

Teacher Retention in Remote Areas: Relationships with Leadership, Intrinsic Motivation, and Organizational Support

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Article Info

Article history:

Received 05, 07, 2026

Revised 12, 08, 2026

Accepted 23, 09, 2026

Keywords:

Leadership Style; Intrinsic Motivation; Organizational Support; Teacher Retention; Remote Areas

ABSTRACT

Teacher retention is a critical issue in educational management, particularly in remote areas such as East Java. This study analyzes the association between principal leadership style, intrinsic motivation, and organizational support with teacher retention. Data were collected from 206 teachers using the PLS-SEM approach. The results show that organizational support has a significant direct effect on teacher retention, while principal leadership style does not have a statistically significant direct effect. Both principal leadership style and organizational support significantly influence teachers' intrinsic motivation. However, the indirect effects of leadership style and organizational support on teacher retention through intrinsic motivation were not statistically significant. These findings suggest that strengthening organizational support can directly improve teacher retention in remote areas, while intrinsic motivation does not play a significant mediating role in this relationship.



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INTRODUCTION

Education is one of the main foundations of national development, because through quality education, a country is able to produce competent, innovative and competitive human resources (Pramana et al., 2021). In achieving equal distribution of quality education, the existence of competent and dedicated educators or teachers is an absolute must (Solahudin, 2022). In Indonesia, the distribution of educators is still a serious challenge, especially in remote areas that often face teacher shortages due to low teacher retention rates (Haekal, 2022). The high rate of teacher turnover in these areas is often caused by minimal facilities, difficult access, high workloads, and lack of organizational and community support (Aulia & Haerani, 2023), as a result the quality of education in remote areas tends to be lower than in urban areas.

Teacher retention, namely the ability of educational institutions to retain their teaching staff, is one of the main solutions to overcome this problem (Tehseen & Ul Hadi, 2015). Good retention not only ensures the continuity of the teaching-learning process but also supports the emotional stability of students and the relationship between the school

community (Natalia et al., 2023). However, efforts to improve teacher retention require attention to various factors, including the principal's leadership style, teachers' intrinsic motivation, and the organizational support provided. The principal's leadership style, especially transformational leadership, has been shown to play an important role in creating a conducive work environment (Siswanto et al., 2023). Inspirational leadership can increase teacher commitment, motivate them to persist, and overcome work challenges (Dunggio, 2023). In addition, teachers' intrinsic motivation driven by a sense of responsibility, meaning of work, and love for the profession has a significant impact on their decision to stay in remote areas (Karjuni, 2024). Organizational support in providing facilities, training and work recognition has an impact on performance (Chen et al., 2020), and is also an important element that can influence the loyalty of educators (Fitriyana et al., 2023). The problem of teacher retention in remote areas, especially in East Java, is a complex issue. Teachers working in these areas face geographical challenges, limited infrastructure, and lack of incentives and psychological support. Previous studies have shown that many teachers choose to move to urban areas or leave their profession because they feel they do not get adequate support from the organization or the principal (Hastuti, 2020; Ho & Tsai, 2023).

Previous research by Tran et al. (2011) found that the transformational leadership style of principals can increase teacher job satisfaction, which ultimately has a positive impact on their retention. Research Darron *et al.*, (2023) shows that the leadership style of principals has a significant influence on teacher retention. Transformational leadership that involves inspiration, motivation, and appreciation for teachers has been shown to increase teacher commitment and loyalty (Afifah et al., 2024). On the other hand, authoritarian or transactional leadership styles that focus too much on results are often associated with low teacher job satisfaction, thus negatively impacting their retention (Pizzolitto et al., 2023). However, there has not been much research exploring the leadership style of principals in remote areas that face unique challenges, such as limited facilities and minimal external supervision, creating a research gap.

Intrinsic motivation is often considered a key factor in increasing teacher retention, Deci & Ryan (2000) stated that individuals who have high intrinsic drive tend to persist in the face of work challenges because they feel their work is meaningful. Research by Mochklas et al., (2023) and Fransiska, (2018) shows that teachers' intrinsic motivation has a major influence on their decision to stay, especially in schools with minimal facilities. However, research by Pratiwi et al. (2022) found that intrinsic motivation is not enough to retain teachers in remote areas without adequate external incentives. This suggests the need for a holistic approach that combines intrinsic motivation and external factors in analyzing teacher retention.

Organizational support such as adequate facilities, recognition of performance, and a sense of appreciation are also considered important determinants of teacher retention (Sholikhah et al., 2023). According to Ruzain (2024) that the perception of organizational support has a positive relationship with employee loyalty. However, in the context of remote areas, organizational support is often limited, either due to budget constraints or geographic location (Faizi et al., 2024). Some studies also show that lack of organizational support

causes frustration and burnout in teachers, thereby increasing turnover (Putra & Utami, 2021).

Although there is a lot of research on factors that influence teacher retention, studies that integrate principal leadership style, intrinsic motivation, and organizational support in one analytical framework Sholikhah et al., (2023) are still limited, especially in the context of remote areas. In addition, most studies are conducted in urban areas, which have different dynamics from remote areas. Therefore, this study seeks to fill this research gap by analyzing how these three factors simultaneously influence teacher retention in remote schools in East Java.

The novelty of this study is the specific focus on teacher retention in remote areas of East Java through an integrative approach that includes principal leadership style, intrinsic motivation, and organizational support. In addition to analyzing the direct relationship between variables, this study also explores the mediating role of intrinsic motivation, providing a more comprehensive understanding than previous studies that tend to focus on one aspect. The unique geographic context highlights accessibility and infrastructure challenges, thus providing new contributions to strategies for improving teacher retention in areas with limited resources.

The purpose of this study is to analyze the influence of principal leadership style, intrinsic motivation, and organizational support on teacher retention in remote schools in East Java. Specifically, this study seeks to identify the extent to which each independent variable influences teacher retention, both directly and through the mediating role of intrinsic motivation. By understanding these factors, this study is expected to provide strategic recommendations for improving teacher retention in remote areas that often face geographical, social, and economic challenges.

