

# THE INFLUENCE ANALYSIS OF LEADERSHIP STYLE AND ORGANIZATIONAL COMMITMENT ON EMPLOYEE INTENTION TO STAY MEDIATED BY JOB SATISFACTION IN PRIMARY AND SECONDARY EDUCATION ORGANIZATIONS IN JABOTABEK

**Yenny Susanti, Chandra Wibowo Widhianto**

Universitas Bunda Mulia, Indonesia

\*e-mail: m81230035@student.ubm.ac.id

## Keywords

*Leadership Style, Organizational Commitment, Job Satisfaction, Intention to Stay, SPK Schools*

## ABSTRACT

This study aims to analyze the relationship between leadership style (LS), organizational commitment (OC), and employee intention to stay working (ITS) in private primary and secondary education organizations in the form of SPK (Cooperation Education Unit) in Jabotabek, Indonesia, using the PLS-SEM method. The results show that 67.4% of job satisfaction variables can be influenced by leadership style and organizational commitment variables. Organizational commitment and job satisfaction have a positive and significant effect on ITS as an intervening variable. Job satisfaction is able to increase the influence / mediate of leadership style on intention to remain in educational organizations. The managerial advice from this study emphasizes the importance of management in optimizing leadership styles, organizational commitment, and JS to increase employee intention, which has an impact on organizational stability.

## INTRODUCTION

Nelson Mandela emphasized the transformative power of education, highlighting its significant impact on society beyond the classroom. Educational innovations influence not only the teaching and learning process but also governance and policy enforcement (Farmanesh, 2022). In Indonesia, the education system is structured into Early Childhood Education (PAUD), Basic Education (Dikdas), Secondary Education (Dikmen), and Higher Education (Dikti), as outlined by the Ministry of Education and Culture (<https://referensi.data.kemdikbud.go.id/pendidikan/>). These schools are categorized into public and private institutions, with private schools further divided into various forms, including the Cooperative Education Unit (SPK).

All Indonesian schools that were previously classified as international were required to rebrand as cooperative education units (SPK) on December 1, 2014. Being an Indonesian educational institution, SPK is required to search for a foreign partner institution (LPA) that is accredited or recognized in its own nation. Permendikbud Number 31 of 2014, which addresses Foreign Educational Institutions' Cooperation with Indonesian Educational Institutions in the Implementation and Management of Education, makes this claim. According to the law, a cooperative education unit (SPK) is an educational institution that is run or organized through collaboration between accredited and recognized foreign educational institutions operating in that nation and educational institutions in Indonesia, both through formal and informal channel. A nation's educational system plays a crucial role, but the quality of education itself is also impacted by the presence of capable and competent leadership in educational institutions.

In the field of human resource management, Leadership Style (LS) has a great impact on organizational performance and employee work outcomes. Transformational leadership has been linked to improved employee well-being, job satisfaction, and organizational commitment, emphasizing the importance of leadership behavior in shaping the work environment (Mathieu et al., 2015). LS in the field of education is a multifaceted concept that has an important role in shaping the results of education itself and the effectiveness of the organization. Various studies have investigated various aspects of leadership in education, and shed light on the impact of leadership styles on engagement, change processes, team learning processes, and student achievement (Sliwka et al., 2024).

Transformational leadership plays a crucial role in shaping innovative practices in schools, leading to improved learning outcomes. Research has also shown that transformational leadership plays an important role in supporting continuous implementation and deeper learning practices, highlighting the importance of visionary leadership in driving positive change in the educational environment (Sliwka et al., 2024). In addition, authentic leadership has been shown to improve organizational learning capabilities and innovation success, holding an important role for leaders in fostering a culture of sustainable learning and creativity within organizations (Domínguez-Escrig et al., 2023).

Ethical leadership has been associated with improved organizational behavior and reduced employee resignation intentions, as this type of leadership highlights the importance of ethical considerations in leadership practices (Ibrahim, 2024). One of the important concepts is also organizational behavior, namely Organizational Commitment (OC), which is defined as the emotional attachment, identification, and engagement of employees with the organization. It includes affective, continuity, and normative elements, reflecting emotional relationships, the costs incurred if an employee leaves and the presence of a sense of obligation to stay in an organization (Tej et al., 2021).

