Structural Modeling of Elementary School Teacher Turnover Intention in West Pasaman District, Indonesia

Abstract: We use the scale of job satisfaction, school culture, and organizational commitment to analyze their effect on the turnover intention of honorary primary school teachers. This study uses a quantitative approach with the ex post facto method and correlational study. The population in this study were honorary teachers of the West Pasaman Regency Elementary School who were recorded in 2021. Five representative sub-districts were selected, namely: (1) Luhak Nan Duo, (2) Talamau, (3) Sungau Aur, (4) Valley Transverse, and (5) Koto Balingka. Sampling was carried out using purposive and proportional random sampling techniques. Sample in this study amounted to 200 honorary teachers. The instrument in this study was developed using a Likert scale. SEM SmartPls data processing was used to analyze the hypothesis. The results showed that the variables of job satisfaction, school culture, and organizational commitment had an effect on the turnover intention of honorary teachers in the West Pasaman Regency. Thus, efforts to increase job satisfaction, school culture, and teacher organizational commitment are recommended to reduce turnover intention, especially for honorary teachers.

Keywords: Culture, Commitment, Honorer, Job Satisfaction, School, Turnover Intention
INTRODUCTION

Turnover intention among educators has become a global issue that has a serious impact on the stability of education delivery. Many studies have proven the linkage of several variables in the organization that significantly affect the level of teacher turnover intention. Among them are job satisfaction (Aldhuwaihi, 2013; Poeh & Soehari, 2017; Saputra et al., 2016; Widayati & Yunia, 2017), school culture (Habib et al., 2014; Johnson, 2021), organizational commitment (Faradila & Suryaman, 2021; Poeh & Soehari, 2017; Sari et al., 2021), work stress (Zulfani et al., 2021), principal leadership (Jr., 2020; Novitasari, 2020), organizational conflict (Tiplic et al., 2015; Zhou et al., 2020), career development (Schyns et al., 2007), self-efficacy (Dos Santos, 2020), and school climate (Poeh & Soehari, 2017). With different levels of significance, each of these studies refers to almost the same conclusion that there are variables that influence teacher attitudes and behavior towards schools that determine turnover intention.

West Pasaman Regency is one of the regions in Indonesia with a high number of honorary teachers. Data for the last three years shows that the number of honorary primary school teachers in eleven sub-districts of West Pasaman Regency has reached 2000. This number tends to be stable in 2019 and 2020, but the formation of more CPNS teacher recruitment in 2021 will result in a drastic decrease in the number of honorary teachers 2021.

This data also includes several honorary teachers who are turned over for reasons other than CPNS acceptance. From changes in the distribution of honorary teachers, it can be observed that turnover occurs between schools in the same sub-district, in different sub-districts, and outside West Pasaman Regency (Source: Education and Culture Office of West Pasaman Regency). The principal was aware of the school’s loss in this case but could not avoid it because the school did not have the legal power to detain honorary teachers. Almost all of the honorary teachers who were turned over in a short period were young teachers who felt they had the opportunity to get a better professional career. This is very disruptive to student learning, and after several days both students and teachers have to adapt again.

Schools with high levels of turnover intention have difficulty in maintaining school stability (Sorensen & Ladd, 2020). At low scale schools will be preoccupied with efforts to suppress non-conducive behaviors shown by teachers due to turnover such as indiscipline, decreased motivation, low involvement, absenteeism, and resistance by teachers; rather than improving the quality of teaching. On a larger scale turnover intention results in loss of institutional memory due to significant teacher changes; teacher turnover increases the need for additional resources to recruit and familiarize new teachers with everyday practices adopted by the school community (Ronfeldt et al., 2013). This problem that continues to roll will reduce the effectiveness of schools. School management will run out of time and even suffer financial losses to recruit, orient, and retrain new teachers to be adaptable to work standards and school culture (Alifuddin & Widodo, 2021; Sorensen & Ladd, 2020). Whereas improving the quality of learning and school development is equally important.

The study of literature places the desire to move as a variable as well as the cause of the emergence of other factors. Turnover intention in organizations including schools does not stand alone, but is triggered by several previous factors. A teacher will not leave school without a factor that triggers turnover intention. There are several basic factors that trigger the emergence of the desire to move in the organization which by Mobley (2011) is grouped into three factors, namely individual,
job satisfaction, and organizational commitment.

