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by Laili Komariyah

Article

A Study of Relationship of Human Resource Management Practices, Competitive Advantages, And Person-Organization Fit as A Mediation Variable in Indonesian High Schools (Study of Management of Civil Servant Educators in Samarinda City)

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Abstract

Human resources in an organization, aprticularlyi nan educational institution, is a very important aspect to determine whether an institution is effective or not. The performance of an educational institution is determined by the behavior and conditions of its teaching staffs; hence, it needs to perform its human resource management function by recruiting, selecting, and maintaining the right staff. This research is quantitative, based on hypothesis testing to test the relationship between human resource management practices and competitive advantage, mediated by person-organization fit. Human resources variables refer to teachers, competitive advantage refers to key performance indicators (KPI) and Person-Organization Conformity refers to teacher-student relationships. The sample of this research comprised teachers with the status of Civil Servants at SMA Negeri Kota Samarinda, selected by random sampling method. This study used a regression analysis, namely path analysis. The results of this study concluded that human resource management practices are positively related to organizational competitive advantage (schools), and the relationship between human resource management practices and organizational competitive advantage is mediated by person-organization fit.

Keywords

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Human resources in an organization is a very important aspect to determine whether an organization is effective or not. Because the performance of an educational institution is determined by the behavior and conditions of its teaching staffs, the educational institution needs to perform its human resource management function by recruiting, selecting and maintaining these resources. Tepeci (2001) states that an organization can run effectively if it is supported by superior human resources. The role and challenges of human resource management continues to grow and multiply as an organization grows. The more complex the task to be done, the greater the environmental impact and the greater the uncertainty that must be faced.

Effective human resource management can attract and retain competent teaching staffs and encourage teaching staffs to do their jobs well so that the role of human resource management can be carried out properly. The main way in which educational institutions can influence and shape the skills and behavior of teaching staffs to be able to do work. Thus, achieving organizational goals is the role of human resource management practices (Collins & Smith, 2006). Schuler and Jackson (1987) describe the practice of Human Resources Management (HRM) as an attractive system by developing, motivating, and retaining teaching staffs to ensure the effective implementation of the survival of the organization and its members.

According to Kleiman (1997), the advantages of having teaching staffs with satisfying and competent work results can result in higher profits, reduced rotation, higher product quality, reduced operating costs, and faster acceptance of organizational strategy performance. The benefits obtained from human resource management practices have great potential in improving organizational performance, this is in line with the results of Pao-Long and Wei-Ling (2002) which states that the role of human resource practices is one of the sources of the educational institution's competitive advantage.

Achieving a competitive advantage for these organizations no longer depends only on potential and material resources, but also very much on human resources and how these individuals contribute to themselves in the workplace. Management and human resources have recently been seen as essential to gaining competitive advantage (Becker & Gerhart, 1996), which has led to an incentive for many organizations to pay more attention to their most valuable resource, namely their teaching staffs.

Li et al. (2006) defines competitive advantage as the capacity of an organization to create and maintain a position above its competitors. Tracey et al. (1999) argue that competitive advantage includes the characteristics of skills that set the organization apart from competitors. Price (2004) states that the philosophy of people management is based on the belief that an organization gains a competitive advantage by using its human resources effectively and efficiently. Recent research has shown that the attributes of human capital have a clear impact on organizational outcomes (Pennings et al., 1998). From the above opinion it is confirmed that human resource benefits occur when an educational institution adopts and maintains a competitive advantage with the quality of human resources and organizational processes (Boxall, 1998). Thus, to be a source of competitive advantage, human resources must be able to create organizational value by developing strategies to increase efficiency and effectiveness.

According to Kristof (1996) the importance of the role of person organization fit can be seen from the educational institution's policy to manage its human resources so that they can play a major role in working together and supporting the educational institution's strategy. This person organization fit occurs when individuals and organizations meet their mutual needs and share basic characteristics and compatibility between individuals and organizations as an important indicator for the recruitment process. This shows that the suitability between individuals and organizations has become the most important factor when selecting workers by selecting both to build long-term working relationships and achieve organizational strategy (Ronshu, 2004). This equally applies to an educational institution where the recruitment of teachers and other staff is done to meet the present and future needs of the institution. This is fundamental to achieve human resource management goals specified in human resource planning (Morley, 2007).

Currently, new selection techniques have emerged, which consider and place the suitability of individuals with the work climate and educational institution culture (Person-Organization Fit), as the main aspect that must be achieved in the selection process, in addition to the match between individual knowledge, skills and abilities, with job needs. Understanding this person-organization fit helps educational institutions to select teaching staffs with values and beliefs that are in line with the organization and build experiences that reinforce that fit. In research on teaching staff selection, person-organization fit can be defined as the suitability of prospective teaching staffs with organizational attributes (Sekiguchi, 2004). Person-organization fit describes

the relationship between individuals and the value of an organization, goals that are in line with organizational leadership, comparisons between needs, organizational systems and organizational structures, and comparisons between individual characteristics and organizational climate (Kristof, 1996).

By implementing the best HRM practices, the right or appropriate teaching staffs can be recruited, developed and retained (Najeeb, 2013). From this opinion, it is explained that organizations that recruit and select teaching staffs with values that are compatible with the organizational values will be more productive, and the teaching staff turnover rate will be lower, so that the educational institution gets a competitive advantage. This study aimed to "replicate" research from Alajmi and Alenezi (2016). The difference between this study and the previous research is the location of the study. Alajmi and Alenezi's research (2016) was conducted in Kuwait, while this research was conducted in Indonesia, precisely in the Surakarta area. In addition, the difference between this study and the research of Alajmi and Alenezi (2016) is the sample studied. In Alajmi and Alenezi's (2016) research, the sample studied were teaching staffs who worked in a manufacturing sector in Kuwait, while for this study, the sample studied were teachers who were Civil Servants in Samarida Regency, East Kalimantan.