According to research conducted by Mathieu et al. (2015), OC is very important in influencing turnover intentions, which directly affect employees' decisions to stay or leave. OC is a key indicator of employees' intention to persevere, influencing their behavior, attitudes, and contributions to organizational goals in the long term (De Clercq, 2022). In addition, OC is closely related to Job Satisfaction (JS), and JS mediates the relationship between OC and Intention to Stay (ITS) or the employee's intention to stay. Studies show that satisfied employees tend to show higher levels of organizational commitment, leading to increased intentions to stay and reduced employee turnover rates (Marquardt et al., 2022). JS plays a crucial role in increasing employee commitment and engagement with the organization, fostering a positive work environment and conducive to long-term retention (Weng et al., 2023). OC is the basis of employee engagement and retention, which has an impact on ITS in the organization. By fostering a culture of trust, support, and shared values, organizations can increase employee commitment levels, increase job satisfaction, and cultivate a loyal and motivated workforce dedicated to organizational success (Shayegan et al., 2022).

JS is also an important element of employee well-being and organizational success, influencing various organizational outcomes such as productivity, performance, and retention. JS refers to the positive emotional state resulting from an individual's perception of their work experience, which includes aspects such as fulfillment of needs, satisfaction, and happiness at work (Mathieu et al., 2015). Research has shown that JS is closely related to OC, employee engagement, and intention to remain within the organization (Alshaabani et al., 2022).

Research conducted by Mathieu et al. (2015) shows how important JS is in contributing to employee welfare, OC, and ultimately employee retention rates. JS greatly influences employee behavior and commitment, which impacts their decision to stay. Additionally, JS is often associated with increased engagement, motivation, and job performance. This shows how important job satisfaction is to improve organizational success (Ibrahim, 2024). In addition, LS, organizational culture, and work environment have a strong correlation with job satisfaction. A study by Ibrahim (2024) and Weng et al. (2023) examined the relationship between job satisfaction, leadership practices, and organizational support. The study emphasizes how important it is to create a positive and supportive work environment to improve employee retention and retention. Additionally, it has been proven that ethical leadership positively influences JS, thereby increasing employee engagement and commitment (Marquardt et al., 2022; Sharma et al., 2022). Thus, JS plays a crucial role in shaping employees' experiences, attitudes, and behaviors in the workplace. Organizations can improve the well-being, engagement, and commitment of their employees by creating a positive work culture, supportive organizational practices, and effective leadership (Elrayah & Semlali, 2023; Shayrine & Venugopal, 2023).

ITS or retention within an organization is an important aspect of employee retention and the overall success of the organization. Various factors influence employees' intention to stay, including LS, organizational culture, job satisfaction, and organizational commitment. Research by Mathieu et al. (2015) emphasizes the impact of supervisory behavior, job satisfaction, and organizational commitment on turnover intention, highlighting the role of people-oriented leadership behavior in influencing turnover intention through JS and OC. This shows that LS that prioritizes individual relationships and employee well-being can positively influence employee intention to survive (ITS). Furthermore, Azura et al. (2023) discusses the role of JS mediation in the relationship between transactional leadership, OC, and ITS. The study found that ITS was significantly influenced by JS and transactional leadership. This shows how important leadership and JS behavior is in encouraging retention. In addition, Weng et al. (2023) conducted research on how perceived talent management methods, work engagement, and OC have an impact on employees' desire to survive (ITS). The results show that there is a positive relationship between talent management, work engagement, perceived OC, and the desire to stay (ITS), which emphasizes the importance of a broader approach to employee retention.