As has been explained in the background of the problem that in the case of turnover intention, whether it will end in actual turnover or not, it still has an influence on the quality of learning carried out by teachers. West Pasaman Regency is one of the regencies in West Sumatra which has a large number of honorary teachers at the elementary school level. This situation triggers a high turnover of teachers every year. This of course has more or less an impact on the stability of the school ecosystem which in turn has an unfavorable impact on the quality of learning and school development. Empirically, many studies have proven that there is a significant relationship between several predictor variables that trigger the desire to switch teachers. Both related to teacher personal factors such as teacher characteristics and qualifications, institutional factors such as school characteristics and resources, as well as external factors related to accountability and education policies at the central-regional level.

This paper builds a relationship hypothesis and describes the results of the analysis of variables that affect the turnover intention of honorary teachers in West Pasaman Regency, namely job satisfaction, school culture, and organizational commitment. Then do structural modeling to see the pattern of relationships and significance between the variables studied.

The variables of job satisfaction, school culture, and organizational commitment have been widely used as predictors of turnover intention by previous researchers. First, job satisfaction and turnover intention have been studied since the 1970s in the field of industrial psychology to study turnover intention with its predictive variables (Rahman & Chowdhury, 1998). Some research results show that employee job satisfaction impairs turnover intention (Alam & Asim, 2019; Andoh et al., 2020; Chen et al., 2019; de Oliveira et al., 2019; Mahdi et al., 2012; Cashew & Sökmen, 2017; Pangarso, 2020; Rahman & Chowdhury, 1998; Romadhon et al., 2020; Shah & Jumani, 2015; Tnay et al., 2013; Wahyono & Riyanto, 2020; Yousuf & Saqib, 2021). High job satisfaction is associated with low turnover intention. This study implies that high job satisfaction will reduce turnover intention while low job satisfaction will increase turnover intention. Second, school culture is one of the determinants of turnover intention (Ellison et al., 2021; Johnson, 2021; Undefined & Wójcik, 2020; Widjaja et al., 2018). The results of this study indicate how school culture as one of the organizational factors influences the teacher's decision to leave or move from the school. These studies have implications for improving organizational/school culture, which will reduce turnover intention and vice versa.

Third, organizational commitment has been proven as a predictor or antecedent of turnover intention by previous researchers. The results showed a negative and significant relationship between organizational commitment and turnover intention (Ahmad & Shahid, 2020; Alifuddin & Widodo, 2021; Greenham et al., 2019; Kin & Ishak, 2020; Larkin et al., 2016; MAE et al., 2017; Pawirosumarto et al., 2017; Tiplic et al., 2015b). The findings also show that organizational commitment is the strongest contributor to the prediction of primary school teacher turnover intention (Okubanjo, 2014). Fourth, research on the variables of job satisfaction, school culture, and organizational commitment to turnover intention has also been proven through research. The results of the study show that job satisfaction, school culture, and organizational commitment to turnover intention have a negative and significant influence on turnover intention (Larkin et al., 2016; Sari et al., 2021; Suwantono Kusuma & Lin Yan Syah, 2020). Turnover intention is a new area of public and administrative research. The study of turnover intention in the education sector provides a conceptual
framework for understanding the factors causing the increase and decrease in turnover intention in educational institutions (Dubey et al., 2016; Grissom et al., 2016; Ngo-Henha, 2017; Zeffane, 1994).

Based on the explanation above, it is suspected that job satisfaction, school culture, and organizational commitment affect teacher turnover intention. So that the relationship between variables in the study can be described as follows:

![Research Framework Diagram]

**Figure 1. Research Framework**

Based on Figure 1 above, the formulation of the hypothesis built in this paper is:

H1: job satisfaction has an effect on teacher turnover intention;
H2: organizational commitment has an effect on teacher turnover intention;
H3: school culture affects the desire to change teachers;
H4: job satisfaction has an effect on organizational commitment;
H5: job satisfaction has an effect on school culture;
H6: organizational commitment affects school culture;
H7: job satisfaction has an effect on teacher turnover intention through school culture;
H8: organizational commitment affects teacher turnover intention through school culture.

**METHOD**

This study uses a quantitative approach. The type of research chosen is ex post facto research with correlational study. The selection of the type of ex post facto research with a correlational study is considered by the research objectives, namely to determine the relationship and measure how far the contribution of the independent variable to the determined dependent variable is. The independent variables in this study consisted of job satisfaction (X1), school culture (X2), and organizational commitment (X3), while the independent variable was the desire to change teachers (Y). The population in this study were honorary teachers of SD Pasaman Barat Regency who were recorded in 2021. Five representative sub-districts were selected, namely: (1) Luhak Nan Duo, (2) Talamau, (3) Sungau Aur, (4) Lembah Melintang, and (5) Koto Balingka. Sampling was done by using purposive and proportional random sampling techniques. So
that the sample in this study amounted to 200 honorary teachers.

