



The Influence Of Compensation And Teacher Quality On Turnover Intention Through Employee Engagement As An Intervening Variable In Islamic Schools In South Tangerang

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Abstract: This study aims to analyze the effect of compensation and teacher quality on turnover intention with employee engagement as intervening on teachers in Islamic Schools in South Tangerang. The research method used a quantitative approach and data were collected using electronic and manual surveys. The sample technique used purposive sampling. The number of respondents involved in this study was 143 people. The data analysis technique used Structural Equation Modeling (SEM) with the help of smartPLS 3.0 software. The results showed that 1) Compensation has a direct negative and insignificant effect on turnover intention, 2) Teacher quality has a direct negative and insignificant effect on turnover intention, 3) Employee engagement has a significant positive direct effect on turnover intention, 4) Compensation has a significant positive direct effect on employee engagement, 5) Teacher quality has a significant positive direct effect on employee engagement, 6) Employee Engagement has a negative and insignificant indirect effect in mediating compensation on turnover intention, 7) Employee Engagement has an indirect negative and insignificant effect in mediating Teacher Quality on turnover intention.

Keywords: Turnover intention, Compensation, Teacher Quality, Employee Engagement

I. INTRODUCTION

Human resources (HR) are one of the important elements in a company/institution, be it a private institution or a government institution. HR is the driving force of other management elements which include capital or money, technology to support the production process, methods or strategies used to operate, people and so on.

In recent years, the turnover rate in education has grown quite rapidly. This fact is reinforced by the opinion of Grant et al. (2019) in Oberes and Tan (2022) who stated that teacher turnover is a significant concern in education due to its impact on student learning outcomes; thus reducing the quality of education.

The results of brief interviews with several HRDs or those who the schools we visited, showed that the causes of employee turnover are caused by several factors, not only based on the turnover that occurs is caused by several factors, not only based on compensation, employee engagement with the institution, but also due to other factors. other factors. These factors include following a spouse to another city, passing other cities, passing the CPNS (Candidate for civil servants) or ASN selection, or due to passed away.

Data on the turnover rate of employees/teachers obtained over the past 5 years from several schools in South Tangerang is an average of about 18 people or about 4 people per year. The turnover rate, according to Hardianto et al (2019), is partly due to the lack of appreciation of teachers' services and ultimately they are not satisfied with their work.

This is accordance with the results of research conducted by Welde Yohannes (2016) which states that compensation affects teacher turnover intention in Tigray. intention of teachers in Tigray, it is explained that salary satisfaction has an effect on teacher teacher turnover intention. Silaban and Syah (2018) state that an increase in compensation will reduce employee turnover intention. compensation will reduce employee turnover intention, or vice versa, low compensation levels will increase employee turnover intention. low compensation will increase employee turnover intention.

The lack of appreciation received by teachers results in teacher resistance, especially teachers who feel they have quality, by turning over. Based on the results of research conducted by Feng and Sass (2012), the quality of teachers who leave the institution has an important role and is bimodal with the same teacher characteristics. Teachers who are ranked above their peers will tend to be more mobile and have more desire to turnover. In addition, because teachers are more experienced, have higher degrees or professional certifications, they are more likely to move within the district.

The results of the research above are in accordance with the results of Miroslava Federičová's research (2019), that the profession that is often changed by European society is the teaching profession, especially if the teacher has a better education, they tend to turnover and switch to white collar occupation.

In this study, the problem will be limited to 2 (two) independent variables, namely employee engagement and teacher quality, with 1 (one) intervening variable compensation and 1 (one) dependent variable, namely turnover intention.

Novelty

This research develops the concept of Employee engagement, Teacher quality, and compensation in Islamic-based schools. From some previous research previous studies, in Indonesia there are very few variables of teacher quality juxtaposed with turnover.

II. THEORETICAL FRAMEWORK

2.1. Turnover Intention

According to Mobley (1982), turnover is defined as the voluntary termination of membership in an organization by individuals who receive monetary compensation for participating in that organization. This definition emphasizes voluntary behavior because the prevailing turnover model primarily seeks to explain what motivates employees to withdraw from the workplace. employees to withdraw from the workplace. On the other hand, Liu & Onwuegbuzie (2012) defined turnover intention in educational organizations, which means teachers' desire to leave the teaching profession. leave the teaching profession.