The development of science and technological advances today really require every organization (especially schools) to produce quality performance in the process stage and the achievement of educational goals as part of social services for the community. From the quality of the service, the user or student will provide an assessment of both the service product and the organization as a whole. Therefore, it is very important for the organization to provide good quality performance so that it can be well received by students, which later students will feel satisfied and provide a good assessment or image to the organization and this can be an organization's competitive advantage. The authors chose government teaching staffs teacher respondents randomly in Samarinda Regency who were considered representative to represent the population as a whole because they wanted to know how much influence human resource management practices had on competitive advantage by mediating person-organization fit and because state school organizations were a reflection of national formal education.

Lack of implementation or good human resource management practices in the organization is currently a problem, causing a decrease in the quality of services, processes, and overall organizational performance. In this study, the main problem in the organization is the decreasing competitive advantage of the organization due to the increasing competition in school organizations that offer superior facilities and marketing at both the private and public-school levels. This causes a decrease in the performance and performance of the organization due to this competition. Based on the theoretical descriptions and empirical results above, the study was planned. This study aimed to examine the relationship patterns that exist between Human Resource Management Practices, Competitive Advantage and Person-Organization Fit.

Method

Research Design

This research used a survey method design, a type of research conducted by taking a sample from a population and using a questionnaire as a means of collecting data. This research was conducted to explain the influence between variables through hypothesis testing based on data obtained from respondents. The purpose of this research study was hypothesis testing, which is a study that explained a phenomenon in the form of a relationship between variables. Since this study aimed to examine the relationship patterns that existed between Human Resource Management Practices, Competitive Advantage and Person-Organization Fit, it was a cause-and-effect relationship (causal) study. This research thus shows the direction of the relationship between the independent variable (independent) and the dependent variable (dependent). These variables are Human Resource Management Practices which include HR Planning, Staffing, Compensation, Performance Appraisal, Training; Competitive Advantage, and Person-Organization Fit.

Research on a phenomenon can be carried out in a natural environment and an artificial environment. The environment (setting) of this study was a natural environment, namely its research subjects, the civil servant teachers in Samarinda City Senior High School with certain criteria. The unit of analysis was the level of data aggregation analyzed in research and an important element in research design because it affected the process of selecting, collecting and analyzing data. The unit of analysis in this research was the individual level,

that is, the data analyzed comes from each individual teaching staff. Research data was collected at a time or collected gradually over a relatively longer period of time, depending on the characteristics of the problem to be answered. This research is a one-shot study, in which data was collected at a time during a certain period. A construct is an abstraction of a phenomenon or reality which for the purposes of research must be operationalized in the form of a variable that is measured by a variety of values. Measurement of constructs in this study uses a Likert scale, which is a scale that states the category, rank and distance of the measured constructs. The interval scale used is stated by numbers 1 to 5. Where the number 1 is for the statement 'strongly disagree' and number 5 for the statement 'strongly agree'.

Samples and Sampling Techniques

The sample is a part of the population whose characteristics are to be investigated, and are considered to be representative of the entire population (Sekaran, 2006). The sample in this study, selected through random sampling techniques, were teachers with civil servant status in Samarinda City State Senior High School who had more than 10 years of work experience. The number of samples obtained from the calculation of the Krejcie table was based on an error of 5%. So, the sample obtained had 95% confidence in the population. Because the population of this study was (N) 235, approaching the value of 240, the sample size was set at 148 respondents.

Data source

Researchers used two types of data, namely primary and secondary data. Primary data was derived from the sample of teachers who served as respondents. The data collected included the characteristics of research respondents as well as respondents' responses regarding human resource management practices, person-organization fit and competitive advantage. Secondary data was in the form of documentation data or available report data. The data was obtained from books, journals, and internet sites that can be used as references to support this research. Secondary data used in this study included an overview of the school, school profiles, research journals, supporting reference books, and others.

Data collection technique

Data collection techniques in this study included questionnaire techniques and literature study. The technique of collecting questionnaire data was by preparing a set of questions arranged systematically and standards given to respondents. Literature study was carried out by reading literature or relevant books related to the research being carried out and with additional information provided by the school.

Variable Measurement

The human resource planning variable in schools consisted of the human resource planning process which is always related to the organizational strategy, the number and type of work and support from top management. This variable was measured by several sub-indicators, namely placement, compensation, performance appraisal, and training. The measurement of this variable used three question items contained in Alajmi and Alenezi (2016), using a Likert scale. Competitive advantage variable as the capacity of an organization to create and maintain a position above its competitors. The organization (in this case the school) achieves a competitive advantage when its actions in the market or domain create economic value and when only a few competitors are involved in similar activities. Human resource practices regarding competitive advantage are measured using the five question items contained in Alajmi and Alenezi (2016), using a Likert scale. Person-organization Fit is defined as a match or suitability between prospective teaching staffs and organizational attributes. Person-organization Fit is a mediating variable in this study. Person-Organization Fit was measured using the four question items contained in Alajmi and Alenezi (2016), using a Likert scale.

Data Analysis Method
a. *Descriptive analysis*

Descriptive analysis is a procedure for arranging and presenting data collected in a study, for example in the form of tables or graphs where the statistical values are measured. Descriptive analysis includes frequency distribution and measurement of statistical values and index numbers. The role of descriptive

analysis in this study was to analyze the profile of respondents and respondent responses to each question item that examined human resource management practices, competitive advantage and person-organization fit.

b. *Instrument test*

The instrument used in this study was tested for validity and reliability. The validity test in this study was carried out with Confirmatory Factor Analysis (CFA) which was carried out by researchers on the constructs in this study separately with the help of SPSS for windows ver. 16.00. The loading factor value ≥ 0.50 was considered significant, so the greater the absolute value of the factor loading, the more important the loading is to interpret the construct (Imam, 2005). Measurement of instrument reliability was carried out using item-to-total correlation and Cronbach Alpha with the help of the SPSS computer program. The alpha coefficient categories of a test were 1) Cronbach's Alpha value between 0.8-1.0 categorized as very reliable; 2) Cronbach's Alpha value between 0.6-0.799 categorized as reliable; 3) the value of Cronbach's Alpha <0.6 categorized as poor reliability (Sekaran, 2006).