Shayrine & Venugopal (2023) looks at how recognition of employees' talents affects the desire to survive (ITS) at work. He also emphasized that it is important to see that talent development will improve JS, engagement, and employee empowerment, which in turn improves ITS. This shows how important it is to recognize and develop employee talent to create a work environment that supports and encourages retention. In addition, Knezović & Neimarlija (2023) investigated the mediation role of JS in the relationship between organizational justice and ITS, emphasizing how important fair treatment and JS are in influencing retention decisions. In addition, Marquardt et al. (2022) talk about how ethical leadership can help reduce the desire of employees to resign by building good relationships and reducing conflicts within the organization. They emphasized the importance of ethical leadership in increasing employee commitment and retention.

ITS and employee engagement are important factors in the success of an organization, especially in the education sector. HRM practices, such as performance rewards play a crucial role in improving employee performance, satisfaction, and motivation, ultimately contributing to the retention of talented employees within educational institutions (Elrayah & Semlali, 2023; Shayrine & Venugopal, 2023). Studies have confirmed the high cost of resigning from a job, so understanding the reasons for a worker to resign is important (Tessema et al., 2022). Further, the perceived effectiveness of performance system management and the fulfillment of psychological needs has been identified as a key factor influencing job engagement and turnover intention, emphasizing the need for strong human resource management practices to support employee well-being and retention (Sharma et al., 2022).

It can be said that the education sector is at the intersection of various disciplines, where leadership, HRM practices, organizational culture, and ethical considerations meet and shape the future of society. By embracing innovative practices, fostering transformational leadership, and prioritizing employee well-being and engagement, educational institutions can pave the way for positive change and sustainable growth. The synergy between effective leadership, supportive HRM practices, and a conducive organizational culture is critical to driving progress in education and preparing future generations for success. However, the industry often faces challenges in retaining talented employees, as high turnover rates can hinder organizational effectiveness and student learning outcomes. Employee turnover is a significant problem for organizations in various industries, as it can hinder organizational effectiveness and impact student learning outcomes (Mathieu et al., 2015). Retaining talented employees is essential to maintaining a stable and productive workforce (Weng et al., 2023).

Organizations have realized the importance of implementing effective strategies to retain talented employees and improve employee retention (Weng et al., 2023). While finding talented employees is essential, the real challenge lies in retaining and utilizing their potential effectively (Tej et al., 2021). Research has shown that factors such as JS, OC, and boss behavior play an important role in influencing employee resignation intentions (Mathieu et al., 2015). In the context of employee retention, it is crucial for organizations to consider the various factors that affect different groups of employees. For example, research shows that a supportive work environment and training and development practices are more important for retaining female employees, while salary and role clarity are essential for retaining male employees (Ali & Dulle, 2024).

Finally, to address the challenges of retaining talented employees, a multifaceted approach that considers factors such as LS, OC, JS, and ethical behavior is needed. By implementing strategies that encourage employee engagement, JS, and organizational fairness, organizations can improve employee

retention (ITS) and ultimately improve organizational effectiveness and student learning outcomes. So it is very important to understand the factors that affect ITS or the intention of employees to continue working in an educational organization.

This study aims to analyze the relationship between leadership style (LS), organizational commitment (OC), and employee intention to stay working (ITS) in private primary and secondary education organizations in the form of SPK (Cooperation Education Unit) in Jabotabek. The results of this research are expected to make a significant contribution to the development of strategic management theory and human resources, especially in the context of Cambridge and IB-based private schools in Indonesia. From a theoretical perspective, this study will enrich the literature in the development of human resource management theory in primary and secondary education organizations, focusing on the influence of leadership style and organizational culture on job retention intention through job satisfaction mediation. Practically, this research will help managers in the primary and secondary education industry understand the factors that affect the increase in job retention intentions, so as to formulate a more appropriate strategic plan. The research is also relevant to other industries with similar characteristics, such as courses and educational consultants.