According to Unfolding Theory, when employees decide to leave their workplace, they follow one of the five cognitive pathways. While there are other reasons that suggest that there may be different groups of employees with prevalence for certain reasons. This theory is in line with previous theories which state that the causes of employee turnover consist of job satisfaction and organizational commitment (Mobley, 1977; Price & Mueller, 1981; Steers & Mowday, 1981).

Lum et al (1998) in Kuncoro (2012) and in Kartono (2017) and the opinion of Mobley et al (1978) state that the indicators of turnover consist of:

- 1) Intention to quit: reflecting an individual's intention to leave is seen from a person's behavior while working, usually starting with high absenteeism and absenteeism behavior before a person determines an attitude to leave the organization.
- 2) Job search: reflects the individual's desire to find another job, generally starting with looking for additional income outside the organization.
- 3) Thinking of quitting: Reflects the individual to think before taking a quit attitude, he will think in the framework of his decision, from his job or remain in the scope of his work, Then the individual thinks about leaving his current workplace.

According to Mobley (1982), the factors that influence turnover are the emergence of turnover are:

- 1) Individual factors, including age, tenure, gender, education, and marital status;
- 2) Organizational factors including performance satisfaction, salary, job weight, working conditions, communication, and promotion; including organizational commitment, the absence of organizational commitment can make an employee who is satisfied with with his job has the intention to leave or move to another institution/company. another institution/company.

2.2. Compensation

Dessler (2013) defines compensation as a form of payment or reward given to employees as a result of that person's work. Meanwhile, according to Martocchio (2017) Compensation represents the intrinsic and extrinsic rewards that employees receive for doing their jobs and for their membership as employees. Intrinsic compensation reflects the psychological mindset of employees that results from doing their job, for example, experiencing a great feeling from the belief that one's work is meaningful to the lives of others. Extrinsic compensation includes both monetary and nonmonetary rewards. Professional organizational development promotes intrinsic compensation through effective job design.

According to Mondy and Martocchio (2016) there are several factors factors that can affect compensation which is a challenge for companies to create a good compensation system. Factors that can affect compensation are:

- 1) Labor market.
- 2) Labor unions.
- 3) Economy.
- 4) Interindustry wage differentials (compensation differences).
- 5) Government regulations (legislation)

According to the opinion of Rothwell & Kazanas (2003); Dessler, (2013) and Mondy & Martocchio (2016), they divide compensation into three (3) components, namely (1) Direct financial compensation (core compensation) which includes wages, salaries, incentives, commissions, bonuses, (2) Indirect financial compensation (employee benefits) which includes benefits and other payments that are not categorized as core compensation such as insurance and vacations funded by the company, and (3) Nonfinancial compensation (nonfinancial compensation) which includes recognition, job satisfaction, flexible working hours, training and promotions. Nonfinancial compensation is given to complement salary, especially when conditions do not allow for high salaries (Mondy & Martocchio, 2016).

2.3. Teacher Quality

Teacher quality is a term that summarizes the essential characteristics of "good teachers" and what can be identified as "good and effective teaching". Specific teacher quality characteristics include the knowledge teachers possess, including a range of best or effective teaching practices; skill development; teacher evaluation and teacher preparation (see Gottlieb 2015). According to Kaplan & Owings (2001) define teacher quality in terms of the inputs teachers bring to schools, including demographics, aptitude, professional preparation, college major, SAT and test scores, teacher licensure and certification, and prior professional work experience.

Perez (2013), on the other hand, defines Teacher quality refers to the characteristics that teachers have and teaching quality refers to what teachers do in the classroom to promote student learning. For this study, teacher quality includes characteristics of teacher professional preparation and teacher knowledge.

In this context, the meaning of teacher quality is the competence of Indonesian teachers. As we all understand, teacher competence according to the Ministry of National Education and Government Regulation of the Republic of Indonesia No. 74 of 2008 (PP RI No. 74 of 2008) concerning Teachers, is when the teacher has 4 (four) components, namely pedagogic, professional, personality, and social.

