



# The Influence of *Trust, Person Job Fit, and Person Organizational Fit* on *Knowledge Transfer*

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**Abstract.** This study aims to examine the influence of trust, person-job fit, and person-organization fit on the knowledge transfer process in an educational setting, specifically at SMA Negeri 2 Temanggung. The method used was a quantitative approach with data collection through questionnaires distributed to 60 teachers. The data obtained were analyzed using SmartPLS to test the validity and reliability of the instruments and to test the hypotheses. The results showed that trust, person-job fit, and person-organization fit had a significant effect on knowledge transfer. Practically, this study has important implications for human resource management in schools, emphasizing the importance of creating a conducive work environment, building trusting relationships, and ensuring fit between teachers and their jobs as well as between teachers and organizational values to enhance collaboration and knowledge sharing. Theoretically, this study enriches the literature on knowledge transfer by integrating the concepts of trust, person-job fit, and person-organization fit in the context of education. These findings are expected to form the basis for the development of more effective education policies based on knowledge management theory.

**Keywords:** Trust, Person-Job Fit, Person-Organization Fit, Knowledge Transfer.

## 1 Introduction

In the era of globalization and rapid development of information technology, a number of organizations are faced with challenges in dealing with competition. Human resources are one of the key factors in the competitiveness of an organization, including educational institutions. Every organization competes in to have a competitive advantage in order to survive, supported by organizational adjustments to manage knowledge through a continuous learning process. Education is an important factor that plays a role in opening opportunities for the nation's future generations to improve their welfare and quality of life[1] .

In the context of education, knowledge transfer between teachers helps improve teaching competence and quality. Knowledge transfer among educators is essential to improve teaching quality and competence, as highlighted by various studies. Effective knowledge management strategies, especially in educational settings, depend on resource coordination and active individual participation to foster a collaborative

environment for knowledge sharing[2] . Knowledge, defined as understanding of facts, procedures, and concepts, becomes more valuable when shared, as it can lead to improved educational outcomes and organizational performance[3] . Knowledge becomes more valuable when shared with other people and organizations[4] . Knowledge can be acquired through knowledge transfer, as a learning process.

In the context of learning at the high school level, knowledge transfer between teachers plays a crucial role in improving the quality of the teaching and learning process. *Knowledge transfer* refers to the process by which knowledge is shared and utilized among various units or individuals within an organization, which significantly affects performance[5] . *Knowledge transfer* has been widely applied in several organizations in both the industrial and education sectors. The interaction between ability, motivation, and opportunity among academics plays an important role in transferring knowledge from educational institutions to the business world, emphasizing the importance of building relationships and networks in this process[6] . Therefore, *knowledge transfer* between teachers is very important to improve the quality of learning and the development of teacher professionalism.

The success of *knowledge transfer* is influenced by various factors, one of which is *trust*. *Trust* is the main foundation in social interactions that allows individuals to feel comfortable sharing knowledge without fear of risk or loss. Individuals in organizations are more likely to share knowledge with colleagues they trust, and relationships within organizations play an important role in facilitating knowledge sharing[4] . Research by[7] shows that high levels of trust significantly increase the effectiveness of knowledge transfer in educational organizations. However, although studies have shown that trust has a significant effect on knowledge transfer, there is still a lack of research on how different types of trust interact with the knowledge transfer process[8], [9] .

In addition, in an effort to understand the factors that influence knowledge transfer in educational settings, not only trust is a concern, but also *Person Job Fit* and *Person Organization Fit*. According to[10] , *Person Job Fit* refers to the compatibility between individual characteristics such as values, skills, and personality with the demands and attributes of a particular job. Research shows that strong *person-job fit* can significantly mediate learning transfer, as individuals who are aligned with their role are more likely to apply new knowledge effectively in their work environment[11] . However, challenges posed by digital transformation, such as *information overload* and resistance to change, further complicate the knowledge transfer process, suggesting that further exploration of *person-job fit* may provide important insights for overcoming these barriers[12] . Thus, addressing this research gap could lead to more effective HR practices and enhance knowledge-sharing behavior within organizations[13] .