The hypotheses used in this study are:

- 1) H1. Leadership style affects Job Satisfaction.
- 2) H2. Leadership Style berpengaruh terhadap Intention to Stay.
- 3) H3. Leadership Style affects Intention to Stay with Job Satisfaction mediation
- 4) H4. Organizational Commitment berpengaruh terhadap Job Satisfaction.
- 5) H5. Organizational Commitment berpengaruh terhadap Intention to Stay.
- 6) H6. Organizational Commitment affects Intention to Stay with Job Satisfaction mediation
- 7) H7. Job Satisfaction affects Intention to Stay

## METHODS

This research uses a research design that covers the entire research process, from hypothesis creation to data analysis. This study uses a quantitative approach with the main goal of testing the hypothesis that has been established. The type of research used is hypothesis testing to assess the relationship between variables, with a cross-sectional approach that involves collecting data at a specific point in time. The unit of analysis is educators from SPK-based private schools in the Jabotabek region, and data is obtained from primary sources through questionnaires and secondary sources from literature reviews.

Four variables are used in this study: job satisfaction serves as a mediating variable, leadership style and organizational commitment serve as independent variables, and intention to stay serves as a bound variable. The Likert scale is employed as the assessment tool to evaluate the degree of agreement between respondents and different assertions pertaining to these factors. A closed questionnaire with 29 assertions was sent online to participants as the instrument of choice. Furthermore, 170 respondents were selected using the purposive selection technique, with the expectation that they would be representative of the teaching population in Cambridge and IB-based SPK schools.

To guarantee the accuracy and consistency of the data gathered, research devices are tested. Convergent and discriminant validity were used to evaluate the validity, and composite reliability and Cronbach's alpha were used to assess the reliability. SmartPLS SEM software was used for data analysis, enabling researchers to thoroughly analyze the link between factors and produce more precise findings regarding the impact of organizational commitment and leadership style on job satisfaction and intention to stay.

## RESULTS

### R-Square

**Table 1.** R-Square Value

	<b>R-square</b>	<b>R-square adjusted</b>
<b>Intention to Stay</b>	0.747	0.742
<b>Job Satisfaction</b>	0.674	0.670

*Source: Data Processing Results (2024)*

The table above shows that the R-square value for the job satisfaction variable was obtained at 0.674. These results show that 67.4% of job satisfaction variables can be influenced by leadership style and organizational commitment variables. The R-square value for the intention to stay variable was obtained as 0.747. These results show that 74.7% of the variables of intention to stay can be influenced by the variables of leadership style, organizational commitment and job satisfaction.

**F-square**

**Table 2. F-Square Value**

	<b>Intention to Stay</b>	<b>Job Satisfaction</b>	<b>Leadership Style</b>	<b>Organizational Commitment</b>
<b>Intention to Stay</b>				
<b>Job Satisfaction</b>	0.073			
<b>Leadership Style</b>	0.298	0.469		
<b>Organizational Commitment</b>	0.180	0.343		

*Source: Data Processing Results (2024)*

The value of f-square leadership style of 0.298 indicates a moderate influence on intention to stay, and a value of 0.469 indicates a large influence on job satisfaction. The value of f-square organizational commitment of 0.180 indicates a moderate influence on intention to stay, and a value of 0.343 indicates a moderate influence on job satisfaction. The f-square job satisfaction value of 0.073 shows a small influence on intention to stay.

**Predictive Relevance (Q2) Test**

The result of the Q calculation is as follows:

$$Q2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q2 = 1 - (1 - 0,747) (1 - 0,674)$$

$$Q2 = 0,713$$

It displays a value of 0.713 based on the predicted relevance (Q2) computation findings presented above. As an explanatory variable, the exogenous latent variable in this research model is able to predict the endogenous variable, which is job satisfaction, because the endogenous latent variable has a greater predictive relevance (Q2) value and 0 (zero). This indicates that the model is thought to have good predictive relevance.

**Validation of the Overall Structural Model with the Goodness of Fit Index (GoF)**

$$GoF = \sqrt{AVE \times R^2}$$

$$GoF = \sqrt{0,757 \times 0,711}$$

$$GoF = 0,733$$

Information:

$$AVE = (0,925+0,623+0,755+0,725) / 4 = 0,757$$

$$R \text{ square} = (0,747 + 0,674) / 2 = 0,711$$

A value of 0.733 was revealed by the Goodness of Fit Index (GoF) computation. GoF values for small, medium, and large are 0.1, 0.25, and 0.36, respectively. The Goodness of Fit Index (GoF) score is higher than 0.36 (big scale of GoF), indicating that the combined performance of the outer model and the structural model as a whole is substantial based on these results.