In Indonesia, according to Maura in Hoesny and Darmayanti (2020), the professionalism of existing teachers is still low. The factors that cause low teacher professionalism include: 1) There are still many teachers who do not pursue their profession. This is likely due to the low salary of teachers, especially honorary teachers. 2) The existence of teacher training institutions that do not pay attention to the output that will be produced. Therefore, the education system organized during teacher education does not achieve maximum results. 3) Lack of teacher motivation in developing their own quality.

Gage & Berliner (1984: 4) in Hermayanti (2018) state that teachers can be said to be qualified if they meet 9 (nine) criteria as follows:

- 1) Able to encourage students to optimize their learning outcomes (pushed them to get the best from them);
- 2) Truly dedicates time to understanding learners learners humanely and as they are (really spent time trying to understand them as people);
- 3) Able to manage the learning process well (were well organized);
- 4) Have a sense of humor;
- 5) Able to make learners comfortable learning (make them feel good when they learnt something);
- 6) Enthusiastic or have high enthusiasm in teaching (were anthusiastic about what they taught);
- 7) Being fair to each individual learner (were fair);
- 8) Able to encourage learners to have a sense of responsibility for their learning (made them feel responsible); and
- 9) Able to use various methods (by using various methods, approaches, strategies, learning techniques) so that learners have the ability to understand the (put things in ways each of them could understand).
understand).

2.4. Employee engagement

Schaufeli et al. (2002) defines employee engagement as a positive and satisfying work-related state of mind characterized by vigor, dedication, and absorption. Employee engagement according to Ganesan, Zainal Ali, & Fageeh, in Othman et al (2019) can be described as how employees show full commitment to their work, emotional bonding and focus on long-term goals, and physically, emotionally, and cognitively perform well in their work (Sanneh & Taj, 2015).

Vigor refers to high levels of energy and mental resilience at work, a willingness to invest effort in one's work, and perseverance even in the face of adversity; dedication refers to strong involvement in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge; and absorption refers to a strong sense of commitment to one's work, inspiration, pride, and challenge; and absorption refers to being fully concentrated on and happily engrossed in one's work, in which time passes quickly and one has difficulty disengaging from one's work.

According to Macey et al., employees who have an engaged a sense of engagement will be shown through their behavior, namely:

- 1) Persistence, is the behavior that most clearly shows employee engagement related to constancy in completing tasks.
- 2) Proactivity, a critical characteristic of employee engagement. Employees tend to be proactive rather than reactive or worse, passive.
- 3) Role expansion, is the expansion of tasks or roles. An important characteristic shown is the willingness to accept different definitions of a task. accept different definitions of a task. The definition definition may be the result of a management initiative or may be own initiative.
- 4) Adaptability, is the ability to adapt. Employees who are adaptive will help their company to anticipate and respond to changes in a more competitive outlook. and respond to changes in the competitive outlook more faster, more successfully, and at a lower cost.

2.5. Research Hypothesis

The following are 7 (seven) hypotheses which will be tested in this study, the researcher reviewed several studies that have similarities in the variables studied.

- H1 : It is assumed that there is a direct effect of compensation on turnover intention.
 H2 : It is assumed that there is a direct effect of teacher quality on turnover intention.
 H3 : It is assumed that there is a direct effect of compensation on employee engagement.
 H4 : It is assumed that there is a direct effect of teacher quality on employee engagement.

- H5 : It is assumed that there is a direct effect of employee engagement on turnover intention.
- H6 : It is assumed that there is an indirect effect of teacher quality with intervening employee engagement on turnover intention.
- H7 : It is assumed that there is an indirect effect of compensation on turnover intention through employee Engagement

Figure 3.1 explains that seven hypotheses have been made by researchers, where the independent variables are compensation, teacher quality, while the intervening variable is employee engagement, and the dependent variable is turnover in.

