

Person-Organization Fit in Teacher Recruitment: Fostering Affective Commitment and Talent Retention in Schools

Wafi Bahrul Ilmi^{1*}, Nur Ainayatul Karimah², Fahmi Hasbi Arrosyad³, Fajar Zainulloh⁴, Siti Aimah⁵

^{1,2,3,4}Kh Mukhtar Syafaat University, Banyuwangi, Indonesia

* Corresponding author:

Email: wafi.ilm97@gmail.com

Abstract.

This study aims to conduct an in-depth analysis of how the implementation of person-organization fit in the teacher recruitment process shapes affective commitment and supports talent retention. This study employs a qualitative approach with a case study design to analyze the implementation of person-organization fit in teacher recruitment and its role in shaping affective commitment and talent retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi. The research was conducted over one month, involving four informants selected through purposive sampling. Data were collected through in-depth interviews, non-participant observation, and documentation, then analyzed using the interactive model by Miles, Huberman, and Saldaña through the stages of open coding, axial coding, and selective coding. Data credibility was ensured through source triangulation, methodological triangulation, and member checking. The results of this study indicate that the implementation of person-organization fit in teacher recruitment is a crucial strategy for fostering affective commitment, retaining talent, and ensuring the sustainability of human resource management at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo, Banyuwangi. Value alignment between teachers and the organization from the recruitment stage accelerates adaptation, strengthens emotional attachment, and enhances participation in institutional development. Theoretically, this study expands the perspective of Person-Organization Fit Theory by positioning it as a strategic mechanism that integrates recruitment, affective commitment, and talent management. The research implications underscore the importance of integrating value alignment into the teacher recruitment and development processes to support the sustainability of value-based educational organizations.

Keywords: Person-Organization Fit; Teacher Recruitment and Talent Retention.

I. INTRODUCTION

Why are some schools able to retain their best teachers over the long term, while others continue to face high teacher turnover even though they offer similar recruitment systems? This question has become a strategic issue in educational human resource management because the success of educational organizations is no longer determined solely by the ability to recruit teachers with academic and pedagogical competencies, but also by the school's ability to ensure alignment between teachers' personal values and the organization's culture, vision, mission, and character (Miller & Youngs, 2021). In the context of modern education, the recruitment process has undergone a paradigm shift from merely selecting individuals with technical qualifications to efforts to secure individuals who are adaptable, demonstrate a good fit between personal and organizational values (*person-organization fit*), and show a long-term commitment to the organization (Coskun et al., 2022; Huan et al., 2023).

This shift has emerged in response to growing challenges in the world of education, such as competition to secure high-quality educators, changing expectations among new generations of teachers regarding their work environment, and the need for educational organizations to maintain human resource stability amid increasingly dynamic changes (Steiner, 2022). As a result, recruitment success is no longer measured solely by the hiring of new teachers, but also by the organization's ability to foster emotional engagement that encourages teachers to remain, grow, and contribute sustainably (Prabowo et al., 2024). These conditions indicate that value alignment between individuals and organizations is a strategic factor that influences the quality of working relationships and the sustainability of educational organizations.

This phenomenon is particularly relevant to Islamic educational institutions that are not only focused on achieving academic goals but also prioritize religious values, organizational culture, and institutional character as the core elements of their educational mission. Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo

Bangorejo Banyuwangi is one such institution with an organizational culture rooted in pesantren values; consequently, its teacher recruitment process does not solely consider professional competence but also evaluates character alignment, integrity, commitment to the institutional vision, and the ability to adapt to the established organizational culture (. In practice, teachers whose values align with those of the organization tend to more easily develop *a sense of belonging*, demonstrate stronger affective commitment, and are more likely to remain with the organization longer compared to teachers who merely meet administrative requirements or possess technical competencies (McCready, 2021; Ahmed, 2025) .

Conversely, a mismatch between individual values and organizational culture has the potential to lead to difficulties in adaptation, low emotional attachment, decreased job satisfaction, and an increased risk of teachers moving to other institutions. Therefore, examining how *person-organization fit* is implemented in the recruitment process and how this mechanism shapes affective commitment and talent retention is crucial for providing a more comprehensive understanding of sustainable human resource management strategies in Islamic educational institutions. The findings of this study are expected to enrich research on educational human resource management by demonstrating that successful recruitment is determined not only by competency fit but also by value alignment, which serves as the foundation for organizational commitment and talent retention within the school environment.