Classic Assumption Test

Before the data was used in the further analysis stage, the classical assumption test was carried out in the form of autocorrelation, multicollinearity, and normality tests. The autocorrelation test used the Durbin-Watson test (DW test). Multicollinearity test was used by looking at; 1) the value of inflation factor (VIF), if the value of VIF> 5; then this variable had problems with other independent variables; 2) comparing the value of the individual determination coefficient (with the value of simultaneous determination; and 3) the eigenvalue and condition index values. The normality test uses the Kolmogorov-Smirnov Goodness of Fit Test and normality histogram.

Hypothesis Testing

Hypothesis testing consists of four steps, namely, 1) path analysis; 2) R2 test; 3) F test; 4) t test. Path analysis is used to test the hypothesis with the mediating variable. The R2 test basically aims to measure how far is the model's ability to explain the variation in the dependent variable. The coefficient of determination is between zero and one. The small value (R2) means that the ability of the independent variable to explain the variation in the dependent variable is very limited. A value close to one means that the independent variable provides almost all the information needed to predict the variation in the dependent variable (Imam, 2005). The F test function is to see and understand the effect of independent variables on the dependent variable. This F test can be seen from the F value and its significance level in the Sig table column. with a significance level of less than 5% or 0.05. In addition, with the F test, it can also be seen whether the linear regression model used is correct or not. The t-test is used to test the significant relationship between the variables x and y, where the variable x has a valid effect on the variable y individually or partially (Imam, 2005). The t-test can be seen in the coefficients table (a). This t-test is determined by the magnitude of the t-value and the significance level of less than 5% or 0.05.

Results

In the following section, the tabulation of the findings is presented regarding the respondent's responses to each of the variables studied, namely, 1) HR planning; 2) teaching staff placement; 3) compensation; 4) performance appraisal; 5) training; 6) organizational competitive advantage; and 7) person-organization fit.

Table 1. *Respondents' Responses on HR Planning*

Item	Information	STS	TS	N	S	SS	Mean
HRP1	The HR planning process in the organization is always related to the strategy of the organization I work for	2	2	33	82	29	3.91
HRP2	The number and type of work required in the future according to the organization's annual plan	3	3	32	81	29	3.88
HRP3	The top management of the organization supports human resource planning	0	3	31	69	45	4.05
							3.93

Table 1 shows the respondent's opinion about the question item of the human resource planning variable. From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is in the HRP 3 item of 4.05, which indicates that the practice of human resource management in human resource planning is strongly supported by the educational institution's top management.

Table 2. *Respondents' Responses on Teaching staff Placement*

Item	Information	STS	TS	N	S	SS	Mean
STF1	Job vacancies at the organization I work for are advertised in more than one way (newspapers, internet, recruitment services, etc.)	1	2	30	83	32	3.97
STF2	When selecting new teaching staffs, my organization conducts tests and interviews	0	6	32	84	26	3.88
STF3	The worker selection process is based on clear and objective criteria	0	3	22	72	51	4.16
STF4	A person who is responsible for the employment and recruitment process is an experienced individual	1	3	33	68	43	4.01
							3.99

Table 2 shows the respondent's opinion about the question item of the teaching staff placement variable (staffing / STF). From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is in the STF 3 item of 4.16, this indicates that the practice of human resource management, namely staffing, which illustrates that respondents' answers to the worker selection process are based on clear and objective criteria that have a high agreement with teacher placement variable. Meanwhile, the lowest average item is found in STF 3 of 3.88, which is about the procurement of tests and interviews when the organization selects new teachers.

Table 3. *Respondents' Responses to Compensation*

Item	Information	STS	TS	N	S	SS	Mean
COM1	My organization adopts a clear salary and bonus system for its teaching staffs	5	9	37	75	22	3.68
COM2	My organization uses the moral incentive method (in the form of rewards and compliments) to its teaching staffs	4	11	30	78	25	3.74
COM3	My organization is always committed to always implementing a wage and bonus system for teaching staffs	3	7	44	66	28	3.74
COM4	The pay and bonus system in my organization is commensurate with the results of teaching staff performance	3	6	48	68	23	3.84
COM5	My organization lists bonuses and how they deserve to be received by teaching staffs	6	7	35	57	43	3.69
							3.63

Table 3 shows the respondent's opinion about the variable compensation (COM) question item. From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is on item COM 4 of 3.84. This indicates that the practice of human resource management, namely compensation in the use of the wage and bonus system, is commensurate with the results of teacher performance in the organization. Meanwhile, the lowest average respondent's answer item is in COM 1 of 3.68, which is about the salary and bonus system adopted by the organization for its teachers.

Table 4. *Respondents' Responses on Performance Appraisal*

Item	Information	STS	TS	N	S	SS	Mean
APR1	There is a clear system for appraising teaching staff performance in my educational institution	3	12	40	66	27	3.69
APR2	My educational institution evaluates the performance of its teaching staffs continuously and periodically	0	7	45	74	22	3.75
APR3	The performance appraisal system in my educational institution applies to all teaching staffs	4	9	42	69	24	3.68
APR4	My educational institution pays attention to the results of teaching staff performance appraisals to identify weaknesses and try to fix them in the future	5	11	39	71	22	3.64
							3.70

Table 4 shows the respondent's opinion about the variable question item performance appraisal (performance appraisal). From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is in the APR 2 item of 3.75, this indicates that the practice of human resource management is performance appraisal in conducting continuous and periodic evaluations of teacher performance. Meanwhile, the average of the lowest respondent's answer items on APR 4 was 3.64; that is, my school organization pays attention to the results of teacher performance appraisals to identify weaknesses and try to fix them in the future.

Table 5. *Respondents' Responses to Training*

Item	Information	STS	TS	N	S	SS	Mean
TRN1	My organization identifies teaching staff training needs using appropriate and scientific methods	1	9	47	68	23	3.70
TRN2	My organization has an annual plan for teaching staff training that suits its needs	0	15	35	72	26	3.74
TRN3	The implementation of training programs in my organization is based on a clear foundation, aimed at developing teaching staff skills	0	2	38	83	25	3.89
TRN4	The teaching staff training program at my organization is always ongoing	4	6	24	67	47	3.99
							3.83

Table 5 shows the respondent's opinion about the training variable question items. From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average was on item TRN 4 of 3.99; This indicates that the practice of human resource management, namely training in programs held by the organization, is carried out in a sustainable manner. Meanwhile, the lowest average respondent's answer item on TRN 1 was 3.70, namely the need for training using appropriate and scientific methods.

