E-ISSN: 2502-3519 P-ISSN: 2798-3234
JGA, Vol. 10(1), March 2025 (85-99)
DOI: https://doi.org/10.14421/jga.2025.101.07

Golden Age
Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini

OPEN ACCESS

Study Controlling Turnover Intention Among Early Childhood Education Teachers: The Role of Core Commitment Values and Compensation Satisfaction

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Keywords:
Teacher turnover intention, Organizational commitment, Compensation satisfaction, Early childhood education,Teacher retention

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Received 22 08 2024
Revised 26 02 2025
Accepted 18 03 2025
Published Online First 31 03 2025

Abstract

Teachers are a key factor in realizing educational quality, particularly in early childhood education (ECE), where professional commitment, innovation, and resilience are crucial. High turnover intention among ECE teachers threatens the continuity and quality of learning. This study aims to develop a model for implementing the basic values of commitment—comprising dedication to goals, efficiency, innovation, and teaching quality—moderated by compensation satisfaction, to reduce turnover intention. The research focuses on understanding how internal and external motivational factors contribute to teacher retention in ECE institutions. A quantitative approach was employed involving 119 ECE teachers in Jember Regency, East Java, Indonesia. Data were collected using a structured questionnaire and analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS 3.0). Variables measured include core values of organizational commitment, compensation satisfaction, and turnover intention control. Validity and reliability tests confirmed the robustness of the measurement model. The results show that all four dimensions of teacher commitment have a significant negative relationship with turnover intention. Teachers who demonstrate strong alignment with institutional goals, efficiently use resources, engage in innovation, and uphold high teaching standards are significantly less likely to express an intention to leave. Compensation satisfaction was found to be a significant moderating variable that strengthened the relationship between commitment and reduced turnover. Furthermore, a supportive work environment—characterized by physical and emotional well-being, positive peer relationships, and opportunities for professional development—was identified as a contextual enhancer of retention. Theoretically, this study contributes to the refinement of organizational commitment theory in the context of early childhood education in developing countries. Practically, the findings provide actionable insights for policymakers and school administrators to implement targeted retention strategies that address both intrinsic motivations and extrinsic conditions. Future studies are encouraged to include broader variables such as leadership, career advancement, and psychological well-being, as well as test the model across different educational settings.

To cite: Aisyah, N. A., Yuliati, N., Umami, Y. S., & Supriadi, B. (2025). Study controlling turnover intention among early childhood education teachers: The role of core commitment values and compensation satisfaction. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 10*(1), 85-99. *https://doi.org/10.14421/jga.2025.10-07*

Introduction

Teacher turnover in the early childhood education (ECE) sector is a critical issue that significantly affects the quality of education and the overall development of children. One of the primary factors contributing to turnover intention is dissatisfaction with the compensation teachers receive, which is often overlooked in studies related to teacher commitment (Chen, C. H., & Wang, 2020; Surbakti & Siti Aisyah, 2024). High organizational commitment, grounded in shared values and purpose, is a potential solution to reduce turnover intention. However, the relationship between organizational commitment and compensation satisfaction—particularly in the ECE sector—has not been thoroughly explored. Meyer, J. P., and Allen (1991) assert that

strong organizational commitment can reduce turnover intention, although its effectiveness may depend on external factors such as compensation.

Teachers are the main agents in realizing educational success. Achieving this requires active, creative, and innovative individuals, considering that teachers play a crucial role in the development of knowledge (Atika & Yulianti, 2023). Welfare issues in the teaching profession frequently lead teachers to reconsider their career paths and seek other employment opportunities (Abotsi et al., 2020). A teacher's plan to change professions, referred to as turnover intention, is a significant concern for the continuity of educational institutions (Fu Q.; Zhang, C.; Cheng, L., 2022). Choi et al. (2020) and Abdulkareem et al. (2015) report that teachers intending to leave are often in search of more secure and rewarding jobs, while Nawaz et al. (2019) emphasize the importance of retention efforts to address this challenge.

Compensation satisfaction has been widely recognized as a significant predictor of turnover intention (Hackett et al., 2001; Kash et al., 2010; Tjendra, 2019). It also plays a key role in strengthening organizational commitment, which is crucial for retaining teachers (Galletta et al., 2011). This research adopts the organizational commitment theory by Meyer, J. P., and Allen (1991), which conceptualizes commitment through three dimensions: affective, continuance, and normative. Affective commitment, characterized by emotional attachment to the organization, is especially relevant in the ECE setting. Teachers who are emotionally committed to educational values such as child development are less likely to leave their positions, even when dissatisfied with compensation.

