

**JAM**

Jurnal Aplikasi Manajemen  
Journal of Applied Management  
Volume 21 Issue 4  
December 2023

21 | 4 | 2023

Received April '23  
Revised May '23  
October '23  
Accepted November '23  
November '23

**INDEXED IN**

DOAJ - Directory of Open  
Access Journals  
SINTA - Science and Technology  
Index  
Dimensions  
Google Scholar  
ResearchGate  
Garuda  
IPI - Indonesian Publication  
Index  
Indonesian ONESearch

**CORRESPONDING AUTHOR**

Yohny Anwar  
Faculty of Social Sains,  
Universitas Pembangunan Panca  
Budi,  
North Sumatra, Indonesia

**EMAIL**

yohny.anwar@yahoo.com

**OPEN ACCESS**

e ISSN 2302-6332  
p ISSN 1693-5241



Copyright (c) 2023 Jurnal Aplikasi Manajemen

## THE EFFECT OF TEACHER MOTIVATION, COMPENSATION, AND WORKLOAD ON TURNOVER INTENTION THROUGH JOB SATISFACTION AS A MEDIATING VARIABLE

Yohny Anwar  
Bambang Suwarno  
Suci Harianti

Universitas Pembangunan Panca Budi, North Sumatera, Indonesia

**Abstract:** This study aims to determine and analyze the effect of motivation, compensation and workload on turnover intention with job satisfaction as an intervening variable for Non-Permanent Teachers at SMA Negeri 1 Sinunukan, Mandailing Natal, North Sumatra. This research uses a causal research method with a quantitative approach. Forty teachers made up the total population of the research sample, which was selected using a saturation sampling technique and non-probability sampling. Approaches for gathering data that are tested for validity and reliability utilizing interviews and questionnaires. Analyzing data using SEM-PLS. The results of the study show that motivation has a significant positive effect on turnover intention through job satisfaction, the variable job satisfaction mediates motivation on turnover intentions. Then for compensation has a significant positive effect on turnover intention through job satisfaction; Variable of job satisfaction mediates compensation to turnover intention. Likewise, the effect of workload on turnover intention through job satisfaction as an intervening. The consistency of the government as a policy maker towards the honorary teacher compensation system is highly expected so that the policies can have a systemic impact on the development of renewable human resources, especially the teaching profession, as a socially, culturally, and economically dignified livelihood.

**Keywords:** Motivation, Compensation, Workload, Job Satisfaction, Turnover

**CITATION**

Anwar, Y., Suwarno, B., and Harianti, S. 2023. The Effect of Teacher Motivation, Compensation, and Workload on Turnover Intention through Job Satisfaction as a Mediating Variable. *Jurnal Aplikasi Manajemen*, Volume 21, Issue 4, Pages 1109-1122. Malang: Universitas Brawijaya. DOI: <http://dx.doi.org/10.21776/ub.jam.2023.021.04.18>.

## INTRODUCTION

The national teacher shortage is caused by teachers leaving the profession, resulting in high teacher reduction rates (Carver-Thomas and Darling-Hammond, 2017). To overcome the shortage of teachers, even with an insufficient government budget, it has taken the initiative to recruit honorary/associate teachers. This strategy is to fulfill part of the national teacher shortage. Companion Teachers are held to meet the needs of public and private school teachers, and Companion Teachers are given an honorarium every month (Ministry of National Education, 2011). Although the wages/salaries were inadequate, honorary teachers in public schools initially worked voluntarily. However, in its development, they could not survive with this opinion due to economic encouragement because they were married, had families, and had family dependents. They survive in this profession and have served for years, hoping to get welfare with government assistance by making them civil servants (Ngabiyanto et al., 2019).

The government must continue to pay attention to the development of teachers to date so that the number is maintained. In several regions, many teachers as teaching staff often stop and do not teach anymore. In carrying out duties as a teacher, one of the things related to performance is motivation. Because motivated teachers will be productive and able to encourage teaching excellence and productivity (Ololube, 2004) and student achievement (Strath, 2004). Apart from motivation, the compensation system for teaching staff is also an essential factor in the issue of teachers leaving school. The compensation system relates to teacher salaries and school allowances (Seymour et al., 1993). The high workload is also a problem that accompanies many teachers leaving school. Many teachers reasoned that they were no longer teachers because of the workload. Excessive workload impacts the health, welfare, and other aspects of the respondent's non-work life. Teachers routinely describe their workload as 'overwhelming,' 'unrealistic,' and 'unsustainable' (McGrath-Champ et al., 2018; Stacey et al., 2020).

This study took the teaching teacher object at SMA Negeri 1 Sinunukan, Mandailing Natal. Taking this object is based on the case of many teachers leaving teaching. The economic factor is the cause of the increase in teachers dropping out

of school. Teachers who have a low economy are honorary or non-permanent teachers. They need more than the salary and benefits they get to meet their daily needs. As time goes by, they look for new jobs that are more promising. Ultimately, when outside activities increased, they left their teachers' jobs. In addition to these compensation factors, the high workload factor also causes teachers to leave school. The high workload does not match the salary and benefits they get. As a result, such conditions result in teacher turnover.

Several previous studies found that many factors can affect the turnover rate. Motivation influences employee turnover intention (Grant et al., 2017); Miao et al., 2010; Astiti and Surya, 2021). Employees with low motivation tend to increase their turnover, while employees with high motivation tend to have low turnover. Irsyadi and Djamil (2023) found that workload can positively affect employee intention to leave. The high workload does not match the salary given to employees. Company compensation for low employees can increase employee turnover rates (Rahman and Syahrizal, 2019; Vizano et al., 2021; Purwanto (2020).

On the other hand, research conducted by Zhang et al. (2022) found that teacher turnover was positively influenced by burnout and job satisfaction as mediating variables that hurt teacher turnover. From this research, no one has examined the relationship between motivation, compensation, and teacher workload variables on turnover intention through job satisfaction as a moderating variable. So, in this case, this study found its significance to complement previous research.

In general, previous research describes the factors that can increase employee and teacher turnover intention. These factors are still discussed from different perspectives so that they can affect the study results. This study provides novelty research because it correlates motivation, compensation, and teacher workload variables to turnover intention through the mediating variable of job satisfaction. The novelty of this research is to reduce the turnover intention of non-permanent teachers. They must continue to increase job satisfaction by always increasing teacher work motivation, proper compensation for teachers, and workload according to work. School management must pay attention to composition of permanent and non-permanent teachers so that the implementation of teach-

ing is not disrupted due to low teacher loyalty. Thus, this study aimed to examine the direct or indirect relationship between motivation, compensation, and teacher workload on turnover intention through the mediating variable of job satisfaction.

