Teachers Turnover Intention: The Role Of Work Motivation, Job Stress, And Organisational Commitment

Azkiya Banata¹, Nurmala Katrina Pandjaitan², Amir Tengku Ramly³
Science of management, IPB University, Indonesia
Email: azkiyabanata@gmail.com

### Keywords
Work Motivation, Job Stress, Organisational Commitment, Turnover Intention, Teacher.

### ABSTRACT
The phenomenon of teacher decline happens in all stages of education in 2021/2022. Continuous situations would hinder the school's objectives, cause a drop in academic achievements, and disrupt the talent management process during the leadership turnover, among others. Teacher turnover can be predicted through turnover intention, which can be affected by work motivation, job stress, and organizational commitment. This research aims to determine the effect of work motivation on job stress, organizational commitment, and turnover intention and the impact of job stress and organizational commitment on turnover intention. This research was conducted in SMA and SMP PKP Jakarta Islamic School, which involved 77 respondents from March 2022 to June 2023. SEM-PLS is used to process and evaluate the research hypotheses. The results show work motivation does affect job stress, organizational commitment, and turnover intention, and job stress and organizational commitment do affect teacher turnover intention.

### INTRODUCTION
The world of education is currently faced with the target of meeting the needs of teachers to achieve the fourth SDG goal, namely quality education. Indonesia itself is at a worrying stage, where it is estimated that it will only be able to fulfill the need for teachers after 2030 if urgent changes are not immediately implemented as a result of the increasing growth of the secondary school-age population, which is disproportionate to the number of teachers leaving their jobs and the low rate of recruitment (Statistics, 2016). The number of teachers in Indonesia, especially in private schools, has decreased at every level of education in the 2021/2022 academic year from the previous year (Fardi, 2022). The challenge for schools is to retain the best teachers in the face of globalization and diversity of employment opportunities (Iqbal et al., 2014).

(Poeh & Soehari, 2017)(Poeh & Soehari, 2017)(Poeh & Soehari, 2017)(Poeh & Soehari, 2017)One of the causes of the decline in the number of teachers could be voluntary turnover. Percentage turnover of teachers at one school in Tangerang ranged from 10-16% in the 2013-2016 period (Poeh & Soehari, 2017). Schools in Jakarta ranged from 2-7% in the 2005-2013 period (Suryani, 2014) and 20-29% in 2013-2015 (Suharno et al., 2017a). Some schools stated turnover high, such as one of the vocational schools in Jember (Arsih et al., 2018a) and elementary schools in East Jakarta (Prasetya, 2021a). There are also schools where turnover is low, but the teachers who leave are those who have special skills (Zulistiawan, 2014). Other research also states that more teachers leave than those who enter the same year (Saragih, 2021; Zamzamy et al., 2021).

The school management's desire to retain quality teachers to maintain organizational stability and certainty certainly requires paying attention to the important factors influencing the teacher's decision to stay or move to another place, which can be defined as voluntary turnover. Teachers feel that their working conditions are changing negatively, such as a lack of financial resources, a teaching...
profession perceived as much more complicated and under pressure, and less public appreciation for teaching. Turnover teachers can also be caused by problems with work planning, lack of motivation, dissatisfaction with their job or superiors, or the presence of other better job opportunities (Manthi et al., 2018; Waititu, 2013).

A teacher’s final decision to leave their job usually involves long-term considerations regarding reasons, motives, and risks related to the required resources. Turnover is significant (Clandinin et al., 2009), preceded by turnover intention, which can be called the initial phase and the strongest predictor of turnover, the real one (Clandinin et al., 2009; Locke, 1968). Turnover intention has been seen as a powerful predictor and an alternative measure of behavior turnover, which is real and has been included in many models of turnover employees (Cho & Lewis, 2012; Medina, 2012).

Research on teachers in Indonesia shows that work pressure can significantly increase teachers’ intention (Butar Butar, 2019; Poeh & Soehari, 2017; Prasetya, 2021b; Saragih, 2021). Turnover intention can be suppressed through teachers’ organizational commitment as members of school organizations. Research shows that teachers with high corporate obligations will have low turnover intention (Arsih et al., 2018b; Aryani et al., 2021; Kartika & Purba, 2018; Poeh & Soehari, 2017; Ridho, 2018).