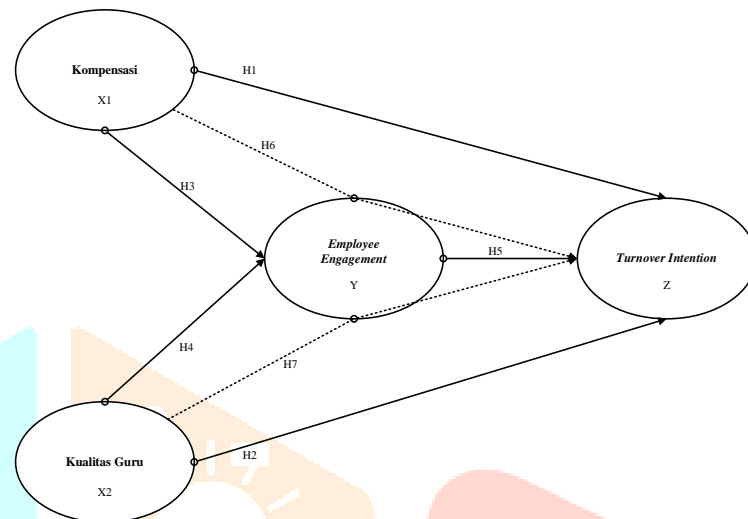


Figure 1. Conceptual Framework

III. METHODOLOGY RESEARCH

In this study, researchers conducted research on teachers in schools located in Tangerang Selatan as the object of research. The research was conducted from March 2023 to July 2023. This research focuses on the variables of compensation, teacher quality, employee engagement and turnover intention.

3.1. Population and Sample

In this study, the population is teachers and employees of private schools / foundations based on Islam and consists of 223 teachers. The sample in this study was taken with probability sampling technique, and was carried out with simple random sampling technique. To determine the sample size, the researcher used the Slovin formula: $n = \frac{N}{1 + Ne^2}$

The sample in this study needed was 143 respondents. This is expected to be able to represent the entire population chosen by the researcher. Of the 143 people who became respondents, there were exceptions to the Teacher Quality variable, because those who would conduct the assessment were the Principal or school leader.

3.2 Data Analysis Technique

The data analysis technique that will be used to test this research uses the SEM-PLS (Structural Equation Modeling- Partial Least Square) method. SEM-PLS is now widely applied in many social science disciplines, including organizational management, international management, human resource management, management information systems, operational management, marketing management, management accounting, and strategic management (Ringle, 2019).

The SEM-PLS method is of great interest to many researchers because it allows them to estimate complex models with many constructs, indicator variables, and structural paths without imposing distributional (non-parametric) assumptions on the data.

Outer Model Analysis

Outer model analysis / test is carried out to ensure that the measurement model used is suitable for use as a measurement tool (valid and reliable). According to Wiyono (2011), the assessment criteria used in assessing indicators are:

- Convergent validity (Convergent validity)
- Discriminant validity, the AVE value must be above 0.5
- Good composite reliability value if it has a value ≥ 0.7

Inner Model

Goodness of fit in the inner model is measured using R-Square, which is a measure of the proportion of variation in the value of the affected (endogenous) variable that can be explained by the variables that affect it.

The R-Square criteria are as follows:

- If the value of $R^2 = 0.75$, then → substance (large / strong)
- If the value of $R^2 = 0.50$, then → substance (medium)
- If the value of $R^2 = 0.25$, then → substance (weak / small)

Hypothesis Testing

Hypothesis testing can be conducted to test whether the proposed hypothesis is supported or not. Researchers conducted hypothesis testing through measuring the direct effect which can be seen in the results of the path coefficient and indirect effect to see the effect of mediating variables in this study.

Direct Effect Analysis

Direct effect analysis is useful for testing the hypothesis of the direct effect of an independent variable on the dependent variable.

The tests carried out are:

- 1) T- Statistics, is a test instrument used to determine the significance of the predicted route. If the hypothesis is tested with the statistical value technique and an alpha degree of 5% is used, the critical value of the t-statistic is 1.96. Based on this conclusion, the hypothesis significance level can be accepted if the t-statistic value is more than 1.96.
- 2) Path Coefficients
- 3) Probability/Significance Value (p-value)

Indirect Effect Analysis

Indirect effect analysis is useful for testing the hypothesis of the indirect effect of an independent variable on the dependent variable mediated by a mediator or intervening variable. In this study, employee engagement is an intervening variable that moderates compensation and teacher quality on turnover intention. The indirect effect in this study is seen from the results of bootstrapping the specific indirect effect column.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

Based on the figure above, it can be seen that the outer loading value of all indicators of variables laten 1 (compensation), laten variabel 2 (Teacher Quality), laten variabel 3 (Employee engagement), and laten variabel 4 (Turnover intention) is greater than 0.5 so it can be concluded that these variables are valid.