Table 6. *Respondents' Responses to Competitive Advantage*

Item	Information	STS	TS	N	S	SS	Mean
CA1	My organization provides products (services) to students at a competitive price compared to other educational institutions	2	1	26	64	55	4.14
CA2	My organization is constantly providing new products (services) to students	0	5	38	67	38	3.93
CA3	My organization strives to improve the quality of the products (services) offered to its students	2	4	25	60	57	4.12
CA4	My organization considers the speed at which the product (service) is delivered to the student	6	0	21	78	43	4.03
CA5	My organization has a share of the market and is succeeding in developing this share on an ongoing basis	3	0	26	64	55	4.14
							4.12

Table 6 shows the respondent's opinion about the question item of the organizational competitive advantage variable. From this data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is on items CA 1 and CA 5 of 4.14. This indicates that the competitive advantage in the organization is providing products (services or services) at competitive prices and the organization having market share has the highest average value. Meanwhile, the average of the lowest respondent's answer items was in CA 2 of 3.93, which is related to the problem of providing the organization's new products (services or services) to students.

Table 7. *Respondents' Responses to Person-Organization Fit*

Item	Information	STS	TS	N	S	SS	Mean
PO 1	The things I value in life are very similar to the values in organizations	2	8	23	65	50	4.03
PO 2	My personal values match the values and culture of the organization I work for	3	6	29	64	46	3.97
PO 3	I feel that my personality matches the personality or image of this organization	1	9	29	69	40	3.93
PO 4	Overall, I feel that I fit into this organization	6	1	22	85	34	3.95
							3.95

Table 7 shows the respondent's opinion about the question item variable person-organization fit (conformity of organizational values with individuals). From these data we can see that the majority of respondents have an average answer on a scale of 3 (agree). The highest average is item PO 1 of 4.03, this indicates that the person-organization fit in item 1 has a fit in the values of an individual's life similar to the values the organization. Meanwhile, the lowest average of the respondent's answer items is in PO 3 of 3.93, that is, I feel my personality matches the personality or image of the organization.

Data Analysis

a. Validity test

A questionnaire is said to be valid if the questions on a questionnaire are able to reveal something to be measured. Validity shows the extent to which a measuring device is able to measure what you want to measure (Imam, 2005). For this test, the computer program SPSS 16.0 for windows uses factor analysis to test its validity. The provisions or criteria to be declared valid for this test are if the factor loading of an item is ≥ 0.5 then the item is declared valid, and vice versa if the factor loading in the questionnaire is ≤ 0.5 then the item is declared invalid (Imam, 2005). The test results can be seen in the following tables:

Table 8. *Validity Test Results*

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.655
Approx. Chi-Square	4.117E3
Df	406
Sig.	0.000

Table 8 presents the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value in this study is 0.655. Since the KMO Measure of Sampling Adequacy value is above 0.5 and the significance is at 0.000, it can be said that the factor analysis test can be carried out further.

Table 9. *Validity Test Results*

Item	Nilai Factor Loading	Information
STF3, APR2, CA2	$0.51 - 0.60$	Valid
APR1	$0.61 - 0.70$	Valid
HRP1, HRP2, HRP3, STF1, STF4, COM5, APR4, TRN3, TRN4, CA1, CA3, PO1, PO3	$0.71 - 0.80$	Valid
STF3, COM1, COM2, COM3, COM4, APR 3, TRN1, TRN2, CA4, CA5, PO2, PO4	$0.81 - 0.90$	Valid

Table 9 shows the results of the validity test with a total of 148 respondents. It can be seen that the rotated component matrix is that all items are extracted perfectly into the seven variable indicators, and all items have a loading factor value of ≥ 0.5 and are grouped according to the measured variable and can be measured. it says that all items are valid.

b. Reliability Test

After testing the validity, the next step is reliability testing, which aims to determine the consistency of the question items used. To measure the reliability of this research instrument, it was found that the Cronbach alpha coefficient was between values 0.8 - 1.0 and thus categorized as very reliable. A value between 0.6 - 0.799 is categorized as reliable, and values ≤ 0.6 are categorized as poor reliability (Sekaran, 2006). From the results of variable reliability testing using the SPSS 16 for windows program form, the Cronbach Alpha value of each variable was obtained as follows:

Table 10. *Reliability Test Results*

Variable	Cronbach Alpha	Information
HR Planning (HRP)	0.743	Reliable
Staff Placement (STF)	0.762	Reliable
Compensation (COM)	0.911	Reliable
Performance Appraisal (APR)	0.892	Reliable
Training (TRN)	0.851	Reliable
Competitive Advantage (CA)	0.766	Reliable
Person-Organization Fit (PO)	0.871	Reliable

Table 10 of reliability test results reveals the Cronbach alpha value of HR planning, teaching staff placement, compensation, performance appraisal, training, competitive advantage and person-organization fit $\geq$ 0.6 so that it can be concluded that all factors / variables are reliable or stated suitable for use in this research as a research instrument.

c.   Normality test

The normality test is carried out to determine whether or not the distribution of the data used in the study is normal and to find out that the analyzed sample represents the population so that it can be analyzed further. The data normality test in this study used the Kolmogorov-Smirnov Goodness of Fit Test and Normality Histogram, the normality of data distribution can be seen at a significance value of $\geq$ 0.05, so the data is said to be normally distributed.