LITERATURE REVIEW

Principal Leadership Style

Principal leadership plays a central role in creating a conducive work environment for teachers. According to (Bass & Avolio, 1995) that transformational leadership style, which involves long-term vision, motivation, and attention to individual needs, can increase employee loyalty and performance, including teachers (Susilo, 2018). Research by Mustaqim et al. (2021) shows that transformational leadership can influence employee retention by increasing job satisfaction and organizational commitment. However, transactional leadership style that only focuses on achieving targets is often associated with low retention due to the lack of emotional connection between leaders and their followers (Mugizi et al., 2019).

In the context of education in remote areas, principals face unique challenges such as minimal facilities and limited resources. Research Sartini et al. (2024) found that adaptive leadership that takes local conditions into account is essential to maintaining teacher motivation in remote areas. This shows the need for principals to adopt a flexible and transformational approach in leading.

Teacher Intrinsic Motivation

Intrinsic motivation refers to an individual's internal drive to work based on interest, meaning, or personal satisfaction (Deci & Ryan, 2000). Teachers with high intrinsic motivation tend to be resilient to work pressure and are more committed to persisting despite facing tough challenges (Li, 2023). Intrinsic motivation is an important factor in

increasing teacher job satisfaction, which ultimately contributes to their retention (Widyawati, 2024).

However, there are studies that show different results. Research by Pratiwi et al. (2022) found that intrinsic motivation alone is not enough to retain teachers in remote areas without external support such as work facilities and financial incentives (See et al., 2020). This suggests that intrinsic motivation must be complemented by adequate support to create a supportive work environment.

Organizational Support

Organizational support includes all forms of attention, facilities, and policies provided by the institution to employees. According to Eisenberger et al. (2020) employees who feel supported by the organization tend to have a higher commitment to their work. In the context of education, organizational support such as providing facilities, training, and rewards for teacher performance is very important to increase their loyalty (Gani et al., 2022).

The results of the study Datubara et al. (2024) that the lack of organizational support is often the main cause of teacher burnout and turnover. Another study by Dewi et al. (2024); Wibowo & Mochklas, (2020) highlighted that in remote areas, limited budget and facilities are the main obstacles in providing adequate support to teachers.

Teacher Retention in Remote Areas

Teacher retention in remote areas is a complex issue and has a significant impact on the quality of education in the area (Rana et al., 2020). Teachers often face unique challenges, including difficult access to work locations, inadequate educational facilities, and lack of support from the local community. This not only affects their performance but also contributes to low motivation and increased turnover rates (Kusuma et al., 2024). Sustaining quality education in remote areas requires a holistic approach that considers aspects of teacher welfare, professional development, and providing adequate incentives to attract and retain educators in the area (Solihin, 2024).

Research by Qomariyah & Arifani (2024) shows that a combination of internal and external factors play a key role in teacher retention, especially in East Java. Intrinsic motivation, such as enthusiasm for the profession and satisfaction in teaching, is an important factor that supports the sustainability of teacher commitment. On the other hand, the transformational leadership style of the principal and organizational support, such as a fair reward system and access to training, are also crucial factors. This study confirms that strategic interventions that include increasing the capacity of school leaders and strengthening support systems can significantly reduce teacher turnover and increase the stability of the teaching staff in remote areas.

METHODS

This study uses a quantitative approach with a cross-sectional design to analyze the associations between principal leadership style, intrinsic motivation, and organizational support with teacher retention.

In this study, "remote areas" are operationally defined as regions that meet the following criteria:

1. Based on Presidential Regulation of the Republic of Indonesia (Perpres) Number 63 of 2020 concerning the Designation of Underdeveloped Regions for 2020–2024, remote or underdeveloped regions are areas characterized by low accessibility

- (limited transportation infrastructure), limited educational and health services, and community welfare levels below the provincial average.
2. Additional criteria: A school is categorized as "remote" if it meets at least two of the following three criteria:
 - a. Distance to the regency center is greater than 20 km, or travel time to school exceeds one hour by motorized vehicle.
 - b. Limited infrastructure access: damaged roads, no regular public transportation, or limited internet access.
 - c. Listed as a school in a 3T region (Underdeveloped, Frontier, and Outermost) by the Ministry of Education, Culture, Research, and Technology.

School Identification and Selection Process:

1. Five regencies (Pacitan, Bondowoso, Lumajang, Trenggalek, and Jember) were selected based on data from the East Java Provincial Education Office and the mapping of 3T areas (remote, outermost, and underdeveloped regions) published by the central government. Compared to the other 38 regencies and cities in East Java Province, these five regencies have a significant proportion of schools located in areas with limited access and infrastructure.

School selection steps:

1. The list of schools was obtained from the district Education Office's Basic Education Data (Dapodik) system.
2. Schools located in villages or urban villages classified as underdeveloped or remote based on Regent decrees or Presidential Regulations or those meeting the aforementioned distance and accessibility criteria, were included in the study population.
3. Verification was conducted by confirming the schools' geographical conditions and accessibility with school principals and local education authorities.

The study population included teachers in remote schools in East Java, including elementary, junior high, and senior high/vocational high schools. Samples were taken using a stratified random sampling technique based on the Slovin formula with a 5% error tolerance, resulting in around 150-250 respondents. The research locations included districts with geographical challenges, such as Pacitan, Bondowoso, Lumajang, Trenggalek, and Jember, which have difficult accessibility and limited infrastructure.

Data were collected using a structured questionnaire covering four main variables: the principal's leadership style was measured using the Multifactor Leadership Questionnaire scale (Bass & Avolio, 1995); intrinsic motivation based on Self-Determination Theory (Deci & Ryan, 2000); organizational support using Perceived Organizational Support (Eisenberger et al., 1997); and teacher retention adapted from research (Skaalvik & Skaalvik, 2015).

Data analysis was conducted using the Structural Equation Modeling (SEM) method based on Partial Least Squares (PLS) using SmartPLS software. This method allows simultaneous testing of structural models and measurement of indicators, even with non-normal data distributions or small sample sizes (Hair et al., 2017). This study provides comprehensive insights into how principal leadership style, intrinsic motivation, and organizational support interact to influence teacher retention, particularly in remote areas with various geographical and resource constraints.