Table 4.1.

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Turnover Intention	0.919	0.933	0.937	0.684
Employee Engagement	0.903	0.918	0.920	0.539
Kualitas Guru	0.907	0.861	0.912	0.515
Kompensasi	0.795	0.816	0.856	0.502

In the picture below, it can be seen that the value of Cronbach alpha, rho A, composite reliability of each variable, the value has met the requirements to be said to be reliable, which is above 0.7.

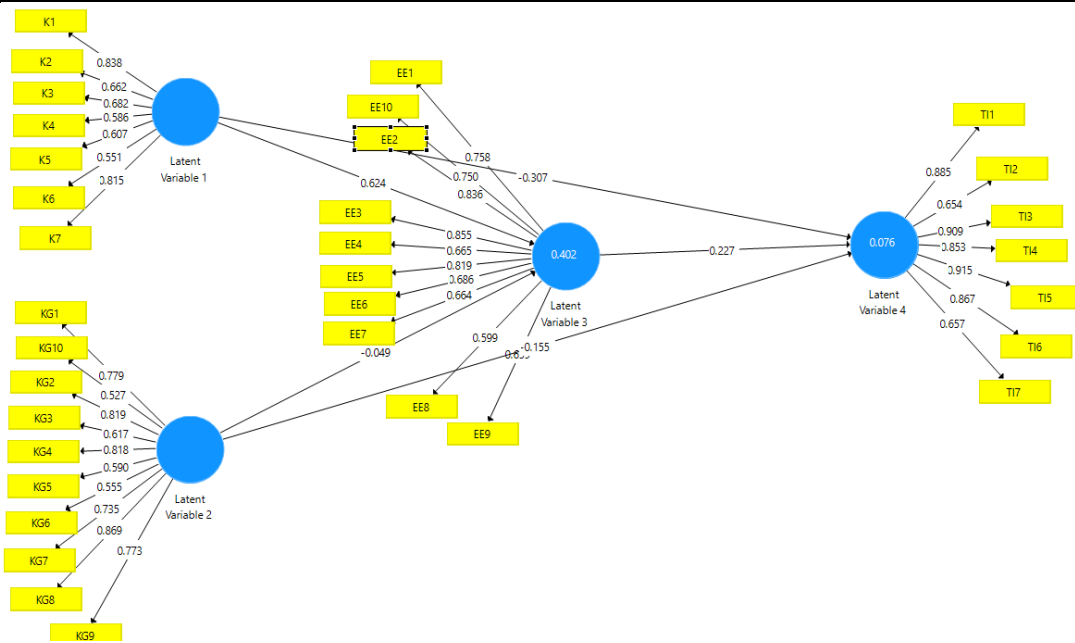


Table 4.2. Direct Influence Analysis: Path Coefficients

The table below displayed variable, original sample, Sample mean, standard deviation, T- statistics, and P-Values that describe about direct effect from independent variable (compensation and teacher quality) to dependent variable (turnover intention) and intervening variable (employee engagement).

Hypothesis	Variable	Original Sample	Sample Mean	Standard Deviation	T-Statistic	P-Values
H1	Compensation → Turnover intention	-0,280	-0,287	0,133	2,105	0,036
H2	Teacher Quality → Turnover intention	-0,151	-0,121	0,202	0,748	0,455
H3	Employee engagement → Turnover intention	0,215	0,222	0,120	1,796	0,073
H4	Compensation → Employee engagement	0,638	0,644	0,056	11,490	0,000
H5	Teacher Quality → Employee engagement	-0,051	-0,069	0,070	0,724	0,470
H6	Compensation → employee engagement → turnover intention	0,137	0,143	0,079	1,732	0,084
H7	Teacher quality → employee engagement → turnover intention	-0,001	-0,017	0,020	0,536	0,592