Although numerous studies have explored organizational commitment (Aktar & Pangil, 2018; Arifin, 2016; Febria, 2016; Galletta et al., 2011; Palupi, 2013; Poeh & Soehari, 2017), few have specifically addressed how commitment and compensation interact to influence turnover intention among ECE teachers. Organizational commitment has been shown to significantly reduce turnover intention (Aktar & Pangil, 2018; Mokoena et al., 2022), while inadequate compensation is often cited as the root cause (Hackett et al., 2001). Compensation is both a motivating factor and a form of recognition, encompassing both financial and non-financial rewards (Bimaputra, 2020; Camelo & Ponczek, 2021; Palupi, 2013; Ramlah et al., 2021; Zakaria & Astuty, 2017).

The social reality faced by ECE teachers in Indonesia highlights the urgency of this issue. For example, in Tangerang and Salatiga, ECE teachers experience a 15% turnover rate and an equivalent 15% turnover intention (Abotsi et al., 2020; Poeh & Soehari, 2017). These figures illustrate a worrying trend and reinforce the importance of conducting research that addresses this specific challenge. Therefore, this study seeks to explore the effect of organizational commitment values on turnover intention and investigate the moderating role of compensation satisfaction in shaping this relationship among ECE teachers in Indonesia.

Multiple job-related stressors also contribute to turnover intention. Low wages, poor working conditions, and high administrative burdens lead to emotional and physical fatigue. Dissatisfaction with compensation, especially when it does not align with workload and responsibilities, is a major factor in teachers seeking alternative employment (Hur et al., 2023). Lack of support from school leadership and peers further increases the risk of turnover (Schaack et al., 2020). High turnover disrupts educational consistency for children (Menzies, 2023) and imposes financial burdens on institutions through recruitment, onboarding, and the loss of organizational knowledge (Bellows et al., 2022).

Strategic efforts to reduce turnover intention include increasing teacher compensation, providing professional development, and cultivating a supportive work environment. (Whitebook et al. (2015) emphasize that improved compensation can ease financial stress and foster a sense of value among teachers. Ovenden-Hope et al., (2018) highlight that continued professional development enhances engagement and commitment. Cumming et al. (2021) stress the importance of maintaining teachers' mental and physical well-being and encouraging positive collegial relationships. Moreover, affective and normative commitments—emotional

bonds and moral obligations—have a significant effect in reducing turnover intention (Zhu et al., 2022).

This study aims to develop a model for implementing core values of organizational commitment based on compensation satisfaction to reduce turnover intention among early childhood education (ECE) teachers in Indonesia. Specifically, it examines the influence of affective commitment on turnover intention and the moderating role of compensation satisfaction in this relationship. The research is expected to contribute theoretically by enriching the organizational commitment literature, particularly within the ECE context, which remains underexplored. Practically, the findings will provide valuable insights for policymakers, school administrators, and education stakeholders in designing strategies to improve teacher retention, enhance professional well-being, and ensure the continuity and quality of early childhood education in Indonesia.

Methods

Research Design

This research is categorized as correlational research using a quantitative approach. According to Anwar (2011), correlational research is designed to examine the possible causal relationships between variables. This approach is appropriate for identifying patterns of association without manipulating the research context. The data analysis in this study employs the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method using the SmartPLS 3.0 software. SEM-PLS was chosen due to its effectiveness in analyzing complex models with multiple constructs and relatively small-to-medium sample sizes (Hair, 2014). Measurement validity was assessed using convergent validity, with item loadings expected to exceed 0.70. Discriminant validity was evaluated based on the average variance extracted (AVE), with acceptable values above 0.50. Reliability was tested using both Cronbach's Alpha and composite reliability, which must exceed 0.60 to be considered reliable.

Population and Research Sample

The population of early childhood education (ECE) teachers in Jember is 3,718, as reported by the Jember Education Office (2024). The research sample was drawn based on categories such as age, gender, and education level to ensure representativeness. The sampling technique used was based on Slovin's formula as follows:

$$n = \frac{N}{1 + N\ (e)^2}$$

Note:
n = Sample size
N = Population size
e = Percentage of allowance for sampling error accuracy that can still be tolerated; e=0.05

Using this formula with a population size of 3,178 and a margin of error of 9% (0.09), the required sample size was calculated as follows:

$$n = \frac{3178}{1 + 3178\ (0.09)^2}$$

$$n = \frac{3178\ x\ 10000}{10000 + 257418}$$

$$n = \frac{15890000}{133709}$$

$$n = 118{,}840$$

Rounded up, the minimum required sample size is 119. The sampling technique used was Proportional Random Sampling, which involves dividing the population into strata (e.g., based on education level, age, or gender) and selecting samples from each group in proportion to their

representation in the population. This method enhances the representativeness and generalizability of the findings.