Studies on *person-organization fit*, affective commitment, and talent retention have been a focus of human resource management research, but most still concentrate on the business sector or non-educational organizations. Research conducted by Rane,(2024) , indicates that alignment between individual values and organizational values has a significant influence on the development of employees' affective commitment. Through a quantitative approach applied to service organizations, Amir found that individuals who perceive alignment between their personal values and the organizational culture tend to have stronger emotional bonds, demonstrate high loyalty, and express a greater desire to remain part of the organization. This research confirms that *person-organization fit* is a key determinant in building long-term relationships between individuals and organizations. However, Amir's study is still focused on the industrial sector and therefore does not explain how the process of establishing this value alignment unfolds from the recruitment stage at educational institutions characterized by value-based organizational culture.

A subsequent study was conducted by .(2021) , which examined the relationship between organizational value-based recruitment practices and teacher commitment in private schools. The results showed that a selection process that not only considers professional competence but also assesses the alignment of prospective teachers' vision, character, and work culture can enhance *their sense of belonging* to the school. Teachers recruited through this mechanism demonstrate higher levels of affective commitment compared to teachers recruited solely based on academic qualifications. However, this study still focuses on the impact of recruitment practices on organizational commitment, without examining their implications for talent retention as part of a human resource sustainability strategy in the school environment.

Furthermore, the study by Kakar et al. (,(2021))through a meta-analysis of *person-environment fit*, concluded that *person-organization fit* has a positive relationship with job satisfaction, organizational commitment, individual performance, and the intention to remain in the organization. These findings indicate that value alignment is a strategic factor in reducing *turnover intention* and enhancing organizational stability. Although this research provides a strong conceptual foundation regarding the importance of *person-organization fit*, the context examined remains general and cross-sectoral; thus, it does not specifically explain the dynamics of implementing this concept in Islamic educational institutions, which have organizational cultures, religious values, and recruitment systems that differ from those of typical organizations. Therefore, this study aims to fill this gap by exploring in depth how *person-organization fit* is implemented in the teacher recruitment process at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi, as well as how this value alignment shapes affective commitment and supports talent retention as a strategy for sustainable human resource development.

The novelty of this study lies in its effort to reconstruct the relationship between *person-organization fit*, the teacher recruitment process, affective commitment, and talent retention within a single,

comprehensive conceptual framework in the context of Islamic educational institutions. Unlike previous studies, which generally examined *person-organization fit* as a standalone variable or linked it only to organizational commitment or job satisfaction, this study positions *person-organization fit* as a strategic foundation established from the recruitment stage to foster teachers' affective commitment and sustain talent retention. Furthermore, this study was conducted at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi, which possesses organizational cultural characteristics rooted in pesantren values, thereby offering a new perspective on the implementation of *person-organization fit* within an educational organization grounded in religious values. Thus, this study not only expands the body of research on *Strategic Human Resource Management* in the education sector but also offers a conceptual model suggesting that the success of teacher talent retention is not solely determined by compensation systems or career development; rather, it begins with the organization's success in recruiting individuals whose values align with the institution's vision, culture, and identity (Xing & Wu, 2026). These findings are expected to provide both theoretical and practical contributions to the development of teacher recruitment strategies oriented toward the sustainability of human resources in educational institutions.

Based on empirical evidence, prior research, and the identified limitations of existing studies, this study aims to conduct an in-depth analysis of how the implementation of *person-organization fit* in the teacher recruitment process shapes affective commitment and supports talent retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi. This objective is driven by a *research gap*: most previous studies have primarily treated *person-organization fit* as a factor whose influence on organizational commitment, job satisfaction, or intention to stay is measured through quantitative approaches. Consequently, these studies have not been able to explain the social processes and organizational mechanisms that shape these relationships, particularly within the context of Islamic educational institutions.

Furthermore, previous research has generally examined recruitment, affective commitment, and talent retention as separate issues, resulting in a limited understanding of how these three aspects are integrated in fostering human resource sustainability in schools. Addressing this gap, this study makes a theoretical contribution by offering a more comprehensive understanding that *person-organization fit* is not merely a selection criterion in recruitment but a strategic mechanism linking the alignment of individual and organizational values to the development of affective commitment and teacher talent retention. From a practical perspective, the results of this study are expected to serve as a reference for school leaders and human resource managers in designing a recruitment system based on organizational value alignment, so that the process of acquiring, developing, and retaining high-quality teachers can be carried out more sustainably in accordance with the characteristics and culture of Islamic educational institutions.

II. RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study design, as it aims to gain an in-depth understanding of the implementation of *person-organization fit* in the teacher recruitment process and how this alignment of values shapes affective commitment and talent retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi. This approach was chosen because it can reveal the processes, meanings, and dynamics underlying recruitment policies and human resource management that cannot be explained solely through quantitative data. The research was conducted over one month, specifically in May 2026, through six non-participant observations focused on the teacher recruitment stages, coordination meetings for the hiring of educators, the orientation process for new teachers at the , initial training activities, interactions between administrators and teachers, and work activities that reflect the implementation of organizational culture. Observations were conducted systematically using an observation sheet containing indicators of alignment with organizational values, communication patterns, the adaptation process of new teachers, and forms of teacher involvement in institutional activities (Abdussamad & Sik, 2021; Sari et al., 2022).

Research informants were selected using purposive sampling, which involves selecting informants based on the consideration that they possess experience, knowledge, and direct involvement in the teacher

recruitment and management processes at the madrasah. There were four informants in total, consisting of the Madrasah Principal, the Vice Principal for Curriculum, the Chair of the Teacher Recruitment Team, and a teacher who was recruited within the last two years. The characteristics of the informants included having a minimum of five years of service for leadership positions, being directly involved in the formulation of policies or the implementation of teacher recruitment, understanding the madrasah's organizational culture, and being willing to provide information openly. The teacher informant was selected because they had gone through the recruitment and organizational adaptation processes and were therefore able to describe their experiences regarding the alignment of their values with the madrasah's culture and its impact on their commitment to work (Kusumastuti & Khoiron, 2019; Mulyana et al., 2024) .

Data collection was conducted through in-depth interviews, observation, and documentation. The interviews were conducted in a semi-structured manner using an interview guide, allowing the researcher flexibility to explore information that emerged during the research process. The interview procedure began with explaining the research objectives and obtaining the informant's consent, followed by exploratory questions, probing the informant's responses using *probing* techniques, and concluding with a recap and confirmation of the information provided (Roosinda et al., 2021; . The interview guidelines were developed based on the research focus and several key indicators, namely: (1) the criteria used in the teacher recruitment process, particularly regarding the alignment of individual values with the madrasah's vision, mission, and culture; (2) organizational strategies for introducing institutional values to new teachers; (3) teachers' experiences in adapting to the organizational culture; (4) forms of affective commitment that emerge after joining the madrasah, such as a sense of belonging, loyalty, and emotional attachment; and (5) factors that encourage teachers to choose to remain and develop their careers at the institution (Niam et al., 2024).

The documentation data was obtained from various official madrasah documents, such as standard operating procedures for recruitment, teacher selection criteria, vision and mission statements, orientation guidelines for new teachers, organizational structure, teacher development programs, , and archives of activities related to human resource development. All documents were analyzed using content analysis by identifying relevant information, grouping documents based on research themes, and then comparing them with the results of observations and interviews to ensure data consistency through technical triangulation and source triangulation (Nartin et al., 2024; Hasan et al., 2025) .

Data analysis was based on the interactive model proposed by Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and the drawing and verification of conclusions. In the initial stage, open coding was conducted to identify units of meaning from the interview results, observation notes, and documentation—for example, codes related to *value alignment*, *organizational culture*, *emotional commitment*, *teacher adaptation*, and *talent retention*. Next, axial coding was performed by linking related codes to form conceptual categories, such as value-based recruitment strategies, the formation of affective commitment, and factors supporting teacher retention (Sugiyono, 2022; Nasution & Junaidi, 2024) . The final stage involved selective coding, which consisted of integrating all categories into main themes that explain how *person-organization fit* in teacher recruitment contributes to the formation of affective commitment and talent retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo Banyuwangi. To ensure the credibility of the findings, the researcher applied source triangulation, methodological triangulation, and member checking by reconfirming the interpretation results with the informants so that the data obtained would have a high level of validity and reliability.

III. RESULTS AND DISCUSSION

Research Results

Person-Organization Fit-Based Teacher Recruitment as the Foundation for Value Alignment

The research results indicate that the implementation of *person-organization fit* in the teacher recruitment process serves as the primary strategy of Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo in fostering value alignment between individuals and the organization from the very beginning of

the educator hiring process. These findings indicate that successful recruitment is determined not only by the alignment of prospective teachers' academic competencies, teaching experience, and pedagogical abilities, but also by the alignment of their character, life principles, commitment to Islam, and readiness to internalize an organizational culture grounded in pesantren values.