Furthermore, in addition to the compatibility between individuals and their jobs (*Person-Job Fit*), *Person-Organization Fit* is a concept that refers to the compatibility between the values, beliefs, and culture of individuals and the values, norms, and culture of the organization where they work. Recent research shows that *Person Organizational Fit* plays an important role in increasing organizational commitment, job satisfaction, and *knowledge transfer* behavior in school environments[14] . Overall, the relationship between the various dimensions of *trust*, *person job fit*, *person organizational fit*, and *knowledge transfer* in various contexts has not been adequately addressed, indicating a significant empirical gap that requires further research.

SMA Negeri 2 Temanggung faces challenges in the effectiveness of knowledge transfer between senior and junior teachers. Senior teachers have extensive experience but are less open to sharing knowledge, while innovative and tech-savvy junior teachers find it difficult to access this knowledge due to less harmonious working relationships. This condition results in suboptimal *knowledge transfer*, preventing collaboration and innovation in teaching from developing to their full potential. The dynamics between senior and junior teachers at SMA Negeri 2 Temanggung reflect broader challenges in building teacher knowledge and intergenerational professional development[16], [17]. Overcoming these challenges is crucial to optimizing knowledge transfer and fostering a more optimal educational environment.

Based on this description, the novelty of this research lies in its attempt to fill *the research gap* related to the influence of *trust*, *person-job fit*, and *person-organization fit* on *knowledge transfer* in the context of education. Unlike previous studies, which were generally conducted in the business sector and highlighted performance or job satisfaction, this study simultaneously examined these three variables among teachers at SMA Negeri 2 Temanggung. The integration of these concepts contributes theoretically, methodologically, and practically to enriching knowledge management studies in the field of education. The results of this study are expected to provide new insights and strategic recommendations to improve collaboration, synergy, and learning quality in the school environment.

## 2 Literature Review

### 2.1 Social Exchange Theory

Social Exchange Theory, pioneered by Peter M. Blau and George C. Homans, is the grand theory of this research. This theory emphasizes that interpersonal relationships within organizations are based on the principle of reciprocity, whereby individuals exchange social and psychological benefits. A sense of trust, support, and security from the organization encourages employees to respond with positive behaviors such as sharing and transferring knowledge[18]. *Knowledge Transfer* refers to the process by which knowledge, skills, and information are shared between individuals, teams, or organizations, enhancing performance and innovation[19]. Trust plays a key role in strengthening social relationships within organizations[20]. In addition, *Person Job Fit* and *Person Organizational Fit* can also be explained through the lens of *Social Exchange Theory*. As a form of reciprocity for this compatibility and comfort, teachers will demonstrate proactive behavior by sharing knowledge, experiences, and learning methods with their peers[21].

### 2.2 Trust

*Trust* is a person's willingness to be sensitive to the actions of others, based on the expectation that others will take certain actions on the recommendation of those who trust them, without relying on their ability to monitor or control them. According to[22], trust means relying on their specific knowledge to validate information, recognizing that individuals cannot fully understand all domains of knowledge. Trust

is an integral part of organizations because it influences various outcomes, including knowledge transfer, organizational commitment, and leadership effectiveness. For example, trust facilitates knowledge transfer by encouraging individuals to share valuable information, expecting reciprocity in the future[23]. In short, trust is not just a feeling, but an essential tool that builds relationships, collaboration, and mutual progress. In the study conducted[24], the indicators used to measure *Trust* are ability, benevolence, and integrity.