Data Collection Procedures

The data were collected using a structured questionnaire with items measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was distributed directly to ECE teachers across Jember Regency. The indicators used in the instrument were adapted from previous validated research instruments: the commitment indicators were based on the organizational commitment model by Meyer and Allen (1991), while compensation satisfaction items were adapted from Galletta et al. (2011) and Juhdi et al. (2013). The following table outlines the research variables and their indicators:

Table 1. Research Instruments

Variables	Indicator
The fundamental values of commitment	Practical commitment of ECE teachers
	Efficiency commitment of ECE teachers
	Innovation commitment of ECE teachers
	Quality commitment of ECE teachers
Compensation satisfaction	Evidence of compensation through teacher certification
	ECE teachers have work comfort value
	ECE teachers have appropriate honorarium
Controlling turnover intention	Control of want to stop working
	ECE teachers do not want to leave work
	ECE teachers do not want to find a job

Data Analysis Techniques

Two types of data analysis were employed: descriptive analysis and SEM-PLS analysis. Descriptive analysis was used to describe the characteristics of the respondents and summarize the distribution of responses. SEM-PLS analysis was conducted to examine the relationships between variables using the SmartPLS 3.0 software. Evaluation of the structural model (inner model) involved several indicators:

- R-Square Coefficient (R^2): Measures the explanatory power of the model. A value of 0.25 is considered weak, 0.50 moderate, and 0.75 strong (Hair Jr et al., 2010).
- Effect Size (f^2): Indicates the impact of an exogenous variable on an endogenous variable.
- Predictive Relevance (Q^2): A Q^2 value above 0 indicates that the model has predictive relevance; a value below or equal to 0 indicates poor predictive capability.

The use of SEM-PLS in this study allows for the simultaneous evaluation of measurement and structural models and is particularly suited for theory development and predictive analysis.

Result

Analysis of the Characteristics of ECE Teacher Respondents in Jember

The analysis of respondent characteristics is presented as follows:

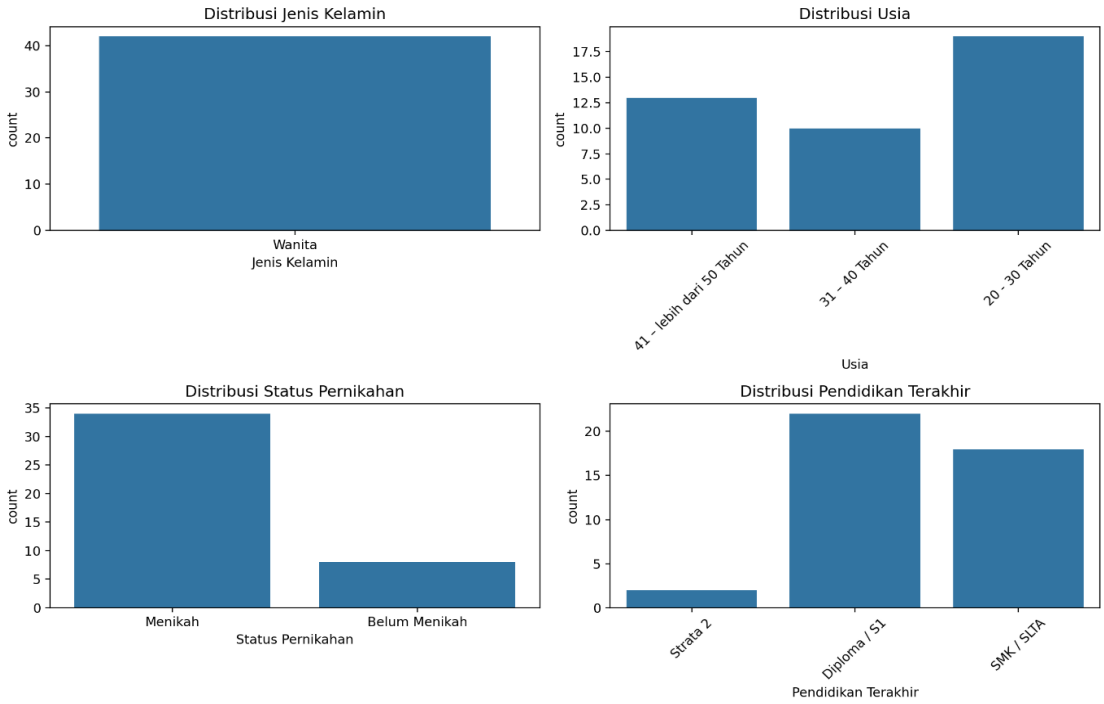

Figure 1. Characteristics of ECE Teachers in Jember

Gender: All respondents were women (119 individuals). **Age:** The majority of respondents were 20–30 years old (55 individuals), followed by those aged over 41–50 years (33 individuals), and 31–40 years (30 individuals). **Marital Status:** Most respondents were married (79 individuals), while the remaining 40 were unmarried. **Education Level:** The majority of respondents held a Diploma or Bachelor's degree (59 individuals), followed by those with a Senior High School/SMK education (38 individuals), and 22 individuals with a Master's degree (Strata 2).