Work motivation can increase organizational commitment (Kontoghiorghes, 2016; Salleh et al., 2016; Tran et al., 2020). With motivation and organizational commitment, employees’ desire to leave their jobs can be reduced (Bonenberger et al., 2014). Apart from having a positive effect on organizational commitment and pressure turnover intention, work motivation can also reduce the work pressure employees feel. Work pressure can decrease if the organization can support the achievement of work motivation in employees (Novia, 2022).

PKP Jakarta Islamic School (JIS) is a private school under the auspices of the DKI Jakarta Pondok Karya Pembangunan Foundation, which consists of KB/TK, TPQ, MI, MTs (full day and Modern Islamic Boarding Schools), MA (Modern Islamic Boarding Schools), SMA (Senior High School), and Vocational Schools. Initial observations found that in the 2022/2023 school year, there were teachers who had resigned, some of whom had been prepared for further leadership cadre formation, such as becoming Deputy Principal for Curriculum. This research will focus on JIS PKP SMA and SMK (Vocational High School) teachers with a total population of 77 teachers. Initial observations through secondary data show that there was a spike in teachers who resigned in 2017/2018 (24 teachers) and began to increase again in 2021/2022 (11 teachers) and 2022/2023 (9 teachers). Therefore, it is necessary to carry out further research and management immediately. Apart from a decrease in the quantity of teachers, there has also been a decrease in the quality of teachers, as indicated by teachers who have resigned after working for more than 5 to 12 years. Teachers with this service period are, of course, equipped with abilities and competencies formed by the school’s characteristics and culture.

If calculated based on the ratio with the number of existing teachers, the average percentage of teachers who will resign for the 2022/2023 academic year reaches around 12% of the total JIS PKP SMA and SMK teachers. Every institution has standards for turnover different, but to sustain the organization’s sustainability, particularly concerning the formation of the teacher cadre, which is closely tied to school culture and differentiation, the number turnover needs to be kept as SMAI as possible so that the opportunity to develop existing resources will be more efficient when compared to the chance to retrain new resources from scratch. Therefore, this research is needed to predict turnover intention based on work motivation, pressure, and organizational commitment.

**METHODS**

The research conducted at SMA (Senior High School) and SMK (Vocational School) PKP Jakarta Islamic School commenced with a comprehensive approach that included observations, preliminary interviews, and an extensive review of relevant literature beginning in March 2022. The subsequent phase involved collecting questionnaire data, executed in June 2023. The primary data collection
method employed was the use of questionnaires, adopting the census method to encompass all members of the population. The population, in this case, comprised 46 high school teachers and 31 vocational school teachers, and the census method was chosen due to the relatively modest population size, facilitating the inclusion of all individuals as samples or research respondents, as advocated by Sahir (2021).

To ensure the robustness and reliability of the research instrument, the sample size was determined by the census method, acknowledging its appropriateness when dealing with smaller populations. This methodological decision aimed at encompassing the entirety of the target population, contributing to the depth and comprehensiveness of the study.

The study employed Structural Equation Modelling with Partial Least Squares (SEM-PLS) to address the hypothesis and research objectives. This analytical approach facilitates the examination of the direct influence of both exogenous and endogenous variables, as Hair et al. (2019) indicated. SEM-PLS involves two distinct models: the measurement model, elucidating the relationship between latent variables and their corresponding measurement indicators, and the structural model, delineating the relationships between latent variables (Hair et al., 2020; Riyanti, 2018).

The measurement model evaluates the reliability and validity of the indicators associated with research variables, aligning with established methodologies (Hair Jr et al., 2019; Henseler et al., 2015; Legate et al., 2023; Sarstedt et al., 2021). It encompasses a comprehensive examination of the instrument’s ability to accurately measure the intended constructs, thereby ensuring the fidelity of the data collected.