The

table above can be explained that:

- H1: The hypothesis in this study is **accepted**, because it has a negative and significant effect on turnover intention directly.
- H2: The hypothesis in this study is **rejected**, because it has a negative and insignificant effect on turnover intention directly.
- H3: The hypothesis in this study is **rejected**, because it has a positive and insignificant effect on turnover intention directly.
- H4: The hypothesis in this study is **accepted**, because it has a positive and significant influence on employee engagement directly.
- H5: The hypothesis in this study is **rejected**, because it has a negative and insignificant effect on employee engagement directly.
- H6: The hypothesis in this study is **rejected**, because indirectly it has a negative and insignificant effect.
- H7: The hypothesis in this study is **rejected**, because it does not have a significant indirect effect in mediating teacher quality on turnover intention.

V. CONCLUSION

Based on the results of the research that has been carried out, the following conclusions are drawn from the analysis conclusions obtained from the results of the analysis:

1. Compensation has a direct negative and significant effect on turnover intention. This means that if compensation increases, turnover intention will decrease, and vice versa if compensation does not increase or even decreases, the turnover rate will be higher. or even reduced, the turnover rate will be higher.
2. Teacher quality has a negative and insignificant effect on turnover intention. This means that if the quality of teachers increases, turnover intention will decrease and vice versa if the quality of the teacher is stagnant or there is no change, the level of teacher turnover intention will increase. even there is no change, the level of teacher turnover intention will increase.

3. Employee engagement has a negative and insignificant effect on turnover intention. This means that the higher the employee engagement, the turnover rate will decrease and vice versa if the employee engagement is low, the higher the turnover intention will be.
4. Compensation has a positive and significant effect on employee engagement. This means that if compensation increases, the level of employee engagement will also increase, and vice versa if compensation does not increase or even decrease, employee engagement will decrease.
5. Teacher quality has a negative and insignificant effect on employee engagement. This means that the higher the quality of the teacher, the level of engagement will decrease and even decrease and vice versa if the quality of the teacher is low, then usually the teacher will tend to engage with the institution they are currently working for.
6. Compensation has a negative and insignificant effect on turnover intention with employee engagement mediation. This means that employee engagement does not play a role in mediating compensation on the level of turnover intention carried out.
7. Teacher quality has a negative and insignificant effect on turnover intention with employee engagement mediation. This means that employee engagement does not play a role in mediating teacher quality on turnover intention.

5.1. Implications

Based on the conclusions described in the previous explanation, the researcher proposes several managerial implications that can be implemented with the research results, including the following:

a) Managerial

Management should pay attention to the needs of current employees in the form of compensation and the quality of existing teachers whether they already contain basic external equity in accordance with their respective job descriptions. In addition, giving awards in the form of intensive to employees needs to be done. This is intended so that employees do not look for alternative opportunities elsewhere and teachers/employees increasingly feel engaged with the institution.

b) Academic

Academically, this research seeks to enrich the study of human resources, especially about turnover intention by analyzing the things that influence it, types of turnover intention, and what can prevent it. In addition, it can be another "angle" in portraying the quality of teachers whose research is still very rare in Indonesia, especially when juxtaposed with variables that have been closely related to the world of human resources.

5.2. Recommendations

Based on the results of the above conclusions, several things are suggested in order to reduce the turnover intention of teachers/employees, things that need to be considered are as follows:

- a) The institution should not provide opportunities and opportunities for teachers/employees to look for alternative jobs so that teachers/employees leave the institution, especially by increasing the capacity and quality of teachers to be more creative in managing learning in the classroom and paying attention to the healthy management process.
- b) The institution should maintain and even increase compensation, both direct and indirect, so that teachers / employees are always motivated and feel cared for so that a sense of engagement arises from teachers.
- c) For further research, it is recommended to conduct surveys or distribute questionnaires in schools and other locations throughout Islamic schools not only in South Tangerang, but throughout Indonesia with more varied variables.
- d) Future research can consider a longitudinal research approach, where data is collected from respondents over a longer period of time. This will allow researchers to see changes and trends in the variables under study over time, providing a more comprehensive understanding of the observed phenomenon.

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