Sunburst Chart Analysis

This analysis visualizes respondent characteristics hierarchically based on age, marital status, and highest level of education.

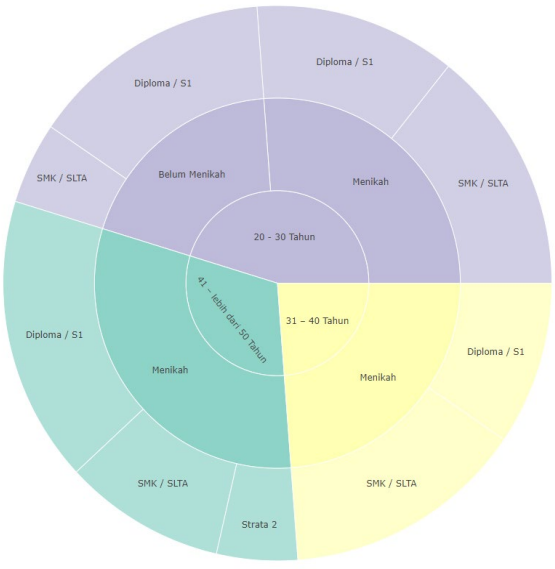

Figure 2. Hierarchical Characteristics of Respondents Based on Age, Marital Status, and Educational Background

doi: *https://doi.org/10.14421/jga.2025.101-07*

The figure above presents a circular (sunburst) chart illustrating the hierarchical distribution of respondents based on age group, marital status, and educational background. The outer ring of the chart represents age categories (20–30, 31–40, and 41+ years), segmented further by marital status (married or unmarried). The innermost segments represent the respondents' educational attainment, such as Senior High School (SMK/SLTA), Diploma/Bachelor's (D3/S1), and Master's degree (Strata 2). This visualization effectively displays the interrelation between demographic attributes and highlights the distribution patterns across respondent groups.

Visualization Analysis of Interactions between Variables

Interaction analysis was conducted using scatter plots to observe the relationships between Basic Values of Commitment (X), Compensation Satisfaction (Y), and ECE Teacher Turnover Intention (Z). The visualization also helps in identifying the moderation effect, particularly how the relationship between X and Z changes at different levels of Y.

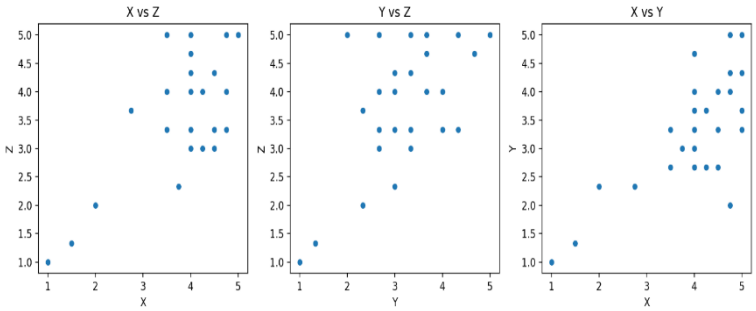

Figure 3. Visualization of Interactions between Basic Commitment (X), Compensation Satisfaction (Y), and Teacher Turnover Intention (Z)

The scatter plots above illustrate the relationships among the three variables. In the first plot (X vs. Z), the data show that as commitment (X) increases, turnover intention (Z) varies, though no distinct linear trend is evident. In the second plot (Y vs. Z), a clearer pattern emerges: higher compensation satisfaction (Y) is generally associated with lower turnover intention (Z), indicating that teachers who are more satisfied with their compensation are less likely to consider leaving. The third plot (X vs. Y) shows a positive relationship, suggesting that higher commitment is linked to greater satisfaction with compensation. These visualizations collectively highlight the dynamic interplay between commitment, compensation, and turnover intention.

Correlation Analysis

A correlation matrix was used to analyze the strength and direction of relationships between Basic Commitment (X), Compensation Satisfaction (Y), and ECE Teacher Turnover Intention (Z).

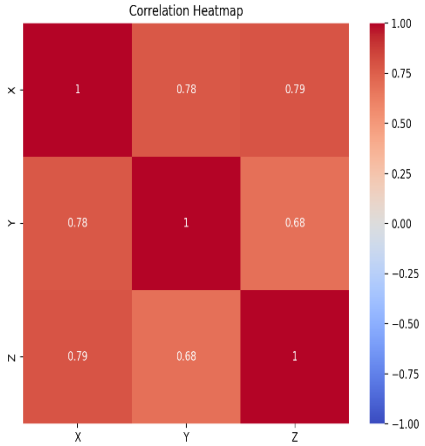

Figure 4. Correlation Matrix of Basic Commitment (X), Compensation Satisfaction (Y), and Turnover Intention (Z)

The heatmap above displays correlation coefficients among the three variables. The correlation between Commitment (X) and Compensation Satisfaction (Y) is strong, with a coefficient of 0.78, indicating that more committed teachers tend to feel more satisfied with their compensation. The correlation between Commitment (X) and Turnover Intention (Z) is even stronger, at –0.79, suggesting that increased commitment is associated with decreased intention to leave. Similarly, Compensation Satisfaction (Y) and Turnover Intention (Z) have a negative correlation of –0.68, indicating that greater satisfaction leads to a lower desire to leave the job. These findings emphasize the significant role of both commitment and compensation in influencing teacher retention.