**VIF**

**Table 3. VIF Values**

	<b>Intention to Stay</b>	<b>Job Satisfaction</b>	<b>Leadership Style</b>	<b>Organizational Commitment</b>
<b>Intention to Stay</b>				



<b>Job Satisfaction</b>	3.071	
<b>Leadership Style</b>	2.338	1.592
<b>Organizational Commitment</b>	2.138	1.592

*Source: Data Processing Results (2024)*

Based on the VIF values in the table above, there is no VIF>5 value so there is no multicollinearity problem.

**Hypothesis Testing**

**Table 4. Hypothesis Test**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ((O/STDEV))</b>	<b>P values</b>
Job Satisfaction → Intention to Stay	0.238	0.247	0.092	2.582	0.010
Leadership Style → Intention to Stay	0.420	0.411	0.078	5.349	0.000
Leadership Style → Job Satisfaction	0.493	0.494	0.066	7.444	0.000
Organizational Commitment → Intention to Stay	0.312	0.310	0.089	3.514	0.000
Organizational Commitment → Job Satisfaction	0.422	0.422	0.074	5.666	0.000

*Source: Data Processing Results (2024)*

**Table 5. Mediation Test**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ((O/STDEV))</b>	<b>P values</b>
Organizational Commitment → Job Satisfaction → Intention to Stay	0.100	0.104	0.044	2.261	0.024
Leadership Style → Job Satisfaction → Intention to Stay	0.117	0.122	0.049	2.394	0.017

*Source: Data Processing Results (2024)*

**Leadership Style Has a Significant Influence on Job Satisfaction**

The table above shows that the influence of leadership style on job satisfaction is significant with a p-value < 0.05 which is 0.000. The original sample estimate value is positive, which is 0.493, which shows that the direction of the influence of leadership style on job satisfaction is positive. Thus Hypothesis 1 in this study is accepted. Leadership style has a significant positive effect on job satisfaction.

**Leadership Style Has a Significant Influence on Intention to Stay**

The table above shows that the influence of leadership style on intention to stay is significant with a p-value < 0.05, which is 0.000. The original sample estimate value was positive, which was 0.420, which showed that the direction of the influence of leadership style on intention to stay was positive. Thus Hypothesis 2 in this study is accepted. Leadership style has a significant positive effect on intention to stay.

**Leadership Style Has a Positive and Significant Effect on Intention to Stay through Job Satisfaction as an Intervening Variable**

The table above shows that leadership style has a positive and significant effect on intention to stay through job satisfaction as an intervening variable, with a p-value < 0.05 which is 0.017. The original sample estimate value is positive, which is 0.117, which indicates that the direction of mediation influence is positive. Thus Hypothesis 3 in this study is accepted. Leadership style has a positive and significant effect on intention to stay through job satisfaction as an intervening variable.

**Organizational Commitment Has a Significant Influence on Job Satisfaction**

The table above shows that the influence of organizational commitment on job satisfaction is significant with a p-value < 0.05, which is 0.000. The original sample estimate value was positive, which was 0.422, which showed that the direction of the influence of organizational commitment on job

satisfaction was positive. Thus Hypothesis 4 in this study is accepted. Organizational commitment has a significant positive effect on job satisfaction.

#### ***Organizational Commitment Has a Significant Influence on Intention to Stay***

The table above shows that the influence of organizational commitment on intention to stay is significant with a p-value  $< 0.05$ , which is 0.015. The original sample estimate value was positive, which was 0.312, which showed that the direction of the influence of organizational commitment on intention to stay was positive. Thus Hypothesis 5 in this study is accepted. Organizational commitment has a significant positive effect on intention to stay.