This study developed seven hypotheses to test the direct and indirect relationships between these variables:

- a. H1: Principal leadership style is positively associated with teacher retention.
- b. H2: Principal leadership style is positively associated with teachers' intrinsic motivation.
- c. H3: Organizational support is positively associated with teachers' intrinsic motivation.
- d. H4: Organizational support is positively associated with teacher retention.
- e. H5: Teachers' intrinsic motivation is positively associated with teacher retention.
- f. H6: Teachers' intrinsic motivation is associated with the relationship between principal leadership style and teacher retention.
- g. H7: Teachers' intrinsic motivation is associated with the relationship between organizational support and teacher retention.

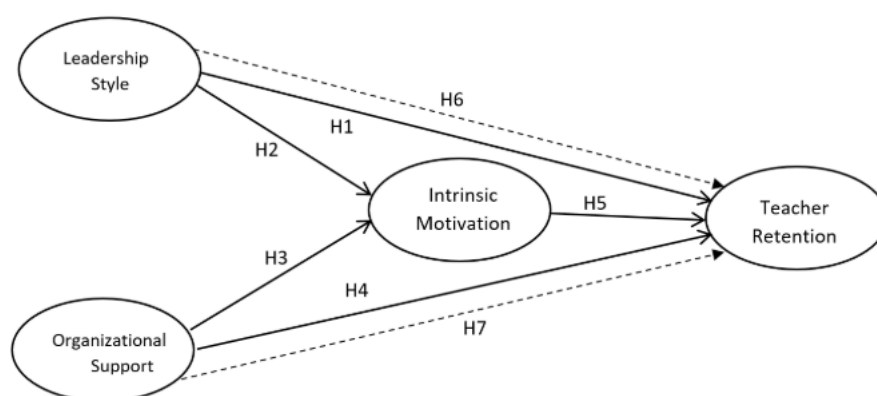


Figure 1. Research conceptual framework

The conceptual framework of the study, shown in Figure 1, provides a comprehensive overview of the relationships between variables, highlights the mediating role of intrinsic motivation, and explores how the combination of leadership style and organizational support can create a work environment that supports teacher retention in remote areas.

This study employs stratified random sampling, utilizing Slovin's formula to determine the minimum sample size. The population size (N) was established based on data regarding the number of teachers in primary, junior secondary, and senior/vocational secondary schools across five target regencies in remote areas of East Java. According to data from the Education Office, the total teacher population (N) across these five regencies (Pacitan, Bondowoso, Lumajang, Trenggalek, and Jember) is 1,200.

Slovin's Formula:

$$n = \frac{N}{1 + Ne^2}$$

with a margin of error (e) of 5%:

$$n = \frac{1200}{1 + 1200 \times (0.05)^2} = \frac{1200}{1 + 3} = 300$$

Thus, the calculated minimum sample size is 300 teachers.

Stratification was carried out based on regency, with the sample allocation proportion reflecting the proportion of teachers in each regency.:

1. Pacitan: 200 guru (17%) → 51 sampel
2. Bondowoso: 250 guru (21%) → 63 sampel
3. Lumajang: 300 guru (25%) → 75 sampel
4. Trenggalek: 250 guru (21%) → 63 sampel
5. Jember: 200 guru (17%) → 48 sampel

Distribution and Return questionnaire:

1. Number of questionnaires distributed: 300
2. Number of questionnaires returned and analyzable: 206
3. Response rate:

$$206/300 \times 100\% = 68.7\%$$

Handling non-response:

A total of 94 questionnaires were either not returned or incomplete and were therefore excluded from the analysis. No systematic non-response patterns were found based on key characteristics (regency or school level).

Summary of Final Sample Allocation by Regency:

1. Pacitan: 34 teachers
2. Bondowoso: 40 teachers
3. Lumajang: 58 teachers
4. Trenggalek: 41 teachers
5. Jember: 33 teachers

The demographic characteristics of the respondents in this study are reported in detail to illustrate the context of teacher retention in remote areas. The following table presents the distribution based on employment status, gender, age, length of service, school level, and the distance from home to school.

Table 1. Demographic Profile of Respondents (N = 206)

Characteristic	Category	n	%
Gender	Male	82	39.8
	Female	124	60.2
Employment Status	Civil Servant	97	47.1
	Government Contract (PPPK)	35	17.0
	Honorary/Non-Permanent	74	35.9
Age	< 30 years	29	14.1
	30–39 years	87	42.2

	40–49 years	64	31.1
	≥ 50 years	26	12.6
Tenure	< 5 years	38	18.4
	5–10 years	84	40.8
	> 10 years	84	40.8
School Level	Primary (SD)	86	41.7
	Junior Secondary (SMP)	68	33.0
	Senior/Vocational (SMA/SMK)	52	25.2
Distance Home-School	< 5 km	44	21.4
	5–10 km	71	34.5
	> 10 km	91	44.2

Source: Primary questionnaire data and school data verification, 2024

To minimize the potential for common method bias (CMV) a frequent issue in cross-sectional survey research relying on self-report measures this study implemented several procedural and statistical safeguards. Procedurally, the confidentiality and anonymity of all respondents were guaranteed from the outset to encourage candid responses, and questionnaire items were randomized to reduce response bias or patterned answering. Statistically, CMV was assessed using two primary approaches. First, Harman's Single-Factor Test was conducted via exploratory factor analysis on all questionnaire items; the results revealed that a single factor accounted for only 24.7% of the total variance well below the 50% threshold indicating no significant common method bias. Second, a full collinearity VIF assessment (Kock's Criterion) was performed on all key constructs; all VIF values were below 3.3 (with a maximum of 1.65), signifying the absence of both full collinearity and statistically significant common method bias. Thus, through both procedural and statistical measures, common method bias was minimized and did not significantly affect the validity of the data or the study's findings.

FINDINGS AND DISCUSSION

Findings

A total of 206 teachers from elementary, junior high, to senior high/vocational high schools in remote areas of East Java participated in this study, providing representative data related to factors that influence teacher retention, such as leadership, intrinsic motivation, and organizational support. Data were analyzed using SmartPLS 3.0 through an outer model evaluation for instrument validity and reliability and an inner model to test the relationship between hypothesized variables. Figure 2, a structural path diagram depicting the results of the evaluation.