H1: Trust has a positive and significant effect on Knowledge Transfer

### **2.3. *Person Job Fit***

*Person Job Fit* is a concept that describes the alignment between individual abilities and job demands, as well as the alignment between individual needs and job attributes. *Person Job Fit* can significantly influence various employee attitudes and behaviors. In a recent empirical study,[25] defined PJF as "employees' subjective perceptions of the extent to which their jobs meet their personal needs and utilize their abilities optimally," which was measured using a self-report scale to capture the dynamics of work adaptation. With *Person-Job Fit*, individuals will better understand their work so that they are able to come up with new innovations. An individual will also better understand the meaning of their work, giving them the opportunity to develop themselves in the workplace[26]. In a study conducted by[27], the indicators of person-job fit are demands-abilities fit and needs-supplies fit.

H2: Person-Job Fit has a positive and significant effect on knowledge transfer

### **2.4 *Person-Organization Fit***

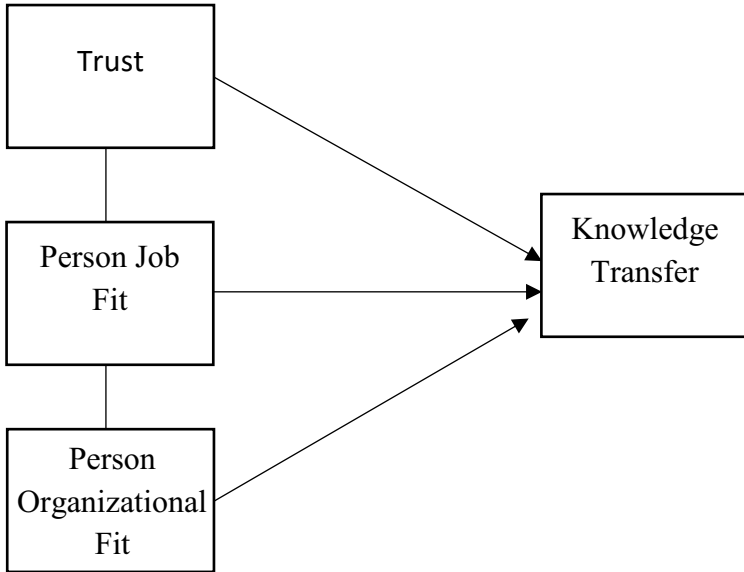
*Person-Organization Fit* is an important aspect of organizational behavior and industrial-organizational psychology, which focuses on the alignment between individual values, culture, and goals with organizational values. This alignment is very important to increase employee engagement, commitment, and overall well-being, which in turn positively affects organizational outcomes such as productivity and reduced turnover[28]. *Person-Organization Fit* can take the form of supplementary fit, which is a condition where organizational values align with those held by employees. Organizations can improve performance and success through *Person-Organizational Fit*[29]. According to[30] in their research, there are three indicators: value congruence, goal congruence, and culture fit.

H3: Person-Organizational Fit has a positive and significant effect on Knowledge Transfer.

### **2.5 *Knowledge Transfer***

Knowledge transfer is the process of sharing and developing knowledge between individuals or organizations, both explicit knowledge such as documents and procedures, and tacit knowledge stored in experience, values, and social interactions. Knowledge transfer is also understood as a mechanism that enables knowledge to be transferred effectively to promote organizational learning, innovation, and competitive advantage[31], [32]. The knowledge transfer process can be conceptualized as an act

of translation, involving de-contextualization and contextualization, which is essential for adapting research findings to new contexts and audiences. The creation and transfer of knowledge highlights the importance of a continuous bilateral learning process rather than a traditional one-time training session, which can be more effective in achieving behavioral change[33] . In the research conducted[27] , indicators that can be used to measure *Knowledge Transfer* are *knowledge donating* and *knowledge collecting*.



