Job Satisfaction, Work Motivation, and Organizational Commitment as Predictors of Intention to Quit in LP Ma'arif Schools, Cilongok District

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Abstract

This study aims to analyze the effects of job satisfaction, work motivation, and organizational commitment on the intention to quit among teachers and employees at LP Ma'arif High School in Cilongok District. A quantitative method was applied, employing cluster random sampling to select 100 respondents from a population of 270 personnel. Data were analyzed using statistical software. The results indicate that job satisfaction has a negative and significant effect on the intention to quit (β = -0.110, p = 0.000). Similarly, work motivation negatively and significantly influences the intention to quit (β = -0.095, p = 0.014). Furthermore, organizational commitment also shows a negative and significant impact on employee turnover intention (β = -0.071, p = 0.010). In conclusion, higher levels of job satisfaction, motivation, and organizational commitment effectively reduce the intention to quit among school staff. School management should focus on these three factors to maintain institutional stability and reduce turnover rates.

Keywords : Intention to Quit; Job Satisfaction; Organizational Commitment; Work Motivation

I. INTRODUCTION

Human resources are a fundamental component in determining the sustainability and performance of educational institutions. The quality of educational services is not solely determined by curriculum, infrastructure, learning facilities, or institutional policies, but also by the competence, dedication, and continuity of the personnel responsible for implementing educational activities. Teachers play a central role in delivering instruction, guiding students, and achieving educational objectives. Meanwhile, administrative and other supporting employees contribute to the operational processes that enable schools to function effectively.

The coordination between these groups is therefore essential to maintaining the quality and continuity of educational services.

In educational organizations, human resource management involves more than recruiting personnel and distributing work responsibilities. It also concerns how institutions maintain a supportive working environment, provide appropriate recognition, sustain employee motivation, and develop a strong relationship between personnel and the organization. These aspects are particularly relevant because educational institutions depend on the accumulated experience, professional knowledge, and institutional understanding of their personnel. When experienced teachers or employees leave, schools may face difficulties in maintaining operational continuity, distributing workloads, and preserving the quality of their services.

One human resource issue that requires attention is employees' intention to quit. Intention to quit refers to an employee's conscious consideration or intention to leave their current organization. It is conceptually different from actual employee turnover. Turnover refers to the actual separation of employees from an organization, whereas intention to quit represents an attitudinal or psychological condition that may precede the decision to leave. Although not every employee who considers leaving will eventually resign, the intention itself can provide an important indication of potential workforce instability.

The distinction between intention and actual turnover is important for educational institutions. A record of employee departures describes an event that has already occurred, while intention to quit reflects employees' current perceptions and considerations. Therefore, historical turnover records can be used to illustrate workforce dynamics, but they should not be treated as direct evidence that all remaining employees intend to leave. Research into intention to quit is consequently necessary to understand the factors associated with employees' willingness to remain in or leave an organization.

Employee turnover has been a central subject in organizational behavior and human resource management research. Hom et al. (2017) explain that turnover research has developed from early efforts to understand and control employee departures into a broader field examining work attitudes, withdrawal processes, and the psychological factors associated with employees' decisions to stay or leave. Their review emphasizes that employee departure is not simply an isolated event but is related to a series of individual and organizational processes. This perspective indicates that organizations need to understand employees' work experiences before turnover occurs, rather than focusing only on replacement after employees have left.

Among the factors frequently examined in relation to intention to quit are job satisfaction, work motivation, and organizational commitment. These three factors represent different but interconnected aspects of employees' experiences in the workplace. Job satisfaction concerns employees' evaluation of their work and working conditions. Work motivation concerns the forces that encourage employees to initiate and maintain work-related effort. Organizational commitment concerns the relationship between employees and the organization, including their identification with and attachment to the institution. Examining these factors together can provide a more comprehensive understanding of the conditions associated with employees' intention to leave.