## LITERATURE REVIEW

### Teachers Motivation

Han et al. (2016) define teacher motivation as reasons derived from individual intrinsic values for choosing to teach and maintaining teaching and the intensity of teacher motivation as indicated by the effort spent on teaching, which is influenced by several contextual factors. However, given the complexity of motivation, there seems to be no consensus on the understanding of motivation (Dörnyei and Ushioda, 2011). Williams and Burden (1997) distinguish two aspects of teacher motivation: initial motivation, which relates to reasons for doing something and deciding to do something, and sustaining motivation, which refers to efforts to maintain or persist in doing something. Two dimensions for defining teacher motivation that most researchers agree on the direction and magnitude of human behavior (Dörnyei and Ushioda, 2011). Hence, the reasons behind instructors' decisions, the length of time they are ready to commit to a task, and the intensity of their pursuits are all influenced by their motivation.

### Teachers Compensation

Compensation is a wage or reward the organization gives workers for having contributed both energy and thought to achieve organizational goals (Sastrohadiwiryo, 2005). Furthermore, compensation is something that is received by members of the organization for working and serving in the organization in return (Notoatmodjo, 2009) in exchange for carrying out organizational tasks (Rivai, 2008) and awards (Nawawi, 2008). According to Mulyapradana et al. (2022), compensation is not only in the form of salaries and wages; salaries and wages are a concrete form of compensation. According to Hasibuan (2010), the compensation payment system that is commonly applied is first based on a time system; the amount of compensation is determined based on time standards such as hours, weeks, or months.

Meanwhile, according to Dessler (2015), compensation has three main components: direct

payments in the form of salary and intensive or bonus/commission. Then, indirect payments in the form of benefits and insurance. Finally, non-financial rewards include flexible working hours and a prestigious office. Payment of teachers' salaries effectively increases their responsibility in educating students to achieve educational goals (Butler, 2012). Thus, teacher compensation can also be prizes, bonuses, and other facilities that greatly determine how the teacher does the job.

### Teachers Workload

Koesomowidjojo (2017) stated that the process of figuring out how many hours human resources need to work that are employed, utilized, and required in order to finish a task for a set amount of time by considering the working environment, how working time is used, and the goals that must be met is known as workload. Teachers work long hours, many are dissatisfied with their workload, and often have difficulty balancing work and personal life (Howe, 2004). Workload is not only a matter of quantity but also of intensity. Working longer hours and working harder are characteristics of "demanding work" that are widespread and prominent in contemporary work (Findlay and Thompson, 2017). With the increased workload, teachers' stress levels in the workplace increase, creating time constraints that teachers cannot meet. In turn, teachers spend long hours at work or bring work home, making them unable to be productive (Zulkarnain et al., 2018).

### Teacher Job Satisfaction

Job satisfaction reflects a person's pleasure (including the teacher) after he has carried out a particular job seriously, which is reflected in the form of pride because the work is as expected and provides positive feedback to him. Studies on job satisfaction and turnover intention in various professions show that working conditions are essential predictors that significantly influence job satisfaction positively and negatively (Hoonakker et al., 2013; Van Droogenbroeck and Spruyt, 2015). Expanding on Locke's (1976) approach to defining job satisfaction, teacher job satisfaction can be defined as "the sense of fulfillment and satisfaction that results from being a teacher and from working in a particular teaching job" (Mostafa and Pal, 2018). Satisfied teachers typically display higher

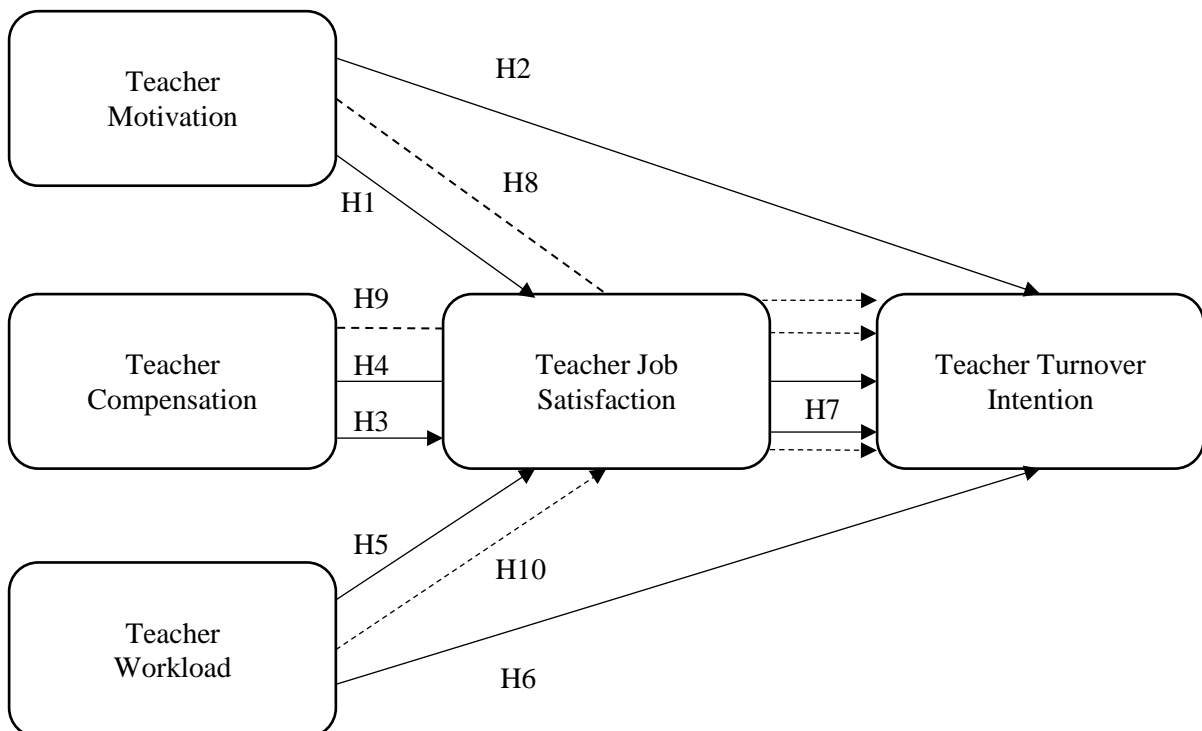
well-being (Toropova et al., 2021) and are more committed to remaining in the profession (Blomeke et al., 2017; Moore-Johnson et al., 2012), reducing turnover rates and demand for replacements (Ingersoll, 2001; Skaalvik and Skaalvik, 2017). Smith et al. (1969) introduced a method for measuring job satisfaction with five dimensions: Work itself, Supervision, Rewards, Promotion opportunities, and Colleagues.