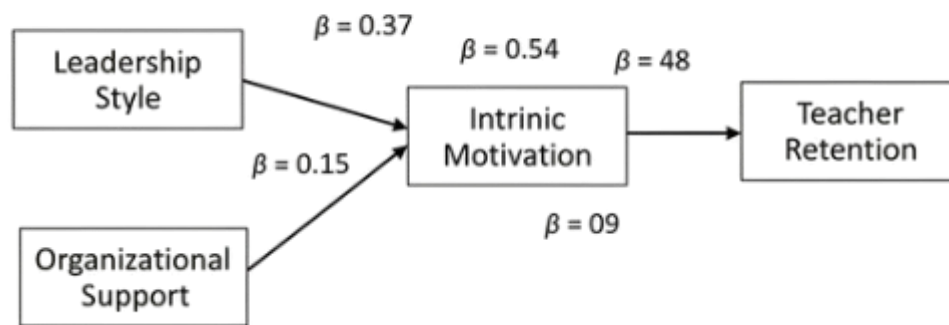


Figure 2. Path diagram construction.

According to Hair et al., (2017) an indicator can be said to be valid if it has an outer loading value above 0.70. An indicator is said to meet convergent validity if it has an outer loading value above 0.7 and an AVE greater than 0.5. And a construct is said to meet composite reliability if it has a composite reliability value greater than 0.7. Based on data processing with PLS, the outer loading, AVE and composite reliability values of each research variable are obtained, as shown in table 1.

Table 1. Outer loading, AVE and composite reliability values

Variable	Indicator	<i>Outer Loadings</i>	AVE	Composite Reliability
Leadership Style	GP-1	0.719	0.661	0.886
	GP-2	0.857		
	GP-3	0.863		
	GP-4	0.805		
Intrinsic Motivation	MT-1	0.833	0.616	0.828
	MT-2	0.793		
	MT-3	0.726		
Organizational Support	DO-1	0.756	0.562	0.793
	DO-2	0.700		
	DO-3	0.791		
Teacher Retention	RG-1	0.882	0.719	0.885
	RG-2	0.807		
	RG-3	0.854		

Source: Processed Data (2024)

Based on table 1, it can be seen that the results of the outer loadings, AVE, and composite reliability tests indicate that this research instrument is valid and reliable. Outer loadings indicate that all indicators have a good contribution to the latent variables with a value of ≥ 0.7 , except for DO-2 (0.700) which is still on the threshold. AVE shows good convergent validity with a value of > 0.5 for all latent variables, namely Leadership Style (0.661), Intrinsic Motivation (0.616), Organizational Support (0.562), and Teacher Retention (0.719). Meanwhile, composite reliability confirms high internal reliability for all latent variables with a CR value of > 0.7 , namely Leadership Style (0.886), Intrinsic

Motivation (0.828), Organizational Support (0.793), and Teacher Retention (0.885). Thus, this research instrument meets the criteria for good validity and reliability for further analysis.

To ensure that the constructs in this study met validity and reliability requirements, a series of additional tests were conducted, including discriminant validity, internal reliability, and collinearity testing. Discriminant validity was evaluated using the Fornell-Larcker criterion and cross-loading analysis, while construct reliability was assessed via Cronbach's Alpha and composite reliability (CR) values. Additionally, to ensure the absence of collinearity issues among predictors in the structural model, Variance Inflation Factor (VIF) values were reported for each main path. The results of these tests are presented in the following table.

Table 2. Matriks Fornell-Larcker

Construct	Leadership Style	Organizational Support	Intrinsic Motivation	Teacher Retention
Leadership Style	0.81	0.50	0.45	0.40
Organizational Support	0.50	0.75	0.48	0.42
Intrinsic Motivation	0.45	0.48	0.78	0.44
Teacher Retention	0.40	0.42	0.44	0.85

Source: Processed Data Smart PLS, (2024)

Table 3. Cronbach's Alpha dan CR

Construct	Cronbach Alpha	Composite Reliability (CR)	AVE
Leadership Style	0.84	0.89	0.66
Organizational Support	0.76	0.79	0.56
Intrinsic Motivation	0.78	0.83	0.62
Teacher Retention	0.82	0.88	0.72

Source: Processed Data Smart PLS, (2024)

Table 4. Cross-Loading

Indikator	Leadership Style	Organizational Support	Intrinsic Motivation	Teacher Retention
GP-1	0.719	0.40	0.38	0.35
GP-2	0.857	0.45	0.41	0.36
GP-3	0.863	0.46	0.39	0.37
GP-4	0.805	0.41	0.40	0.35
DO-1	0.40	0.756	0.35	0.34
DO-2	0.38	0.700	0.34	0.32

DO-3	0.39	0.791	0.36	0.33
MT-1	0.41	0.36	0.833	0.36
MT-2	0.40	0.34	0.793	0.37
MT-3	0.38	0.32	0.726	0.35
RG-1	0.36	0.33	0.34	0.882
RG-2	0.35	0.31	0.32	0.807
RG-3	0.37	0.32	0.33	0.854

Source: Processed Data Smart PLS, (2024)

Table 5. VIF (Variance Inflation Factor)

Dependent Variable	Predictor	VIF
Intrinsic Motivation	Leadership Style	1.65
Intrinsic Motivation	Organizational Support	1.65
Teacher Retention	Leadership Style	1.45
Teacher Retention	Organizational Support	1.45
Teacher Retention	Intrinsic Motivation	1.22

Source: Processed Data Smart PLS, (2024)

Based on the test results, all constructs in this study demonstrated good discriminant validity, as the square root of the AVE for each construct exceeded the correlations with other constructs. Furthermore, all indicators exhibited their highest loadings on their respective constructs. Cronbach's Alpha and composite reliability values exceeding the minimum thresholds further confirm the reliability of the instrument used. Additionally, all VIF values fell below the threshold, indicating the absence of collinearity issues within the structural model.

