

Strategy to Reduce the Level Turnover Intention (Study on Teaching and Administrative Staff at AL AZAM Elementary School, Semarang)

Misbahul Anam¹⁾ & Marno Nugroho²⁾

¹⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: misbahulanam.std@unissula.ac.id

²⁾Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: marnonugroho@unissula.ac.id

Abstract. *Turnover intention is one of the serious challenges in human resource management within educational institutions, including elementary schools. A high tendency among educators and school staff to leave the institution may reduce the quality of educational services, and disrupt organizational stability. This study aims to analyze effective strategies to reduce the level of turnover intention among teaching and administrative personnel in elementary schools Al Azam in Semarang City. This research uses a qualitative approach with a case study method. Data were collected through in-depth interviews, observation, and documentation with teachers, school staff, and school management. The data analysis process included data reduction, data display, and conclusion drawing. The findings show that effective strategies to reduce turnover intention include: creating a supportive and conducive work environment, providing emotional and spiritual support through religious activities, offering career development opportunities and training, and applying a fair performance-based reward system. Therefore, implementing holistic human resource management strategies based on Islamic principles can enhance a sense of belonging, increase work motivation, and reduce turnover intention. It is hoped that this study contributes to the development of educational management, particularly in maintaining a stable workforce to support sustainable quality improvement in education.*

Keywords: *Educators; Intention; Resource; Strategy.*

1. Introduction

Indonesia, our home, is one of the world's fourth most populous countries. Most of the population works as employees in companies, educational institutions, and other agencies. In today's digital age, employees are seen as crucial assets for an institution, agency, or company, and they need to be well-managed and developed to support the achievement of their vision and mission. Agencies and companies also face significant challenges to survive and win the competition, requiring highly professional and well-developed preparation to face their competitors in today's globalized era. The better and more conducive the work environment, the higher the employee's job satisfaction. This is one way to increase work motivation within institutions, companies, and other agencies, particularly in the field of education providers in Indonesia.

One of the professions or livelihoods of Indonesians is as educators or educational staff, from elementary school to higher education. Educators in elementary schools can be called teachers, whose duty is to educate the nation's children.

However, on the other hand, several unresolved issues remain, including those related to performance and welfare, commonly referred to as salaries. Various issues related to their performance continue to pose challenges, especially in developing countries, including Indonesia. Based on existing data, we can see that the quality of education in Indonesia still varies significantly, both between regions and between schools. For example, some regions in Indonesia with limited access to educational facilities and advanced technology often experience greater disparities in education quality. This disparity directly impacts teacher performance. In remote areas or areas with inadequate infrastructure, teachers often have to teach in less-than-ideal conditions, such as without adequate facilities, limited textbooks, or incomplete learning materials. This certainly impacts their ability to provide quality instruction.

Furthermore, teacher welfare is also a major issue affecting their performance. Data presented by the Ministry of Education and Culture (Kemendikbud) shows that although teacher salaries have increased in recent years, teacher welfare, especially for contract teachers, remains far from adequate. Many contract teachers work for low salaries and without job security. This situation leads to low motivation and job satisfaction, which ultimately impacts the quality of teaching they provide. The quality of training and professional development is also a concern.

Significant problem. In Indonesia, although various teacher training programs exist, such as the Teacher Education and Training Program (PLPG) or competency-based training, many teachers have not had the opportunity to participate in training relevant to their needs. Furthermore, the training provided is not always sufficient to improve their teaching skills, particularly regarding innovative and technology-based learning methods.

Teacher performance not only impacts the quality of education but also impacts social and economic development. In an increasingly developed society, teachers are key to producing a competent and highly competitive next generation. However, despite the vital role of teachers, various issues that hinder their performance persist and require greater attention. Social facts indicate that in Indonesia, issues related to teacher performance remain a serious issue. Data show that there are still disparities in the quality of education between regions, often influenced by factors such as limited facilities, low teacher welfare, and a lack of training or professional development for educators. One striking fact is the low level of teacher participation in training activities that could improve the quality of their teaching. This indicates a need for a deeper understanding of the factors that influence teacher performance. Given this problem, a leader with highly qualified leadership skills is needed.

An employee can develop positive attitudes and values through the presence of a leader who demonstrates servant leadership and prioritizes the interests of his or her members (employees) over their own needs. This demonstrates a commitment to their employees, enabling them to develop and not feel superior to others. This fosters a sense of respect

among members, fostering mutual acceptance of each other's input, which can lead to progress and steps in decision-making and building positive relationships within an organization.