**Teachers Turnover Intention**

Mobley et al. (1978) defined Desire to Move as a desire to terminate attachment in an organization by individuals who receive compensation. The turnover begins as the teacher's dissatisfaction with his job increases, so the choice to quit also increases. Mobley's model shows that the cognitive stage begins when the individual thinks about quitting his job. It involves making a judgment between what is expected of the new job and the price that will be paid if leaving the current job. It resulted in teachers' intentions to find a new job. If the teacher successfully finds a new job, there will be a real intention to leave. Conversely, if other

job alternatives are not found, there will be an intention to stay in school. Furthermore, this intention manifests as actual behavior, namely, leaving school or surviving. If school systems can address the factors that create high turnover, they can reduce the demand for teachers in short supply (Carver-Thomas and Darling-Hammond, 2017).

The teacher's desire to remain employed is defined as the teacher's intention to continue working in the present concerning their current employer for the long term. According to Larkin et al. (2016), the Desire to switch can be described as an individual's desire or behavioral intention to leave their organization. Turnover intention is a construct from behavioral, psychological, and organizational science and is considered a strong indicator of future organizational progress. Some of these factors include less salary, more potential vacancies, and benefits if you leave your previous job. Based on Larkin's explanation that was presented, it became our basis for conducting this research with the indicators of the desire to change teachers, namely thinking about leaving, the intention to leave, and the search for alternative jobs.



**Figure 1. Conceptual Model**

## HYPOTHESIS DEVELOPMENT

The choice of sampling method may vary between basic random sample, stratification, or clustering, depending on the availability of resources and the study aims (Syahrums and Salim, 2012). The determination of the sample size will depend on the complexity of the research, the number of variables involved, and the required level of confidence. The selection of instructors in the sample will be based on inclusion and exclusion criteria, which will consider characteristics such as experience, type of school, and other relevant variables. The sampling procedure will encompass the methods of reaching out to teachers, gathering data, and conducting surveys or interviews (Sugiyono, 2018). Research ethics shall be consistently maintained at every level, encompassing the acquisition of informed permission and the preservation of data confidentiality. By employing a systematic and morally sound sampling methodology, this research has the potential to produce pertinent and reliable data to evaluate the proposed hypotheses. Dörnyei and Ushioda (2011) identify two dimensions for defining teacher motivation that most researchers agree on the direction and magnitude of human behavior. Thus, teachers' motivation determines why they decide to do something, how long they are willing to maintain the activity, and how hard they will pursue it.

**H1** : Motivation has a positive effect on teacher job satisfaction.

**H2** : Motivation has a positive effect on teacher turnover intention.

Compensation is a wage or reward the organization gives workers for having contributed both energy and thought to achieve organizational goals (Sastrohadiwiryono, 2005).

**H3** : Compensation has a positive effect on teacher job satisfaction.

**H4** : Compensation has a positive effect on turnover intention.

According to the Koesomowidjojo (2017), workload is a process of determining the number of working hours of human resources that are worked, used, and needed in completing a job for a certain period by looking at the conditions of work, the use of working time, and the targets that must be achieved.

**H5** : Workload has a positive effect on teacher job satisfaction.

**H6** : Workload has a positive effect on turnover intention.

Expanding on Locke's (1976) approach to defining job satisfaction, teacher job satisfaction can be defined as "the sense of fulfillment and satisfaction that results from being a teacher and from working in a particular teaching job" (Mostafa and Pal, 2018).

**H7** : Job satisfaction has a positive effect on turnover intention.

**H8** : Motivation has a positive effect on turnover intention through job satisfaction.

**H9** : Compensation has a positive effect on turnover intention through job satisfaction.

**H10** : Workload has a positive effect on turnover intention through job satisfaction.

## METHOD

This type of research is a quantitative approach with an associative model. This explanatory research aims to explain the causal relationship between the independent, intervening, and dependent variables. This study uses path analysis to analyze the effect of motivation, compensation, and workload on loyalty turnover intention through job satisfaction as an intervention for non-permanent teachers at SMA Negeri-1 Sinunukan, Mandailing Natal Regency, North Sumatra province. The research data is primary data. Methods of data collection using a questionnaire.

The population of this study were all non-permanent teachers who worked at Sinunukan-1 Public High School. The technique used in this study is a non-probability sampling technique, namely Saturation Sampling, in which the entire population of 40 teachers was sampled (Sugiyono, 2018). Researchers use a Likert scale of 5.0 as a tool to measure variables that are the object of research (Ghozali, 2018).

The independent variables of this study are Teacher Motivation, Teacher Compensation, and Teacher Workload. The dependent variable in this study is Teacher Turnover Intention, and the intervening variable is Teacher Job Satisfaction. In various cases, practitioners often assume that when the sample size is small, they use PLS-SEM, but when it is large enough, they use the SEM approach.

ach. The data analysis technique in this study is PLS-SEM. According to Chin (2000) which stated that the minimum sample size used by PLS-SEM is 30-100 sample sizes. The data analysis technique in this study uses Partial Least Square (PLS). PLS is an equation model of Structural Equation

Modeling (SEM) with a variance-based approach or a component-based structural equation model with data using a structural model (Inner Model), namely the path coefficient test, the goodness of fit test, and hypothesis testing is t-test and multiple linear regression equation test (Ghozali, 2018).

