



Compensation and Teachers' Turnover Intention in Indonesian State Islamic High School: Evidence from Banjarmasin

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Abstract:

This research examines the influence of financial and non-financial compensation on turnover intention among teachers at State Islamic High Schools (SIHS) in Banjarmasin, addressing the lack of studies within Islamic education contexts. Using quantitative field research design, the study surveyed 136 teachers selected from a population of 206 through simple random sampling. Data was collected using a validated and reliable questionnaire, with analysis conducted through multiple regression. Results indicate that both financial and non-financial compensation have a significant negative effect on turnover intention. Financial compensation showed a t-value of -2.571 ($p = 0.011$), while non-financial compensation exhibited a stronger effect with a t-value of -7.075 . The model's adjusted R^2 of 0.510 demonstrates moderate explanatory power, indicating that the two compensation variables can explain 51% of turnover intention variance. These findings underscore the importance of implementing equitable and competitive compensation systems, emphasizing monetary rewards and non-monetary benefits, to strengthen teacher retention and institutional stability in Islamic educational settings.

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Introduction

Teacher turnover intention poses a global challenge, threatening educational effectiveness worldwide. It reflects teachers' unwillingness to continue teaching careers or remain employed (Liu & Onwuegbuzie, 2012; Zhang & Long, 2024). Such intentions risk significantly harming student outcomes and institutional performance (McInerney et al., 2015). Therefore, educational leaders must prioritize teacher well-being to mitigate these risks (Adnot et al., 2017; Ronfeldt et al., 2013). Identifying turnover intentions is essential for sustaining educational quality and stability.

According to Twalib & Magutu (2017), basic needs shape teachers' intentions to resign. These include salary satisfaction, job characteristics, and supervisory quality. For teachers, inadequate compensation contributes significantly to their decision to quit. Cutting

incentives and allowances increases turnover intention by reducing financial support, undermining employee motivation.

Several factors contribute to teachers' turnover intentions, including low professional commitment. Heavy workloads and poor work settings are major drivers of attrition (Ortan et al., 2021; Räsänen et al., 2020). Many novice teachers quit during their first year due to unsupportive school climates (Dillon & Malick, 2020). Moreover, perceptions of fairness, salary satisfaction, and occupational stress influence teachers' job retention. These aspects strongly affect the stability of teachers in their profession (Obilor, 2018).

Teachers in Indonesia often earn modest incomes. In 2024, the Institute for Demographic and Poverty Studies (2024) survey revealed troubling income levels. Among the 403 teachers surveyed, 42.4% earned less than two million monthly rupiah. Alarmingly, 12.9% received less than five hundred thousand rupiah. Non-civil servant teachers faced harsher realities, with 74.3% earning below two million rupiah and 20.6% under five hundred thousand rupiah each month.

Income inequality highlights the fragile welfare of teachers, especially non-civil servants. Their low earnings push many to seek side jobs, incur debts, or pawn valuables. Such conditions reveal that teaching salaries remain insufficient for decent living standards. Teachers in Indonesia often struggle to cover essential needs solely from their profession. Such conditions signal a pressing issue in ensuring fair economic security for educators. Given these challenges, increasing job satisfaction is one potential strategy to reduce teachers' turnover intention. Enhancing satisfaction requires fair and sufficient compensation, both financial and non-financial. Such efforts help reduce expenses tied to hiring new teachers. Improving compensation can keep teachers committed to their institutions. Schools may thus achieve greater stability in their teaching workforce.

This study is at the State Islamic High School (SIHS) in Banjarmasin City. SIHS represents upper secondary education in Indonesia's formal system. It is equivalent in level to High Schools across the country. However, its administration falls under the Ministry of Religious Affairs. SIHS combines general education with Islamic studies in its curriculum. This structure reflects the government's effort to integrate religion and general education.

Based on initial observations and interviews, disparities in teacher compensation emerged in three SIHS in Banjarmasin. Some teachers stated they received monthly salaries and allowances but lacked opportunities for career growth. For example, they seldom attended training or workshops to enhance their skills. Others revealed that financial compensation was minimal and calculated on a per-teaching-hour basis. In contrast, an SIHS tried to balance financial and non-financial compensation by providing regular salaries and supporting career development with occasional transport allowances.