SEM-PLS Analysis Test with Indicators / Outer Model

The outer model test was conducted to ensure that the measurements used are appropriate—both valid and reliable. Valid results were obtained using the SmartPLS 3.0 software, with all loading factor values exceeding the minimum threshold of 0.50. The following figure shows the initial output of the PLS algorithm:

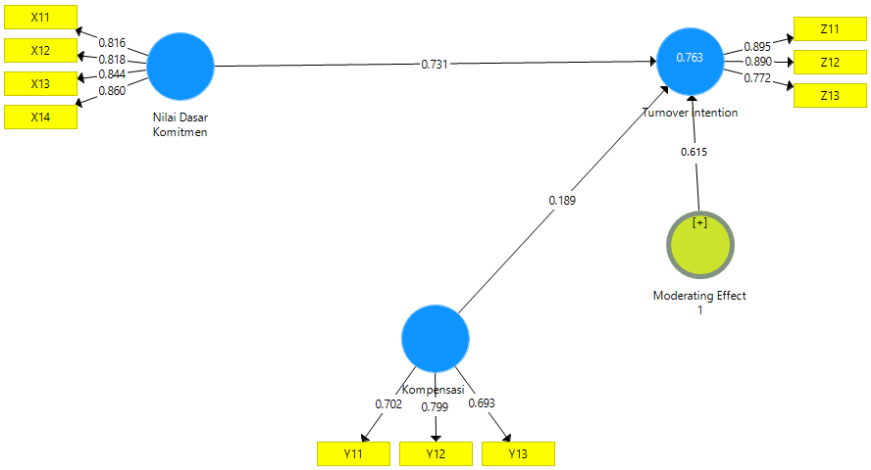

Figure 5. Initial PLS Algorithm Output
Source: Primary data, processed 2024

Table 2. Average Variance Extracted (AVE) Values

Construct	AVE	Status
Basic Values of Commitment	0.797	Valid
Compensation	0.637	Valid
Turnover Intention Control	0.830	Valid

Source: Processed data, 2024 from SmartPLS 3.0 output

An indicator is considered valid if it has a loading factor above 0.50 on its respective construct. The SmartPLS output for the loading factor is as follows:

Table 3. Outer Loading

Construct	Basic Values of Commitment	Compensation	Turnover Intention Control	Status
X11	0.816			Valid
X12	0.818			Valid
X13	0.844			Valid
X14	0.860			Valid
Y11		0.702		Valid
Y12		0.799		Valid
Y13		0.702		Valid
Z11			0.895	Valid
Z12			0.890	Valid
Z13			0.772	Valid

Source: Data processed 2024 from SmartPLS 3.0 output

doi: *https://doi.org/10.14421/jga.2025.101-07*

Since no issues were found with convergent validity, the next test focused on discriminant validity. Discriminant validity was evaluated using the cross-loading values shown below:

Table 4. Cross Loading

Construct	Basic Values of Commitment	Compensation	Turnover Intention Control	Status
X11	0.816	0.588	0.712	Valid
X12	0.818	0.457	0.711	Valid
X13	0.844	0.508	0.737	Valid
X14	0.860	0.534	0.684	Valid
Y11	0.452	0.702	0.451	Valid
Y12	0.557	0.799	0.560	Valid
Y13	0.337	0.693	0.394	Valid
Z11	0.775	0.584	0.895	Valid
Z12	0.742	0.628	0.890	Valid
Z13	0.664	0.436	0.772	Valid

Source: Data processed 2024 from SmartPLS 3.0 output

The table above shows that the loading value of each indicator on its respective construct is greater than its cross-loading values with other constructs. These results indicate that all indicators meet the criteria for both convergent and discriminant validity, as all values exceed 0.50.

The model presented in the diagram illustrates the relationships between Commitment (X), Compensation Satisfaction (Y), and Turnover Intention (Z), including a moderating effect. Arrows represent the direction of influence, and the values on each path indicate the strength of these relationships. Commitment (X), conceptualized as "Core Values of Commitment," shows a significant effect on Turnover Intention (Z), with a path coefficient of 16.129, suggesting that higher commitment is associated with lower turnover intention.

Compensation Satisfaction (Y), represented by indicators Y11, Y12, and Y13, also influences Turnover Intention indirectly. The coefficients—12.435, 17.780, and 8.544—demonstrate that higher satisfaction with compensation corresponds with lower turnover intention, reinforcing the importance of compensation as a retention factor.

