	0.802	0.643	0.357		
	Z1.5	0.756	0.572	0.428		
Lecturer Performance	Y1.1	0.767	0.588	0.412	0.913	0.638
	Y1.2	0.837	0.701	0.299		
	Y1.3	0.848	0.719	0.281		

Y1.4	0.785	0.616	0.384		
Y1.5	0.781	0.610	0.390		
Y1.6	0.770	0.593	0.407		

Note: λ = loading factor value, e = error, CR = composite reliability, VE = variance extracted

Source: LISREL Output, Primary Data 2023

Data in Table 6 and Table 7 show that all standardized factor loading values (λ) ≥ 0.50, meaning all indicators are considered to have good validity. Similarly, the reliability of the measurement model is indicated by values of CR ≥ 0.70 and VE ≥ 0.50. All dimensions and variables are also considered good. Therefore, it is concluded that all indicators in each exogenous variable are valid and reliable for measuring exogenous variables.

4.2.2 Structural Model Testing

Based on the research paradigm, there are two structural models that will be tested in this study. The following are the results of LISREL 8.72 output to see path coefficients to observe the causal relationship between exogenous and endogenous variables and test t-value to test whether the research hypotheses are accepted or rejected.

The statistical testing results for the structural model measurement in this study resulted in two sub-structure models as follows:

KEP = 0,493*POF + 0,405*PJF + 0,271 ; $R^2 = 0,729$ ……………………………...(1)
KD = 0,334*KEP + 0,198*POF + 0,521*PJF + 0,023 ; $R^2 = 0,977$ ………………..(2)

Note:
KEP   = Job Satisfaction
POF   = Person-Organization Fit
PJB   = Person-Job Fit
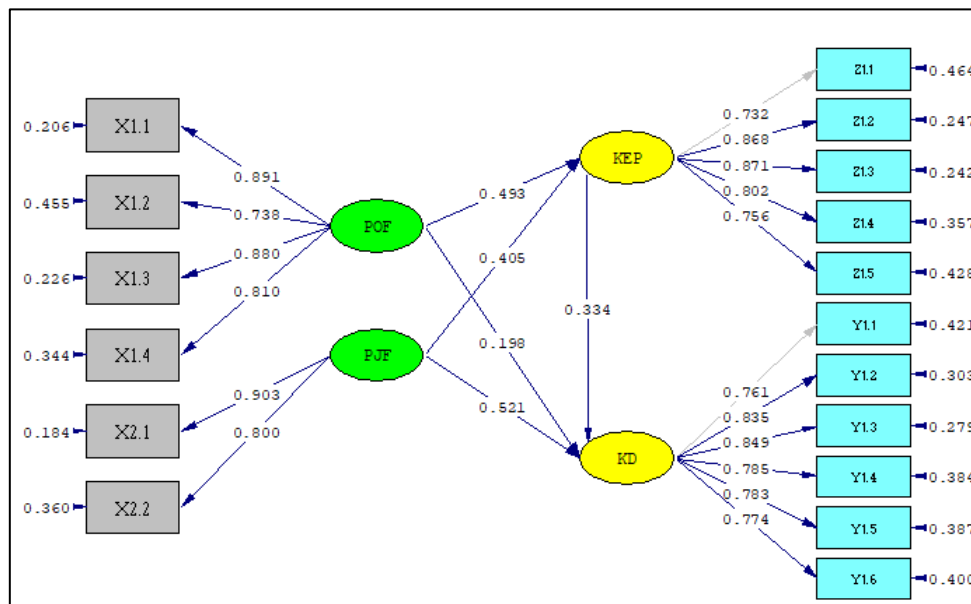KD   = Lecturer Performance

Figure 2: Standardized Structural Model

In equation (1), it can be explained that the direction of the relationship between Person-Organization Fit and Person-Job Fit with Job Satisfaction is positive, with consecutive path coefficients of 0.493 and 0.405. This means that the direction of the relationship between Person-Organization Fit and Person-Job Fit with Job Satisfaction is in the same direction, or when Person-Organization Fit and Person-Job Fit increase by 1 unit, it will result in an increase in Job Satisfaction by the respective path coefficients. The total influence of Person-Organization Fit and Person-Job Fit on Job Satisfaction is 0.729 or 72.9%.