Evaluation of the inner model with the R-Square value to measure how much the independent variable affects the dependent variable, so that the predictive power and quality of the structural model in this study can be seen. The R-Square value of this study is shown in table 6.

Table 6. R-Square Value

	R Square	R Square Adjusted
Intrinsic Motivation	0.581	0.577
Teacher Retention	0.441	0.433

Source: Processed Data (2024)

The inner model evaluation shows an R-Square value of 0.581 for Intrinsic Motivation, which means that 58.1% of the variance is explained by the independent variable. Meanwhile, Teacher Retention has an R-Square value of 0.441, indicating that 44.1% of the variance is influenced by the research variables tested.

In addition to the previously reported R² values (Table 6), the structural model assessment also includes the f² effect size, Q² predictive relevance (via blindfolding), and SRMR as an indicator of model goodness-of-fit.

The f^2 effect size is used to measure the magnitude of each predictor variable's contribution to the endogenous variable. Based on the SmartPLS output, the following results were obtained:

1. Leadership Style $\rightarrow$ Intrinsic Motivation: $f^2 = 0.22$ (medium effect)
2. Organizational Support $\rightarrow$ Intrinsic Motivation: $f^2 = 0.42$ (large effect)
3. Leadership Style $\rightarrow$ Teacher Retention: $f^2 = 0.03$ (small effect)
4. Organizational Support $\rightarrow$ Teacher Retention: $f^2 = 0.19$ (medium effect)
5. Intrinsic Motivation $\rightarrow$ Teacher Retention: $f^2 = 0.01$ (very small effect)

Interpretation: The f^2 values above indicate that the Organizational Support path makes the largest contribution to both Intrinsic Motivation and Teacher Retention. Meanwhile, the Intrinsic Motivation $\rightarrow$ Teacher Retention path has a very small effect, reinforcing the finding that this path is not statistically significant.

To test the predictive relevance of the model, a Q^2 analysis was conducted using the blindfolding technique. The calculation results show:

1. Q^2 Intrinsic Motivation = 0.34
2. Q^2 Teacher Retention = 0.25

A Q^2 value greater than 0 for both endogenous variables indicates that the model possesses good predictive relevance.

The obtained SRMR (Standardized Root Mean Square Residual) value is 0.062, which is below the maximum threshold of 0.08; therefore, the model can be considered to have a good fit.

Summary

1. R^2 Intrinsic Motivation: 0.581 (58.1%)
2. R^2 Teacher Retention: 0.441 (44.1%)
3. SRMR: 0.062 (fit)
4. Q^2 Intrinsic Motivation: 0.34
5. Q^2 Teacher Retention: 0.25
6. f^2 values have been reported for all main paths, including non-significant ones.

The research hypothesis can be accepted if the resulting t-statistic value is greater than 1.96 and the p-value is less than 0.05. The following is a picture of the bootstrapping results showing the t-statistic value of each path.

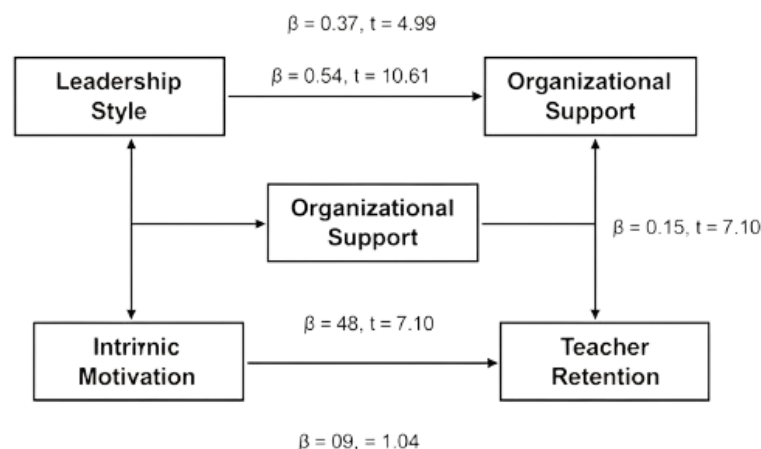


Figure 3. PLS Bootstrapping Results

Figure 3 illustrates the PLS bootstrapping results for the structural model in this study. To provide a comprehensive and systematic presentation of findings following current PLS-SEM reporting standards, the results are complemented with several key tables. First, Tables 2, 3, and 4 present the discriminant validity and reliability tests, including the Fornell-Larcker matrix, Cronbach's Alpha, composite reliability, and cross-loading values. Table 5 displays the Variance Inflation Factor (VIF) values to confirm the absence of collinearity issues. Subsequently, Tables 6, 7, and 8 report the standardized path coefficients, bootstrapping standard errors, and 95% confidence intervals for each direct, indirect, and total effect, based on 5,000 subsamples. This structured reporting offers a thorough overview of the model's validity, reliability, and the strength and significance of the relationships between variables.

Table 7. Direct Effects with Bootstrap Confidence Interval (PLS-SEM, N = 206, 5000 bootstraps).

Pathway	Beta (Standardize d Coefficient)	SE (Bootstrap)	t- value	p- valu e	95% CI Lowe r	95% CI Uppe r	Bootstrap s
Leadership Style→ Teacher Retention	0.15	0.081	1.777	0.076	-0.014	0.308	5000
Leadership Style → Intrinsic Motivation	0.37	0.074	4.992	0.000	0.217	0.510	5000
Organization al Support → Intrinsic Motivation	0.54	0.051	10.607	0.000	0.441	0.638	5000
Organization al Support → Teacher Retention	0.48	0.068	7.101	0.000	0.344	0.605	5000
Intrinsic Motivation → Teacher Retention	0.09	0.087	1.040	0.299	-0.078	0.263	5000

Source: Processed Data Smart PLS, (2024)

Table 8. Indirect Effects (Mediating) with Bootstrap Confidence Interval

Pathway	Beta (Standardize d Coefficient)	SE (Bootstrap)	t- value	p- value	95% CI Lowe r	95% CI Uppe r	Bootstrap s
Leadership Style → Intrinsic	0.03	0.030	1.014	0.311	-0.027	0.094	5000

Motivation → Teacher Retention							
Organizational Support → Intrinsic Motivation → Teacher Retention	0.05	0.049	1.02 2	0.30 7	- 0.041	0.143	5000

Source: Processed Data Smart PLS, (2024)

Table 9. Total Effects with Bootstrap Confidence Interval

Pathway	Beta (Standardized Coefficient)	SE (Bootstrap)	t- value	p- value	95% CI Lower	95% CI Upper	Bootstrap s
Leadership Style → Teacher Retention	0.18	0.087	1.67 3	0.09 5	- 0.029	0.325	5000
Organizational Support → Teacher Retention	0.53	0.081	6.54 3	0.00 0	0.329	0.670	5000

Source: Processed Data Smart PLS, (2024)

The following table presents the estimated coefficient values, t-statistics, and p-values to test the hypotheses in this study.