#### ***Organizational Commitment Has a Positive and Significant Effect on Intention to Stay through Job Satisfaction as an Intervening Variable***

The table above shows that organizational commitment has a positive and significant effect on intention to stay through job satisfaction as an intervening variable, with a p-value  $< 0.05$  which is 0.024. The original sample estimate value is positive, which is 0.100, which indicates that the direction of mediation influence is positive. Thus Hypothesis 6 in this study is accepted. Organizational commitment has a positive and significant effect on intention to stay through job satisfaction as an intervening variable.

#### ***Job Satisfaction Has a Significant Influence on Intention to Stay***

The table above shows that the effect of job satisfaction on intention to stay is significant with a p-value  $< 0.05$ , which is 0.010. The original sample estimate value was positive, which was 0.238, which showed that the direction of the influence of job satisfaction on intention to stay was positive. Thus Hypothesis 7 in this study is accepted. Job satisfaction has a significant positive effect on intention to stay.

### **Discussion**

#### ***Leadership Style has a positive and significant influence on Job Satisfaction***

Leadership style has a positive and significant effect on job satisfaction so that Hypothesis 1 is accepted. The higher/more positive the leadership style, the higher/positive job satisfaction. This means that respondents have the perception that an organization that has leaders who can help its employees improve their credibility, competence, communication skills and can interact both formally and informally and involve employees in decision-making will affect the job satisfaction of employees.

According to Ibrahim (2024) and Weng et al. (2023), leadership style, organizational culture, and work environment have a strong correlation with job satisfaction. According to Marquardt et al. (2022) and Sharma et al. (2021), ethical leadership positively affects job satisfaction, thereby increasing employee engagement and commitment. Thus, leadership style allows strengthening the organization in providing job satisfaction to employees. Therefore, the results of this study are in line with previous research which states that leadership style positively and significantly affects job satisfaction in educational organizations.

#### ***Leadership Style Has a Positive and Significant Influence on Intention to Stay***

Leadership style has a positive and significant effect on intention to stay so that Hypothesis 2 is accepted. The higher / positive the leadership style, the higher / positive intention to stay. This means that respondents have the perception that an organization that has leaders who can help its employees improve their credibility, competence, communication skills and can interact both formally and informally and involve employees in decision-making will affect the desire of employees to continue working for the organization.

According to Ibrahim (2024), ethical leadership has been associated with improved organizational behavior and reduced employee resignation intentions, as this type of leadership highlights the importance of ethical considerations in leadership practices. Ibrahim's research is also strengthened by previous research by Weng et al. (2023) who said that leadership style, organizational culture, and work environment have a strong correlation with job satisfaction so that a positive and supportive work environment is created that will increase job satisfaction and employee retention or in this study, intention to stay. Thus, leadership style allows strengthening the organization in giving employees the desire to stay in an organization. Therefore, the results of this study are in line with

previous research which states that leadership style positively and significantly affects job satisfaction in educational organizations.

***Leadership Style Has a Positive and Significant Influence on Intention to Stay Mediated by Job Satisfaction***

Job satisfaction is able to increase the influence / mediate of leadership style on intention to stay in educational organizations. This means that the higher/more positive the mediation influence of job satisfaction, it will increase the intention to stay of the organization's employees. This is in line with previous research. The existence of job satisfaction as a mediating factor can increase the influence of leadership style on intention to stay. Thus Hypothesis 3 is acceptable. The higher the positive job satisfaction that mediates the leadership style, the higher the positive intention to stay.

***Organizational Commitment Has a Significant Influence on Job Satisfaction***

Organizational commitment has a positive and significant effect on job satisfaction so that Hypothesis 4 is accepted. The higher / positive organizational commitment, the higher / positive job satisfaction. This means that respondents have the perception of an organization that has a commitment to the organization's culture and values, a compensation system that rewards employees for their contributions, recognizes high-performing employees, recognizes the value of employees to the organization, cares about employee health and well-being, provides professional development opportunities through training, and ensures that employees who are committed and high-performing will be safe at work. affect employee job satisfaction in the organization.

According to Alshaabani et al. (2022), job satisfaction is closely related to organizational commitment, employee involvement, and the intention to stay in the organization. Thus, organizational commitment allows strengthening the organization in providing job satisfaction to employees. Therefore, the results of this study are in line with previous research which states that organizational commitment positively and significantly affects job satisfaction in educational organizations.