**Figure 1.** Conceptual Framework

### 3 Methodology

This study involved the entire population of 60 employees of technology companies in Indonesia as a saturated sample. Primary data was collected through a Google Forms questionnaire with a 100% response rate and guaranteed anonymity. The data was tested for validity and reliability, then analyzed descriptively and inferentially using Partial Least Square (PLS) with SmartPLS. The validity and reliability tests included convergent validity (correlation >0.50), discriminant validity (AVE >0.50), and composite reliability (>0.70). The model was evaluated using SRMR, d\_ ULS, d\_ G, Chi-Square, NFI, and RMS Theta criteria, followed by hypothesis testing. The instruments in this study were developed from previous studies[24] ;[4] ;[30] ;[4] , which can be seen in Table 1 below:

**Table 1.** Statement Items

Trust	
<i>Ability</i>	I believe my coworkers have the skills appropriate for their jobs. I feel that my coworkers are competent in carrying out their responsibilities.
<i>Benevolence</i>	I believe my coworkers care about the interests of others at school.

	I believe my coworkers are sincere in providing support for my skill development.
<i>Integrity</i>	I believe my coworkers always act honestly in accordance with the school's values. I am confident that my colleagues can be trusted to make decisions.
<i>Person Job Fit</i>	
<i>Demands Abilities Fit</i>	I feel that my abilities match the demands of my job. I have the necessary skills to carry out my teaching duties. The work I do is in line with my competencies.
<i>Needs Supplies Fit</i>	My work environment provides facilities that help me perform my duties well. I receive the support I need to perform my job effectively. This job provides me with opportunities to develop my skills.
<i>Person Organizational Fit</i>	
<i>Value Congruence</i>	I feel that my personal goals align with the school's vision and mission. I strive to achieve work results that support the achievement of common goals.
<i>Goal Congruence</i>	I feel that the school supports the achievement of my professional goals. I work with motivation that is aligned with the school's development direction.
<i>Culture Fit</i>	I feel that I fit in with the work culture that prevails in my work environment. I feel that the work culture environment supports me in carrying out my duties.
<i>Knowledge Transfer</i>	
<i>Knowledge Donating</i>	I am willing to help other colleagues with the information I have. I feel happy when I can share my knowledge with others. I often give useful advice to my coworkers.
<i>Knowledge Gathering</i>	I actively seek information and knowledge from other colleagues. I am open to receiving new knowledge from others. I utilize the knowledge I gain from others to improve my performance.

## 4. Results & Discussion

### 4.1 Respondent Characteristics

This study was mostly women, comprising 68% of the sample. They were mostly between 21 and 30 years old, had bachelor's degrees, and had 1-5 years of professional experience. Table 2 shows the characteristics of the respondents involved in this study.

**Table 2.** Characteristics of Respondents

	<b>Total</b>	<b>Percentage</b>
Gender		
Male	19	31.7
Female	41	68.3
Age (years old)		
< 20 years old	2	3.3
21–30 years old	22	36.7
31–40 years old	19	31.7
> 40 years old	17	28.3
Education		
High school/vocational school	1	1.7
Diploma	2	3.3
Bachelor	47	78.3
Postgraduate	10	16.7
Years of Experience		
1–5 years	27	45
6–10 years	7	11.7
11–15 years	8	13.3%
> 15 years	18	18

**4.2 Descriptive Analysis**

**Table 3.** Descriptive Analysis

<b>Category</b>	<b>TR</b>	<b>PJF</b>	<b>POF</b>	<b>KT</b>
Strongly Disagree	1	0	0	0
Disagree	12	16	8	2
Neutral	14	22	14	16
Agree	36	23	42	36
Strongly agree	37	38	36	46

Note: TR = Trust; PJF = Person Job Fit; POF = Person Organizational Fit; KT = Knowledge Transfer

37% strongly agree with the statement of the trust variable, and 38% strongly agree with the statement of the person job fit variable. Meanwhile, 42% agree with the statement of the person organizational fit variable. Most of the knowledge transfer variable (46%) strongly agree.