Job satisfaction is an important work attitude because it reflects how employees evaluate their jobs and the experiences they obtain from performing their responsibilities. Locke (1976) describes job satisfaction as a positive emotional state resulting from the appraisal of one's job or work experiences. This definition indicates that satisfaction is not determined by a single aspect of employment. Rather, it may be influenced by various elements, including the nature of the work, relationships with colleagues, supervision, recognition, opportunities for development, and compensation.

In educational institutions, job satisfaction can emerge from both the intrinsic and extrinsic aspects of work. Intrinsic satisfaction may be associated with the meaningfulness of teaching, opportunities to contribute to students' development, professional achievement, and the sense of responsibility attached to educational work. Extrinsic satisfaction may be associated with compensation, institutional policies, supervision, interpersonal relationships, and working conditions. These dimensions are relevant to teachers and administrative employees because their responsibilities and work experiences may differ, even when they serve the same institution.

Employees who experience positive working conditions and perceive that their needs and expectations are being addressed may develop more favorable attitudes toward their jobs. Conversely, dissatisfaction may emerge when employees perceive an imbalance between their responsibilities and the rewards or support they receive. For example, employees who face substantial workloads but perceive their compensation or institutional recognition as insufficient may evaluate their work less positively. Such evaluations can influence their willingness to remain in the organization.

The relationship between job satisfaction and intention to quit has received substantial attention in previous research. Tett and Meyer (1993), through a meta-analysis involving 178 independent samples from 155 studies, found that job satisfaction and

organizational commitment each contributed independently to the prediction of turnover intention and withdrawal cognitions. Their analysis also indicated that job satisfaction was a stronger predictor of intention-related outcomes than organizational commitment in the aggregated findings. This provides an important empirical basis for examining job satisfaction as a factor associated with employees' intention to leave.

Work motivation is another factor that may influence employees' intention to quit. Motivation represents the forces that initiate, direct, and sustain individual effort toward particular goals. In the workplace, motivation can be reflected in employees' willingness to perform their responsibilities, maintain effort when facing difficulties, and contribute to organizational objectives. Ryan and Deci (2000) distinguish between intrinsic motivation, which involves undertaking an activity because it is inherently interesting or satisfying, and extrinsic motivation, which involves undertaking an activity to attain separable outcomes.

In educational organizations, work motivation can be associated with employees' sense of purpose, professional responsibility, opportunities to develop their competencies, recognition, and the perceived value of their contribution. Teachers may be motivated by the opportunity to educate students and contribute to society, while administrative personnel may derive motivation from supporting school operations and ensuring that institutional services function effectively. These sources of motivation can coexist with external factors such as compensation, supervision, and opportunities for career development.

Motivation is important because employees' willingness to maintain effort may be influenced by how they perceive their work and the support provided by the institution. When employees find meaning in their responsibilities and perceive that their contributions are valued, they may be more willing to sustain their involvement. On the other hand, when work-related expectations are not met or employees experience limited support, their motivation may weaken. Under such conditions, employees may become more receptive to considering alternative employment opportunities.

However, the relationship between work motivation and intention to quit should not be assumed to be identical across all occupations and organizational contexts. The nature of work, compensation systems, career opportunities, and institutional characteristics may shape how motivation relates to employees' decisions. This is particularly relevant in educational institutions, where professional commitment, social contribution, and financial considerations may operate simultaneously. Therefore, the relationship needs to be examined empirically within the context of the organization being studied.

Organizational commitment represents another important aspect of the relationship between employees and their workplace. Allen and Meyer (1990) conceptualize organizational commitment through three components: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to employees' emotional attachment to and identification with the organization. Continuance commitment concerns employees' consideration of the costs associated with leaving, while normative commitment reflects a sense of obligation to remain with the organization.

These components provide a broader understanding of why employees may remain in an organization. Employees may stay because they feel emotionally connected to the institution, because leaving would involve certain costs, or because they perceive an obligation to continue contributing. In educational institutions, commitment may be influenced by relationships with colleagues, institutional values, leadership, work experiences, and the perceived significance of the organization's educational mission.