Many prior studies have confirmed the impact of compensation on turnover intention. Both financial and non-financial compensations significantly influence employees' intention to leave (Cahyani et al., 2023; Camelo & Ponczek, 2021; Hadush & Katheriyar, 2023; Malik & Musah, 2025; Twalib & Magutu, 2017; Zakaria & Astuty, 2017). However, earlier research has rarely explored this effect among teachers in Islamic educational institutions.

In this study, the theoretical gaps emerge because of prior studies. However,

extensively analyzing the relationship between compensation and turnover intention primarily focuses on general education contexts, corporate settings, or other professional domains such as construction, hospitality, or real estate. Most of these works also integrate additional variables such as job satisfaction, workload, or job embeddedness, either as mediators or supplementary predictors. Consequently, the direct effect of financial and non-financial compensation on turnover intention in Islamic educational institutions' distinctive cultural, administrative, and curricular context remains underexplored.

Besides, earlier research's population gap predominantly involved corporate employees, general school teachers, or sector-specific professionals in non-educational fields. Only a small subset examined teachers, and even fewer addressed those teachers at SIHS in Indonesia. No previous research has specifically targeted SIHS teachers in Banjarmasin, where the education system combines general and Islamic curricula under the Ministry of Religious Affairs.

Therefore, this study aims to investigate the influence of compensation on turnover intention among teachers at SIHS in Banjarmasin. This study lies in its simultaneous examination of financial and non-financial compensation as direct predictors of turnover intention in an Islamic secondary education setting, without including mediating or extraneous variables. The research fills the theoretical and population gaps and provides empirical evidence that may inform compensation policies tailored for religious-based schools.

Methods

This study adopts a field research design using a quantitative approach. The purpose is to assess how financial and non-financial compensation influence teachers' turnover intentions at SIHS. Quantitative methods help to quantify the strength of these relationships.

The study involved all 206 SIHS teachers as the population, with 136 teachers selected as research participants. This sample size met the minimum requirement based on Krejcie & Morgan's (1970) table at a 95% confidence level. Participants were randomly chosen through simple random sampling using Microsoft Excel. However, this study may face bias because it only involved three SIHS in Banjarmasin, which limits generalizability. It relied on self-reported data, which risks introducing social desirability and standard method bias.

Data were collected using an online questionnaire distributed via Google Forms to SIHS teachers. The instrument employed a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree." The questionnaire consisted of 47 statements, divided into three constructs. 16 items measured financial compensation (X1) with indicators of direct financial compensation and indirect financial compensation (Dessler, 2018; Sobaih et al., 2023); 16 items measured non-financial compensation (X2) with indicators of recognition, promotion and career development, working conditions, and training opportunities (Bashir et al., 2020; Duru et al., 2023; Fajardo, 2024; Hosen et al., 2024; Yang et al., 2022; Yimam, 2022; Zhenjing et al., 2022); and 15 items focused on capturing the turnover intention variable (Y) with indicators of thinking of quitting, intention to search, and intention to quit (Y) (Mobley et al., 1978).

The researcher designed the questionnaire independently, drawing upon established

indicators for each variable. To ensure content and linguistic validity, the instrument underwent expert review by two specialists with expertise in the research domain. The researchers revised the instrument based on feedback and recommendations, then piloted it with 30 teachers outside the main study sample. They assessed construct validity using the Pearson Product-Moment Correlation, deeming an item valid if its calculated r value exceeded the critical value of 0.361. They evaluated reliability to confirm the instrument's internal consistency, considering a Cronbach's Alpha coefficient above 0.60 to indicate acceptable reliability (Sugiyono, 2022).