Table 11. *Normality Test Results*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	*Df*	*Sig.*	*Statistic*	*Df*	*Sig.*
Model 1	0.047	148	0.200	0.980	148	0.031
Model 2	0.038	148	0.200	0.992	148	0.613
Model 3	0.033	148	0.200	0.995	148	0.931

Table 11 shows the results of the normality test of human resource practices, namely HR planning, teaching staff placement, compensation, performance appraisal and training, and the person-organization fit variable has a significance value of 0.200 (Sig.> 0.05). It can thus be explained that the human resource practice variable on person-organization fit has a normally distributed data distribution, so that it can be continued with a regression test. Table 11 also shows the results of the normality test of human resource practices, namely HR planning, teaching staff placement, compensation, performance appraisal and training, and the competitive advantage variable has a significance value of 0.200 (Sig.> 0.05), it can be explained that the human resource practice variable on competitive advantage has a normal distribution of data, so it can be continued with a regression test.

Finally, table 11 also shows the results of the normality test of the dimensions of human resource practices, namely HR planning, teaching staff placement, compensation, performance and training appraisals and person-organization fit and competitive advantage which have a significance value of 0.200 (Sig.> 0.05). It can be explained that the variables of human resource practice and person-organization fit on competitive advantage have data distribution that is normally distributed, so that it can be continued with a regression test.

Multicollinearity Test

The multicollinearity test is used to determine whether or not there are deviations from the classic multicollinearity assumption, namely the linear relationship between independent variables in the regression model (Wiyono, 2011). One way to detect multicollinearity is to look at the Variance Inflation Factor (VIF). If the VIF value is less than 5, the data will not show any multicollinearity.

a.   Human resource practices towards competitive advantage

Table 12. *Multicollinearity Test Results I*

Dependent Variable	Collinearity Statistics	
PO	*Tolerance*	VIF
HRP	0.513	1.951
STF	0.518	1.932
COM	0.609	1.642
APR	0.462	2.163
TRN	0.578	1.730

Table 12 shows the multicollinearity test results in model 1 and reveals the VIF value of the independent variable HRP as 1.951, STF as 1.932, COM as 1.642, APR as 2.163 and TRN as 1.730. Of the five variables, there is no VIF value (> 5), thus in the model there is no multicollinearity problem between the independent variables. This means that the regression model between the independent variables does not have a high correlation.

b.   Human resource practices for person-organization fit

Table 13. *Multicollinearity Test Results II*

Dependent variable	Collinearity Statistics	
CA	*Tolerance*	VIF
HRP	0.513	1.951
STF	0.518	1.932
COM	0.609	1.642
APR	0.462	2.163
TRN	0.578	1.730

Based on Table 13, the multicollinearity test results in model 2 show that the VIF value of the independent variable HRP is 1.951, STF is 1.932, COM is 1.642, APR is 2.163 and TRN is 1.730. Of the five variables, there is no VIF value (> 5), thus in the model there is no multicollinearity problem between the independent variables. This means that the regression model between the independent variables does not have a high correlation.

c.   Human resource practices and person-organization fit to competitive advantage

Table 14. *Multicollinearity Test Results III*

Dependent Variable	Collinearity Statistics	
CA	*Tolerance*	VIF
HRP	0.483	2.069
STF	0.453	2.210
COM	0.574	1.741
APR	0.434	2.303
TRN	0.530	1.886
PO	0.294	3.400

Based on table 14 above, the multicollinearity test results in model 3 show that the VIF value of the independent variable HRP is 2.069, STF is 2.210, COM is 1.741, APR is 2.303, TRN is 1.886 and person-organization fit is 3.400. Of the six independent variables, there is no VIF value (> 5), thus in the model there is no multicollinearity problem between the independent variables. This means that the regression model between the independent variables does not have a high correlation.

Autocorrelation Test

The autocorrelation test is used to determine whether there are deviations from the classic assumptions of autocorrelation, namely the correlation that occurs between the residuals of one observation and another in the regression model (Wiyono, 2011). Autocorrelation testing can be done by comparing the statistical value of Durbin Watson on the regression calculation with Durbin Watson's table (DW) statistics in Table 15.

Table 15. *Autocorrelation Test Results*

Model	DW	DL	DU
Model 1	1.993	1.6622	1.8016
Model 2	1.920	1.6622	1.8016
Model 3	1.986	1.6479	1.8163

a. **Human resource management practices for person-organization fit**

Based on table 15, the test results between the independent variables, namely HRM practices on person-organization fit, obtained a DW value of 1.993 greater than the upper limit (dU) of 1.8016 and less than (4-dU) 4-1.8016 = 2, 1984. So that the results show that 1.8016 <1.993 <2.1984; From these results it can be seen that regression model 1 does not have autocorrelation deviations.

b. **Human resource management practices towards competitive advantage**

Based on table 15, the test results between the independent variables, namely the practice of HRM on competitive advantage, show that the DW value is 1.920 greater than the upper limit (dU) of 1.8016 and less than (4-dU) 4-1.8016 = 2.1984. So that the results stated that 1.8016 <1.920 <2.1984; From these results it can be seen that regression model 2 does not have autocorrelation deviations.

c. **Human resource management practices and person-organization fit to competitive advantage**

Based on table 15, the test results between the independent variables, namely HR practice and the person-organization fit mediator variable on competitive advantage, show that the DW value is 1.986 greater than the upper limit (dU) 1.8016 and less than (4-dU). 4 - 1.8163 = 2.1837. So that the results stated that 1.8163 <1.986 <2.1837; From these results it can be seen that regression model 3 does not have autocorrelation deviations.