### 4.3 Convergent Validity

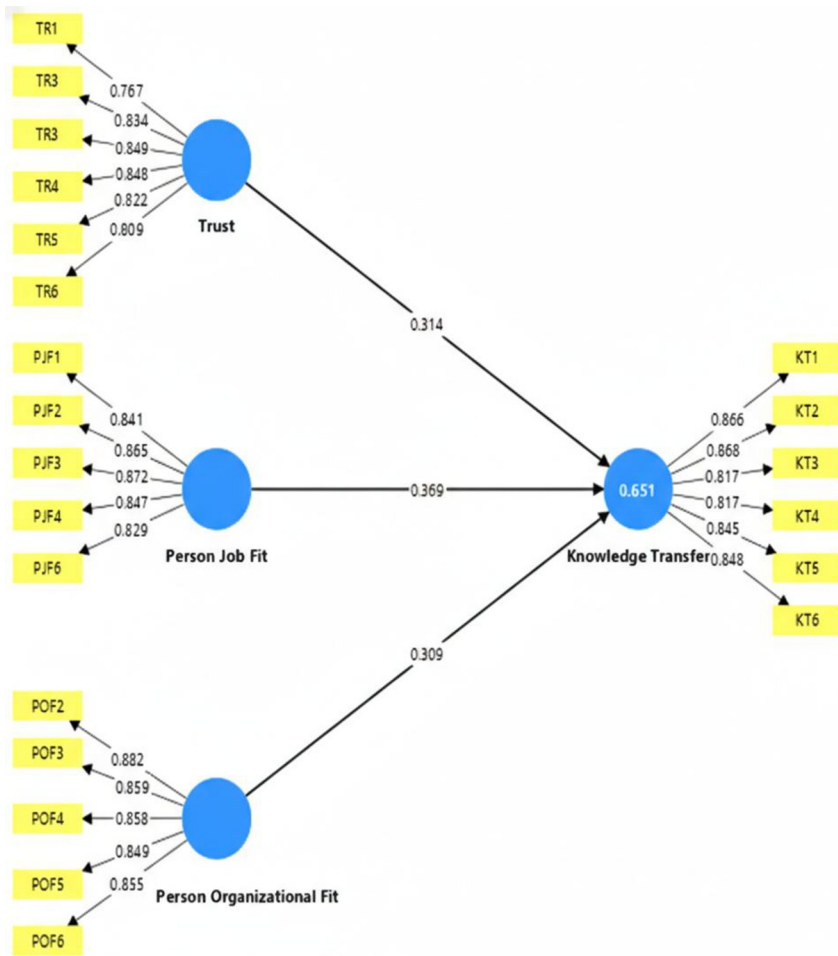


Figure 2. SmartPLS Structural Model

Figure 2 shows the results of the indicator testing. An indicator has good convergent validity if the factor loading is  $> 0.7$ . Table 4 displays the tabulated findings.

Table 4. Convergent Validity Test Results

Instrument	TR	PJF	POF	KT	Ket
	X1	X2	X3	Y	
TR1	0.767				Valid

<b>TR2</b>	0.834		Valid
<b>TR3</b>	0.849		Valid
<b>TR4</b>	0.848		Valid
<b>TR5</b>	0.822		Valid
<b>TR6</b>	0.809		Valid
<b>PJF1</b>		0.841	Valid
<b>PJF2</b>		0.865	Valid
<b>PJF3</b>		0.872	Valid
<b>PJF4</b>		0.847	Valid
<b>PJF6</b>		0.829	Valid
<b>POF2</b>		0.882	Valid
<b>POF3</b>		0.859	Valid
<b>POF4</b>		0.858	Valid
<b>POF5</b>		0.849	Valid
<b>POF6</b>		0.855	Valid
<b>KT1</b>			Valid
<b>KT2</b>			0.868 Valid
<b>KT3</b>			0.817 Valid
<b>KT4</b>			0.817 Valid
<b>KT5</b>			0.845 Valid
<b>KT6</b>			0.848 Valid

Note. TR = Trust; PJF = Person Job fit; POF = Person Organizational Fit; KT = Knowledge Transfer

All indicator loadings have a loading factor value >0.7. Thus, it can be concluded that most indicators have good convergent validity.