Data analysis was employed using IBM SPSS software version 29 in this research. The researchers applied inferential statistics, which included classical assumption tests and hypothesis verification. The classical tests assessed normality, multicollinearity, and heteroscedasticity. They tested the hypotheses using multiple linear regression, t -tests, F -tests, and coefficient of determination analysis. They then formulated the multiple linear regression equation as follows:

$$Y = a + b_1X_1 + b_2X_2$$

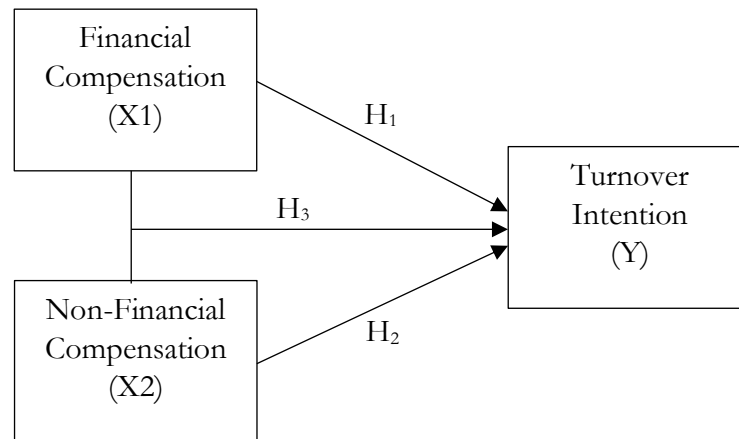


Figure 1 below presents the conceptual framework of this study

Referring to the conceptual framework in Figure 1, the study formulates the following hypothesis:

H_1 = There is an influence of financial compensation on the turnover intention of SIHS teachers.

H_2 = here is an influence of non-financial compensation on the turnover intention of SIHS teachers.

H_3 = There is a simultaneous influence of financial and non-financial compensation on the turnover intention of SIHS teachers.

Results and Disussion

Result

Validity and Reliability Test

Validity testing assesses how accurately an instrument measures its intended construct. Reliability testing determines if the instrument consistently performs across

repeated uses. Table 1 displays the findings of both validity and reliability tests.

Table 1. Validity and Reliability Test

Variables	Number of Items	Value of r-Calculated (Range)	Validity Status	Cronbach's Alpha (α)	Reliability Status
Financial Compensation (X1)	16	0.567 – 0.908	Valid	0.944	Reliable
Non-Financial Compensation (X2)	16	0.547 – 0.952	Valid	0.964	Reliable
Turnover Intention (Y)	15	0.520 – 0.944	Valid	0.967	Reliable

Source: SPSS Version 29 Output

Based on Table 1, the validity test results showed that all statement items were valid. The r-calculated values ranged from 0.567 to 0.908 for financial compensation. For non-financial compensation, the range was from 0.547 to 0.952. Meanwhile, turnover intention had r-calculated values between 0.520 and 0.944. Reliability tests confirmed that all variables were reliable, with Cronbach's Alpha above 0.6.

Classical Assumption Tests

The initial classical assumption test involves assessing the normality of the data. The normality test determines whether the data follows a normal distribution. Data meets the normality assumption if the Sig. Value exceeds 0.05. Table 2 presents the results of this examination.

Table 2. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		136
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.33271315
Most Extreme Differences	Absolute	.069
	Positive	.052
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed) ^c		.200 ^d

Source: SPSS Version 29 Output

Referring to Table 2, the Asymp. Sig. (2-tailed) The result is 0.200. The residuals' distribution meets the normality assumption, indicating no significant deviation from the normal distribution.

The multicollinearity test examined the linear relationship among independent variables, with detection done by evaluating the Variance Inflation Factor (VIF) values. A

VIF value of 10 or higher may suggest potential multicollinearity issues. Additionally, a tolerance value of 0.10 or less indicates a similar concern. The results of this test are presented in Table 3.

Table 3. Multicollinearity Test

Coefficients^a							
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics
	B	Std. Error	Beta				
1 (Constant)	71.228	3.681			19.352	<.001	
Financial Compensation (X1)	-.168	.065	-.206		-2.571	.011	.566
Non-Financial Compensation (X2)	-.522	.074	-.567		-7.075	<.001	.566

Source: SPSS Version 29 Output

According to Table 3, tolerance and VIF values for X1 and X2 are identical. The tolerance score of 0.566 meets standards since it exceeds the 0.10 threshold. Likewise, the VIF value 1.767 satisfies the criteria as it remains below the limit of 10. These findings confirm that the regression model does not suffer from multicollinearity issues.