**Table 1. Operational Definition Variable**

Variable	Operational definition	Indicator
<b>Teacher Motivation</b> (Han et al., 2016)	Teacher motivation refers to reasons derived from individual intrinsic values for choosing to teach and maintaining teaching and the intensity of teacher motivation as indicated by the effort spent on teaching, which is influenced by several contextual factors.	Initial Motivation Sustaining Motivation
<b>Teacher Compensation</b> (Notoatmodjo, 2009)	Compensation is something that is received by members of the organization for working and serving in the organization in return	Directly Payment Indirectly Payment Non-Financial Rewards
<b>Teacher Workload</b> (Koesomowidjojo, 2017)	Workload is a process of determining the number of working hours of human resources that are worked, used, and needed in completing a job for a certain period by looking at the work conditions, the use of working time, and the targets that must be achieved.	Target Working Condition Use of Time Work Standard
<b>Teacher Job Satisfaction</b> (Mostafa and Pal, 2018)	Teacher job satisfaction can be defined as "the sense of fulfillment and satisfaction that results from being a teacher and from working in a particular teaching job."	Work itself, Supervision, Rewards, Promotion opportunities and Colleagues
<b>Teacher Turnover Intention</b> (Abelson, 2007)	Turnover intention as employees' willingness to explore alternative job options	Thinking of quitting Intention to search for alternatives Intention to quit

**Table 2. Characteristics of Respondents**

Teachers Non-Permanent	Characteristic Respondent	f = 40	%
<b>Gender</b>	Male	12	30
	Female	28	70
<b>Married</b>	Yes	28	70
	No	12	30
<b>Age</b>	25 - 30	5	12
	31 - 35	13	32
	36 - 40	9	23
	41 - 45	7	18
	More than 46	6	15

Teachers Non-Permanent Characteristic Respondent		f = 40	%
Education	High School	0	0
	Undergraduate Degree	40	100
	Postgraduate Degree	0	0
Working Period	Last 1 Year	0	0
	1 – 5 Years	10	25
	6 – 10 Years	25	63
	11 – 15 Years	5	12
	More than 16 Years	0	0

Source: Data Processed (2023)

## RESULTS

### Data Description

According to the data description, the respondents are temporary teachers who work at SMA Negeri-1 Nunukan. Based on gender, the majority of female respondents were teachers. And more are married with undergraduate education with an average working period of over 10 years, so the teaching profession becomes the hope of their life.

### Structural Model Analysis (Outer Model)

Analysis of the Measurement Model includes Internal Consistency/Composite Reliability, Convergent Validity/Average Variance Extracted (AVE), and Discriminant Validity.

### Validity and Reliability Test

Internal coherency Reliability is a type of reliability that is used to evaluate how consistently test results stay consistent across items. If there is a high correlation between the items, to ascertain whether the items assess a comparable construct in the score. The composite reliability value is used in the test. A composite reliability score that is > 0.6 shows the reliability of a constructed variable (Hair, 2014). When using Cronbach's Alpha or Composite Reliability in reliability testing, all of the variables are considered valid and trustworthy if their values are more than 0.7. In order to test the structural model further (Hair, 2014). The degree to which one measure positively correlates with another measure of the same construct is known as convergent validity. An indicator is deemed valid if the outer loading value exceeds 0.7 (Hair, 2014).

Calculating the data's validity and reliability shows that all variable indicators are significant. The results of the data validity test do not ex-

ceed r table 0.811, which means that all indicators are valid. Meanwhile, the reliability test has the smallest value, 0.947-0.980, which means that all data is reliable.

### Discriminant Validity

In order to determine whether an indicator of a construct or latent variable possesses excellent discriminant validity, the Heterotrait-Monotrait Ratio of Correlation (HTMT) criteria is utilized. According to this criterion, a variable has strong discriminant validity if the HTMT value is less than 0.9 (Hair, 2014). The results of the discriminant validity test show that all variables do not exceed 0.9, meaning that all variables have suitable discriminant variables.

### Direct and Indirect Effects Analysis

The Smart PLS test found the results of testing the direct effect of the teacher's motivation variable on teacher job satisfaction with a path coefficient value of 0.198 (positive). P-value 0.031 < 0.05 means the effect is positive and significant (H1 Accepted). The results show a direct effect of the teacher's motivation variable on turnover intention with a path coefficient value of 0.181 (positive). P-Value 0.034 < 0.05 means the effect is positive and significant (H2 Accepted). The results show a direct effect of the teacher's compensation variable on teacher job satisfaction with a path coefficient value of 0.320 (positive). P-Value 0.006 < 0.05 means the effect is positive and significant (H3 Accepted). The results show a direct effect of the teacher compensation variable on teacher turnover intentions with a path coefficient value of 0.278 (positive). P-Value 0.006 < 0.05 means that the effect is positive and significant (H4 Accepted).

ed). The results show a direct effect of the teacher's workload variable on teacher job satisfaction with a path coefficient value of 0.595 (positive). P-Value  $0.000 < 0.05$  means the effect is positive and significant (H5 Accepted). The teacher's workload variable on teacher turnover intentions has a path coefficient of 0.575 (positive). P-Value  $0.000 < 0.05$  means the effect is positive and significant (H6 Accepted). The results show a direct effect of the teacher's job satisfaction variable on teacher turnover intentions with a path coefficient of 0.867 (positive). P-Value  $0.000 < 0.05$  means the effect is positive and significant (H7 Accepted).

The coefficient value of the indirect effect of teacher motivation on teacher turnover intentions through teacher job satisfaction is 0.172, with a P-value of  $0.038 < 0.05$  (H8 Accepted). The coefficient value of the indirect effect of teacher compensation on teacher turnover intentions through teacher job satisfaction is 0.278, with a P-value of  $0.014 < 0.05$  (H9 Accepted). The coefficient value of the indirect effect of teacher workload on teach-

er turnover intentions through teacher job satisfaction is 0.516, with a P-value of  $0.000 < 0.05$  (H10 Accepted).

**DISCUSSIONS**

**The Effect of Motivation on Teacher Job Satisfaction**

The test results show that motivation has a positive effect on teacher satisfaction. When satisfied with their work, teachers will be highly motivated to work at school even though they are not permanent teachers. The results of this study are in line with the study of Hartoko (1988) that generally, teachers are intrinsically satisfied when receiving incentives and satisfied with teaching but extrinsically dissatisfied with salary, job security, marginalization, and promotion opportunities. Likewise, Han et al. (2016) found that teachers in developing countries are more extrinsically motivated by demonstrating a good effect of social and economic factors on teacher motivation compared to teachers in developed countries.