Furthermore, in equation (2), it can be explained that the direction of the relationship between Person-Organization Fit, Person-Job Fit, and Job Satisfaction with Lecturer Performance is positive, with consecutive path coefficients of 0.198, 0.521, and 0.334. This means that the direction of the relationship between Person-Organization Fit, Person-Job Fit, and Job Satisfaction with Lecturer Performance is in the same direction, or when Person-Organization Fit, Person-Job Fit, and Job Satisfaction increase by 1 unit, it will result in an increase in Lecturer Performance by the respective path coefficients. The total influence of Person-Organization Fit and Person-Job Fit on Job Satisfaction is 0.977 or 97.7%.

After obtaining the equations, the next step is to conduct hypothesis testing. However, before entering the structural model testing stage, a test of the model's fit is conducted using the goodness of fit index approach. This is done to determine whether the model built based on theory has a good fit with the empirical data collected through the questionnaire instrument in the field. The results of this test are presented in Table 8.

Table 8: Model Fit Test Results

GOF	Acceptable Match Level	Model Index	Explanation
Chi-square	chi-square ≤2df (good fit), 2df < chi-square ≤3df (marginal fit)	221,59<2df (2080)	Good Fit
P-value	P ≥ 0.05	0,001	Bad Fit
GFI	GFI ≥ 0.9 (good fit), 0.8 ≤ GFI ≤ 0.9 (marginal fit)	0,895	Marginal Fit
RMR	RMR ≤ 0.5	0,021	Good Fit
RMSEA	0.05 < RMSEA ≤ 0.08 (good fit), 0.08 < RMSEA ≤1 (marginal fit)	0,071	Good Fit
TLI	NNFI ≥ 0.9 (good fit), 0.8 ≤ NNFI ≤0.9 (marginal fit)	0,986	Good Fit
NFI	NFI ≥ 0.9 (good fit), 0.8 ≤ NFI ≤ 0.9 (marginal fit)	0,980	Good Fit
AGFI	AGF I≥ 0.9 (good fit), 0.8 ≤ AGFI ≤ 0.9 (marginal fit)	0,845	Marginal Fit
IFI	IFI ≥ 0.9 (good fit), 0.8 ≥ IFI ≤ 0.9 (marginal fit)	0,990	Good Fit
CFI	CFI ≥ 0.9 (good fit), 0.8 ≤ CFI ≤0.9 (marginal fit)	0,974	Good Fit

Based on Table 8, it can be observed that out of the 10 goodness-of-fit indicators, there is 1 indicator categorized as "good less" or, in other words, a bad fit. Meanwhile, the other indicators are categorized as marginal fit and good fit. Thus, the research model proceeds to hypothesis testing since the compatibility level between research data and the model is considered good.

4.2.2 Statistical Hypothesis Testing

4.2.2.1 Person-Organization Fit has a positive effect on Job Satisfaction.

The statistical hypothesis is formulated as follows:
H_0 : $\rho1 \leq 0$, Person-Organization Fit does not have a positive effect on Job Satisfaction.
H_1 : $\rho1 > 0$, Person-Organization Fit has a positive effect on Job Satisfaction.
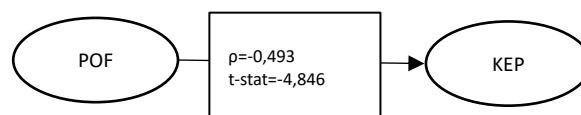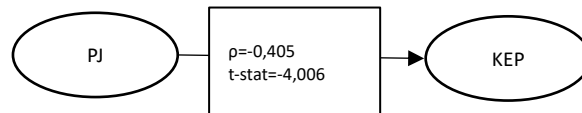
Testing criteria and conclusion:

Figure 3 Hypothesis 1

Based on **Figure 3**, the calculated t-value for the Person-Organization Fit variable is 4.846, indicating a positive relationship. This value is greater than the critical t-value of 1.96. Since the calculated t-value is larger than the critical t-value, at a 5% error rate, it is decided to accept H_1 and reject H_0. Therefore, it can be concluded that Person-Organization Fit has a positive and significant

effect on Job Satisfaction. The positive relationship between Person-Organization Fit and Job Satisfaction implies that an increase in Person-Organization Fit leads to an increase in Job Satisfaction and vice versa, with a significant influence.