Table 10. Results of T-tests and P-values (Direct Effects between Variables)

	T Statistics	P Values
Leadership Style -> Teacher Retention	1.777	0.076
Leadership Style -> Intrinsic Motivation	4.992	0.000
Organizational Support -> Intrinsic Motivation	10.607	0.000
Organizational Support -> Teacher Retention	7.101	0.000
Intrinsic Motivation -> Teacher Retention	1.04	0.299

Source: Processed Data (2024)

Table 10 displays the results of the direct effect test between the variables. The results show that the principal's leadership style significantly influences intrinsic motivation (t-statistic 4.992, $p < 0.05$), as well as organizational support which has a significant influence on intrinsic motivation (t-statistic 10.607, $p < 0.05$) and teacher retention (t-statistic 7.101, $p < 0.05$). However, the direct influence of intrinsic motivation on teacher retention (t-statistic 1.040, $p > 0.05$) and leadership style on teacher retention (t-statistic 1.777, $p > 0.05$) is not statistically significant, although the influence of leadership style is close to the significant threshold.

Table 11. Results of Specific Indirect Effect Tests (Intrinsic Motivation Mediation)

	T Statistics	P Values
Leadership Style -> Teacher Retention	1.014	0.311
Organizational Support -> Teacher Retention	1.022	0.307

Source: Processed Data (2024)

Table 11 displays the results of testing the indirect effect (mediation) through intrinsic motivation. The results indicate that the indirect effect between the variables Leadership Style and Organizational Support on Teacher Retention is not statistically significant. The t-statistic value for Leadership Style -> Teacher Retention is 1.014 with a p-value of 0.311 (> 0.05) indicating that the effect is weak and insignificant. The same applies to Organizational Support -> Teacher Retention which has a t-statistic of 1.022 and a p-value of 0.307 (> 0.05). A p-value greater than 0.05 indicates that these two independent variables do not have a significant direct effect on teacher retention in the model being tested. This implies the need for analysis of mediating variables or other factors that play a role in relationships.

Hypothesis testing was conducted to determine the direct and indirect effects between variables. The statistical test results, based on Table 7 (Direct Effects with Bootstrap Confidence Interval) and Table 10 (Results of T-tests and P-values), are as follows:

1. H1: Direct Effect of Leadership Style on Teacher Retention Based on Table 7 and Table 10, the direct effect of leadership style on teacher retention shows $t = 1.777$ and $p = 0.076$; therefore, it is not statistically significant ($p > 0.05$).
2. H2: Direct Effect of Leadership Style on Intrinsic Motivation The results indicate $t = 4.992$ and $p = 0.000$; this effect is statistically significant.
3. H3: Direct Effect of Organizational Support on Intrinsic Motivation The results show $t = 10.607$ and $p = 0.000$; this effect is statistically significant.
4. H4: Direct Effect of Organizational Support on Teacher Retention The results show $t = 7.101$ and $p = 0.000$; this effect is statistically significant.
5. H5: Direct Effect of Intrinsic Motivation on Teacher Retention The results indicate $t = 1.04$ and $p = 0.299$; this effect is not statistically significant.

Furthermore, the results for the indirect effects (mediation by intrinsic motivation), based on Table 8 (Indirect Effects) and Table 11 (Specific Indirect Effect Tests), are as follows:

1. Indirect effect of leadership style on teacher retention via intrinsic motivation: $t = 1.014$, $p = 0.311$ (not significant).
2. Indirect effect of organizational support on teacher retention via intrinsic motivation: $t = 1.022$, $p = 0.307$ (not significant).

Discussion

Based on the results of the R-square value for Intrinsic Motivation is 0.581, which means that 58.1% of the variation in intrinsic motivation can be explained by the variables Leadership Style and Organizational Support, while the remaining 41.9% is influenced by other factors outside the research model. Meanwhile, the R-square value for Teacher Retention is 0.441, which indicates that 44.1% of the variation in teacher retention is influenced by Intrinsic Motivation, Leadership Style, and Organizational Support, while

55.9% is influenced by other variables not studied in this model. This R-square value indicates that the model has moderate predictive power in explaining the dependent variable, which means that the model is quite capable of explaining the relationship between variables, but there is still room for improvement by including other more relevant variables in further research.

a. The influence of the principal's leadership style on teacher retention

The results of this study indicate that there is no significant association between Leadership Style and Teacher Retention, with a t-statistic of 1.014 and a p-value of 0.311 ($p > 0.05$). This indicates that although the principal's leadership style can play an important role in creating a good working atmosphere, its influence on teachers' decisions to stay in the workplace is not strong enough in the context of this study. One possible cause is the existence of other variables that are more dominant in influencing teacher retention, such as intrinsic motivation, job well-being, or other external factors such as incentives and organizational support.

This result is contrary to several previous studies that found a significant positive relationship between the principal's leadership style and teacher retention. For example, De Klerk & Stander (2014) study stated that an empowering transformational leadership style can increase teacher engagement and retention by creating a supportive environment. In addition, Tshilidzi & Leoni (2020) also found that inclusive and participatory leadership can significantly increase teacher commitment and retention. However, these differences in results may be influenced by geographic context, differences in organizational culture, or teachers' different perceptions of the principal's leadership style that may not directly influence their decision to stay in the school.