Organizational commitment is relevant to intention to quit because employees who have a stronger relationship with their organization may be less inclined to consider leaving. Employees who identify with institutional objectives and feel attached to their workplace may be more willing to maintain their membership, even when they encounter work-related difficulties. Nevertheless, commitment should not be interpreted as an unconditional guarantee that employees will remain. Employees may still consider leaving when their work expectations, professional needs, or personal circumstances change.

The empirical relationship between organizational commitment and intention to quit is supported by previous research. Tett and Meyer (1993) found that organizational commitment independently contributed to the prediction of intention-related withdrawal outcomes. Their findings indicate that commitment provides explanatory information beyond job satisfaction alone. In the educational context, Li and Yao (2022) conducted a meta-analysis of 94 quantitative studies on teachers' turnover intention. Their findings identified commitment, professional identification, and trust among the important protective factors associated with teachers' intention to leave. This evidence supports the relevance of organizational commitment when examining workforce stability in educational institutions.

Although job satisfaction, work motivation, and organizational commitment are conceptually distinct, they may operate together in shaping employees' work attitudes and intention to quit. Job satisfaction reflects employees' evaluation of their work experiences, work motivation reflects the forces that sustain their work-related effort, and organizational commitment reflects their relationship with the institution. A teacher or employee may feel

satisfied with colleagues and working conditions while simultaneously experiencing concerns about compensation. Another employee may remain motivated by the educational mission but feel less attached to the institution because of limited organizational support. These possibilities indicate that examining only one factor may provide an incomplete explanation of intention to quit.

For this reason, the present study examines the three variables simultaneously. The approach is intended to identify whether job satisfaction, work motivation, and organizational commitment each have a partial relationship with intention to quit and whether the three variables collectively contribute to explaining variations in intention to quit. This research does not position organizational commitment as a mediating variable. Instead, the three variables are treated as independent predictors in a multiple linear regression model.

The research is conducted in LP Ma'arif educational institutions in Cilongok District, Banyumas Regency, Central Java, Indonesia. LP Ma'arif is an educational institution under the auspices of Nahdlatul Ulama. The educational units included in this study represent several levels and types of secondary education, namely SMP, MTs, SMK, and MA. These institutions involve teachers and supporting employees who contribute to educational and administrative activities. Their work experiences provide a relevant setting for examining job satisfaction, work motivation, organizational commitment, and intention to quit.

The personnel records available for the research setting indicate that employee departures occurred during the 2018–2026 period. The records show four teachers leaving in 2018; two administrative employees in 2019; one teacher in 2020; two teachers in 2021; one administrative employee and three teachers in 2022; four teachers in 2023; two teachers and one administrative employee in 2024; seven teachers and one administrative employee in 2025; and two teachers in 2026. In total, the records indicate 30 departures during the period.

These figures illustrate the occurrence of workforce changes in the research setting. The number of departures was not constant from year to year, with the highest recorded number occurring in 2025. Such workforce dynamics are relevant to institutional human resource management because departures may require schools to adjust work distribution, recruit replacements, and maintain the continuity of educational and administrative activities. However, the figures should be interpreted carefully: they represent recorded departures and do not directly measure the intention to quit of current personnel. The present study

therefore uses questionnaire data from active teachers and employees to examine intention to quit and its associated predictors.

In addition to the personnel records, preliminary conversations with several teachers and Heads of Administration provided contextual information about working conditions in the institutions. These conversations indicated concerns related to job satisfaction, work motivation, and organizational commitment. One issue raised in the preliminary discussions concerned the perceived relationship between compensation and workload. Some personnel perceived that the compensation received was not always commensurate with the responsibilities and daily work demands they carried. Such accounts provide contextual indications of issues that may be relevant to employees' work attitudes. They are not treated as representative statistical findings, but they help explain why the variables examined in this study deserve further investigation.