**4.4 Discriminant Validity**

An indicator is considered valid if its relationship with the construct is higher than with other constructs. Table 5 shows the findings of discriminant validity.

**Table 5.** Discriminant Validity Test Results

Instrument	TR	PJF	POF	KT	Ket
	X1	X2	X3	Y	
<b>TR1</b>	<b>0.767</b>	0.403	0.259	0.430	Valid
<b>TR2</b>	<b>0.834</b>	0.475	0.357	0.583	Valid
<b>TR3</b>	<b>0.849</b>	0.562	0.390	0.681	Valid

<b>TR4</b>	<b>0.848</b>	0.397	0.481	0.548	Valid
<b>TR5</b>	<b>0.822</b>	0.458	0.319	0.490	Valid
<b>TR6</b>	<b>0.809</b>	0.552	0.319	0.479	Valid
<b>PJF1</b>	0.504	<b>0.841</b>	0.447	0.530	Valid
<b>PJF2</b>	0.428	<b>0.865</b>	0.334	0.607	Valid
<b>PJF3</b>	0.486	<b>0.872</b>	0.354	0.604	Valid
<b>PJF4</b>	0.583	<b>0.847</b>	0.389	0.605	Valid
<b>PJF6</b>	0.472	<b>0.829</b>	0.360	0.574	Valid
<b>POF2</b>	0.401	0.368	<b>0.882</b>	0.614	Valid
<b>POF3</b>	0.461	0.444	<b>0.859</b>	0.586	Valid
<b>POF4</b>	0.376	0.353	<b>0.858</b>	0.434	Valid
<b>POF5</b>	0.293	0.314	<b>0.849</b>	0.429	Valid
<b>POF6</b>	0.321	0.399	<b>0.855</b>	0.505	Valid
<b>KT1</b>	0.630	0.633	0.508	<b>0.866</b>	Valid
<b>KT2</b>	0.607	0.613	0.641	<b>0.868</b>	Valid
<b>KT3</b>	0.456	0.490	0.479	<b>0.817</b>	Valid
<b>KT4</b>	0.462	0.494	0.491	<b>0.817</b>	Valid
<b>KT5</b>	0.531	0.654	0.520	<b>0.845</b>	Valid
<b>KT6</b>	0.644	0.569	0.426	<b>0.848</b>	Valid

Note: TR = Trust; PJF = Person Job Fit; POF = Person Organizational Fit; KT = Knowledge Transfer

The results of the discriminant validity test show valid figures because the correlation between items and the same indicators is more significant than the correlation with others. Therefore, it can be stated with confidence that this data shows discriminant validity.

#### 4.5 Construct Reliability

Construct reliability is considered strong, as indicated by factor loadings greater than 0.70 and an average extracted variance exceeding  $>0.50$ , as shown in Table 6.

**Table 6.** Construct Reliability Test Results

Variable	Average variance extracted (AVE)	Description
<b>Knowledge Transfer</b>	0.711	Reliable
<b>Person-Job Fit</b>	0.724	Reliable
<b>Person Organizational Fit</b>	0.741	Reliable
<b>Trust</b>	0.675	Reliable

This analysis confirms that all variables meet the reliability criteria. This is indicated by the average extracted variance value (AVE) exceeding 0.50, ensuring the validity and reliability of the measurement model.

**4.6 Model Fit**

Model fit testing evaluates the SmartPLS estimation output against the criteria outlined in Table 7.

**Table 7.** Model Fit Test Results

	Saturated model	Estimated model	Note
<b>SRMR</b>	< 0.10	0.081	Fit
<b>d_ ULS</b>	1.649	1.649	Fit
<b>d_ G</b>	1,505	1,505	Fit
<b>Chi-square</b>	416.863	416.863	Not Fit
<b>NFI</b>	0.676	0.676	Fit

Table 7 shows that the SRMR, d\_ ULS, d\_ G, and NFI of the model are considered fit. There is one model that is not fit. However, based on one of the goodness-of-fit indicators, the current model is suitable for testing the hypothesis.