***Organizational Commitment Has a Significant Influence on Intention to Stay***

Organizational commitment has a positive and significant effect on intention to stay so that Hypothesis 5 is accepted. The higher / positive organizational commitment, the higher / positive intention to stay. This means that respondents have the perception of an organization that has a commitment to the organization's culture and values, a compensation system that rewards employees for their contributions, recognizes high-performing employees, recognizes the value of employees to the organization, cares about employee health and well-being, provides professional development opportunities through training, and ensures that employees who are committed and high-performing will be safe at work. influencing the employee's desire to stay with the organization.

According to research conducted by Alshaabani et al. (2022), job satisfaction is closely related to organizational commitment, employee involvement, and intention to stay in the organization (intention to stay). Thus, organizational commitment allows strengthening the organization in providing job satisfaction to employees which results in the intention of employees to remain in the organization. Therefore, the results of this study are in line with previous research which states that organizational commitment affects positively and significantly on the intention to stay in educational organizations.

***Organizational Commitment Has a Positive and Significant Effect on Job Satisfaction-Mediated Intention to Stay***

Job satisfaction is able to increase the influence/mediate of organizational commitment to the intention to stay in an educational organization. This means that the higher/more positive the mediation influence of job satisfaction, it will increase the intention to stay of the organization's employees. This is in line with previous research. The existence of job satisfaction as a mediating factor can increase the influence of organizational commitment on intention to stay. Thus Hypothesis 6 is acceptable. The higher the positive job satisfaction that mediates organizational commitment, the higher the positive intention to stay.

***Job Satisfaction Has a Significant Influence on Intention to Stay***

Job satisfaction has a positive and significant effect on intention to stay so that Hypothesis 7 is accepted. The higher / positive job satisfaction , the higher / positive intention to stay. This means that



respondents have the perception that employees are satisfied with their jobs, satisfied with their colleagues, satisfied with their bosses, feel that their work is valuable, able to use their abilities in their jobs, receive training, be evaluated fairly, have flexibility over the balance of work and personal life demands and a good moral level in the organization will affect the employee's desire to stay in the organization.

Research conducted by Mathieu et al. (2015) shows the importance of job satisfaction in contributing to employee welfare, organizational commitment, and ultimately employee retention rates. Job satisfaction greatly affects employee behavior and commitment, which has an impact on their decision to stay (intention to stay). Thus, job satisfaction allows strengthening the organization in maintaining the employee's desire to stay in the organization. Therefore, the results of this study are in line with previous research which states that job satisfaction positively and significantly affects the intention to stay in educational organizations.

## CONCLUSION

This study investigates the factors influencing employees' intention to stay in private primary and secondary education organizations in Jabotabek, using the PLS-SEM method. The results indicate that leadership style, organizational commitment, and job satisfaction significantly affect employees' intention to stay. Additionally, leadership style and organizational commitment impact job satisfaction, which mediates their relationship with the intention to stay. The study highlights the importance of enhancing leadership styles, organizational commitment, and job satisfaction to improve employee retention. It suggests that future research should include variables like talent management and employee motivation, and broaden the scope to include various educational organizations beyond those using the Cambridge and IB curricula, to provide a more comprehensive understanding of the factors affecting employee retention.