The issue of compensation relative to workload is particularly relevant to job satisfaction because employees evaluate their work not only in terms of the tasks they perform but also in relation to the rewards and conditions associated with those tasks. When employees perceive that their responsibilities are not matched by adequate compensation or recognition, their evaluation of the job may become less favorable. At the same time, the perceived imbalance may influence motivation if employees feel that their effort is not sufficiently recognized. It may also affect organizational commitment if employees perceive that the institution does not adequately respond to their work-related needs.

Nevertheless, the relationship among these variables cannot be determined solely from preliminary conversations or personnel departure records. A systematic examination using data from active teachers and employees is required to determine whether job satisfaction, work motivation, and organizational commitment are statistically associated with intention to quit in the research setting. This is the rationale for conducting the present quantitative study.

Previous empirical research provides a foundation for the relationships examined in this study, although findings may differ across occupational and organizational contexts. Tnay et al. (2013), for example, examined the influence of job satisfaction and organizational commitment on turnover intention. Their study illustrates the importance of considering more than one work-related attitude when explaining employees' intention to leave. Tett and Meyer (1993) provide broader meta-analytic evidence that both job satisfaction and organizational commitment contribute independently to turnover intention. Meanwhile, Li

and Yao (2022) offer evidence specifically from the teaching profession, showing that several work-related and organizational factors are associated with teachers' turnover intention.

Despite the established literature, the relationship among these variables remains important to examine in specific organizational settings. Educational institutions may differ from commercial organizations in their goals, employment arrangements, compensation structures, and professional expectations. In faith-based educational institutions, employees may also consider the social and religious significance of their work alongside financial and professional considerations. Consequently, findings from other sectors cannot automatically be generalized to LP Ma'arif schools in Cilongok District.

The present study addresses this contextual need by examining teachers and employees across five LP Ma'arif educational units in Cilongok District. By including both teaching and supporting personnel, the study considers the workforce that contributes to the delivery of educational and administrative services. The research setting also provides an opportunity to examine whether the three selected predictors are associated with intention to quit in an institutional environment characterized by educational and organizational responsibilities.

The study contributes in two ways. First, it provides empirical evidence concerning the partial and simultaneous effects of job satisfaction, work motivation, and organizational commitment on intention to quit among personnel in LP Ma'arif schools. Second, it offers practical information for institutional administrators and school principals when considering human resource management policies, particularly those related to work conditions, employee motivation, institutional attachment, and workforce continuity.

Based on the background and research considerations described above, this study aims to analyze : (1) the effect of job satisfaction on intention to quit; (2) the effect of work motivation on intention to quit; (3) the effect of organizational commitment on intention to quit; and (4) the simultaneous effect of job satisfaction, work motivation, and organizational commitment on intention to quit among teachers and employees of LP Ma'arif schools in Cilongok District.

The hypotheses are formulated as follows :

H1 : Job satisfaction has a negative and significant effect on intention to quit.

H2 : Work motivation has a negative and significant effect on intention to quit.

H3 : Organizational commitment has a negative and significant effect on intention to quit.

II. METHOD

This study utilized a quantitative approach with an explanatory research design executed through a survey method. The research was conducted across LP Ma'arif secondary schools in Cilongok District (SMP Ma'arif NU 1, MTs Ma'arif NU 1, MTs Ma'arif NU 2, SMK Ma'arif NU 1, and MA Ma'arif NU 1 Cilongok).

The population in this study comprised all 270 active teachers and employees of LP Ma'arif High Schools in Cilongok District. Sample selection was performed using cluster random sampling based on school clusters. The minimum sample size was calculated using Slovin's formula with a margin of error (*e*) of 10%:

$$\mathbf{n = \frac{N}{(1+Ne^2)} = \frac{270}{(1+270(0,1)^2)} = 72,9 = 73 \text{ respondents}}$$

To enhance data representativeness and analytical precision, the sample size gathered and analyzed was set at 100 respondents.