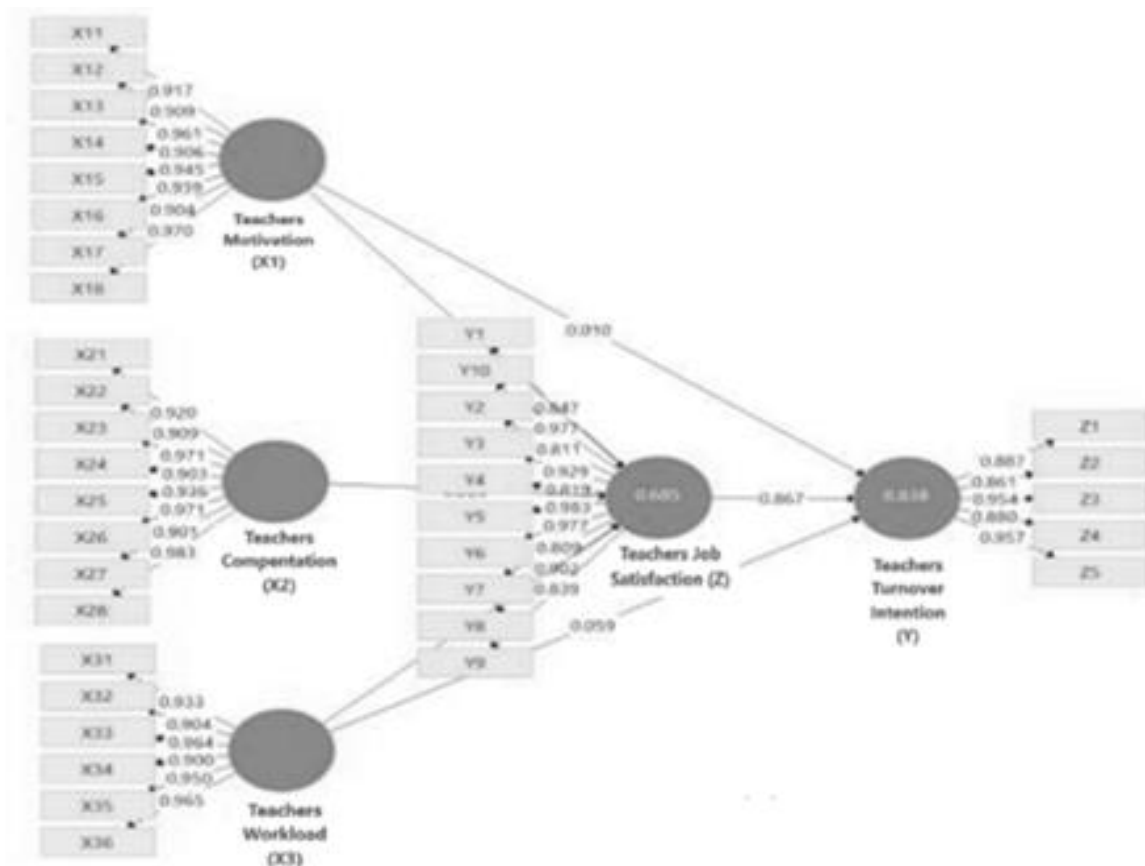


Figure 2. Validity Testing Based on Factor Loading



### **The Effect of Teacher Motivation on Teacher Turnover Intentions**

Based on the results, the perspective of non-permanent teachers in public schools was found to be more inclined to transfer intentions when they were not motivated to work. This study is also confirmed by the research of Kim (2015), Grant et al. (2017), and Mahmood et al. (2022), which concluded that the intrinsic motivation of teachers is a significant factor that reduces or triggers the intention to switch teachers from school.

### **The Effect of Teacher Compensation on Teacher Job Satisfaction**

The results of this study reveal that teacher job satisfaction has a negative perception of the compensation they receive and is also in line with the study of Mensah et al. (2017), which revealed that the dimensions of basic salary compensation, incentives, and allowances are significantly correlated with teacher job satisfaction. It shows the tendency for non-permanent teachers to feel that the salary and allowance system they receive is still ineffective (Apriliyani and Meilani, 2021). Purwanto (2020) found that compensation has a positive and significant on job satisfaction.

### **The Effect of Teacher Compensation on Teacher Turnover Intention**

Based on the results of this study, it is revealed that the teacher's turnover intention will be high when the compensation he receives is not as expected. This result differs from a study by Parashakti (2017) and Purwanto (2020), which stated that compensation dominantly has a negative and significant effect on turnover intention. This difference in studies proves the magnitude of the impact of teacher turnover intention on human resources in schools. For this reason, further research is needed to analyze this problem to get the right factors to reduce the rate of teacher turnover intention in schools. Some of these factors are compensation and organizational commitment. Compensation is one of the main things needed by non-permanent teacher as a human being to make a living.

### **The Effect of Teacher Workload on Teacher Job Satisfaction**

Based on the results of this study, it was revealed that there was teacher dissatisfaction due to

high workloads. This result is in line with the study of Madigan and Kim (2021), which found a teacher would leave the profession when his health deteriorated, fatigue, or dissatisfaction with his job. (Irsyadi and Djamil, 2023) found that workload can positively affect employee intention to leave. The high workload does not match the salary given to employees.

### **The Effect of Teacher Workload on Teacher Turnover Intention**

Based on the results of this study revealed that there will be greater teacher turnover intentions when their workload is high. These results matched with the study results of Mahmood et al. (2022), Ekabu et al. (2018), and Kim (2015), which emphasized that teacher workload and competitive work environment in schools, the introduction of a new education system, lower educational resources and high expectations from society and other stakeholders are indicators that stronger than teacher turnover intentions.

### **The Effect of Teacher Job Satisfaction on Teacher Turnover Intention**

The study results indicate that job satisfaction has a positive and significant influence on turnover intention. From the descriptive analysis of the respondent's data, it can be seen that the dimension of job satisfaction that has the most dominant effect on turnover intention is job satisfaction because of colleagues. When they often interact with co-workers who have different characters, it will affect the job satisfaction of non-permanent teachers in state senior high schools, which has an impact on increasing teacher turnover intention towards these schools. These findings indicate that the decision of teacher turnover intentions at school is influenced by co-workers who have previously resigned from this school and moved to another school. The results of this study are the same as those of Poeh and Soehari (2017), Park and Johnson (2019), and Wijayanti (2013), which show that job satisfaction has a positive and significant effect on turnover intention.

### **The Effect of Teacher teacher motivation on teacher turnover intentions through teacher job satisfaction**

This study significantly contributes to the

existing literature on motivation, job satisfaction, and turnover intention by exploring the relationship between introducing mediators and using a sample of precarious teachers in public high schools. Teacher job satisfaction as an intervening variable has a significant effect between teacher work motivation and teacher turnover intention with the result of a positive relationship, which can be interpreted as an increase in turnover intention, which can be done if teachers have high work motivation and have an impact on teacher job satisfaction to increase turnover intention. This research aligns with the study of Kuvaas et al. (2017) and Miao et al. (2020), who found that motivation affects turnover intention.