Based on the observations, the selection process involved administrative screening, microteaching, and in-depth interviews that not only evaluated teaching ability but also explored integrity, commitment to the madrasah's vision, the ability to work collaboratively, and readiness to adapt to the organizational culture. The researcher found that value alignment was a key consideration in determining a prospective teacher's suitability, as it was viewed as influencing the adaptation process, loyalty, and the sustainability of service at the madrasah. This was reinforced by the results of an interview with the Madrasah Principal, who stated:

"We are not only looking for teachers who are skilled at teaching, but also those whose values and commitment align with the madrasah's culture. Teachers who fit the institution's character typically adapt more easily and stay on for the long term." (Madrasah Principal, Interview, May 14, 2026).

This statement indicates that *person-organization fit* is viewed as a key foundation in the teacher recruitment process. Value alignment between individuals and the organization is a strategic consideration because it is believed to foster more harmonious working relationships, accelerate the adaptation process, and serve as the basis for commitment to the institution. Thus, recruitment is not only aimed at securing teachers who meet professional competency standards but also at producing human resources whose values align with the madrasah's identity, thereby enabling them to make sustainable contributions to the development of the educational organization.

To clarify the process of implementing *person-organization fit* in teacher recruitment, these findings are visualized in the form of conceptual indicators. The following diagram shows the main stages that shape the alignment of values between prospective teachers and the organization, from the selection process to the development of teachers' readiness to contribute sustainably. This visualization helps explain the logical relationships among the indicators identified during the study.

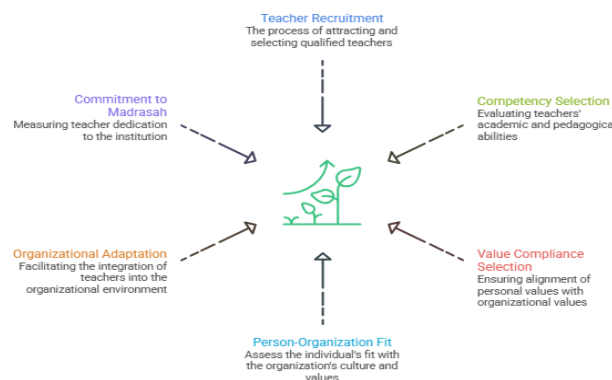


Fig. 1: Person-Organization Fit-Based Teacher Recruitment Indicators

The indicator diagram shows that the implementation of *person-organization fit* in teacher recruitment is a gradual and interrelated process. Recruitment not only begins with an assessment of professional competencies but is also followed by an evaluation of alignment in values, integrity, and the ability to adapt to the organizational culture. This alignment forms a *person-organization fit* that accelerates the adaptation process, strengthens commitment to the madrasah, and encourages sustained contributions from teachers. Thus, alignment of values serves as the primary foundation linking the recruitment process to the development of human resources who are loyal, adaptable, and capable of supporting the sustainability of educational organizations.

Talent Retention Is Supported by Teachers' Emotional Attachment

The results of the study indicate that teacher retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo is not solely influenced by factors such as welfare, career advancement, or financial incentives, but is more strongly shaped by *affective commitment* that develops through the experience of

working in the madrasah environment. Based on the results of observations, the researcher found that the majority of teachers demonstrated high loyalty to the institution, as reflected in their consistency in carrying out duties, active involvement in various activities outside of teaching hours, and willingness to participate in madrasah development programs without waiting for formal instructions from leadership.

These conditions indicate that teachers view the madrasah not only as a place of work but also as an environment that provides space to actualize the values of dedication, professionalism, and Islamic values. The results of interviews with informants also show that harmonious interpersonal relationships between administrators and teachers, a family-like work culture, and a alignment of values between individuals and the organization are the main reasons teachers choose to remain at the madrasah. The researcher also found that this emotional attachment develops gradually through experiences of interaction, receiving support from leadership, and having opportunities to contribute to various institutional programs. Thus, talent retention does not arise solely as a consequence of administrative ties, but as a result of the formation of strong psychological bonds between teachers and the organization. These findings are reinforced by the results of an interview with a teacher who has served at a madrasah, as follows:

"I stay here not only because of the job, but because I feel accepted and am part of the madrasah's extended family. The values practiced here also align with my own principles, so I feel comfortable continuing to serve here." (Teacher, Interview, May 22, 2026).