Primary data were collected via structured questionnaires using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The operational definitions and measurement of each variable are detailed as follows:

1. **Job Satisfaction (X_1):** Measured by adopting the 20-item short form of the *Minnesota Satisfaction Questionnaire* (MSQ) by Weiss et al. (1967), encompassing intrinsic satisfaction, extrinsic satisfaction, and general satisfaction dimensions.
2. **Work Motivation (X_2):** Measured by adopting *The Academic Motivation Scale* (AMS) instrument by Vallerand et al. (1992) consisting of 16 items covering intrinsic motivation, identified regulation, external regulation, and amotivation.
3. **Organizational Commitment (X_3):** Measured using the 24-item commitment scale by Allen & Meyer (1990), encompassing affective commitment, continuance commitment, and normative commitment.
4. **Intention To Quit (Y):** Measured using items from *The Michigan Assessment of Organizations Questionnaire* (Cammann et al., 1983) containing 3 items measuring thoughts of leaving, the likelihood of searching for a new job, and active plans to quit.

Instrument testing was conducted through Validity Testing (using *Pearson Correlation*, declared valid if $r_{calculated} > r_{table}$ or sig < 0.05) and Reliability Testing (using *Cronbach's Alpha*, declared reliable if $\alpha \geq 0.60$). Classic Assumption Tests were subsequently executed, including normality tests (histogram and P-Plot), multicollinearity tests (Tolerance > 0.10

and VIF < 10), heteroskedasticity tests (Scatterplot), autocorrelation tests (Durbin-Watson), and linearity tests. Hypothesis testing was performed using Multiple Linear Regression Analysis, Partial Test (t-test), Simultaneous Test (F-test), and Coefficient of Determination (R^2) using the regression equation :

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

III. RESULTS AND DISCUSSIONS

A. Result

Based on primary data collected via structured questionnaires distributed to 100 teacher and employee respondents across LP Ma'arif secondary schools in Cilongok District, all findings are fully presented in narrative paragraph format, while retaining Table 5 in explicit table format.

1. Respondent Profile Description

Demographic characteristics of the 100 respondents reveal a varied distribution. In terms of gender, respondents were predominantly female (54 persons, 54%), while male respondents accounted for 46 persons (46%). Regarding marital status, the majority were married (71 persons, 71%), followed by unmarried individuals (26 persons, 26%), and widowed respondents (3 persons, 3%). By educational workplace, the sample comprised 23 respondents from MA Ma'arif NU 1 Cilongok (23%), 20 respondents from SMK Ma'arif NU 1 Cilongok (20%), 20 respondents from MTs Ma'arif NU 1 Cilongok (20%), 20 respondents from MTs Ma'arif NU 2 Cilongok (20%), and 17 respondents from SMP Ma'arif NU 1 Cilongok (17%). Concerning education level, most respondents held a Bachelor's degree (S1; 71 persons, 71%), followed by Master's degree holders (S2; 9 persons, 9%), Senior High School graduates (16 persons, 16%), Associate degree holders (D3; 2 persons, 2%), and Junior High School graduates (2 persons, 2%). In terms of monthly income, 39 respondents (39%) earned between IDR 750,000–IDR 1,250,000; 18 respondents (18%) earned > IDR 2,250,000; 16 respondents (16%) earned IDR 1,250,000–IDR 1,750,000; 14 respondents (14%) earned < IDR 750,000; and 13 respondents (13%) earned IDR 1,750,000–IDR 2,250,000.

2. Descriptive Analysis of Variables and Likert Scale Interpretation

Variables were evaluated using a 5-point Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral / Undecided, 4 = Agree, and 5 = Strongly Agree). The categorization interval was calculated using the interval formula: Interval Class Width = (Maximum Score -

Minimum Score) / Number of Categories = (5 - 1) / 5 = 0.80. Consequently, mean score criteria were defined as follows: 1.00 - 1.80 = Very Low; 1.81 - 2.60 = Low; 2.61 - 3.40 = Moderate; 3.41 - 4.20 = High; and 4.21 - 5.00 = Very High.