Conversely, the structural model evaluates the relevance and predictive capacity of the overall model, involving sequential steps to assess the predictive and explanatory elements (Legate et al., 2023). This multifaceted analytical approach enhances the rigor and depth of the research, allowing for a nuanced exploration of the relationships between variables and contributing to the overall robustness of the study.

RESULTS

Respondent Characteristics

The respondents in this research were 77 PKP Jakarta Islamic School (JIS) high school and vocational school teachers. The characteristics of respondents in this study consisted of age, gender, highest level of education, marital status, number of dependents, work unit, length of service, employment status, teacher certification, and net income per month. Most respondents work at the high school level (60%), while the remaining are employed in vocational school work units (40%). JIS PKP high school and vocational school teachers typically hold Permanent Foundation Teacher status (51%) and are predominantly female (58%). The age group over 40 constitutes the largest percentage, accounting for 35%. This suggests that senior teachers are the majority at JIS PKP SMA and SMK. Furthermore, 84% of JIS PKP SMA and SMK teachers have a bachelor's degree educational background, with some holding master's degrees (13%) and a few having doctorates (1%).

Teachers with more than 16 years of service (22%) have the highest percentage compared to teachers with other years of service, while teachers with less than one year of assistance have the lowest rate, namely 6%. This condition must be maintained so that the number of new teachers is equal to that of teachers who have served longer. The majority of PKP Jakarta Islamic School high school and vocational school teachers (75%) stated that they carried out additional duties, for example, supervising student activities such as OSIS (intra-school students organization), extracurricular and religious activities, laboratory coordinator, IT; head of the program; head librarian; staff in the fields of curriculum, student affairs, and infrastructure; or responsible for the ISO 9001:2018 structure. As many as 60% of teachers still need teacher certification. The majority of PKP Jakarta Islamic School, high
school, and vocational school teachers are married (79%) with two dependents (27%) and have a net income per month ranging from IDR 2,000,000.00 to IDR 4,999,999.00 (81%).

**Measurement Model Testing**

The measurement model (outer model) tested through loadings, internal reliability consistency, convergent validity, and discriminant validity are summarized in Figure 1. The variables included in the measurement model analysis are:

1. The work pressure (TK) variable indicates task demands, role demands, interpersonal demands, organizational structure, and organizational leadership.
2. The corporate commitment variable (KO) comprises indicators of affective, normative, and continuous commitment.
3. Variable turnover intention (TI) with hands of thinking about leaving, purpose of looking for a new job, and will leave the job.

The work motivation construct is separate from the measurement model assessment because it is a single-item construct. For this type of construct, indicator data and latent variables are identical. Therefore, the work motivation (MK) variable does not have a measurement model that can be tested using standard evaluation criteria (Legate et al., 2023; Sarstedt et al., 2021).

![Image](https://i.imgur.com/ExampleImage.png)

**Figure 1. Measurement model test results (outer model)**

Internal consistency and convergent validity are tested through value composite reliability, Cronbach’s α, and Average Variance Extracted (AVE). Table 1 shows that the values for these three parameters are at the recommended values (Hair Jr et al., 2019; Legate et al., 2023; Sarstedt et al., 2021). Mark composite reliability and Cronbach’s α, which meet these recommendations, reflect that the internal consistency of all variables and the reliability of all indicators in this research model are in the ideal category. All AVE values in this study show that the construct can explain at least 50% of the variance originating from the indicator items (Hair Jr et al., 2019; Legate et al., 2023; Sarstedt et al., 2021). Overall assessment results show that the research instruments used have good reliability and validity.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Composite Reliability (rA)</th>
<th>Cronbach’s α</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt;0,70</td>
<td>&gt;0,70</td>
<td>0,70-0,95</td>
</tr>
</tbody>
</table>

Table 1. Internal Consistency Reliability Measurement Values
Table 2. Structural Model Test Values