This statement indicates that teachers' decisions to remain in their positions are influenced more by emotional attachment than by purely material considerations. Alignment of values between teachers and the organization creates *a sense of belonging* that strengthens loyalty and encourages a commitment to continue contributing to the development of the madrasah. Therefore, talent retention in the context of this study is understood as the result of the organization's success in building a work environment that supports emotional bonds, strengthens institutional identity, and maintains the alignment of values established since the recruitment process. These findings confirm that the sustainability of human resources in educational institutions depends not only on the ability to recruit high-quality teachers but also on the organization's ability to maintain teachers' emotional attachment so that they remain motivated to serve and grow alongside the institution in the long term.

Person-Organization Fit Promotes the Sustainability of School Talent Management

The research findings indicate that the implementation of *person-organization fit* in the teacher recruitment process not only provides benefits during the initial stage of hiring educators but also contributes to the sustainability of talent management at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo. Based on the observation results, teachers recruited based on the alignment of their values with the organizational culture demonstrated a faster adaptation process, were able to work collaboratively, and actively participated in various professional development programs organized by the madrasah. The researchers also found that these teachers tended to be involved in various institutional activities, such as curriculum development, student mentoring, religious activities, and school quality improvement programs.

The documentation reveals that the level of teacher participation in competency development activities is relatively high, indicating a commitment to continuous growth alongside the organization. These findings suggest that the alignment of values established from the recruitment process not only strengthens individual commitment but also serves as a vital asset in creating a sustainable talent management system. From the perspective of madrasah leadership, the recruitment process based on *person-organization fit* is viewed as a long-term investment because it produces human resources who are not only competent but also loyal, adaptable, and capable of upholding the organizational culture. This is reinforced by the results of an interview with the Deputy Head of the Madrasah for Curriculum, who stated:

"Teachers who align with the madrasah's values typically develop more quickly, actively participate in professional development, and are ready to take on responsibilities when entrusted with them. This is a key asset for the school's continued development." (Deputy Principal for Curriculum, Interview, May 27, 2026).

This statement indicates that *person-organization fit* plays a strategic role in fostering sustainable talent management in madrasahs. Value alignment not only facilitates the teachers' adaptation process but

also encourages active participation in various development programs that support the enhancement of both individual and organizational capacity. Thus, recruitment based on *person-organization fit* becomes a strategy that is not only oriented toward meeting the short-term needs for educators but is also aimed at developing human resources who possess loyalty, a willingness to learn, and a high level of commitment to the institution's development. These findings confirm that the sustainability of talent management in madrasahs is built through the integration of between value alignment, competency development, and a consistent organizational culture, thereby creating human resource stability while maintaining the long-term sustainability of the institution's vision and goals.

IV. RESEARCH DISCUSSION

Person-Organization Fit-Based Teacher Recruitment as the Foundation for Value Alignment

The findings of this study indicate that the implementation of *person-organization fit* in teacher recruitment does not merely serve as a selection mechanism for securing competent educators, but rather constitutes a fundamental strategy for fostering value alignment between individuals and the organization as the foundation for building sustainable working relationships. From a theoretical perspective, these results align with the Person-Organization Fit theory proposed by R. H. Nasution et al.,(2026) , which states that alignment between individual and organizational characteristics occurs when both share complementary values, goals, and needs. In the context of this study, this fit is reflected through a recruitment process that not only evaluates pedagogical abilities but also identifies alignment in character, commitment to Islam, and the prospective teachers' readiness to internalize a pesantren-based organizational culture.

These findings also reinforce the results of the synthesis by(2021) , which explains that *person-organization fit* has a positive relationship with organizational commitment, job satisfaction, individual adaptation, and continued membership in the organization. Thus, value alignment from the recruitment stage serves as a foundation that facilitates teachers' adaptation to the work environment while fostering their attachment to the organization. Furthermore, these findings align with the Attraction–Selection–Attrition (ASA) Framework proposed by Margaretha et al. () (2026) , which explains that organizations tend to attract, select, and retain individuals whose values align with the organizational culture. This perspective highlights that a selection process based on *person-organization fit* aims not only to secure teachers who meet short-term needs but also to foster a homogeneity of values that supports long-term organizational stability. Therefore, value-based recruitment can be understood as a human resource management strategy that not only improves the quality of selection but also serves as the foundation for fostering organizational commitment, more effective adaptation, and the sustainable development of talent within the madrasah environment.