The heteroscedasticity test aims to verify that there is no correlation between residuals and independent variables. One standard method to detect heteroscedasticity is the Glejser technique. A significance value greater than 0.05 indicates no heteroscedasticity problem. This analysis ensures the error variance remains constant across observations. The test results are presented in Table 4.

Table 4. Heteroscedasticity Test

Coefficients^a						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.181	.079			2.280	.024
Financial Compensation (X1)	.002	.001	.174		1.532	.128
Non-Financial Compensation (X2)	-.003	.002	-.204		-1.793	.075

Source: SPSS Version 29 Output

Based on Table 4, the financial compensation variable (X1) records a Sig value of 0.128. Meanwhile, the non-financial compensation variable (X2) yields a Sig. Value of 0.075.

Both variables display Sig. Values exceeding 0.05, suggesting no heteroscedasticity issues. These results indicate that the regression model fulfills the homoscedasticity assumption.

Hypothesis Verification Test

The hypothesis verification process began with multiple linear regression analysis. This method aims to illustrate the linear relationship between financial compensation (X1), non-financial compensation (X2), and turnover intention (Y). The results of this analysis are presented in Table 5.

Table 5. Multiple Linear Regression

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	71.228	3.681		19.352	<.001
	Financial Compensation (X1)	-.168	.065	-.206	-2.571	.011
	Non-Financial Compensation (X2)	-.522	.074	-.567	-7.075	<.001

Source: SPSS Version 29 Output

The multiple linear regression findings show that the regression model is $Y = 71.228 - 0.168X_1 - 0.522X_2$. The constant value 71.228 reflects the expected turnover intention when both predictors are constant. The financial compensation coefficient (X1) of -0.168 suggests that an increase in financial compensation by one unit reduces turnover intention by 0.168 units. The results demonstrate an inverse relationship between financial compensation and turnover intention. Likewise, the non-financial compensation coefficient (X2) of -0.522 indicates that higher non-financial compensation correlates with a lower likelihood of turnover.

The t-test assessed the impact of each independent variable on turnover intention. Based on Table 5, the t-statistic for financial compensation (X1) was -2.571, with a significance value of 0.011. According to the decision criteria, the absolute t-value (2.571) exceeds the critical t-table value of 1.978. The p-value is also less than 0.05, indicating a significant result. Therefore, financial compensation negatively and significantly influences turnover intention, supporting the acceptance of H1 and the rejection of H0.

The analysis revealed that non-financial compensation (X2) yielded a t-statistic of -7.075. Its p-value of 0.001 was below the 0.05 threshold, confirming statistical significance. The t-value also exceeded the t-table benchmark, reinforcing this finding. Consequently, non-financial compensation negatively and significantly affects turnover intention. Thus, H2 is accepted while H0 is rejected in this context.

The F-test was applied to examine the joint impact of the independent variable on the dependent variable. The results of this test are presented in Table 6.

Table 6. F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2714.667	2	1357.333	71.234	<.001 ^b
	Residual	2534.274	133	19.055		
	Total	5248.941	135			

Source: SPSS Version 29 Output

Based on Table 6, the F-value is reported at 71.234 with a significance level of 0.001. According to the testing criteria, the F-value (71.234) exceeds the critical F-table value (2.670). Additionally, the significance value (0.001) is below the 0.05 threshold. These findings indicate that financial and non-financial compensation jointly influence turnover intention. Therefore, H3 is accepted and H0 is rejected.

Lastly, the coefficient of determination indicates the proportion of variance in the dependent variable that is explained. It reflects the extent to which independent variables statistically influence the dependent variable. The results of the determination test are presented in Table 7.

Table 7. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 ^a	.517	.510	4.365

Source: SPSS Version 29 Output

Based on Table 7, the adjusted R² value of 0.510 implies that financial and non-financial compensation explain 51% of the variance in teachers' turnover intention at SIHS in Banjarmasin, indicating a moderate explanatory power. This means that over half of the changes in turnover intention can be attributed to the compensation variables included in the model. At the same time, the remaining 49% is influenced by other factors not examined in this study, such as workload, physical work environment, work motivation, gender, class size, and student behavior. In practical terms, it highlights that while compensation is a significant retention driver, a comprehensive retention strategy should also address these other determinants.