<table>
<thead>
<tr>
<th>Path</th>
<th>VIF</th>
<th>b</th>
<th>p-value</th>
<th>R²</th>
<th>F²</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK to TK</td>
<td>1.00</td>
<td>-0.218</td>
<td>0.000</td>
<td>0.234</td>
<td>Weak</td>
</tr>
<tr>
<td>MK to IS</td>
<td>1.00</td>
<td>0.406</td>
<td>0.000</td>
<td>0.166</td>
<td>Weak</td>
</tr>
<tr>
<td>MK to OF</td>
<td>1.317</td>
<td>-0.339</td>
<td>0.002</td>
<td>0.547</td>
<td>Currently</td>
</tr>
<tr>
<td>TK to OF</td>
<td>2.330</td>
<td>0.287</td>
<td>0.029</td>
<td>0.075</td>
<td>Medium</td>
</tr>
<tr>
<td>IS to OF</td>
<td>2.139</td>
<td>-0.268</td>
<td>0.034</td>
<td>0.078</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Based on the data in Table 2, the multicollinearity of all constructs is within the acceptable range, namely below 3, which indicates that the results of the structural model are not negatively affected by multicollinearity (Sarstedt et al., 2021). All paths show a significant effect (p-value < 0.05) with an effect size of f2. The path coefficients of MK to TK (β = -0.218), TK to TI (β = 0.287), and KO to TI (β = -0.268) are SMA but still within the acceptable range due to the SMA sample size (n = 77) (Legate et al., 2023). The results of the structural model show that MK (β = -0.339, f2 = 0.190) is the most important predictor of turnover intention, followed by KO (β = -0.268, f2 = 0.078) TK (β = 0.287, f2 = 0.075). Overall, the model explained 23% of the variance in TK (R² = 0.234), 17% of the variance in KO (R² = 0.166), and 55% of the conflict in TI (R² = 0.547).

**Hypothesis test**

Analysis of the influence of each variable in this research was carried out to test the research hypothesis. The results of the direct influence obtained from testing the structural model are in Table 3 below.

Table 3. Hypothesis Testing Results

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Path</th>
<th>b</th>
<th>STDEV</th>
<th>p-value</th>
<th>H₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Work Motivation → Work Stress</td>
<td>-0.218</td>
<td>0.095</td>
<td>0.022</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
H1: Work motivation has a significant effect on work pressure

Table 3 shows the significance test results where the value is 0.022, which is less than $\alpha = 0.05$. A decision can be made to Reject H0. That is, sufficient evidence suggests that work motivation ($\beta = -0.218$) can significantly reduce the work pressure felt by teachers at SMA and SMK PKP Jakarta Islamic School (JIS). This is supported by Fahmi’s research (2022), which states that work motivation influences the reduction of work pressure felt by teachers and employees of SMKN 9 Bekasi. More specifically, extrinsic work motivation can reduce the work pressure felt by employees. Individuals who are motivated to work tend not to handle stress at work (Ariani, 2021).

H2: Work motivation has a significant effect on organizational commitment

Table 3 shows the results of the significance test where the value has a value of 0.000, which is less than $\alpha = 0.05$, then a decision can be made to Reject H0. That is, there is sufficient evidence to conclude that work motivation ($b = 0.406$) can significantly increase the organizational commitment of teachers at SMA and SMK PKP JIS. This indicates that JIS PKP SMA and SMK teachers feel that increasing work motivation will encourage them to be more committed to their organization.

In increasing organizational commitment, increasing work motivation is a significant antecedent. Employees prove this front-line in retail and mall (Al-Madi et al., 2017), UKM (Loor-Zambrano et al., 2022), engineering company (Salleh et al., 2016), and supply chain management companies (Kontoghiorghes 2016). The influence of work motivation on organizational commitment also occurs in employees who work in the educational sector, namely the educational staff of the Faculty of Agribusiness at Brawijaya University (Nawangsari et al., 2023) and secondary school teachers in Manila (Manalo et al., 2020).

H3: Work motivation has a significant effect on turnover intention

Table 3 shows the results of the significance test where the value has a value of 0.002, which is less than $\alpha = 0.05$, then a decision can be made to Reject H0. That is, there is sufficient evidence to conclude that work motivation ($b = -0.339$) can significantly reduce the desire of high school and vocational school PKP teachers JIS to leave their jobs. Setyanto and Hardianto (2021) stated that improving the physical and professional teaching environment would increase teacher work motivation, ultimately reducing the Teacher’s intention. In order to reduce teacher turnover intentions, it is essential to boost work motivation by improving remuneration, providing development opportunities, offering promotion prospects, and enhancing working conditions (Ekabu, 2018). Work motivation can also be a moderator of the influence of job satisfaction on turnover intention (Suharno et al., 2017b).