The moderating effect is shown with a value of 3.558, indicating that Compensation Satisfaction (Y) moderates the relationship between Commitment (X) and Turnover Intention (Z). While this is a moderate value, it suggests that Compensation Satisfaction amplifies the influence of Commitment on reducing turnover intention, though other contextual variables may also be at play.

This model reflects the complex interactions among commitment, compensation satisfaction, and turnover intention in early childhood education, emphasizing how motivational and organizational factors can affect teacher retention.

To finalize the outer model evaluation, a reliability test was conducted by analyzing the composite reliability scores. A value above 0.70 is considered satisfactory. The following table presents the composite reliability results:

Table 5. Composite Reliability Values

Construct	Composite Reliability	Status
Basic Values of Commitment	0.902	Reliable
Compensation	0.776	Reliable
Turnover Intention Control	0.890	Reliable

Source: Data processed from SmartPLS 3.0 output

The table above indicates that all constructs exceed the 0.70 threshold, confirming their reliability. To further strengthen this test, Cronbach's Alpha was also assessed, with the following results:

Table 6. Cronbach's Alpha

Construct	Cronbach's Alpha
Basic Values of Commitment	0.855
Compensation	0.774
Turnover Intention Control	0.813

Source: Data processed from SmartPLS 3.0 output

All Cronbach's Alpha values exceed the minimum standard of 0.60, confirming the internal consistency of each construct. The lowest value (0.774) was observed in the Compensation construct, but it still falls within acceptable limits.

Structural Model (Inner Model) Testing

After confirming that the estimated model meets the criteria of the outer model, the next step is to test the structural model (inner model). The R-square value, also known as the coefficient of determination (R^2), is shown in the following table:

Table 7. R-Square

Construct	R Square
Turnover Intention Control	0.763

Source: Data processed from SmartPLS 3.0 output

The table shows that the R-square value for the endogenous variable *Turnover Intention Control* is 0.763, which indicates that 76.3% of the variance in turnover intention is explained by the basic values of commitment moderated by compensation. The remaining 23.7% is influenced by other variables not included in this model.

Predictive Relevance

Predictive relevance testing is conducted to evaluate how well the observed values can be predicted by the structural model using a blindfolding procedure. This is measured using the Q-square (Q^2) value. A Q^2 value greater than 0 indicates that the model has predictive relevance, while a value less than or equal to 0 suggests the model lacks predictive accuracy (Chin, 1998). The Q-square statistic, developed through the Stone-Geisser test, assesses how well the model generates observed values and estimates parameters (Ghozali, 2016).

The Q-square value is calculated using the following formula:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)...(1 - R_n^2)$$

where R_1^2, R_2^2, ..., R_n^2 are the R-square values of the endogenous variables in the model. The Q^2 value ranges between 0 and 1, with values closer to 1 indicating stronger predictive relevance. This measure is equivalent to the total coefficient of determination in path analysis and reflects the model's ability to reproduce the observed data (Hair, 2011).

Based on the R-square value of the endogenous variable *Turnover Intention Control* (0.763) as presented in Table 7, the Q-square value is calculated as follows:

$Q^2 = 1 - (1 - 0.763^2)$

$Q^2 = 1 - (1 - 0.5821)$

$Q^2 = 1 - 0.4179$

$Q^2 = 0.5821$

Thus, the Q-square value obtained is 0.5821, or 58.2%, indicating that the model has good predictive relevance and can explain a substantial portion of the variance in the data.

Table 8. Predictive Relevance (Q^2)

Endogenous Variables	Q^2	Information
Turnover Intention Control	0.763	Has *predictive relevance value*

Source: SmartPLS 3.3.3 output, Data processed (2023)

Based on the Q-square value shown in Table 8, it can be concluded that the model has strong predictive capability. Since the value is well above zero, it confirms that the structural model used in this study is capable of generating accurate predictions and explains a significant

portion of the variance in turnover intention among early childhood education teachers (Chin, 1998; Hair et al., 2011; Ghozali, 2016).

Table 9. Path Coefficients (Mean, STDEV, T-Values)

	Original Samples	Samples Mean	T Statistics (|O/STERR|)	Information
Compensation -> Turnover intention control	0.189	0.190	3,672	Significant
Moderating Effect 1 -> Controlling Turnover intention	0.615	0.614	3,558	Significant
Basic Value of Commitment -> Turnover Intention Control	0.731	0.730	16,129	Significant

Source: Data processed from SmartPLS 3.0 output

Explanation of results:

1. The **compensation** variable has a significant effect on turnover intention control, with a t-statistic of 3.672, which exceeds the critical value of 1.966.
2. The **moderating effect** also significantly influences turnover intention control, with a t-statistic of 3.558 > 1.966.
3. The **basic value of commitment** variable shows a strong significant influence on turnover intention control, with a t-statistic of 16.129 > 1.966.