Discussions

1. The Influence of Financial Compensation on Teachers' Turnover Intention

Based on inferential statistics, the t-value reached -2.571, exceeding the critical t-table value of 1.978 in absolute terms. The significance level was 0.011, which is below 0.05. This indicates a statistically significant negative effect of financial compensation on SIHS teachers' turnover intention. The negative direction implies an inverse relationship between the two variables.

These results align with Camelo & Ponczek's (2021) findings in São Paulo, Brazil. They revealed that wages reduce teachers' turnover intention by approximately 10.4%. Low salaries contribute significantly to teachers' desire to leave their institutions. Similarly, Hadush

& Katheriyar (2023) found that financial compensation affects teachers' intentions to resign. In the Saharti District, Ethiopia, teacher turnover intention ranges from 28.5% to 53.8%, signaling retention concerns.

Based on these findings, financial compensation has aligned with teachers' expectations. Such compensation fulfills principles of fairness and supports economic needs. This situation can stimulate higher motivation and performance in performing duties (Dessler, 2018; Farihah et al., 2024; Suriagiri & Hermina, 2020; Witari & Manuaba, 2021). Adequate compensation also fosters a sense of satisfaction at work (Hasibuan, 2017). For this reason, educational institutions should consistently review and sustain these policies (Mathis & Jackson, 2011).

Teachers' satisfaction with financial compensation plays a vital role in maintaining stability. Dissatisfaction can lead to stronger intentions to leave their positions (Robbins & Judge, 2018). This condition risks disrupting student discipline and classroom climate (Jensen, 2021). When teachers resign, institutions lose valuable institutional memory. New teachers face challenges adapting to established practices and relationships (Camelo & Ponczek, 2021).

Thus, financial compensation significantly and negatively impacts SIHS teachers' turnover intentions. Higher compensation lowers teachers' desire to leave their jobs. Fair and sufficient pay fosters job satisfaction and motivates teachers to work effectively. Such satisfaction helps maintain institutional stability in the education sector. Therefore, institutions should sustain and periodically review compensation policies.

2. The Influence of Non-Financial Compensation on Teachers' Turnover Intention

Based on the inferential statistics, the calculated t-value was -7.075. This absolute value exceeded the critical t-table value of 1.978. The significance level of 0.001 was below the 0.05 threshold. These findings confirm a negative and significant effect of non-financial compensation on SIHS teachers' turnover intention. The negative direction indicates an inverse relationship between the two variables.

These findings align with Cahyani et al. (2023), who reported a significant negative effect. They observed a t-value of -3.701, exceeding the critical value of 2.024. The significance level was 0.001, indicating a 37.1% impact. Likewise, Malik & Musah (2025) found a significant inverse link between non-financial compensation and turnover. Their analysis yielded a β coefficient of -0.159 and a t-value of 2.904.

Non-financial compensation generally involves work environment, recognition, and growth opportunities (Fajardo, 2024). Supportive conditions enhance staff satisfaction and drive their motivation. Thus, non-financial rewards are crucial in promoting teachers' optimal performance (Yang et al., 2022). Moreover, such compensation effectively reduces teachers' turnover intentions by offering career development, recognition, and training chances (Fajardo, 2024).

Promotion in the teaching profession can motivate teachers to enhance their performance (Setyawati & Komariah, 2020). However, promotions must adhere to the principles of fairness and equity (Duru et al., 2023). Institutions should prioritize advancement for teachers who demonstrate clear merit, as such recognition provides non-

financial satisfaction that reinforces their commitment and reduces their inclination to leave their positions.

Equally important is offering teachers access to training opportunities that build skills and knowledge (Hastwell, 2025). Well-designed training programs strengthen competencies and professional growth. Commitment is a vital link between job performance and participation in training (Hosen et al., 2024). Yimam (2022) highlights that expanding training quality and scope is crucial for improving effectiveness. The principals should provide exceptional training and coaching programs for senior teachers to refresh their competencies and enhance their motivation (Mulyadi & Aryadi, 2025). Structured training enhances teachers' capabilities and improves learning outcomes within institutions.

The analysis results indicate that non-financial compensation negatively and significantly affects SIHS teachers' turnover intention, meaning that higher non-financial compensation correlates with lower intentions to resign. Non-financial factors such as a supportive work environment, recognition, and opportunities for professional development effectively foster job satisfaction. Therefore, madrasahs should continuously strengthen policies that enhance non-financial rewards, which can help sustain teachers' long-term commitment.