Talent Retention Is Supported by Teachers' Emotional Attachment

The findings of this study indicate that teacher talent retention at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo is influenced more by emotional attachment—formed through work experiences and a alignment of values with the organization—than by economic factors alone. These results indicate that teachers' decisions to remain are a consequence of the formation of strong psychological bonds between individuals and the organization, such that loyalty develops as a form of affective attachment rather than merely a professional obligation. This perspective aligns with the Three-Component Model of Organizational Commitment proposed by Nazari et al.,(2022) , which explains that *affective commitment* is a dimension of commitment that arises from emotional attachment, *a sense of belonging*, and an individual's identification with the organization's values and goals.

In the context of this study, teachers chose to remain in their positions because they felt they were part of a madrasah community that aligned with their personal and professional values. This finding also reinforces the views of(2025) , which state that employee retention is influenced not only by compensation or career opportunities, but also by positive social relationships, job meaning, and the fit between the individual and the organization. Furthermore, the results of this study are relevant to Social Exchange Theory, developed by Ahn,(2026) , which explains that reciprocal relationships built through organizational

support, recognition, and a conducive work environment will encourage individuals to respond positively through loyalty and long-term commitment. Thus, talent retention in this study can be understood as the result of an ongoing social exchange process, in which the organization not only provides a supportive work environment but also builds emotional bonds that strengthen teachers' commitment to continue contributing. Consequently, emotional attachment becomes a strategic asset in talent management because it ensures the sustainability of human resources by strengthening psychological bonds, aligning values, and fostering a strong organizational identity.

Person-Organization Fit Promotes the Sustainability of School Talent Management

The findings of this study indicate that *person-organization fit* not only plays a role in the early stages of recruitment but also serves as a strategic foundation for building sustainable talent management at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo. Alignment of values between teachers and the organization enables individuals to adapt more quickly, engage more deeply in various development programs, and demonstrate a readiness to accept greater responsibilities (Napisah et al., 2025). These conditions indicate that the sustainability of talent management is determined not only by the organization's ability to recruit competent teachers but also by its success in maintaining a alignment of values that fosters continuous individual capacity development. This perspective aligns with the Person-Organization Fit theory proposed by Alqahtani,(2024), which explains that alignment between individual and organizational values results in more effective working relationships, enhances adaptation, and strengthens commitment to organizational goals. These findings also support the concept of Talent Management developed by Gunawan & Raspati,(2026), which emphasizes that the success of talent management depends on an organization's ability to identify, develop, and retain individuals who possess potential and align with the organization's strategy.

In the context of this study, recruitment based on *person-organization fit* serves as the starting point of this process because it results in teachers who not only meet competency requirements but are also prepared to grow alongside the institution. Furthermore, the findings of this study align with the Learning Organization theory proposed by Syamsuddin & Kamuli,(2026), which states that sustainable organizations are built through individuals who are committed to continuous learning, collaboration, and the collective development of the organization's capacity. Teachers who share the organization's values tend to be more active in participating in professional development, sharing knowledge, and engaging in institutional innovation, thereby strengthening the culture of learning within the madrasah. Thus, *person-organization fit* can be understood as a strategic mechanism that integrates recruitment processes, talent development, and the shaping of organizational culture into a single human resource management system oriented toward sustainability (Arifin et al., 2024). This indicates that the success of talent management is determined not only by the quality of the individuals recruited but also by the organization's ability to foster a alignment of values that can maintain loyalty, enhance competencies, and ensure the long-term sustainability of the educational institution's vision and competitiveness.

V. CONCLUSION

This study concludes that the implementation of *person-organization fit* in the teacher recruitment process at Madrasah Aliyyah Salafiyah Syafi'iyah Sukorejo Bangorejo is a human resource management strategy that is not only oriented toward meeting the needs of educators but also serves as a foundation for building affective commitment, talent retention, and organizational sustainability. Value alignment between teachers and the organization from the recruitment stage onward has been shown to accelerate the adaptation process, strengthen emotional attachment, and increase teacher participation in various institutional development activities. These findings indicate that *the of person-organization fit* does not merely serve as a selection tool but evolves into an organizational mechanism that links the recruitment process to the formation of affective commitment and the sustainable management of talent. Thus, this study makes a theoretical contribution by expanding the perspective of *Person-Organization Fit Theory*—which has traditionally been positioned primarily as a predictor of individual behavior—into a strategic framework that

integrates the recruitment process, affective commitment, talent retention, and the sustainability of human resource management within the context of Islamic educational institutions.