Hypothesis Testing

In this research two hypotheses were tested, namely, the influence of the human resource management practice variable on competitive advantage using multiple regression, and the influence of the human resource management practice variable on competitive advantage mediated by person-organization fit. This was performed by applying path analysis with the help of the SPSS 16. for windows program. In path analysis, there are three regression models, including:

a. Model 1: Independent variables (human resource management practices: HR planning, teaching staff placement, compensation, performance appraisal and training) are regressed with a mediating variable (person-organization fit)

b. Model 2: Independent variables (human resource management practices: HR planning, teaching staff placement, compensation, performance appraisal and training) are regressed with the dependent variable (competitive advantage)

c. Model 3: The independent variable (human resource management practices: HR planning, teaching staff placement, compensation, performance appraisal and training) and the mediating variable (person-organization fit) are regressed with the dependent variable (competitive advantage)

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Table 16. *Results of the Analysis of Human Resource Management Practice Regression Test on Person-Organization Fit*

Variable	t-test	Information
Dependent variable = Person-Organization Fit (PO)		
HRP	2.065 (0.041)	Significant ($p<0,05$)
STF	4.658 (0.000)	Significant ($p<0,05$)
COM	2.595 (0.010)	Significant ($p<0,05$)
APR	2.547 (0.012)	Significant ($p<0,05$)
TRN	2.547 (0.003)	Significant ($p<0,05$)
	Simultaneous	
F Count	53.639 (0.000)	Significant ($p<0,05$)
R Square	Coefficient 0.654	65,4 % can be explained by model

Based on the results of the analysis from table 16, it shows a significant relationship between human resource management practices and person-organization fit (t-test with sig. <0.05). This value shows the positive influence of human resource management practices on person-organization fit. The F test value is 53.639 with a significance value of 0.000. The probability value is much smaller than 0.05; It can be said that human resource management practices jointly affect the person-organization fit variable. The value of $R2$ is 0.654; This means that 65.4% of the person-organization fit variable can be explained by the human resource management practice variable which includes human resource planning, teaching staff placement, compensation, performance appraisal and training. The remaining 35.6% is explained by other variables not included in this study. The results of the regression analysis show that planning, teaching staff placement, compensation, performance appraisal and training have a significant relationship with person-organization fit (Sig. <0.05).

Table 17. *Results of the Analysis of Human Resource Management Practice Regression Test On Competitive Advantage*

Variable	t-test	Information
Dependent variable = Competitive advantage (CA)		
HRP	2.469 (0.015)	Significant ($p<0.05$)
STF	3.375 (0.001)	Significant ($p<0.05$)
COM	3.379 (0.000)	Significant ($p<0.05$)
APR	3.142 (0.002)	Significant ($p<0.05$)
TRN	2.803 (0.006)	Significant ($p<0.05$)
	Simultaneous	
F count	57.655 (0.000)	Significant ($p<0.05$)
R Square	Coefficient 0.670	67 % can be explained by model

Based on the results of the analysis from table 17, it shows a significant relationship between human resource management practices and organizational competitive advantage (t-test with sig. <0.05). This value shows the positive influence of human resource management practices on the competitive advantage of the organization. The F test value is 57.655 with a significance value of 0.000. The probability value is much smaller than (Sig. <0.05); It can be said that human resource management practices jointly affect the competitive advantage variable. The value of $R2$ is 0.670; This means that 67% of the competitive advantage variable can be explained by the human resource management practice variable which includes human resource planning, teaching staff placement, compensation, performance appraisal and training. The remaining 33% is explained by other variables that were not included in this study. The results of regression analysis show that planning, teaching staff placement, compensation, performance appraisal and training have a significant relationship with organizational competitive advantage (Sig. <0.05).

Table 18. *Results of the Analysis of HR Practice Regression Test and Person-Organization Fit On Organizational Competitive Advantage*

Variable	t-test	Information
	Dependent = Competitive Advantage (CA)	
HRP	2.083 (0.039)	Significant ($p<0.05$)
STF	2.369 (0.019)	Significant ($p<0.05$)
COM	3.277 (0.002)	Significant ($p<0.05$)
APR	2.646 (0.009)	Significant ($p<0.05$)
TRN	2.212 (0.029)	Significant ($p<0.05$)
PO	2.250 (0.026)	Significant ($p<0.05$)
	Simultaneous	
F Count	50.263 (0.000)	Significant ($p<0.05$)
R Square	Coefficient 0.681	68.1 % can be explained by model

Based on the results of the analysis from table 18, it shows a significant relationship between human resource management practices and person-organization fit on organizational competitive advantage (t-test with sig. <0.05). The value shows the positive influence of human resource management practices and person-organization fit on the competitive advantage of the organization. The F test value is 50,263 with a significance value of 0,000. The probability value is much smaller than 0.05. It can be said that human resource management practice and person-organization fit together influence the competitive advantage variable. The value of $R2$ is 0.68 which means that 68.1% of the competitive advantage variable can be explained by the human resource management practice variable which includes human resource planning, teaching staff placement, compensation, performance appraisal and training as well as the person organization fit variable. The remaining 31.9% is explained by other variables not included in this study.

Table 19. *Path Analysis Results*

Variable	Model 1	Model 2	Model 3
	Person-Organization Fit B	Competitive advantage B	Competitive advantage B
HRP	0.140 (0.041)	0.164 (0.015)	0.138 (0.039)
STF	0.319 (0.000)	0.226 (0.001)	0.168 (0.019)
COM	0.165 (0.010)	0.233 (0.000)	0.203 (0.002)
APR	0.190 (0.012)	0.229 (0.002)	0.195 (0.009)
TRN	0.202 (0.003)	0.185 (0.006)	0.148 (0.029)
PO			0.182 (0.026)

Note *p < 0,05

Based on the results of path analysis, table 19 shows the direct effect, indirect effect and total effect of the tested variables, and the analysis of this mediating variable uses the multiplication of coefficients. Path analysis for HRP and CA variables with PO mediation, the direct effect is 0.138 (p <0.05), the indirect effect is 0.025 and the total effect is 0.164 (p <0, 05). Path analysis for STF and CA variables with PO mediation, the direct effect is 0.168 (p <0.05), the indirect effect is 0.058 and the total effect is 0.226 (p <0, 05). Path analysis for COM and CA variables with PO mediation, the direct effect is 0.203 (p <0.05), the indirect effect is 0.030 and the total effect is 0.233 (p <0, 05). Path analysis for APR and CA variables with PO mediation, the direct effect is 0.195 (p <0.05); the indirect effect is 0.035 and the total effect is 0.229 (p <0.05). Path analysis for TRN and CA variables with PO mediation, the direct effect is 0.148 (p <0.05); the indirect effect is 0.037 and the total effect is 0.185 (p <0.05).