The implications of this study suggest that teacher retention is of solely influenced by the principal's leadership style. Instead, this study highlights the need for a more holistic approach to school management, including providing organizational support, fair rewards, professional development, and meeting teachers' emotional and psychological needs, all of which may influence their retention decisions. Therefore, principals need to create more in-depth and integrated policies and programs to improve teacher well-being and commitment in order to retain quality teaching staff in the long term.

b. The influence of the principal's leadership style on teachers' intrinsic motivation

The results of this study indicate that the principal's leadership style is significantly associated with teachers' intrinsic motivation, with a t-statistic value of 4.992 and a p-value of 0.000 ($p < 0.05$). This indicates that an effective leadership approach, such as transformational leadership that provides inspiration, support, and a clear vision, can increase teachers' intrinsic motivation. Positive leadership creates a conducive work environment, provides appreciation for performance, and encourages teachers' personal development, so that they are more motivated to carry out their duties with satisfaction and enthusiasm.

This finding is in line with research De Klerk & Stander (2014), which found a significant positive relationship between empowering leadership behavior, psychological empowerment, and work engagement, and a negative relationship with turnover intentions. In addition, Lubis et al. (2023) emphasized that emotional regulation controlled through

external regulation has a negative relationship with well-being, such as mental and physical health, while autonomous emotional regulation through integrated regulation is actually positively related to these well-being indicators.

The implications of these results emphasize the importance of principals to implement a leadership style that encourages collaboration, appreciation, and professional development of teachers so that their intrinsic motivation can continue to be improved. With increased teacher motivation, it is expected that the quality of education, productivity, and teacher performance will be increasingly optimal, thus having a positive impact on the learning process and student learning outcomes (Mochklas et al., 2024).

c. The effect of organizational support on teachers' intrinsic motivation

The results of this study indicate that organizational support is significantly associated with Intrinsic Motivation, with a t-statistic of 10.607 and a p-value of 0.000 ($p < 0.05$). This indicates that organizational support, such as training, professional development, and appreciation for teacher performance, can significantly increase their intrinsic motivation. When teachers feel supported by the organization, they are more motivated to carry out their duties with enthusiasm and satisfaction. This support creates a work environment that supports teachers' personal and professional development, which in turn can increase their sense of achievement and pride in their work.

This study is in line with previous findings showing that organizational support plays an important role in increasing intrinsic motivation. De Klerk & Stander (2014) stated that good organizational support can increase psychological empowerment and work engagement, which contributes to increased intrinsic motivation. Sikora (2018) also stated that organizational policies that support employee welfare can strengthen their intrinsic motivation, because employees feel appreciated and recognized. On the other hand, Setioko et al. (2024) showed that in some contexts, the influence of organizational support on intrinsic motivation can be limited, especially if the policies implemented do not match the needs or expectations of individuals.

The implications of these findings suggest that principals and educational management need to focus more on providing support that can increase teachers' intrinsic motivation, such as providing relevant professional development opportunities, creating a positive environment, and rewarding their performance. This kind of support can contribute to improving the quality of teaching and teacher retention, as well as increasing teacher job satisfaction and well-being in the long term.

d. The effect of organizational support on teacher retention

The results of this study indicate that there is no significant association between Organizational Support and Teacher Retention, with a t-statistic of 1.022 and a p-value of 0.307 ($p > 0.05$). Although organizational support such as training programs, awards, and supporting facilities can play an important role in creating a supportive environment for teachers, their influence on teachers' decisions to stay in school is not statistically strong enough in this study. This may be due to other factors that are more dominant in influencing teacher retention, such as personal satisfaction, relationships between colleagues, or other external factors that have a stronger influence on their decisions to stay in the workplace.

This study contradicts several previous studies that show that organizational support has a significant effect on teacher retention. Sikora (2018) found that organizational support

including ongoing training, recognition of performance, and work welfare can positively influence teachers' decisions to stay in school. In addition, Tshilidzi & Leoni (2020) showed that organizational policies that support teacher welfare, such as work-life balance, can increase their commitment and retention. However, these differences in results may be due to contextual factors such as geographic location, organizational culture, or the level of satisfaction felt by teachers with organizational support in schools.

The implications of this study suggest that although organizational support is important in creating a positive work environment, other factors such as good leadership, intrinsic motivation, and teachers' personal well-being may play a more dominant role in retaining teachers in schools. Therefore, principals and management need to pay attention to various aspects in creating a supportive work climate, not just relying on organizational policies alone. A more integrated and comprehensive approach in supporting teachers, both emotionally, professionally, and materially, will be more effective in retaining quality teaching staff.

e. The effect of intrinsic motivation on teacher retention

The results of this study indicate that there is no significant association between Intrinsic Motivation and Teacher Retention, with a t-statistic value of 1.040 and a p-value of 0.299 ($p > 0.05$). This means that teacher intrinsic motivation does not make a strong contribution to teacher retention in the workplace. This can be interpreted that although intrinsic motivation, such as personal satisfaction and self-development, plays a role in work, these factors are not necessarily enough to make teachers stay in the organization. External factors, such as incentives, working conditions, or organizational policies, may have a more dominant role in influencing teacher retention.

This finding is contrary to research by Budiman et al. (2014) and Rudiansyah et al., (2024) which states that intrinsic motivation plays an important role in increasing teacher commitment and loyalty. This difference in results is likely due to variations in the research context, such as geographic location, organizational culture, or the level of welfare provided. However, these results are in line with research Setioko et al. (2024), which indicates that intrinsic motivation alone does not have a significant effect on loyalty in an organization. This suggests that teachers need a combination of intrinsic motivation and external supporting factors, such as organizational support, effective leadership, and clear incentive policies, to increase their loyalty to the institution.