4.2.2.2 Person-Job Fit has a positive effect on Job Satisfaction

The statistical hypothesis is formulated as follows:

H_0 : $\rho 2 \leq 0$, Person-Job Fit does not have a positive effect on Job Satisfaction.

H_2 : $\rho 2 > 0$, Person-Job Fit has a positive effect on Job Satisfaction.

Testing criteria and conclusion:

Figure 4 Hypothesis 2

Based on Figure 4, the calculated t-value for the Person-Job Fit variable is 4.006, indicating a positive direction in the relationship. This value surpasses the critical t-value of 1.96. As the calculated t-value exceeds the critical threshold at a 5% error level, the decision is made to accept H_2 and reject H_0. Therefore, it can be concluded that Person-Job Fit significantly and positively influences Job Satisfaction. The positive relationship between Person-Job Fit and Job Satisfaction implies that an increase in Person-Job Fit leads to an enhancement in Job Satisfaction, and vice versa.

4.2.2.3 Person-Organization Fit's Positive Influence on Lecturer Performance

The statistical hypothesis is formulated as follows:

H_0 : $\rho 3 \leq 0$ Person-Organization Fit does not have a positive influence on Lecturer Performance

H_3 : $\rho 3 > 0$ Person-Organization Fit has a positive influence on Lecturer Performance

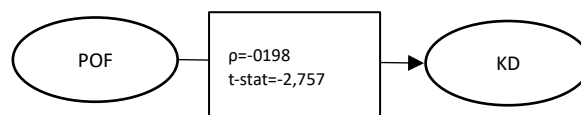Criteria for testing and conclusion:

Figure 5 Hypothesis 3

Based on Figure 5, the computed t-value for the Person-Organization Fit variable is 2.757, indicating a positive direction in the relationship. This value exceeds the critical t-value of 1.96. As the calculated t-value is greater than the critical threshold at a 5% error level, the decision is made to accept H_3 and reject H_0. Consequently, it can be concluded that Person-Organization Fit significantly and positively influences Lecturer Performance. The positive relationship between Person-Organization Fit and Lecturer Performance implies that an increase in Person-Organization Fit leads to an enhancement in Lecturer Performance, and vice versa.

4.2.2.4 Positive Influence of Person-Job Fit on Lecturer Performance

The statistical hypothesis is formulated as follows:

H_0 : $\rho 4 \leq 0$ Person-Job Fit does not have a positive influence on Lecturer Performance

H_4 : $\rho 4 > 0$ Person-Job Fit has a positive influence on Lecturer Performance
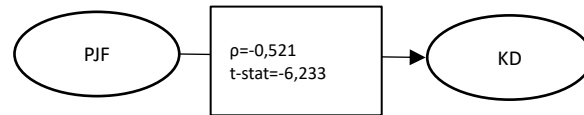
Criteria for testing and conclusion:

Figure 6 Hypothesis 4

Based on Figure 6, the computed t-value for the Person-Job Fit variable is 6.233, indicating a positive direction in the relationship. This value exceeds the critical t-value of 1.96. As the calculated t-value is greater than the critical threshold at a 5% error level, the decision is made to accept H_4 and reject H_0. Consequently, it can be concluded that Person-Job Fit significantly and positively influences Lecturer Performance. The positive relationship between Person-Job Fit and Lecturer Performance implies that an increase in Person-Job Fit leads to an enhancement in Lecturer Performance, and vice versa.

4.2.2.5 Positive Influence of Job Satisfaction on Lecturer Performance
The statistical hypothesis is formulated as follows:
H_0 : $\rho5 \leq 0$ Job Satisfaction does not have a positive influence on Lecturer Performance
H_5 : $\rho5 > 0$ Job Satisfaction has a positive influence on Lecturer Performance
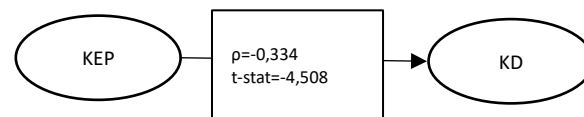Criteria for testing and conclusion:

Figure 7 Hypothesis 5

Based on Figure 7, the calculated t-value for the Job Satisfaction variable is 4.508, indicating a positive direction in the relationship. This value exceeds the critical t-value of 1.96. As the calculated t-value is greater than the critical threshold at a 5% error level, the decision is made to accept H_5 and reject H_0. Consequently, it can be concluded that Job Satisfaction significantly and positively influences Lecturer Performance. The positive relationship between Job Satisfaction and Lecturer Performance implies that an increase in Job Satisfaction leads to an enhancement in Lecturer Performance, and vice versa.