One sign that an employee wants to resign from a company is a desire to move, or turnover intention. Turnover intention is a form of employee dissatisfaction with the institution, agency, or company where they work. Therefore, the agency or company must be able to provide a sense of comfort to employees while carrying out their duties. Factors contributing to this discomfort include inefficient and inflexible working hours, a large or even heavy workload, irregular holidays, and relatively low salaries in this sector, all of which influence employee turnover intentions (Brien et al., 2017; Guzeller & Celiker, 2020).

Turnover intention Turnover intention itself can be interpreted as an employee's intention to leave a company or agency. The term turnover intention itself refers to three elements in the cognitive withdrawal process: thoughts of quitting, intentions to search for another job, and then the intention or desire to leave the company or agency. There are two types of turnover intention: voluntary turnover and involuntary turnover. Voluntary turnover occurs when someone leaves an organization of their own free will, for example because they are dissatisfied with their job or have found a better job elsewhere. Involuntary turnover occurs when an employee is laid off or fired due to poor performance or inability to meet company targets. This can be due to a mistake or if the employee dies. Furthermore, turnover also impacts the costs that must be borne by the company. There are two types of costs incurred due to turnover: visible costs and invisible costs. Visible costs include capitalization of leave, recruitment, selection, training and development, security clearances, temporary labor costs, relocation costs, and induction costs. Invisible costs include human resources and inflated wages, reduced productivity, and informal training.

An employee's intention to quit can usually be caused by several different factors, including excessive workload and work pressure that cause job stress. Furthermore, trust is an important factor. In general, employees who trust their managers feel supported by their managers, which influences their attitudes, behavior, and performance. Employees who have a lot of trust in their managers feel comfortable carrying out their duties and responsibilities at work, so trust is often considered an important predictor of turnover intention. Someone who supports a company or organization feels proud to be a member. Organizational commitment and turnover intention are closely related. Employees who are committed to an organization typically demonstrate a work attitude that pays attention to their duties, performs tasks independently, and is highly loyal to the company. Several previous studies have identified organizational commitment as a mediating variable in its influence on turnover intention.

In this study, researchers sampled students at Al Azam Elementary School in Semarang. In line with developments in the current era of globalization, there has been a frequent turnover of employees and teaching staff over the past three years, as shown in the table below:

Teaching and Administrative Staff Data Table

NO	YEAR	EMPLOYEE OUTGOING	MAN	WOMAN
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1	2022	5 People	3	2
2	2023	5 People	2	3
3	2024	6 People	2	4
AMOUNT		16 PEOPLE	7	9

Data taken from: Basic School Data for 2025.

Employees who feel happy or content in their work perform significantly better, while those who don't achieve their goals will never achieve them and will become frustrated due to a lack of psychological maturity. These workers will often daydream, have low morale, get bored and exhausted easily, exhibit emotional instability, frequently miss work, and engage in activities unrelated to their assigned tasks. Because satisfied workers are motivated to perform better, high levels of satisfaction will result in low levels of absenteeism and employee turnover. Essentially, turnover is a real mindset that influences how dissatisfied employees are with the company and organization.

A person's intention is their desire to perform an action. When an employee voluntarily leaves their job or moves to another office, this is known as ad interim turnover. In Kurniasari (2004), Zeffane defines turnover intention as an employee's tendency or intention to leave their position voluntarily and of their own accord. Harnoto disagrees, and in Aziz et al. (2016), turnover intention is stated as the level of expectation an employee has of leaving the organization. The desire to find a better job is one of several factors contributing to this turnover intention.

The behavioral tendency or degree of inclination of an employee to leave an organization or voluntarily resign from his position is known as turnover intention, according to Bluedorn, as mentioned in Aziz et al. (2016). This viewpoint, which states that turnover intention is essentially a desire to leave the organization, is also somewhat similar to the one explained previously.

According to Ajzen (1980), behavior has three limited effects and is influenced by deliberate and rational decision-making processes: First, specific attitudes toward something determine behavior more than general perceptions. Second, subjective norms, namely, our opinions about what others expect us to do, also influence behavior in addition to attitudes. Third, specific behavioral intentions are generated by attitudes toward an action combined with subjective norms.

According to Mobley (1986), turnover is the process by which someone who has been paid by a company leaves the company. On the other hand, Mathis and Jackson (2003) define turnover as the process by which an employee leaves the company and is replaced by someone else.