This study proves no negative or significant effect of teacher job satisfaction on turnover intention. It is interesting to note that it is possible that most respondents are satisfied with their jobs, so other factors are more dominant as factors causing turnover intention among temporary teachers. For example, compensation and workload do not affect them.

#### **The effect of teacher compensation on teacher turnover intentions through teacher job satisfaction**

This study proves teacher compensation's positive and significant effect on teacher turnover intention through job satisfaction. It is interesting to observe that the findings in studies on job satisfaction and turnover intention in various professions have positive and negative effects (Hoonakker et al., 2013; Rahman and Syahrizal, 2019).

#### **The effect of teacher workload on teacher turnover intentions through teacher job satisfaction**

High workloads generally lead to high teacher turnover intentions. However, this study found a strong positive relationship between workload and teacher satisfaction with career choice, workplace conditions for satisfaction with the profession, and even a strong positive effect for teacher satisfaction with school. It differs from previous studies, which found a negative relationship between teacher workload and job satisfaction (Amitai and Van Houtte, 2022; Toropova et al., 2021). Temporary teachers who put a lot of effort into their jobs may do this because they are satisfied with the school they work for or have no choice but to work

in the same profession.

#### **IMPLICATIONS**

It implies the need for policymakers in schools to consider the variables of job satisfaction and the desire to change teachers in schools. The consistency of the government as a policy maker towards the honorary teacher compensation system is highly expected so that the policies can have a systemic impact on the development of renewable human resources, especially the teaching profession, as a socially, culturally, and economically dignified livelihood. Meet the needs of everyday life. And the school is clearer about the compensation policy given to non-permanent teachers to match their workload.

#### **RECOMMENDATIONS**

The need for the government's role in being fair in regulating teacher teaching is because of the factors that influence the intention to change teachers who are not permanent in public high schools. Some limitations in research need to be considered. First, the causal relationship between the research factors must be drawn carefully with other variables. Future research will use other strategies to confirm this connection. Second, research depends on non-permanent teachers in small cities. Future studies can obtain data from permanent teachers or in other industries, such as banks, insurance, airlines, or healing centers. With a population of various cities or countries, that will be valuable in generalizing the specified associations, so surely, whether to find research that can be generalized to other work sectors. Third, future research must examine other possible mediation factors (such as work facilities, co-workers, work experience, or work extrinsic/intrinsic behaviors) in the relationship between job satisfaction and turnover intentions. The existence of other causal relationships between the intention of the turnover and the ability to adapt to a career needs to continue to be investigated in further studies.

#### **CONCLUSIONS**

Theoretically, this research facilitates the reconceptualization of teacher motivation, teacher compensation, teacher workload, teacher job satisfaction, and teacher turnover intention by providing a comprehensive review of precarious teachers

conducted from diverse theoretical perspectives on teacher research. It contributes to teachers' knowledge by identifying five major related research areas. Based on the results of the research analysis described above, it can be concluded in this study that the greatest teacher job satisfaction is not in salary but in the opportunities that will be obtained (becoming permanent employees) and colleagues who support each other. It is probably because teachers do not always feel called to be teachers, so they commit to school without considering their salary too much. It is also possible that from the beginning, the non-permanent teacher already knows that, in general, the salary he will receive is not high, so when he decides to become a non-permanent teacher, compensation in the form of salary is not the main consideration.

The study's results also provide empirical evidence that teachers' workload is not at the same time as regular teachers, so it is not a reason for a teacher's interest in leaving work (turnover intention). However, it was found that the things that scored the highest on this dimension were the target of determining the level of achievement, graduates, and applying the curriculum to high students, which made them uncomfortable. Still, even this did not make the school's turnover intention.

From the results of the respondents' answers in this study, it was found that in the dimension of teacher work motivation, there are things that make non-permanent (honorary) teachers survive as teachers so that they have income for their survival because they have no other job. The next dimension is that they aspire to be teachers. And the weight of the biggest dimension is because there is hope that they will become permanent teachers at school. The results of this study also found that the compensation that teachers want is not always about salary but a sense of pride as a teacher and working in a prestigious place such as a public school, which makes their job satisfaction increase, thereby reducing the intention to turn over teachers.

The conclusion seen in the partial correlation analysis reveals that all variables have a positive and significant influence from the variables of motivation, compensation, workload, and intention to switch through job satisfaction, regarding the type of public school in this study that seems to affect the job satisfaction of non-permanent teachers because there is an expectation that they will

become civil servants. The researcher is of the view that the school sample will influence both the status as a public or private school and as a school of excellence or a school with a large number of students, which may influence the results of studies on the effect of school type on the relationship between job satisfaction and turnover intention.

Thus, the results indicate that the type of school factor can determine the level of job satisfaction or turnover intention among teachers, which can be carried out for future research. It implies the need for school policymakers to consider the variables regarding job satisfaction and teacher turnover intentions. The consistency of the government as a policy maker on the honorary teacher compensation system is awaited so that the policies can have a systemic impact on the development of renewable human resources, especially the teaching profession as a livelihood that is socio-culturally respectable and economically fulfills the daily necessities of life. Schools are clearer regarding the compensation policy given to non-permanent teachers so that it follows the workload they are carrying out. Thus, their needs are met, and productivity at work will be higher.

## REFERENCES

- Abelson, M. A. 2007. Examination of Avoidable and Unavoidable Turnover. *Journal of Applied Psychology*, Vol. 72, Issue 3, pp. 382-386.
- Amitai, A. and Van Houtte, M. 2022. Being Pushed Out of the Career: Former Teachers' Reasons for Leaving the Profession. *Teaching and Teacher Education*, 110, Article 103540. DOI: <https://doi.org/10.1016/j.tate.2021.103540>.
- Apriliyani, Sofi and Meilani, Rini Intansari. 2021. A Case Study on Compensation System of Contract-Based Temporary Teachers in Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, Vol. 6, No. 2, pp. 177-190.
- Blomeke, S., Houang, R. T., Hsieh, F.-J., and Wang, T.-Y. 2017. Effects of Job Motives, Teacher Knowledge, and School Context on Beginning Teachers' Commitment to Stay in the Profession. In M. Akiba, and G. K. LeTendre (Eds.), *International Handbook of Teacher Quality and Policy*. Routledge. DOI: <https://doi.org/10.4324/97813157100>