In this context, this study shows that an organizational culture based on pesantren values serves as a reinforcing factor that enables value alignment to develop into long-term loyalty and commitment, thereby offering a new perspective: that the success of talent management in madrasahs is not solely determined by professional competencies or compensation systems, but by the organization's ability to foster value alignment as part of its institutional identity. The practical implication of these findings is the need for schools and madrasahs to integrate indicators of organizational value alignment into every stage of teacher recruitment, orientation, coaching, and career development as part of a sustainable talent management strategy.

Further research is recommended to develop a conceptual model that examines the relationship between *person-organization fit*, values-based leadership, *psychological safety*, and *teacher engagement* across various types of schools using a comparative or *mixed-methods* approach, thereby elucidating the mechanisms of talent retention within more diverse educational organizational contexts. Ultimately, the success of educational institutions in the future will no longer be determined solely by their ability to recruit competent teachers, but by their organizational capacity to build a work ecosystem that aligns individual and institutional values as the primary foundation for creating adaptive, sustainable, and high-performing educational organizations capable of navigating the dynamics of change.

REFERENCES

- [1] Abdussamad, H. Z., & Sik, M. S. (2021). *Qualitative Research Methods*. CV. Syakir Media Press.
- [2] Ahmed, M. D. (2025). The IPPO Model: A Philosophical Approach to Person-Organization Fit in Recruitment and Talent Management. *The IPPO Model: A Philosophical Approach to Person-Organization Fit in Recruitment and Talent Management* (December 29, 2025).
- [3] Ahn, J. (2026). Career Aspirations and Person--Journal of Employment Counseling.
- Alqahtani, M. (2024). Person-organization fit and organizational commitment: TheBusiness Ethics and Leadership, 8(3), 55–70.
- [4] Arifin, Y., Rizky, G., Adhicandra, I., Riadi, H. F., & Siswanto, A. (2024). *Human Resource Management: Fundamentals of HRM. PT. Sonpedia Publishing Indonesia*.
- [5] Cay, K. M., & CRS, C. (2025). The mediating role of work satisfaction in person-job fit and affective organizational commitment among non-teaching staff of the Department of Education (DEPED) Division of San Pablo City Sharmaine C. Escriba, MBA.
- [6] Coskun, B., Toprak, E., Katitas, S., & Sipahioglu, M. (2022). Teachers' Person-Organization Fit and Turnover Intentions: The Role of Psychological Well-Being. *Journal of Educational Leadership and Policy Studies*, 6 (2), n2.
- [7] Gunawan, C., & Raspati, G. (2026). *Industrial and Organizational Psychology: Human Dynamics in the Modern Business Era*. Naureen Digital Education.
- [8] Hasan, H., Bora, M. A., Afriani, D., Artiani, L. E., Puspitasari, R., Susilawati, A., Dewi, P. M., Asroni, A., Yunesman, Y., & Merjani, A. (2025). *Qualitative Research Methods*. Tri Edukasi Ilmiah Foundation.
- [9] Huan, Y., Bin Hassan, A., Jaafar, W., Binti, W. M., & Aminuddin, A. A. (2023). The Relationship Between Person-Organization Fit and Rural Teacher Retention: The Mediating Role of Dimensions of Organizational Commitment. *Eurasian Journal of Educational Research (EJER)*, 105.
- [10] Kakar, A. S., Mansor, N. N. A., & Saufi, R. A. (2021). Does Organizational Reputation Matter in Pakistan's Higher Education Institutions? The Mediating Role of Person-Organization Fit and Person-Vocation Fit Between Organizational Reputation and Turnover Intention. *International Review on Public and Nonprofit Marketing*, 18(1), 151–169.
- [11] Kusumastuti, A., & Khoiron, A. M. (2019). *Qualitative Research Methods*. Sukarno Pressindo Educational Institution (LPSP).
- [12] Margaretha, M., Sinuraya, C., Zaniarti, S., Saragih, S., & Margaretha, Y. (2026). Workplace Spirituality and Person-Organization Fit: Pathways to Faculty Engagement and Retention. *European Journal of Educational Research*, 15(1), 65–78.