2. Research methods

This research focuses on qualitative methodology. A social research technique known as a qualitative approach is used to collect narrative data in the form of words and images. This

supports Lexy J. Moleong's claim that terms and images, rather than numbers, are the data collected in qualitative research. A qualitative research approach is based on qualitative evidence, rather than statistical approaches. According to other research, field phenomena and respondents' experiences are best interpreted using a qualitative approach, ultimately leading to theoretical references. The evaluation process that produces descriptive data from a person's written or spoken words and observed behavior is known as a qualitative approach. In this case, researchers use clarity and detail to resolve disputes by interpreting and expressing data collected through observation, interviews, and documentation. In accordance with the needs of the research topic and to collect comprehensive news and (1Lexy J. Moleong), including social empirical data, a qualitative research approach was chosen. Nasution defines qualitative research as a method of collecting descriptive information from people and observed behavior in the form of written or spoken words. The purpose of this research is to collect as much descriptive information as possible, which will be presented in reports and descriptions. Furthermore, Suharsimi Arikunto explains that narrative research is a type of research that aims to explain events and objects to determine the current condition of an object and other related topics.

3. Results and Discussion

Al Azam Elementary School is a private school established under the auspices of the Zaki Mubarak Education Foundation. Since 2009, the Zaki Mubarak Education Foundation in Semarang has provided education for early childhood education, namely those aged 2-6 years. Overall, the Zaki Mubarak Education Foundation has grown rapidly, as evidenced by the strong public interest in enrolling their children in the foundation.

Since 2011, the Zaki Mubarak Education Foundation, a program specializing in early childhood education, has graduated many students, more than 50 each year. All graduates are able to continue their education at various elementary schools, both public and private. The lack of an elementary school within the Zaki Mubarak Education Foundation has been a source of concern for parents. They have long requested that the Foundation, as the educational provider, establish one. They believe the Foundation has been successful in developing the character of its students, both in terms of values such as politeness, patriotism, discipline, religiosity, tolerance, brotherhood, and critical thinking.

Responding to the demands of the community, the Zaki Mubarak Education Foundation officially established Al Azam Elementary School in the 2015/2016 academic year, with 5 classes graduating by the 2024/2025 academic year.

Therefore, in 2025, Al Azam Elementary School will have been 10 years old or one decade in providing services in the field of elementary school education.

Based on the history and development of the Al Azam Elementary School institution above, the vision and mission can be concluded as follows:

1) Vision

Realizing Islamic, Patriotic, Creative, Intelligent, Responsible and Polite Students.

2) Mission

- a. Make students devout.
- b. Developing students in an Islamic spirit.
- c. Improve and optimize a religious and friendly atmosphere.
- d. Make learning activities a habit as worship.
- e. Cultivate noble character.
- f. Cultivate students who are polite and courteous in their behavior.
- g. Make students creative and skilled.
- h. Preparing students to work.
- i. To make students who love the nation, country and Indonesian language.
- j. Cultivate attitudes of nationalism and patriotism.
- k. Make students smart in thinking.
- l. Preparing students to excel in academic and non-academic achievements.
- m. Cultivating responsible students.
- n. Encourage students to behave in a manner that complies with regulations.
- o. Cultivate students to behave in a disciplined manner.
- p. Cultivate students to be socially aware.

Based on the history and development of the Al Azam Elementary School Institution above, the institution structure can be concluded as follows:

Table Structure of Al Azam Elementary School Institution

NO	POSITION	NAME
1	Headmaster	Normalia Maulidiana, S.Pd
2	Deputy Head I Curriculum Field	Bramastha, S.Pd
3	Deputy Head II Religious Affairs	Misbahul Anam, SM
4	Deputy Head III for Student Affairs and Public Relations	Nurrachmah Iswandhani, S.Pd