Based on these interval criteria, response trends and mean ratings across research variables are detailed as follows:

a. **Job Satisfaction (X1):** Achieved a grand mean score of 3.86 with a standard deviation of 0.37. The mean score of 3.86 falls within the 3.41 - 4.20 range, classified as **High**. This signifies that respondents predominantly responded with **Agree (score 4) to Strongly Agree (score 5)** regarding intrinsic and extrinsic job satisfaction indicators, such as peer relationships and working environment comfort.
b. **Work Motivation (X2):** Recorded a grand mean score of 3.66 with a standard deviation of 0.35. Positioned within the 3.41 - 4.20 range, it is categorized as **High**. This indicates that staff members generally answered **Agree (score 4)** regarding motivation items, demonstrating strong intrinsic dedication to teaching and administrative duties.
c. **Organizational Commitment (X3):** Attained a grand mean score of 3.42 with a standard deviation of 0.32, falling on the threshold of the 3.41 - 4.20 range categorized as **High (nearing Moderate)**. This reflects response tendencies ranging between **Neutral / Undecided (score 3) and Agree (score 4)**, indicating moderate emotional connection and turnover cost calculations.
d. **Intention to Quit (Y):** Recorded a grand mean score of 2.99 with a standard deviation of 0.71, situated within the 2.61 - 3.40 range categorized as **Moderate (Low turnover inclination)**. This indicates that respondents mostly responded with **Neutral / Undecided (score 3) to Disagree (score 2)** regarding thoughts of leaving, implying that while turnover thoughts occasionally occur, active departure plans remain low.

3. Quality Test of Data

Instrument validity testing with r_table = 0.1638 (N = 100, α = 0.05) confirmed that all statement items across Job Satisfaction (X1; 20 items), Organizational Commitment (X3; 24 items), and Intention to Quit (Y; 3 items) were valid as r_calculated > 0.1638. For Work Motivation (X2), 1 item out of 16 (X2.11) was declared invalid (r_calculated = 0.122 < 0.1638) and was consequently removed from regression analysis. Reliability testing yielded Cronbach's Alpha coefficients of 0.885 for Job Satisfaction (X1), 0.802 for Work Motivation (X2), 0.819 for Organizational Commitment (X3), and 0.756 for Intention to Quit (Y). As

all variables achieved Cronbach's Alpha ≥ 0.60, the measurement scale was verified as reliable.

4. Classic Assumption Test

Normality testing displayed a symmetrical bell-shaped histogram and P-Plot points aligning closely along the diagonal line. The multicollinearity test yielded Tolerance values of 0.512 and VIF of 1.954 for X1; Tolerance of 0.485 and VIF of 2.063 for X2; and Tolerance of 0.709 and VIF of 1.411 for X3. As Tolerance > 0.10 and VIF < 10 across all variables, no multicollinearity was present. Heteroskedasticity testing via scatterplot displayed data points randomly dispersed above and below 0 without forming a distinct pattern. The Durbin-Watson statistic was d = 2.002, falling between dU (1.7364) and 4 - dU (2.2636), verifying the absence of autocorrelation. Linearity testing produced Sig. Deviation from Linearity values of 0.165 for X1, 0.093 for X2, and 0.076 for X3 (all > 0.05), confirming linear relationships.

5. Multiple Linear Regression Analysis and Hypothesis Testing

The conceptual framework of this study is illustrated below

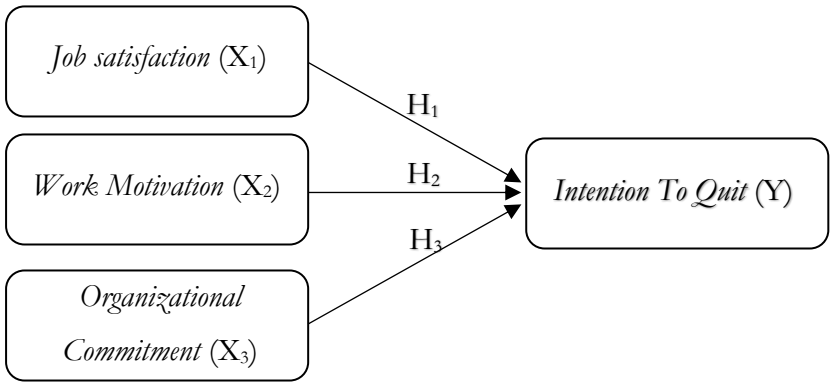

Figure 1. Research Framework

The multiple linear regression equation derived from data analysis is:

$$Y = 18.396 - 0.110\ X_1 - 0.095\ X_2 - 0.071\ X_3$$

Hypothesis testing results including Partial Test (t-test), F-test, and Coefficient of Determination (R^2) are summarized in Table 1 :

Table 1. Summary of Regression and Hypothesis Testing

Variable	Regression Coefficient (β)	$t_{calculated}$	t_{table}	(p-value)	Status
(Constant)	18.396	-	-	.000	-
Job Satisfaction (X_1)	-0.110	-4.066	1.66088	.000	H_1 Accepted (Significant)
Work Motivation (X_2)	-0.095	-2.500	1.66088	.014	H_2 Accepted (Significant)
Organizational Commitment (X_3)	-0.071	-2.614	1.66088	.010	H_3 Accepted (Significant)

Model Summary : $R^2 = 0.154$, $F_{calculated} = 5.831$ ($F_{table} = 2.14$, Sig. = 0.001)

a. **Coefficient of Determination (R^2):** An R^2 value of 0.154 indicates that 15.4% of the variance in intention to quit is simultaneously explained by job satisfaction, work motivation, and organizational commitment, while the remaining 84.6% is influenced by other variables outside the model.

b. **Simultaneous Test (F-test):** An $F_{calculated} = 5.831 > F_{table} = 2.14$ with Sig. = 0.001 < 0.05 proves that the three independent variables simultaneously exert a significant effect on intention to quit.

c. **Partial Test (t-test):**

1.) **H_1 ($X_1 \rightarrow Y$) :** Regression coefficient of -0.110, $t_{calculated} = -4.066$ ($|t| > 1.66088$), Sig. = 0.000 < 0.05. H_1 is accepted; job satisfaction negatively and significantly affects intention to quit.

2.) **H_2 ($X_2 \rightarrow Y$) :** Regression coefficient of -0.095, $t_{calculated} = -2.500$ ($|t| > 1.66088$), Sig. = 0.014 < 0.05. H_2 is accepted; work motivation negatively and significantly affects intention to quit.

3.) **H_3 ($X_3 \rightarrow Y$):** Regression coefficient of -0.071, $t_{calculated} = -2.614$ ($|t| > 1.66088$), Sig. = 0.010 < 0.05. H_3 is accepted; organizational commitment negatively and significantly affects intention to quit.

B. Discussion

1. The Influence of Job Satisfaction on Intention to Quit

The empirical results indicate that job satisfaction has a negative and significant effect on intention to quit. This finding suggests that teachers and employees who experience higher levels of job satisfaction tend to have lower intentions to leave their current positions at LP Ma'arif schools in Cilongok District. Job satisfaction may therefore serve as an important factor in maintaining personnel retention within educational institutions.

This result is consistent with Madigan and Kim (2021), whose meta-analysis found a significant negative relationship between teachers' job satisfaction and their intentions to quit. Their findings demonstrate that job satisfaction is relevant to understanding teacher attrition across educational contexts. Similarly, Tzeng (2002), in a study involving 648 nurses in Taiwan, found that job satisfaction was relevant to employees' intention to quit. Tett and Meyer (1993) also demonstrated through a meta-analysis that job satisfaction independently contributes to the prediction of turnover intention. These findings support the present study's evidence that improving employees' satisfaction with their work may help reduce their intention to leave.

In the context of LP Ma'arif schools, job satisfaction needs to be considered not only in terms of interpersonal relationships and the working environment but also in relation to compensation, workload distribution, and appreciation of employees' contributions. Therefore, school management should pay attention to the balance between responsibilities and compensation, provide appropriate recognition, and maintain a supportive working environment.