Discussion

Human Resource Management Practices Are Positively Related to Competitive Advantage

This first hypothesis aimed to test whether the human resource management practice variables which include: HRP planning, teaching staff placement (STF), compensation (COM), performance appraisal (APR) and training (TRN) have a positive relationship with organizational competitive advantage.

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a. Based on the calculations in table 17, the t value of the HRP variable is 2.469 with a significance value of 0.015 (Sig. <0.05); These results suggest that there is a positive relationship between HR planning and competitive advantage.

b. Based on the calculations in table 17, the t value of the STF variable is 3.375 with a significance value of 0.001 (Sig. <0.05); These results suggest that there is a positive relationship between teaching staff placement and competitive advantage.

c. Based on the calculations in table 17, the t value of the COM variable is 3.379 with a significance value of 0.000 (Sig. <0.05); These results suggest that there is a positive relationship between compensation and competitive advantage.

d. Based on the calculations in table 17, the t value of the APR variable is 3.142 with a significance value of 0.002 (Sig. <0.05); These results suggest that there is a positive relationship between performance appraisal and competitive advantage.

e. Based on the calculations in table 17, the t value of the TRN variable is 2.803 with a significance value of 0.006 (Sig. <0.05). These results suggest that there is a positive relationship between training and competitive advantage.

In accordance with the explanation of the results of the regression test using the SPSS 16 for Windows program above, it shows that with a high level of human resource management practices, namely HR planning, teaching staff placement, compensation, performance appraisal and training can increase organizational competitive advantage which shows that the hypothesis is accepted. This means that human resource management practices are positively related to the competitive advantage of civil servant teacher organizations in Kota Samarinda. The results of this study are in line with previous research from Alajmi and Alenezi (2016).

The practice of human resource management, namely the placement of teaching staffs (in this case teachers) can increase the competitive advantage of the organization by acting as a good selector and also according to the criteria of the teaching staff for the type of work. The processes prior to the teaching staff placement stage, in the form of criteria or requirements that must be tested and reviewed first for prospective teaching staffs, because they have an important role for accuracy in staffing which will have an effect on increasing the organization's competitive advantage.

The suitability of a teaching staff's position in his job determines the smooth running of the duties assigned to him. Smoothness will have an impact on teaching staff performance results to achieve educational institution goals (Mondy, 2002). The determination of clear and objective criteria in the selection process also has a big role in the success of human resource management practices, namely staffing. These criteria that are taken into consideration in selecting prospective teaching staffs include education, age, work skills and work experience. Providing compensation or rewards can increase the competitive advantage of the organization. Compensation given to teaching staffs is an important component in creating an effective and conducive management. This compensation refers to the total of all awards given to teaching staffs for their services to the educational institution. A good compensation system can make a significant contribution to business success. Increasing organizational competitive advantage in human resource management practices is closely related to the compensation system used. This compensation variable is seen from the application of a clear salary and bonus system to teaching staffs, the use of moral incentive methods, a salary and bonus system that is commensurate with the results of teaching staff performance.

Teaching staff performance appraisal can increase the organization's competitive advantage by applying an agreement in implementing a clear performance appraisal system that is applied to all levels of teaching staffs. The existence of a teaching staff performance evaluation system that is carried out continuously and periodically, paying attention to the results of the performance appraisal to identify weaknesses and try to improve them in the future. This activity can improve personnel department decisions and provide feedback to teaching staffs about the implementation of their work.

Human resource management practices in terms of training can increase an organization's competitive advantage by identifying teaching staff training needs using appropriate methods, having an annual plan for teaching staff training, implementing training programs based on clear foundations, aiming at developing teaching staff skills, and conducting training programs. periodically. Training not only demonstrates the educational institution's commitment to teaching staffs, but also ensures that the facility will remain equipped with highly qualified people, who have been specifically trained for their new jobs.

Human resource management practices which include human resource planning, staffing, compensation, performance appraisal and training have a positive relationship to competitive advantage. This indicates that the human resource management practices perceived by civil servant teachers in Kota Samarinda can affect the competitive advantage of the organization. So, the higher or better the human resource management practices perceived by the teacher, the higher or better the level of organizational competitive advantage.

Person-Organization Fit as Mediator of the relationship between Human Resource Management Practices and Competitive Advantage

This second hypothesis aims to test whether person-organization fit mediates the relationship between human resource management practices and organizational competitive advantage. Based on the results of the path analysis Table 19 using the multiplication approach to the path coefficient value, it was not possible to prove this hypothesis. Furthermore, a mediation analysis approach is used with different coefficients. The results show that the β value of human resource planning on organizational competitive advantage (model 2) is 0.164 at a significance level of 0.015 (Sig. <0.05). The β value of human resource planning on organizational competitive advantage after including the person-organization fit variable (model 3) is 0.138 at a significance level of 0.039 (Sig. <0.05). Judging from the decreasing coefficient value in model 3, these results state that the second hypothesis is supported, which means statistically it can be shown that person-organization fit partially mediates the effect of HR planning on the competitive advantage of the organization. The effect of mediation in this study is partial mediation, because in the third regression model, the effect of HR planning on a firm's competitive advantage remains significant when person-organizations are included.

Based on the results of the calculation of table 19, it shows that the β value of teaching staff placement in competitive advantage (model 2) is 0.226 at a significance level of 0.001 (Sig. <0.05). The β value of placing teaching staffs on the competitive advantage of the organization after including the person-organization fit variable (model 3) is 0.168 at a significance level of 0.019 (Sig. <0.05). Judging from the value of the coefficient that has decreased in model 3. These results indicate that the second hypothesis is supported, which means; statistically it can be shown that person-organization partially mediates the effect of teacher placement on the competitive advantage of the organization. The effect of mediation in this study is partial mediation, because in the third regression model, the effect of teacher placement on firm competitive advantage remains significant when person-organizations are included.

Based on the results of the calculation of table 19, it shows that the value of β of compensation on organizational competitive advantage (model 2) is 0.233 at a significance level of 0.000 (Sig. <0.05). The β value of compensation on organizational competitive advantage after including the person-organization fit variable (model 3) is 0.203 at a significance level of 0.002 (Sig. <0.05). Judging from the value of the coefficient that has decreased in model 3. These results indicate that hypothesis 2 is supported, which means; statistically it can be shown that the person-organization partially mediates the effect of compensation on the competitive advantage of the organization. The effect of mediation in this study is partial mediation, because in the third regression model, the effect of compensation on organizational competitive advantage remains significant when person-organization is included.