5	Deputy Head IV Creation and Innovation Field	Bacharudin Banu Aji, S.Pd
6	Head of Administration	Latiful Bahri Arif, S.Pd
7	TU Staff	Nadya Meliana Putri, SE
8	Homeroom Teacher for Class 1A	Riska Nur Aulia, S.Pd., Gr
9	Homeroom Teacher for Class 1B	Lilis Neliratih, S.Pd
10	Homeroom Teacher for Class 2A	Lisa Susanti, S.Pd
11	Homeroom Teacher for Class 2B	Gilang Adtya Pratama, S.Pd., Gr
12	Homeroom Teacher for Class 3A	Rika Nur Handayani, S.Pd
13	Homeroom Teacher for Class 3B	Siti Sugiarti, S.Pd
14	Homeroom Teacher for Class 4A	Bramastha, S.Pd
15	Homeroom Teacher for Class 4B	Miranti Hartuti, S.Pd
16	Homeroom Teacher for Class 5A	Nurrachmah Iswandhani, S.Pd
17	Homeroom Teacher for Class 5B	Hesti Ekarini, S.Pd
18	Homeroom Teacher for Grade 6	Hesti Widyo Ratri, S.Pd
19	Physical Education Teacher	1. Bacharudin Banu Aji, S.Pd 2. Arsyansyah Mahardhika, S.Pd
20	English teacher	Nabila Muna Kusuma, S.Pd
21	Islamic Religious Education Teacher	1. Misbahul Anam, SM 2. H. Ahmad Zayadi, Lc., MA 3. Muhamad Faizin, S.Pd 4. Ika Sulistya Wati, S.Pd 5. Nilasari Uminingsih, S.Pd 6. Wachid Ridlo Mustofa, S.Pd 7. Khoiru Zunisa, AH
22	Extra Painting Teacher	Sunoto, S.Pd
23	Extra Class Teacher of Voice Arts and Music	Sutami
24	Extra Dance Teacher	Yayuk Betty Rahayu, S.Pd
25	Extra Drumband Teacher	January Ircham
26	Scout Extracurricular Teacher	1. Misbahul Anam, SM 2. Hesti Ekarini, S.Pd 3. Bramastha, S.Pd 4. Gilang Adtya Pratama, S.Pd., Gr

27	Taekwondo Extra Teacher	1. Sabem Rozak 2. Sabem Rianti
28	Cleaning Staff	1. Ahmad Rifa'i 2. Khotiful Umam 3. Muhammad Afif 4. Laspira Praise
29	Security	Agus Prayitno

Al Azam Elementary School is an institution that provides basic education services for children aged 7-12, covering a six-year period. Each new academic year, Al Azam Elementary School offers a variety of educational programs to attract prospective new students. Therefore, below are data on new student enrollment over the past five years, from 2020 to 2025.

New Student Admissions Data Table 2020 – 2025

Year	Student	Man	Woman
2020 / 2021	51	20	31
2021 / 2022	55	36	19
2022 / 2023	60	31	29
2023 / 2024	57	29	28
2024 / 2025	58	34	24
Amount	281	150	131

Data taken from school data 2020 – 2025

From the data on new student admissions above, Al Azam Elementary School in 2025 experienced an increase in new student admissions from 2024. With the new rules from the foundation that the Al Azam Elementary School Institution starting the last 2 years has limited new students to 58 children with the aim of increasing the capacity of much better educational quality by referring to the basic education curriculum from the Ministry of Primary and Secondary Education. Al Azam Elementary School in 2025 has graduated 5 classes, If in an Agency or company there is sales data, then in this Agency there is student graduation data as follows:

Student Graduation Data Table for Periods 1 – 5

Force	Year	Student	Man	Woman
1	2020 / 2021	28	15	13
2	2021 / 2022	42	21	21
3	2022 / 2023	29	20	9
4	2023 / 2024	26	16	10
5	2024 / 2025	29	18	11

Amount	154	90	64
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From the student graduation data above,

Human resource management (HR) for teachers and education personnel at the elementary school level is a strategic element in education management. This is because teachers and education personnel play a fundamental role in achieving national education goals. HR management encompasses not only administrative aspects but also the development of the professional, emotional, and moral qualities of educators. Therefore, HR management processes must be carried out comprehensively, systematically, and sustainably to produce superior and competitive human resources.

The first stage in human resource management is workforce needs planning. At this stage, schools conduct a needs analysis based on the teacher-student ratio, the number of study groups, the curriculum implemented, and the need for other educational services such as inclusive learning and school administration. This planning also includes competency mapping to ensure that teaching and administrative staff have the appropriate qualifications, both in terms of formal education, certification, and technical and social skills. Good planning will help schools develop short- and long-term workforce development strategies.

An indicator is a measuring tool for assessing a variable. The desire to change jobs does not occur suddenly without a compelling reason. Several indicators indicate the causes of the desire to change jobs within a company or agency. Agencies and companies frequently face the desire to change jobs, which is the expectation of employees to leave for various reasons (Manopo et al., 2023). When this occurs, companies lose valuable employees and are required to retrain new employees to take over, which can have negative impacts. Dimensionally, the desire to change jobs can be categorized into three main components (Aprijal, 2021):

- 1) Considering leaving. This dimension represents the likelihood that an employee will consider leaving their current company.
- 2) Searching for a replacement. Employees actively seek employment outside their current company when they indicate a willingness to explore career alternatives.
- 3) Alternatives evaluated. This element encompasses the methods employees use to assess job opportunities elsewhere. Employees may place greater weight on some characteristics than others, including salary, benefits, opportunities for professional growth, and the work environment.