In a practical context, these results have important implications for educational institution managers. Organizations cannot rely solely on efforts to increase teachers' intrinsic motivation, such as providing recognition or opportunities for self-development. Additional efforts, such as creating a supportive work environment, providing appropriate rewards, and adopting adequate welfare policies, are needed to ensure better teacher retention. Thus, the combination of intrinsic motivation and external factors is key to increasing teacher loyalty and reducing turnover rates in schools or educational institutions.

f. Intrinsic motivation is not proven to mediate the effect of principal leadership style on teacher retention

The results of this study demonstrate that there is no significant association between principal leadership style and teacher retention through intrinsic motivation as a mediating

variable. The indirect effect is not statistically significant ($t = 1.014$; $p = 0.311$). This means that while principal leadership style significantly enhances teachers' intrinsic motivation, it does not translate into a significant increase in teacher retention, either directly or through intrinsic motivation as a mediator.

These findings are consistent with previous studies suggesting that leadership style may influence psychological factors such as intrinsic motivation or job satisfaction, but its impact on actual retention decisions is limited. For example, De Klerk & Stander (2014) noted that empowering leadership increases engagement and commitment but does not always directly affect retention. Meanwhile, Harris et al. (2015) highlighted that external incentives and career development opportunities often play a more decisive role in retaining teachers than leadership style alone.

The implication is that, although principal leadership is important for fostering a positive work environment and boosting motivation, school retention strategies should focus more on comprehensive reward systems, organizational support, and career development, rather than relying solely on leadership approaches.

- g. Intrinsic motivation is not proven to mediate the effect of organizational support on teacher retention

The results of this study indicate that there is no significant association between organizational support and teacher retention through intrinsic motivation as a mediating variable. The indirect effect of organizational support on teacher retention through intrinsic motivation is not statistically significant ($t = 1.022$; $p = 0.307$; $p > 0.05$). This finding suggests that, although organizational support can enhance teachers' intrinsic motivation, this increase is not strong enough to significantly influence their decision to remain at school.

These results are consistent with the findings of Rudiansyah et al. (2024), which show that organizational support plays a role in boosting intrinsic motivation but does not always have a direct effect on retention decisions. Similarly, Harris et al. (2015) found that organizational support can increase commitment and job satisfaction, but actual retention is more strongly influenced by other factors, such as career satisfaction or compensation. Setioko et al. (2024) further argue that the direct impact of organizational support on teacher retention can be diminished by more dominant personal or environmental factors.

This implies that, to improve teacher retention, organizations should focus on more integrated aspects, such as incentive policies, career development opportunities, and comprehensive work welfare. Organizational support remains important for enhancing intrinsic motivation, but other elements such as reward and recognition systems should also be considered when designing strategies to retain teachers.

This study's findings clarify that neither principal leadership style nor organizational support produces a significant indirect effect on teacher retention through intrinsic motivation. Therefore, efforts to improve teacher retention, especially in remote areas, should focus directly on strengthening leadership and organizational support, rather than relying solely on increasing teachers' intrinsic motivation as a mediating factor.

Ethical Considerations and Transparency

This study was conducted in accordance with the ethical standards established by the Management Study Program at the Yapan School of Economics (STIE Yapan), Surabaya, Indonesia. All participants provided informed consent after receiving a clear explanation regarding the study's objectives, the voluntary nature of participation, and the right to withdraw at any time. We strictly maintained participant anonymity and confidentiality throughout data collection, analysis, and reporting.

Data supporting the findings of this study are available and accessible from the corresponding author upon reasonable request. This study received no specific funding from public, commercial, or non-profit funding agencies. The authors declare no conflicts of interest regarding this study.

Limitations

This study has several limitations that should be considered when interpreting the findings:

1. Study Design:

This research employed a cross-sectional design, which captures the associations between variables at a single point in time. As such, it cannot establish causal relationships or determine the temporal sequence among the variables studied

2. Sampling:

The sample was drawn exclusively from one province (East Java), specifically from five regencies categorized as remote areas. Consequently, the results may not be generalizable to all regions in Indonesia, especially those with different social, economic, or geographic characteristics

3. Measurement:

The variables were measured using abbreviated and adapted scales based on established instruments to suit the local context. Although validity and reliability tests were conducted, the use of shortened scales may reduce the richness of the data or alter the original meanings of certain indicators, so results should be interpreted with caution

4. Non-significant Paths:

Some paths in the tested model yielded non-significant results. This could be due to the study's cross-sectional design, sample size, unmeasured confounding variables, or local respondent characteristics. Therefore, findings related to non-significant paths should be viewed as preliminary and require further verification in future research

5. Generalizability:

Given the limitations above, the findings of this study are context-specific and should not be widely generalized. Further research with longitudinal designs, broader geographic coverage, and more comprehensive measurement instruments is necessary to test causal relationships and strengthen the generalizability of results.

Given these limitations, readers should interpret the study's findings with caution and avoid assuming causal relationships between variables.

CONCLUSION

The conclusion of this study shows that the principal's leadership style has a significant effect on teacher intrinsic motivation but does not have a significant direct effect on teacher retention. Organizational support, on the other hand, also significantly affects teacher intrinsic motivation but does not directly affect teacher retention. Although intrinsic motivation mediates the relationship between organizational support and teacher retention, the indirect effect between these two independent variables on teacher retention is not statistically significant.

This study supports the importance of the role of intrinsic motivation in improving teacher morale, but also highlights those other factors, such as incentive policies and a conducive work environment, must be of primary concern to maintain teacher retention. These findings provide insight for related parties, especially principals and policymakers, to pay more attention to empowering leadership and more holistic organizational support to improve teacher motivation, which in turn can contribute to the sustainability and quality of education.

Note: Some of the following recommendations, such as the development of a performance-based incentive system, involving teachers in educational policy decision-making, and increased attention to teachers' physical and mental well-being \are extrapolations beyond the variables directly measured in this study. These suggestions are based on relevant literature and practical considerations but were not empirically tested as part of the research model.

Local governments need to improve organizational support for teachers through facilities, training, and policies that address their welfare, which can strengthen teachers' intrinsic motivation and retention. In addition, principals should be encouraged to adopt an empowering leadership style through effective leadership training. Local governments should also design a fair performance-based incentive system to increase teacher loyalty and motivation. Involving teachers in educational policy decision-making will increase their engagement, while attention to teachers' physical and mental well-being can reduce stress and the desire to change jobs. These steps will help create policies that support teacher well-being and education quality.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

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