- 68.
- Butler, R. 2012. Striving to Connect: Extending an Achievement Goal Approach to Teacher Motivation to Include Relational Goals for Teaching. *Journal of Educational Psychology*, Vol. 104, pp.726–742. DOI: <http://dx.doi.org/10.1037/a0028613>.
- Carver-Thomas, D. and Darling-Hammond, L. 2017. *Teacher Turnover: Why It Matters and What We Can Do About It*. Palo Alto, CA: Learning Policy Institute. at <https://learningpolicyinstitute.org/product/teacher-turnover>.
- Chin, W. W. 2000. *Partial Least Squares for Researcher: An Overview and Presentation of Recent Advances Using the PLS Approach*. <http://disc-nt.cba.uh.edu/chin/icis96.pdf>.
- Dessler, Gary. 2015. *Manajemen Sumber Daya Manusia*. Jakarta: Salemba Empat.
- Dörnyei, Z. and Ushioda, E. 2011. *Teaching and Researching Motivation (2nd ed.)*. New York, NY: Longman.
- Ekabu, P. K., Kalai, J. M., and Nyagah, G. 2018. Influence of Working Conditions on Turnover Intentions of Secondary School Teachers in Meru County. *European Scientific Journal*, Vol. 14, Issue 25, pp. 169-189.
- Findlay, P. and Thompson, P. 2017. Contemporary Work: Its Meanings and Demands. *Journal of Industrial Relations*, Vol. 59, Issue 2, pp. 122–138.
- Ghozali, I. H. 2018. *Aplikasi Analisis Multivariate dengan Program IBM SPSS 25 (9th ed)*. Semarang: Badan Penerbit Universitas Diponegoro.
- Grant, B. F., Chou, S. P., Saha, T. D., Pickering, R. P., Kerridge, B. T., Ruan, W. J., Huang, B., Jung, J., Zhang, H., Fan, A., and Hasin, D. S. 2017. Prevalence of 12-Month Alcohol Use, High-Risk Drinking, and DSM-IV Alcohol Use Disorder in the United States, 2001-2002 to 2012-2013: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. *JAMA Psychiatry*, 74(9), pp. 911–923. DOI: <https://doi.org/10.1001/jamapsychiatry.2017.2161>.
- Hair, Joseph E. 2014. *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. SAGE Publication, Inc. California. USA.
- Han, J., Yin, H., and Wang, W. 2016. Exploring the Relationship between Goal Orientations for Teaching of Tertiary Teachers and Their Teaching Approaches in China. *Asia Pacific Education Review*, 16, pp. 1–11.
- Hartoko, D. 1988. *Strategi Kebudayaan / C.A. van Peursen; Penerjemah: Dick Hartoko*.
- Hasibuan, M. S. 2010. *Manajemen Sumber Daya Manusia (Revisi ed.)*. Jakarta: PT. Bumi Aksara.
- Hoonakker, P., Carayon, P., and Korunka, C. 2013. Using the Job-Demands-Resources Model to Predict Turnover in the Information Technology Workforce E General Effects and Gender. *Horizons of Psychology*, 22, 51e65. DOI: <https://doi.org/10.20419/2013.22.373>.
- Howe, J. 2004. Nine 'til Three? Not Likely! A Study of Teachers' Workload. *QTU Professional Magazine*, pp. 18–21.
- Ingersoll, R. M. 2001. Teacher Turnover and Teacher Shortages: An Organizational Analysis. *American Educational Research Journal*, Vol. 38, Issue 3, pp. 499e534. DOI: <https://doi.org/10.3102/00028312038003499>.
- Irsyadi, M. T. and Djamil, M. 2023. The Effect of Work Stress and Work-Family Conflict on Turnover Intention with Job Satisfaction as an Intervening Variable. *Dinasti International Journal of Digital Business Management (DIJDBM)*, 4(4), pp. 1–18. DOI: <https://doi.org/doi.org/10.31933/dijdbm.v4i4>.
- Kim, J. 2015. What Increases Public Employees' Turnover Intention?. *Public Personnel Management*, Vol. 44, Issue 4, pp. 496-519.
- Koesomowidjojo, Suci. 2017. *Panduan Praktis Menyusun Analisis Beban Kerja*. Jakarta: Raih Asa Sukses.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., and Nerstad, C. G. L. 2017. Do Intrinsic and Extrinsic Motivation Relate Differently to Employee Outcomes?. *J. Econ. Psychol*, 61, pp. 244–258.
- Larkin, I. M., Brantley-Dias, L., and Lokey-Vega, A. 2016. Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting. *Online Learning*, Vol. 20, Issue 3, pp.26–51.
- Locke, E. A. 1976. *The Nature and Causes of Job Satisfaction*. In Handbook of Industrial and