**4.7 Hypothesis Testing**

Only the results of valid and reliable instrument tests are used in hypothesis testing. The hypothesis testing results of this study show that all hypotheses are accepted, as shown in Table 8.

**Table 8.** Hypothesis Testing Results

	Original sample (O)	T statistics	P values	Note
<b>Trust -&gt; Knowledge Transfer</b>	0.314	2.615	0.004	Proven
<b>Person Job Fit -&gt; Knowledge Transfer</b>	0.369	3.628	0.000	Proven
<b>Person Organizational Fit -&gt; Knowledge Transfer</b>	0.309	3.109	0.001	Proven

Based on the results of the Part Coefficient Bootstrapping Significance Test, it can be concluded that all hypotheses are proven because the p-value for all variables is below 0.05.

**4.8 The Effect of Trust on Knowledge Transfer**

Based on the *bootstrapping* test results presented in the structural analysis results table, an *original sample (O)* value of 0.314 was obtained, indicating a positive

relationship between trust and knowledge transfer. The T-statistics value of 2.615 ( $> 1.96$ ) and P-values of 0.004 ( $< 0.05$ ) indicate that the relationship between the two variables is statistically significant. The results of this study are in line with several previous studies that show that *trust* can increase *knowledge transfer*. [4] confirms that *trust* has a positive and significant effect on knowledge transfer in organizations. In addition, the study [34] confirms that *trust* is a key factor in the success of *knowledge transfer* in International Strategic Alliances (ISAs). With statistically significant results and supported by theory and previous research findings, it can be concluded that trust plays a key role in encouraging knowledge transfer.

#### 4.9 The Influence of Person-Job Fit on Knowledge Transfer

Based on the *bootstrapping* test results shown in the structural model analysis table, an *original sample (O)* value of 0.369 was obtained, indicating a positive relationship between person-job fit and knowledge transfer. The T-statistics value of 3.628 ( $> 1.96$ ) and P-values of 0.000 ( $< 0.05$ ) indicate that the relationship between the two variables is statistically significant. Previous studies support the importance of *person-job fit* in facilitating the knowledge transfer process. In their study in the Shanghai financial sector, [11] . found a positive relationship between *person-job fit* and knowledge transfer. This means that when individuals feel that their work matches their competencies and preferences, they are more likely to contribute to knowledge sharing. Thus, the results of this study confirm that person-job fit has a positive and significant influence on knowledge transfer.

#### 4.10 The Influence of Person-Organization Fit on Knowledge Transfer

Based on the results of the structural model analysis shown in the table, an original sample (O) value of 0.309 was obtained, indicating a positive relationship between person-organizational fit and knowledge transfer. A T-statistics value of 3.109  $> 1.96$  and a P-value of 0.001  $< 0.05$  indicate that the relationship between the two variables is statistically significant. Several previous studies reinforce the importance of P-O Fit in promoting knowledge transfer. [11] found that *person-organization fit* positively influences learning transfer in financial companies in Shanghai, resulting in job satisfaction, organizational commitment, and improved performance. Thus, the results of this study confirm that person organizational fit has a positive and significant influence on knowledge transfer.

## 5 Conclusion

The conclusion of this study is that factors such as trust, person-job fit, and person-organization fit have a significant influence on knowledge transfer in educational settings, particularly among teachers. Trust plays an important role in creating a climate that supports knowledge sharing, while the fit between individuals and their jobs and between individuals and organizations also plays a crucial role in motivating teachers to share knowledge. This study highlights the importance of

collaboration between generations of teachers, both senior and junior, to optimize knowledge transfer and professional development. The results show that increasing trust, person-job fit, and person-organization fit can improve the effectiveness of knowledge transfer at SMA Negeri 2 Temanggung, which in turn will improve the quality of teaching and teacher competence. Therefore, this study provides important insights for the development of more effective educational strategies, including in human resource management in the education sector.

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