2. The Influence of Work Motivation on Intention to Quit

The regression results show that work motivation has a negative and significant effect on intention to quit (B = -0.095; t = -2.500; p = 0.014). This indicates that higher work motivation is associated with a lower intention to leave among teachers and employees of LP Ma'arif schools in Cilongok District. Employees who maintain enthusiasm and willingness to perform their duties are more likely to remain engaged in their current work.

This finding is supported by Yildiz et al. (2009), who examined 936 nurses in Turkey and found that work motivation and job satisfaction were significant predictors of intention to quit. Tzeng (2002) also investigated the relationship between working motivation, job satisfaction, and intention to quit, demonstrating the relevance of these work-related factors

to employees' decisions about leaving their jobs. Furthermore, Fernet et al. (2017) found that autonomous motivation was negatively associated with intention to quit among newly registered nurses, partly through affective commitment. Although their research was conducted in the healthcare sector, it provides relevant empirical evidence that the quality of work motivation is associated with employees' intention to remain in an organization.

In LP Ma'arif schools, work motivation can be strengthened through professional development opportunities, recognition of performance, supportive leadership, and a fair distribution of responsibilities. These efforts are important because employees' motivation may be influenced by how they experience their daily work and how the institution recognizes their contributions. Consequently, maintaining work motivation should become part of the institution's efforts to reduce employees' intention to quit.

3. The Influence of Organizational Commitment on Intention to Quit

The empirical findings reveal that organizational commitment has a negative and significant effect on intention to quit (B = -0.071; t = -2.614; p = 0.010). This result indicates that teachers and employees with stronger organizational commitment tend to have lower intentions to leave LP Ma'arif schools in Cilongok District. Organizational commitment reflects the extent to which employees identify with, feel attached to, and remain involved in their organization.

This finding is consistent with Li and Yao (2022), whose meta-analysis of 94 quantitative studies identified organizational commitment as one of the important protective factors against teachers' turnover intention. Tett and Meyer (1993) also found that organizational commitment independently contributes to the prediction of turnover intention. In addition, Purnamawati and Purba (2019) reported a negative relationship between affective commitment and employees' intention to leave. Their findings highlight the importance of employees' emotional attachment to the organization in understanding turnover intention.

For LP Ma'arif schools, strengthening organizational commitment requires more than encouraging employees to remain in their positions. School management needs to foster a sense of belonging, maintain constructive relationships between management and personnel, involve employees in institutional activities, and demonstrate concern for their professional and personal development. Such efforts may strengthen employees' attachment to the institution and reduce their intention to seek employment elsewhere.

4. Practical Implications for the Research Site (LP Ma'arif Cilongok)

These empirical findings offer direct managerial recommendations for LP Ma'arif NU Cilongok administrators and school principals :

a. **Compensation Structure Realignment:** Given that 39% of staff earn between IDR 750,000–IDR 1,250,000, school management should adjust honorarium structures to better align with workload demands, directly bolstering job satisfaction.
b. **Motivation Enhancement & Career Development:** Implementing professional development opportunities and performance recognition awards will sustain intrinsic motivation and prevent staff burnout.
c. **Strengthening Organizational Bond:** Fostering a supportive institutional culture based on Ma'arif NU values will enhance affective and normative commitment, effectively curbing staff turnover intention over the long term.

IV. CONCLUSION

This study concludes that job satisfaction, work motivation, and organizational commitment partially and simultaneously exert a negative and significant effect on the intention to quit among teachers and employees at LP Ma'arif High Schools in Cilongok District. Increases in job satisfaction, work motivation, and organizational commitment are empirically proven to reduce intention to quit among teaching and administrative staff. School management is advised to harmonize compensation policies with workloads, provide opportunities for appreciation and career development to maintain motivation, and cultivate a sense of belonging to elevate staff commitment and sustain operational stability.

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