The following figure shows the bootstrapping output from SmartPLS 3.0, illustrating the t-statistics of the model paths:

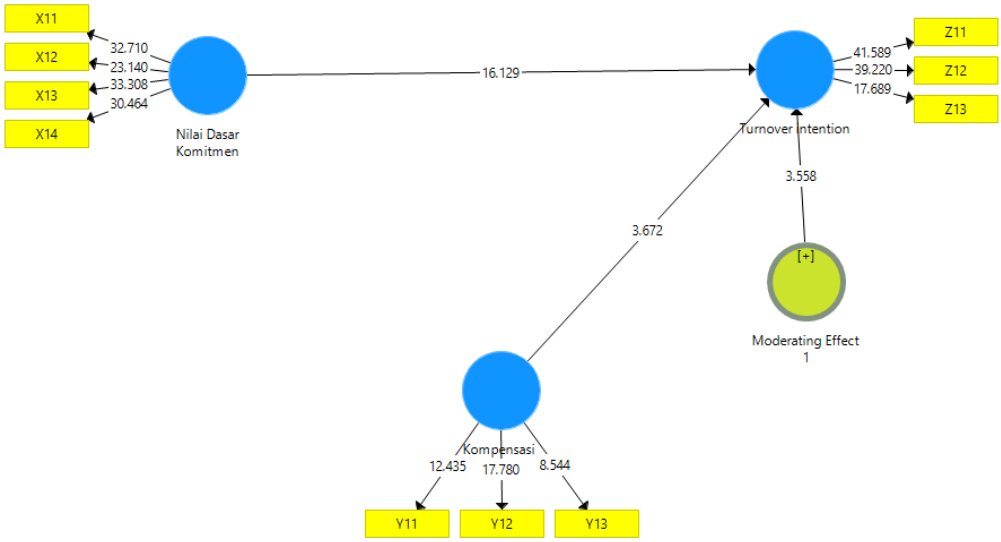

Figure 5. Bootstrapping Output

Discussion

The fundamental values of commitment in early childhood education (ECE) teachers in Jember play a significant role in controlling turnover intention (TI). Teachers who demonstrate strong commitment to organizational goals, values, and tasks are less likely to experience turnover intention, as they align more closely with the organization's mission. As supported by Galletta et al. (2011) and Imran et al. (2017), organizational commitment helps reduce the desire to leave one's position (Meyer et al., 2006). Teachers who identify with the goals and values of the institution are less likely to seek other employment opportunities, contributing to a more stable work environment. This finding aligns with previous studies in broader educational contexts, but it may be particularly pronounced in the Indonesian ECE setting, where cultural expectations emphasize loyalty, community engagement, and long-term dedication to one's role. Strong organizational commitment also ensures better job satisfaction and teacher morale, decreasing the likelihood of turnover intention.

Additionally, the ability of teachers to achieve their predetermined goals significantly impacts their turnover intentions. The effectiveness of teachers' actions, whether in delivering lessons or achieving specific objectives, contributes to a sense of accomplishment and self-worth. Teachers who are effective in their roles are more likely to feel satisfied with their work and remain committed to their institution. This is consistent with the findings of Mokoena et al., (2022), who note that successful goal achievement reinforces a teacher's sense of purpose. In the context of ECE in Jember, where institutional expectations are often high despite limited resources, teachers' self-efficacy becomes a crucial internal motivator. The goal-setting process, when achieved, reinforces commitment, thereby minimizing the intention to leave.

Efficiency, as a core value, also plays an integral role in reducing teacher turnover intention. ECE teachers who are able to use available resources effectively—whether financial, material, or time-based—are more likely to meet their professional objectives, which enhances their sense of competence and value. Maximizing resource use leads to improved job performance and satisfaction. When teachers feel empowered to reach their goals despite operational constraints, their organizational commitment increases. As shown in studies by Arifin & Ha (2016), Riana & Wirasedana (2016), and Nawab & Bhatti (2011), efficiency is positively linked to job retention. However, it is important to note that in underfunded educational contexts like many PAUD institutions in Indonesia, perceived efficiency may be shaped as much by resilience as by actual resource availability.

Innovation is another important factor influencing teacher turnover intention. ECE teachers who engage in innovative practices—such as developing new instructional methods or improving the learning environment—are more likely to remain in their positions due to a sense of ongoing professional growth and contribution. Innovation fosters a dynamic and engaging work environment, enhancing teachers' skills and sense of relevance. Teachers who feel empowered to innovate perceive their work as meaningful and impactful, which increases their job satisfaction and reduces their intention to leave. This is consistent with findings by Riana & Wirasedana (2016). However, this effect may vary depending on institutional support; teachers who innovate without administrative encouragement may still face frustration or burnout.