- Organizational Psychology. Chicago: Ran McNally.
- Madigan, D. J. and Kim, L. E. 2021. Towards an Understanding of Teacher Attrition: A Meta-Analysis of Burnout, Job Satisfaction, and Teachers' Intentions to Quit. *Teaching and Teacher Education*, 105, pp. 103425.
- Mahmood, K., Ghaffar, A., Ullah, M. I., and Zaman, A. 2022. Job Stress and Turnover Intentions among School Teachers of Punjab Pakistan. *Multicultural Education*, Volume 8, Issue 9, pp.78-89. DOI: 10.5281/zenodo.7178618.
- McGrath-Champ, S., Wilson, R., Stacey, M., and Fitzgerald, S. 2018. Understanding Work in Schools: The Foundation for Teaching and Learning. *NSW Teachers Federation*. <https://hdl.handle.net/2123/21926>.
- Menteri Pendidikan Nasional. 2011. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 7 tahun 2011 tentang Honorarium Guru Bantu*.
- Mensah, J. P., NtimAdjei, L., and Agyei, A. 2017. Effect of Compensation on Basic School Teachers' Job Satisfaction in the Northern Zone: The Case of Ghana. *Global Journal of Management and Business Research*, Volume 17, Issue 3, pp. 51-59.
- Miao, S., Rhee, J., and Jun, I. 2020. How Much Does Extrinsic Motivation or Intrinsic Motivation Affect Job Engagement or Turnover Intention? A Comparison Study in China. *Sustainability*, 12(9), pp. 3630. MDPI AG. Retrieved from DOI: <http://dx.doi.org/10.3390/su12093630>.
- Mobley, W. H., Horner, S. O., and Hollingsworth, A. T. 1978. An Evaluation of Precursors of Hospital Employee Turnover. *Journal of Applied Psychology*, 63(4), pp. 408-414. DOI: <https://doi.org/10.1037/0021-9010.63.4.408>.
- Moore-Johnson, S., Kraft, M., and Papay, J. 2012. How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on Their Professional Satisfaction and Their Students' Achievement. *Teachers College Record*, 114(10), pp. 1e39.
- Mostafa, Tarek and Pál, Judit. 2018. Science Teachers' Satisfaction: Evidence from the PISA 2015 Teacher Survey. *OECD Education Working Papers No. 168*. 2 February 2018. <https://dx.doi.org/10.1787/1ecdb4e3-en>.
- Nawawi, Hadari. 2008. *Perencanaan Sumber Daya Manusia*. Yogyakarta: Gajah Mada University Press.
- Ngabiyanto, Kameo, D. D., Wiloso, P. G., and Ismanto, B. 2019. The Dynamics of Public Policy for Non-Permanent Teachers in Semarang, Indonesia. *Politik Indonesia: Indonesian Political Science Review*, 4(2), July 2019, pp. 233-254. DOI: <https://doi.org/10.15294/ipsr.v4i2.17213>.
- Notoatmodjo, Soekidjo. 2009. *Development of Human Resources*. Jakarta: PT. Rineka Cipta.
- Ololube, N. P. (2004). Professionalism: An Institutional Approach to Teachers' Job Effectiveness in Nigerian Schools [Paper Presentation]. *Seventh International LInE Conference*, Helsinki, Finland.
- Parashakti. 2017. The Effect of Compensation and Organization Commitment towards Turnover Intention. Case Study in ILC (International Language Center) Jakarta. *Advance in Intelligent Systems Research*, Vol. 131, pp. 117-127. DOI: <https://doi.org/10.2991/icoi-17.2017.19>.
- Park, K. A. and Johnson, K. R. 2019. Job Satisfaction, Work Engagement, and Turnover Intention of CTE Health Science Teachers. *International Journal for Research in Vocational Education and Training*, 6(3), pp. 224-242.
- Poeh, Godlif C. and Soehari, Tjiptogoro D. 2017. Pengaruh Komitmen Organisasi, Kepuasan Kerja dan Stres Kerja terhadap Turnover Intention Guru Sekolah X di Tangerang. *Jurnal SWOT*, Vol. 7, No. 2, pp. 224-238.
- Purwanto, E. W. 2020. Pembangunan Akses Air Bersih Pasca Krisis Covid-19. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 4(2), pp. 207-214. DOI: <https://doi.org/doi.org/10.36574/jpp.v4i2.111>.
- Rahman, A. and Syahrizal. 2019. *Effect of Compensation and Career Development on Turnover Intention: Job Satisfaction as a Mediation Variable*. 64(2018), pp. 471-477.
- Rivai, V. 2008. *Human Resource Management for Companies*. Jakarta, PT. Raja Grafindo Persada.

- Sastrohadiwiryo, S. B. 2005. *Manajemen Tenaga Kerja Indonesia, Pendekatan Administratif dan Operasional*. Jakarta: Bumi Aksara.
- Seymour G. B., Taylor, J. D., and Tucker, G. A. 1993. *Biochemistry of Fruit Ripening*. Chapman and Hall London, UK. Pp. 107-135.
- Skaalvik, E. M. and Skaalvik, S. 2017. Still Motivated to Teach? A Study of School Context Variables, Stress and Job Satisfaction among Teachers in Senior High School. *Social Psychology of Education*, 20, pp. 15e37. DOI: <https://doi.org/10.1007/s11218-016-9363-9>.
- Smith, P. C., Kendall, L. M., and Hulin, C. L. 1969. *The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes*. Skokie, IL: Rand-McNally.
- Stacey, M., Wilson, R., and McGrath-Champ, S. 2020. Triage in Teaching: The Nature and Impact of Workload in Schools. *Asia Pacific Journal of Education*. DOI: <https://doi.org/10.1080/02188791.2020.1777938>.
- Strath, A. 2004. *Teacher Policy Reforms in Sweden: The Case of Individualized Pay*. IIEP, UNESCO.
- Sugiyono. 2018. *Metode Penelitian Manajemen: Pendekatan Kuantitatif, Kualitatif, Mixed Methods, Action Research, Penelitian Evaluasi*. Edisi 6, Bandung: CV. Alfabeta.
- Syahrum and Salim. 2012. *Buku Metodologi Penelitian Kuantitatif*. [http://repository.uinsu.ac.id/553/1/METODOLOGI PENELITIAN KUANTITATIF.pdf](http://repository.uinsu.ac.id/553/1/METODOLOGI%20PENELITIAN%20KUANTITATIF.pdf).
- Toropova, A., Myrberg, E., and Johansson, S. 2021. Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics. *Educational Review*, 73(1), pp. 71e97. DOI: <https://doi.org/10.1080/00131911.2019.1705247>.
- Van Droogenbroeck, F. and Spruyt, B. 2015. Do Teachers Have Worse Mental Health? Review of the Existing Comparative Research and Results from the Belgian Health Interview Survey. *Teaching and Teacher Education*, 2015, 51, pp. 88-100.
- Vizano, N., Utami, W., and Johaness, S. 2021. Influence of Compensation and Career on Organizational Culture. *Utopía y Praxis Latinoamericana*, 26(1).
- Williams, M. and Burden, R. 1997. Motivation in Language Learning : A Social Constructivist Approach. *Les Cahiers de l'APLIUT*, 16 (3), pp. 19–27.
- Wijayanti, Dian. 2013. *Pengaruh Kepuasan Gaji, Kepuasan Kerja dan Komitmen Organisasi terhadap Turnover Intention Guru PAUD*. Tesis. Program Pascasarjana. Universitas Kristen Satya Wacana Salatiga.
- Zhang, Y., Zhang, B., and Yang, N. 2022. Characteristics of Temperature and Humidity Inversions Based on High-Resolution Radiosonde Observations at Three Arctic Stations. *Journal of Applied Meteorology and Climatology*, 61, pp. 415–428. DOI: <https://doi.org/10.1175/JAMC-D-21-0054.1>.
- Zulkarnain, Z. I. T., Johari, J., and Tan, F. Y. 2018. Autonomy, Workload, Work-Life Balance and Job Performance among Teachers. *International Journal of Educational Management*, Volume 32, Issue 1, pp. 107-120. DOI: <https://doi.org/10.1108/IJEM-10-2016-0226>.