- [13] McCready, M. T. (2021). Exploring factors influencing teacher retention: A study of an orchestra program staff. Oklahoma State University.
- [14] Miller, J. M., Evert, K., & Youngs, P. (2026). Person–Organization Fit with Teaching Colleagues, Person–Job Fit with Grade Level, and First-Year Elementary Teacher Retention. *Journal of Education Human Resources*, 44(2), 395–423.
- [15] Miller, J. M., & Youngs, P. (2021). Person-organization fit and first-year teacher retention in the United States. *Teaching and Teacher Education*, 97, 103226.
- [16] Mulyana, A., Vidiati, C., Danarrahanto, P. A., Agussalim, A., Apriani, W., Fiansi, F., Fitra, F., Aryawati, N. P. A., Ridha, N. A. N., & Milasari, L. A. (2024). Qualitative research methods. Widina Publishers.
- [17] Murphy, D. H. (2021). The Impact of Perceived Person-Organization Fit, Internship Satisfaction, and Personality Traits on Commitment to Teaching and Intention to Quit Among Pre-Service Teacher Interns. The Florida State University.
- [18] Napisah, S., Judijanto, L., Puspitasari, Y., Wati, C. N., Tadius, T., Wonua, A. R., Arief, M. Y., & Susanti, R. K. (2025). Human Resource Development: Building and Managing High-Quality Human Resources. PT. Sonpedia Publishing Indonesia.
- [19] Nartin, S. E., Faturrahman, S. E., Ak, M., Deni, H. A., MM, C. Q. M., Santoso, Y. H., SE, S., Paharuddin, S. T., Suacana, I. W. G., & Indrayani, E. (2024). Qualitative Research Methods. Cendikia Mulia Mandiri.
- [20] Nasution, R. H., Sit, M., & Pasaribu, S. (2026). Transformational Leadership Of School Principals And School Organizational Dynamics: The Influence of Organizational Culture and Work Motivation on the Performance of Public Vocational High School Teachers. K-Media Publishers.
- [21] Nasution, U. H., & Junaidi, L. D. (2024). Research Methods. Serasi Media Teknologi.
- [22] Nazari, S., Eidipour, K., & Bakhit, M. (2022). The Effect of Trust-Based Relationships and Person-Job Fit on Psychological Empowerment and Job Retention Among Physical Education Teachers, Mediated by Person-Organization Fit. *Research on Educational Sport*, 9(25), 221–240.
- [23] Niam, M. F., Rumahlewang, E., Umiyati, H., Dewi, N. P. S., Atiningsih, S., Haryati, T., Magfiroh, I. S., Anggraini, R. I., Mamengko, R. P., & Fathin, S. (2024). Qualitative Research Methods.
- [24] Prabowo, G., Aimah, S., Algifari, M. F., & El Fayoumi, Z. (2024). Evaluation of the implementation of a quality management system to improve school accreditation in academic transformation. *Electronic Journal of Education, Social Economics, and Technology*, 5(2), 50–57.
- [25] Prabowo, G., Purnomo, M. S., Duerapho, Z., & El Fayoumi, Z. (2025). Building Customer Loyalty Through Local and Religious Values. *QUALITY*, 13(1), 1–14.
- [26] Rane, V. (2024). A Study of Organizational Fit in the Selection Process.
- [27] Roosinda, F. W., Lestari, N. S., Utama, A. A. G. S., Anisah, H. U., Siahaan, A. L. S., Islamiati, S. H. D., Astiti, K. A., Hikmah, N., & Fasa, M. I. (2021). Qualitative Research Methods. Zahir Publishing.
- [28] Sari, I. N., Lestari, L. P., Kusuma, D. W., Mafulah, S., Brata, D. P. N., Iffah, J. D. N., Widiatsih, A., Utomo, E. S., Maghfur, I., & Sofiyana, M. S. (2022). Qualitative Research Methods. Unisma Press.
- [29] Steiner, J. D. (2022). Person-Environment Fit, Demands-Ability Fit, and Effective Teacher Retention. The University of Findlay.
- [30] Sugiyono, D. (2022). Qualitative Research Methods.
- [31] Syamsuddin, L., & Kamuli, F. (2026). Contemporary Career Management: Human Resource Development Strategies from Generation Z to Generation Alpha. PT Bukuloka Literasi Bangsa.
- [32] Willis, T. S. (2021). Teacher Intent, Person-Organization Fit, and Leader-Member Exchange. Grand Canyon University.
- [33] Xing, L., & Wu, X. (2026). Influence of person-organization fit on job satisfaction among pre-service preschool teachers in China: Mediation by teaching self-efficacy and perceived teacher competence. *PLoS ONE*, 21 (6), e0351149.
- [34] Young, T. M. (2026). If It's a Fit, Perhaps They'll Stick: An Examination of Black Women Teachers, Perceptions of Fit With Their Schools, and Their Retention in American Public Schools.