## REFERENCES

- Ali, F., & Dulle, F. (2024). The Relationship Between Leadership Styles, Job Satisfaction, and Employees' Intention to Stay in A Private Company in Tanzania. *International Journal of Business Management*, 8(2).
- Alshaabani, A., Hamza, K. A., & Rudnák, I. (2022). Impact of Diversity Management on Employees' Engagement: The Role of Organizational Trust and Job Insecurity. *Sustainability (Switzerland)*, 14(1). <https://doi.org/10.3390/su14010420>
- Azura, T. C., Irawanto, D. W., & Susilowati, C. (2023). The role of job satisfaction in mediating the effect of transactional leadership and organizational commitment on intention to stay. *International Journal of Research in Business and Social Science* (2147- 4478), 12(9). <https://doi.org/10.20525/ijrbs.v12i9.3019>
- De Clercq, D. (2022). Getting nowhere, going elsewhere: the impact of perceived career compromises on turnover intentions. *Personnel Review*, 51(2). <https://doi.org/10.1108/PR-08-2020-0603>
- Domínguez-Escrig, E., Mallén Broch, F. F., Chiva, R., & Lapiedra Alcamí, R. (2023). Authentic leadership: boosting organisational learning capability and innovation success. *Learning Organization*, 30(1). <https://doi.org/10.1108/TLO-01-2021-0007>
- Elrayah, M., & Semlali, Y. (2023). Sustainable Total Reward Strategies for Talented Employees' Sustainable Performance, Satisfaction, and Motivation: Evidence from the Educational Sector. *Sustainability (Switzerland)*, 15(2). <https://doi.org/10.3390/su15021605>
- Farmanesh, P. (2022). Education's Impact on Organizational Effectiveness: Evidence from Asia. *Journal of Education and Training*, 8(3).
- Ibrahim, M. (2024). Transformational Leadership and Its Impact on Employee Job Satisfaction and Organizational Commitment. *Journal of Nursing Management*, 32(4).
- Knezović, E., & Neimarlija, I. (2023). Organizational justice and employees' intention to stay: the mediating role of job satisfaction. *Evidence-Based HRM*, 11(1). <https://doi.org/10.1108/EBHRM-07-2021-0156>
- Marquardt, D. J., Manegold, J., & Brown, L. W. (2022). Integrating relational systems theory with ethical leadership: how ethical leadership relates to employee turnover intentions. *Leadership and Organization Development Journal*, 43(1). <https://doi.org/10.1108/LODJ-04-2021-0190>

- Mathieu, C., Fabi, B., Lacoursière, R., & Raymond, L. (2015). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management and Organization*, 22(1). <https://doi.org/10.1017/jmo.2015.25>
- Sharma, N. P., Sharma, T., & Nanda Agarwal, M. (2022). Relationship between perceived performance management system (PMS) effectiveness, work engagement and turnover intention: mediation by psychological contract fulfillment. *Benchmarking*, 29(9). <https://doi.org/10.1108/BIJ-01-2021-0008>
- Shayegan, S., Yavari, N., & Bazrkar, A. (2022). Human resource development practices and organizational performance: Examining the mediating role of transformational leadership style. *WPOM-Working Papers on Operations Management*, 13(2). <https://doi.org/10.4995/wpom.17243>
- Shayrine, H., & Venugopal, P. (2023). The Impact of Talent Recognition on the Intention to Stay in Work Context: Empirical Overview. *International Journal of Professional Business Review*, 8(6). <https://doi.org/10.26668/businessreview/2023.v8i6.1839>
- Sliwka, A., Klopsch, B., Beigel, J., & Tung, L. (2024). Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning. *Journal of Educational Administration*, 62(1). <https://doi.org/10.1108/JEA-03-2023-0049>
- Tej, J., Vagaš, M., Taha, V. A., Škerháčková, V., & Harničárová, M. (2021). Examining hr practices in relation to the retention and commitment of talented employees. *Sustainability (Switzerland)*, 13(24). <https://doi.org/10.3390/su132413923>
- Tessema, M. T., Tesfom, G., Faircloth, M. A., Tesfagiorgis, M., & Teckle, P. (2022). The “Great Resignation”: Causes, Consequences, and Creative HR Management Strategies. *Journal of Human Resource and Sustainability Studies*, 10(01). <https://doi.org/10.4236/jhrss.2022.101011>
- Weng, T. C., Shen, Y. H., & Kan, T. T. (2023). Talent Sustainability and Development: How Talent Management Affects Employees’ Intention to Stay through Work Engagement and Perceived Organizational Support with the Moderating Role of Work–Life Balance. *Sustainability (Switzerland)*, 15(18). <https://doi.org/10.3390/su151813508>