3. The Simultaneous Influence of Financial and Non-Financial Compensation on Teachers' Turnover Intention

Based on the inferential statistical analysis, the computed F-value reached 71.234. This figure substantially exceeded the critical F-table value of 1.978. Furthermore, the significance level of 0.001 was below the 0.05 threshold. These results demonstrate that financial and non-financial compensation exert a significant joint influence. Thus, both independent variables contribute to shaping turnover intention.

The adjusted R-square in this study reaches 0.510, indicating moderate explanatory power. Financial and non-financial compensation account for 51% of turnover intention. Thus, the model explains over half the variance in turnover intention. The remaining 49% stems from external factors beyond the scope of this research. Such factors include workload, physical work setting, work motivation, gender, class size, and student behavior (Magdová et al., 2020).

This finding aligns with Twalib & Magutu's (2017) research on compensation and turnover. The R^2 value 0.866 indicates that compensation explains 86.6% of turnover variation. An F statistic of 167.783 with $p \leq 0.05$ confirms model validity. The correlation coefficient of 0.93 shows a very strong link between compensation and turnover. Therefore, both financial and non-financial rewards play vital roles in retaining teachers.

Zakaria & Astuty (2017) also found that compensation significantly reduces employees' intention to leave. Adequate compensation reflects the organization's recognition of employees' contributions. This fosters appreciation and strengthens staff loyalty. Employees assess compensation fairness against workload and organizational promises. Fulfilling teachers' rights increases satisfaction and strengthens their commitment to stay in their positions.

The findings are consistent with Herzberg's Two-Factor Motivation Theory, which differentiates between hygiene factors and motivators. In this framework, financial compensation is a hygiene factor that prevents dissatisfaction and reduces turnover intention, as reflected in its significant negative effect on teachers' willingness to leave (Herzberg et al., 1959). Conversely, non-financial compensation such as recognition, professional growth, and supportive work conditions are motivators that foster job satisfaction and commitment, thereby lowering turnover intention. The result, showing that both forms of compensation jointly explain 51% of turnover intention, reinforces Herzberg's view that sustaining workforce stability requires adequate hygiene factors alongside strong motivators.

Moreover, non-financial compensation may have a stronger impact on turnover intention because it aligns with intrinsic motivators that drive long-term engagement, including achievement, growth opportunities, and meaningful work (Herzberg et al., 1959). Financial rewards primarily reduce dissatisfaction but may not strengthen loyalty once basic needs are satisfied, while non-financial rewards meet psychological needs for growth, recognition, and a sense of purpose. For SIHS teachers, career advancement, supportive leadership, and professional acknowledgment likely resonate more with their values, thus reducing the intention to leave more effectively than financial incentives alone.

Based on the above findings, compensation is crucial in retaining teachers at SIHS. Both financial and non-financial compensation significantly influence teachers' intentions to leave their positions. Providing fair and adequate compensation can reduce educators' desire to resign, while satisfaction with compensation fosters stronger loyalty and attachment to the institution. Therefore, a competitive compensation system is a key strategy to limit turnover intention.

Conclusion

This research demonstrates that financial compensation negatively and significantly impacts turnover intention. The higher the financial compensation provided, the lower the intention of SIHS teachers to leave. Additionally, non-financial compensation also negatively and significantly influences turnover intention. These findings confirm that both types of compensation jointly account for 51% of the variance in turnover intention. The results underscore providing equitable and adequate compensation to maintain staff stability.

As a recommendation, SIHS leaders are encouraged to maintain and enhance compensation practices fairly and consistently. Regular reviews of compensation policies are necessary to ensure they remain effective. Policymakers at the Ministry of Religious Affairs should develop regulations that reflect these findings. Clear policies and stakeholder collaboration will help reduce turnover intention among teachers. Special attention should focus on non-civil servant teachers, who often receive inadequate compensation.

A qualitative approach can offer deeper insights into these factors, while concentrating on a single institution allows for more focused analysis. Such an approach would help clarify the specific ways in which compensation influences turnover within that particular context.

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