The relationship between task demands, the work environment, abilities, habits, and job perceptions is known as workload. There are two types of workload: qualitative and quantitative. When an employee is given too much work to complete in a given time period, this is known as quantitative workload. When a worker cannot complete a task or when the assigned task does not utilize their full capabilities, this is referred to as qualitative workload.

When their aspirations and expectations for their job don't match the reality they face after leaving, employees often want to quit. Employee turnover is negatively correlated with length of service, meaning the longer someone has been with a company, the less likely they are to

leave. Employees with shorter tenures are more likely to experience this level of turnover.

The provision of direct and indirect assistance and support in addressing work-related issues is known as social support. Employees' psychological well-being is significantly influenced by social support, enabling them to work with peace of mind, focus, and inspiration, while demonstrating a strong sense of loyalty to the company. Conversely, employees who lack social support can experience stress and frustration at work, which can lead to poor performance and other issues such as high absenteeism, a desire to change jobs, or even resignation.

The second stage is recruitment and selection. This process aims to identify individuals who meet the professional competency and character standards required by primary education institutions. Selection typically includes a background check, work experience, teacher certification, and assessment of pedagogical abilities and personality. The principles of objectivity, transparency, and fairness must underpin this process to ensure schools recruit teachers and education personnel with high integrity and a commitment to quality education.

The next stage is placement and assignment of work. Once selected, educators must be placed according to their areas of expertise, interests, and competencies. Appropriate placement can increase motivation and work effectiveness. The assignment of tasks must take into account workload, individual abilities, and the needs of the school organization. In the elementary school context, teacher placement also takes flexibility into account because elementary school teachers generally teach more than one subject and play a crucial role in shaping students' character.

In addition to placement, schools are also required to implement professional competency development. This can be done through workshops, ongoing training, Teacher Working Group (KKG) activities, functional training, certification, and opportunities for continuing education. Competency development encompasses four main aspects: pedagogical, professional, social, and personality. Continuous development aims to enable teachers to adapt to developments in the curriculum, educational technology, and the socio-cultural dynamics of students. Therefore, developing the capacity of educators is a crucial investment in improving the quality of the learning process.

The next stage is performance evaluation and assessment. Assessment is conducted using standardized assessment instruments such as the Teacher Performance Assessment (PKG), academic supervision by the principal, and monitoring by the school supervisor. Assessments cover discipline, the quality of lesson plans, learning implementation, assessment of learning outcomes, managerial skills, and innovation in the educational process. Evaluation results are used to provide feedback, develop competency improvement programs, and form the basis for reward policies, promotions, or other assignments.

Furthermore, human resource management also encompasses motivation and welfare. Schools need to create a conducive work environment, reward achievement, and address the well-being of educators through allowances, supporting facilities, and a harmonious work environment. Motivation encompasses not only material compensation but also social

support, career development opportunities, and professional recognition. A positive work environment will increase loyalty, performance, and the quality of educational services.

The final stage is personnel administration and documentation. Schools must accurately manage personnel data, from personal data and educational history to certifications, training, and performance records. Orderly administrative management helps create transparency, accountability, and efficiency in decision-making. The use of digital-based personnel information systems is also a modern trend in improving the quality of human resource management in schools.

Overall, managing human resources for teachers and education personnel in elementary schools is an integrated process encompassing planning, recruitment, placement, development, evaluation, motivation, and personnel administration. Accurate human resource management will directly impact the quality of the learning process and student learning outcomes. Therefore, schools need to implement adaptive, professional human resource management strategies oriented toward continuously improving the quality of education.

To achieve satisfactory and high-quality human resources for an organization, human resource management focuses on managing all human potential as effectively as possible. The area of management that focuses on human resources is called human resources. This focus encompasses managerial functions, operational functions, and the role and position of human resources in achieving organizational goals in an integrated manner. Therefore, the scope of human resources encompasses activities similar to those outlined above. Employee involvement in these activities is considered crucial. Managers must strive to integrate the interests of individual employees with the interests of the organization as a whole.