4.2.2.6 Simultaneous Influence of Person-Organization Fit and Person-Job Fit on Job Satisfaction

Subsequently, the statistical hypothesis is formulated as follows:
H_0 : Person-Organization Fit and Person-Job Fit do not significantly influence Job Satisfaction simultaneously
H_6 : Person-Organization Fit and Person-Job Fit significantly influence Job Satisfaction simultaneously

To address this research question, a simultaneous hypothesis test is conducted using an F-test, with the detailed formula and results as follows:

$$F = \frac{(n - k - 1)R^2}{k(1 - R^2)}$$

$$F = \frac{(223 - 2 - 1) \; x \; 0,729}{2 \; x \; (1 - 0,729)}$$

$$F = \frac{1160,38}{0,542} = 295,9$$

The criterion is that if the calculated F-value is greater than the tabulated F-value, then Person-Organization Fit and Person-Job Fit have a significant simultaneous influence on Job Satisfaction. Based on the calculation results, the calculated F-value is 295.9. This value will be compared with the tabulated F-value for 223 samples, resulting in a tabulated F-value of 3.04. Therefore, since the calculated F-value > tabulated F-value, it means that Person-Organization Fit and Person-Job Fit have a significant simultaneous influence on Job Satisfaction.

4.2.2.7 Simultaneous Influence of Person-Organization Fit, Person-Job Fit, and Job Satisfaction on Lecturer Performance

Next, the statistical hypothesis is formulated as follows:

H_0 : Person-Organization Fit, Person-Job Fit, and Job Satisfaction do not significantly influence Lecturer Performance simultaneously

H_7 : Person-Organization Fit, Person-Job Fit, and Job Satisfaction significantly influence Lecturer Performance simultaneously

To address this research question, a simultaneous hypothesis test is conducted using an F-test, with the detailed formula and results as follows:

$$F = \frac{(n - k - 1)R^2}{k(1 - R^2)}$$

$$F = \frac{(223 - 3 - 1) \; x \; 0,977}{3 \; x \; (1 - 0,977)}$$

$$F = \frac{214,0}{0,069} = 3.100,9$$

The criterion is that if the calculated F-value is greater than the tabulated F-value, then Person-Organization Fit, Person-Job Fit, and Job Satisfaction have a significant simultaneous influence on Lecturer Performance. Based on the calculation results, the calculated F-value is 3,100.9. This value will be compared with the tabulated F-value for 223 samples, resulting in a tabulated F-value of 2.65. Therefore, since the calculated F-value > tabulated F-value, it means that Person-Organization Fit, Person-Job Fit, and Job Satisfaction have a significant simultaneous influence on Lecturer Performance. After all hypotheses have been explained, a summary table of hypothesis testing can be created as follows.

Table 4.11 Summary of Hypothesis Testing

Hypothesis	Variable	T-Statistic	F-Statistic	Cut Off	Conclusion
1	POF → KEP	4,846		>1.96	Accepted
2	PJF → KEP	4,006		>1.96	Accepted
3	POF → KD	2,757		>1.96	Accepted
4	PJF→ KD	6,233		>1.96	Accepted
5	KEP → KD	4,508		>1.96	Accepted
6	POF da PJF → KEP		295,9	>3,04	Accepted

7	POF, PJF dan KEP → KD		3.100,9	>2,65	Accepted

5. Conclusion

1. Person-Organization Fit (P-O Fit) significantly influences the job satisfaction of UT lecturers.
2. Person-Job Fit (P-J Fit) significantly influences the job satisfaction of UT lecturers.
3. Person-Organization Fit (P-O Fit) significantly influences the performance of UT lecturers.
4. Person-Job Fit (P-J Fit) significantly influences the performance of UT lecturers.
5. Job satisfaction significantly influences the performance of UT lecturers.
6. Person-Organization Fit (P-O Fit) and Person-Job Fit (P-J Fit) together significantly influence the performance of UT lecturers.
7. Person-Organization Fit (P-O Fit), Person-Job Fit (P-J Fit), and Job Satisfaction together significantly influence the performance of UT lecturers.

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