H4: Work pressure has a significant effect on turnover intention

Table 3 shows the results of the significance test where the value is 0.025, which is less than $\alpha = 0.05$, then a decision can be made to Reject H0. That is, there is sufficient evidence to conclude that work pressure ($b = 0.287$) can significantly increase turnover intention among teachers at JIS PKP High School and Vocational School. Work pressure is often the cause of the increased choice for employees in the service and services sector, such as nurses (Labrague et al., 2020), doctors (Lu et al., 2017), and airport security officers (Chung et al., 2017). It cannot be separated from education sector employees such as school counselors (Ghandi et al., 2017), educational field consultants (Arief et al., 2022), post-doctoral...
Work pressure in the form of workload, conflict with superiors, and friction with colleagues are related to matters of turnover intention (Lee & Kim, 2020). At the teacher level, the type of work pressure that leads to turnover intention can be burnout, the consequence of stress or technology (Califf & Brooks, 2020), burnout psychological stress due to work pressure (Hwang and Lee 2021), work stress resulting from organizational incivility (Da Hye & Seek, 2021), role stress in the form of role conflict, role ambiguity, overload role both quantitatively and qualitatively (Yang et al., 2018). As for reducing the influence of work pressure on turnover intention, teachers can do this by increasing their sense of gratitude (Da Hye & Seek, 2021; Kyoung & Seek, 2021) and subjective well-being in the form of a sense of happiness (Yang et al., 2018).

**H5: Organizational commitment has a significant effect on turnover intention**

Table 3 shows the results of the significance test where the value is 0.041, which is less than $\alpha = 0.05$, then a decision can be made to Reject H0. That is, there is sufficient evidence to conclude that organizational commitment ($b = 0.268$) can significantly reduce the desire of teachers at SMA and SMK PKP JIS to leave their jobs. This is in line with research on university academics (Alzubi 2018), teachers (Dwiyanti et al., 2022), and managers in the pharmaceutical industry (Mahfudhoh et al., 2023).

One of the things that indicates a lack of organizational commitment by teachers can trigger this turnover intention is the feeling of being stuck in the same situation, the desire to try new things, and the lack of opportunities for career advancement. These experiences also impacted teachers’ perceptions of professional identity: optimism and hope were gradually replaced by pessimism and cynicism towards the profession and, in turn, resulted in frustration between future career aspirations and everyday realities. As a result, a lack of commitment leads to considering a new career, study, or retirement (Räsänen et al., 2020).

Appropriate personal selection, performance evaluation techniques, promotion opportunities, training and development, career opportunities, and talent management, as well as functional virtues such as strong communication, trust, and fairness, will not only strengthen organizational commitment but also attract talented individuals into the organization and ensure retention employees (Guzeller & Celiker, 2020). Organizational commitment can be increased by managing job satisfaction, work pressure, and burnout (Wang et al., 2020).

**CONCLUSION**

This research highlights the intricate relationship between motivation, job stress, organizational commitment, and turnover intention among high school and vocational school teachers at PKP Jakarta Islamic School. The findings emphasize the significance of enhancing teachers’ work motivation and organizational commitment while alleviating perceived work pressure to mitigate turnover intentions. It is recommended that school management conducts regular evaluations, including income adjustments, career path clarifications, and the creation of a healthy work environment. By addressing these factors, the teaching profession can be transformed into a secure, stable, and fulfilling occupation, fostering self-actualization for everyone. The research outcomes serve as a valuable foundation for decision-making to prevent significant turnover in the upcoming school year and can inform the development of teacher retention strategies at SMA and SMK PKP Jakarta Islamic School.

**REFERENCES**


Medina, E. (2012). *Job satisfaction and employee turnover intention: what does organizational culture have to do with it?*