According to Suparlan (2015), systematic planning, provision, development, assessment, and termination of activities carried out to maintain educational service standards constitute the management of educational and non-educational personnel. Processes related to personnel, organizational registration, and relevant company documents are described in the administrative aspect. However, the purpose of these procedures is to maintain the forum's goals and ambitions. Strategy is supported by administration. This type of management, for example, targets contemporary changes in society, education, technology, and other assets that influence human development. In other words, competency-based recruitment, continuous professional development, and appropriate reward and penalty systems are components of the current HR strategy that must be implemented in the educational sector in accordance with policies and regulations.

A meritocratic system and the development of professional, accountable, transparent, and pro-citizen school values are essential for educational management planning. According to Mulyasa (2017), strategies for managing educational institutions' human resources must be based on rigorous recruitment selection, goal-oriented training, more objective evaluation in the form of assessments, and a more targeted promotion system. A human resource approach, which views educators and education personnel as vital resources that need to be continuously improved through training, academic supervision, and performance-based

rewards, would be a better way to strengthen these managerial techniques.

To achieve optimal results, teachers and other educational personnel are crucial educational inputs that need to be addressed. Policies, quality, support systems, and the professionalism of all stakeholders must actively collaborate to achieve this goal. Based on these results, it can be concluded that when human resource management principles are successfully implemented, Indonesian education will be better prepared to face the challenges of the 21st century and produce a superior, competitive generation.

A successful and creative learning environment depends on achieving several key human resource development goals in educational institutions. These goals include improving the quality of education, effective management, and the well-being and career advancement of faculty members. Some of the key goals of human resource development in educational institutions include:

3) Improving the quality of pedagogy and learning

Competent and knowledgeable teachers are able to utilize the latest technology in the classroom, adapt to student needs, and implement efficient teaching strategies. Continuous coaching and development programs ensure teachers stay up-to-date with the latest educational approaches and industry knowledge. This is crucial for improving the standard of instruction students receive (Santoso, 2020).

4) By receiving proper training, teaching and administrative staff can perform their duties more effectively and increase their productivity, positively impacting the institution's overall performance. In addition to helping meet required accreditation standards, this increased productivity also impacts the achievement of administrative and teaching goals (Prabowo, 2018).

5) Preparing teachers for management and leadership positions. In addition to being competent instructors, educators can also create educational initiatives, manage and lead teams, and make decisions about institutional development through leadership and management development. This is crucial for the survival and growth of educational institutions (Sukarno, 2019). Ensuring institutions

Flexible and adaptive education to change: Teachers and administrative staff can be better prepared for changes in curriculum, educational technology, and educational regulations by receiving ongoing training. This ensures educational institutions remain up-to-date and capable of serving the needs of the community and students (Wibowo, 2022).

Data reduction is the process of simplifying and focusing raw data obtained from interviews or observations. Data reduction can also be described as a crucial step in optimizing research effectiveness and efficiency. Based on the qualitative data analysis above, this study concludes that turnover intention among educators and employees is formed due to an imbalance between strengths (loyalty and family support) and weaknesses (job discomfort, compensation, and limited achievement paths or career paths).

While opportunities (improving organizational policies) are still available to reduce turnover intention, there are also threats, including high rates of intention to leave or resign. This has the potential to drive turnover if the institution does not immediately intervene or improve its system. Therefore, institutions need to develop strategies that leverage strengths and opportunities to address weaknesses and mitigate threats. If this is not promptly considered or assessed, the risk of losing potential teaching staff will increase.

4. Conclusion

Based on the qualitative data analysis above, this study concludes that turnover intention among educators and employees is formed due to an imbalance between strengths (loyalty and family support) and weaknesses (job discomfort, compensation, and limited achievement paths or career paths). While opportunities (improving organizational policies) are still available to reduce turnover intention, there are also threats, including high rates of intention to leave or resign. This has the potential to drive turnover if the institution does not immediately intervene or improve its system. Therefore, institutions need to develop strategies that leverage strengths and opportunities to address weaknesses and mitigate threats. If this is not promptly considered or assessed, the risk of losing potential teaching staff will increase. Elementary schools are expected to improve the quality of their work environment by strengthening a supportive organizational culture, fostering open communication, and recognizing the performance of teachers and education staff. Improving welfare, both financial and non-financial (such as moral recognition, opportunities for personal development, and job promotions), is also a crucial factor in reducing turnover intention. Teachers and education personnel are expected to increase their professional commitment by fostering intrinsic motivation and a sense of responsibility for their profession. Strengthening the values of sincerity and integrity in their work will contribute to organizational stability and improve the quality of education at the elementary school level.

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