Based on the results of the calculation of table 19, it shows that the β value of the performance appraisal on the competitive advantage of the organization (model 2) is 0.229 at a significance level of 0.002 (Sig. <0.05). The β value of performance appraisal on competitive advantage after including the person-organization fit variable (model 3) is 0.195 at a significance level of 0.009 (Sig. <0.05). Judging from the decreasing coefficient value in model 3, these results state that hypothesis 2 is supported, which means; statistically it can be shown that person-organization partially mediates the effect of performance appraisal on the competitive advantage of the organization. The effect of mediation in this study is partial mediation, because in the third regression model, the effect of performance appraisal on organizational competitive advantage remains significant when person-organizations are included.

Based on the results of the calculation of table 19, it shows that the β value of training in organizational competitive advantage (model 2) is 0.185 at a significance level of 0.006 (Sig. <0.05). The β value of training on competitive advantage after including the person-organization fit variable (model 3) is 0.148 at a significance level of 0.029 (Sig. <0.05). Judging from the decreasing coefficient value in model 3, these results state that hypothesis 2 is supported, which means; statistically it can be shown that person-organization

partially mediates the effect of training on the competitive advantage of the organization. The effect of mediation in this study is partial mediation, because in the third regression model, the effect of training on organizational competitive advantage remains significant when person-organizations are included.

In accordance with the explanation of the results of the regression test using the SPSS 16 for Windows program above, it shows that a high level of human resource management practices and the application of person-organization fit can increase the competitive advantage of the organization, which indicates that the second hypothesis is accepted. These results are in accordance with previous research from Alajmi and Alenezi (2016). This indicates that person-organization fit mediates the relationship between human resource management practices and organizational competitive advantage for civil servant teachers in Samarinda City.

Human resource planning is positively related to organizational competitive advantage which is fully mediated by person-organization fit. This indicates that a high level of human resource management planning and the implementation of a person-organization fit can increase the educational institution's competitive advantage, by taking into account several things including: the human resource planning process which is always linked to organizational strategy, the suitability of the educational institution's annual plan with the number and number of type of work required in the future, and support from the top management of the organization for human resource planning.

Staffing is positively related to organizational competitive advantage which is partially mediated by person-organization fit. This indicates that a high level of teaching staff placement and the application of a person-organization fit can increase the competitive advantage of an organization, by taking into account several things, including news of job vacancies advertised in several ways (newspapers, internet, recruitment services, etc.), test systems. and good interviews, the worker selection process is based on clear and objective criteria, and a sense of responsibility for the employment process.

Compensation is positively related to organizational competitive advantage which is partially mediated by person-organization fit. This indicates that a high level of compensation and the application of a person-organization fit can increase the competitive advantage of the organization, by paying attention to a clear salary and bonus system, the existence of moral incentives, commitment to implementing a salary and bonus system for teaching staffs, and the availability of a bonus list for teaching staffs. teaching staffs.

Performance appraisal is positively related to organizational competitive advantage which is partially mediated by person-organization fit. This indicates that a high level of teaching staff performance appraisal and the application of a person-organization fit can increase the educational institution's competitive advantage, by paying attention to a clear assessment system, periodic performance evaluation, application of an appraisal system that is applied to all levels of position and identifying weaknesses in the assessment. for future improvements.

Training is positively related to organizational competitive advantage which is partially mediated by person-organization fit. This indicates that a high level of teaching staff training and the application of a person organization fit can increase the educational institution's competitive advantage, by taking into account the identification of training needs using the right method, annual plans for teaching staff training according to their needs, aiming at developing teaching staff skills, and programs. ongoing training.

The results of this study clearly show that civil servant teachers in Kota Samarinda have the ability to enable them to work towards achieving an organizational competitive advantage. The high level of agreement between respondents on all elements of the competitive advantage used in the questionnaire items can be seen clearly. Providing product (services or services) for students with competitive conditions compared to other organizations, providing new products, improving product quality, speed in delivery and development of market share, these considerations are useful for achieving a higher competitive advantage.

This result has several implications. First, civil servant teachers in Kota Samarinda can increase their competitive advantage by implementing adequate human resource management practices in their organizations by focusing on five practices namely human resource planning, teaching staff placement, compensation, performance appraisal and training. Another contribution of this study is to provide empirical evidence that the positive relationship between human resource management practices and competitive advantage is mediated by Person-Organization Fit. As a result, the efforts made to improve person-organization fit in the organization will benefit the organization's competitive advantage. Although the research results reflect the competitive situation in these organizations, in this case school organizations still have to make efforts to strengthen their position by increasing the ability to have a sustainable organizational competitive advantage.

Conclusion

Based on research that has been conducted on civil servant teachers in Samarinda City, regarding the relationship between human resource management practices which include human resource planning, teaching staff placement, compensation, performance appraisal and training on competitive advantage with person-organization fit as mediation, it can be concluded that 1) Human resource management practices which include planning, teaching staff placement, performance appraisal and training have a positive relationship with the organization's competitive advantage. The findings of this study are in line with the findings of Alajmi and Alenezi (2016). This indicates that the human resource management practices adopted by the school organizations where civil servant teachers in Kota Samarinda work can increase the competitive advantage of their organizations; 2) Human resource management practices which include planning, teaching staff placement, performance appraisal and training are positively related to organizational competitive advantage that is partially mediated by person-organization fit. This result is in line with the findings of Alajmi and Alenezi (2016). This indicates that human resource management practices implemented by school organizations where civil servant teachers in Kota Samarinda work can increase person-organization fit (the conformity of individual values with organizational values) and in turn can increase the competitive advantage of the organization.

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A Study of Relationship of Human Resource Management Practices, Competitive Advantages, And Person-Organization Fit as A Mediation Variable in Indonesian High Schools (Study of Management of Civil Ser