Pursuing high standards in teaching quality further contributes to the reduction of turnover intention. ECE teachers who are committed to excellence in their practice report greater fulfillment and pride in their roles. This commitment enhances both educational outcomes and professional satisfaction. Teachers who hold themselves and their students to high standards are more likely to build strong relationships with their institutions. Zakaria & Astuty (2017) emphasize that perceived impact and recognition contribute to retention. In PAUD settings where external recognition is limited, internal measures of teaching quality may serve as important psychological anchors for teachers. Nevertheless, this finding should be interpreted cautiously, as pressure to maintain high standards without adequate support could inversely lead to stress and burnout.

Compensation satisfaction is critical in moderating the relationship between commitment and turnover intention. When teachers perceive their compensation—whether financial or non-financial—as fair and proportionate to their efforts, their likelihood of leaving decreases. Competitive salaries, bonuses, and professional recognition can enhance job satisfaction and retention. This is supported by Juhdi et al. (2013), Li & Roloff (2008), and Zakaria & Astuty (2017), who collectively argue that compensation functions as both acknowledgment and motivation. Turnover intention (TI) can be influenced by compensation, as also demonstrated by Camelo & Ponczek (2021). Adequate compensation not only validates teacher contributions but also acts as an incentive to stay. As noted by Negovan & Bogdan (2013), alignment between compensation and expectations plays a central role in organizational stability. In the context of Indonesian ECE, where monetary compensation is often modest, non-financial rewards such as flexible schedules, public recognition, and professional development can have an amplified impact.

A conducive and supportive work environment also plays a key role in controlling turnover intention. Teachers who operate in settings that support their physical and mental well-being are more likely to remain committed to their roles. Health benefits, positive interpersonal relationships, and a balanced workload increase teacher satisfaction. Cumming et al., (2021) emphasize the role of social support and collegiality in teacher retention. In the ECE landscape of Jember, such environmental factors are particularly salient, given that many teachers face emotional labor associated with early childhood care. When teachers feel supported by colleagues and school management, they are more likely to remain in their positions, even in the face of external challenges.

These findings have several practical implications. Educational leaders should design integrated teacher retention strategies that go beyond salary adjustments and address intrinsic values like commitment, innovation, and teaching quality. These results suggest that policy-makers should support schools in providing both tangible and intangible incentives to teachers—such as recognizing innovative efforts, reducing administrative burdens, and building collaborative school cultures. Such practices not only reduce turnover but also enhance educational quality in early childhood settings.

However, these findings should be interpreted with caution. The study is limited to a specific regional and institutional context, which may not represent all ECE environments in Indonesia. Additionally, the model tested only one moderating variable—compensation satisfaction—while other potential factors such as leadership style, career advancement, or work stress were not examined. These limitations highlight the need for broader and more diversified investigations into teacher retention. Future research should consider examining other moderators or mediators that influence the relationship between commitment and turnover intention. Longitudinal studies could provide insight into how teacher motivation and commitment evolve over time, especially in response to changes in institutional policies or social conditions. Comparative studies across different provinces or school types would also enhance the generalizability of these findings.

Conclusion

This research emphasizes the crucial role of organizational commitment, compensation satisfaction, and a supportive work environment in reducing turnover intention (TI) among early childhood education (ECE) teachers. The findings reveal that teachers who are strongly committed to their institutional goals, values, and responsibilities are significantly less likely to experience turnover intention. This internal commitment is reinforced by the achievement of professional goals, the ability to work efficiently with limited resources, and the opportunity to innovate within the classroom. Compensation satisfaction functions as a moderating factor in this relationship; when teachers perceive their financial and non-financial compensation as fair and adequate, their likelihood of remaining in the profession increases. Furthermore, a positive and collaborative work environment that supports teachers' physical, emotional, and professional well-being strengthens institutional attachment and enhances retention. These findings suggest that both intrinsic factors (such as commitment, efficiency, innovation, and teaching quality) and extrinsic factors (such as compensation and workplace conditions) interact to shape teacher retention outcomes in the ECE sector.

From a practical perspective, this study offers valuable implications for educational institutions and policymakers. To improve teacher retention in early childhood education, school leaders should foster a culture of commitment aligned with teachers' core values, provide meaningful opportunities for innovation and professional development, and ensure that compensation systems—whether financial or symbolic—are perceived as fair. Additionally, cultivating a healthy and supportive work environment through positive collegial relationships and responsive school leadership can significantly reduce turnover risks. Theoretically, this study contributes to the development of organizational commitment theory by contextualizing it within an underexplored educational setting. Given the limitations in scope and variables,

future studies are encouraged to investigate additional moderating factors—such as leadership style, career progression, or work-related stress—that may further explain turnover dynamics and enhance teacher retention strategies in diverse ECE contexts.

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