The instrument in this study was developed using a Likert scale with five alternative answers: Always (SL); with a value category of 5, Often (SR); with a value category of 4, Sometimes (KD); with a value category of 3, Rare (JR); with a value category of 2, Never (TP); with value category 1. Analysis of instrument validity was carried out using SEM (Structural Equation Modeling) software SmartPls (Smart Partial Least Square). The analysis was conducted to test the construct validity and discriminant validity. Validity test is done by using measurement outer model with convergent validity. Furthermore, reliability testing is carried out with SmartPLS to determine the level of composite reliability. Hypothesis testing is done through SEM SmartPls data processing. The analyzed value is the value in the t-statistic generated from the SmartPls output and then compared with the t-table.

PLS output is an estimate of the latent variable which is a linear aggregate of indicators. The test criteria with a significance level of (a) 5% are determined as follows: (a) if t-count > t-table which is more than 1.96, then the hypothesis is accepted and (b) if t count < t table, which is less than 1.96, then the hypothesis is rejected (Jogiyanto, 2011).

RESULTS AND DISCUSSION

1. Validity and Reliability

The validity test of the research instrument was carried out by analyzing the outer model which describes how the relationship between indicators and latent variables is. The validity test in this study was conducted to see the value of convergent validity and discriminant validity of the instruments used. Table 6 presents the value of the convergent validity of the indicators for each of the variables studied.

Table 1. Outer Loadings of Research Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>School Culture (Z)</th>
<th>Job Satisfaction (X1)</th>
<th>Organization Commitment (X2)</th>
<th>Moderation Z to X1</th>
<th>Moderation Z to X2</th>
<th>Turnover Intention (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1</td>
<td>0.918</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SC2</td>
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<tr>
<td>JS1</td>
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<tr>
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<tr>
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<td></td>
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<tr>
<td>JS5</td>
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</tr>
<tr>
<td>JS6</td>
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</tr>
<tr>
<td>OK3</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>0.922</td>
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</tr>
<tr>
<td>OK5</td>
<td></td>
<td></td>
<td>0.935</td>
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<tr>
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</tr>
<tr>
<td>Job satisfaction (X1) *</td>
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<td></td>
<td></td>
<td></td>
<td>1.889</td>
</tr>
</tbody>
</table>

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The results of data analysis using Smartpls in Table 6 show that all indicators of each latent variable have met a good convergent validity value. The standard for determining the value of outer loading is 0.50 in accordance with the opinion (Hair et al., 1998). The standard outer loading value that meets the high criteria in Smartpls is 0.70, so it can be seen in Table 6 that there are two indicators marked with red ink which indicate the outer loading value is below 0.70. This variable is the second indicator of job satisfaction and the second indicator of turnover intention. So according to Smartpls these two indicators have low convergent validity. However, in this study, the researcher uses opinions (Hair et al., 1998) and based on the considerations the instruments used are basically instruments that have been empirically tested for validity through research by previous experts. So that the two variables above are still used in this study.

Furthermore, the discriminant validity was determined using the AVE method for each latent variable. The criteria set to determine the AVE value is if the extracted mean variance is higher than the correlation involving other latent variables. The data in Table 2 shows the AVE value of each variable against other latent variables. In Table 2 above, it can be seen that the AVE X3 value against X3 itself is 0.95; already
higher than the value of AVE X1 to X3 is 0.85; higher than the value of AVE X2 to X3 is 0.81; higher than the value of AVE Y to X3 which is 0.04. Furthermore, the value of AVE X1 against X1 itself is 0.85; already higher than the AVE value of X2 to X1 which is 0.83; already higher than the value of AVE Y to X1 which is 0.16. The value of AVE X2 against X2 itself is 0.88; is already higher than the value of AVE Y against X3, which is 0.23. Finally, the AVE value of Y against Y itself is 0.81. It can be concluded that the AVE value of each latent variable in the study has met the value of discriminant validity.

The results of the instrument reliability analysis are presented in Table 3 below. In Table 8 it can be seen that the value of Cronbach's alpha of all variables is 7.0, so all variables in this study have high reliability. Furthermore, when viewed from the composite reliability value, it also shows that all variables already have high reliability with a value of 7.0. It can be concluded that the internal consistency of each indicator in the variables studied is reliable/very good.

### Table 3. Reliability Construct

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
<th>rho_ A</th>
<th>Composite Reliability</th>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School culture (X3)</td>
<td>0.94</td>
<td>0.94</td>
<td>0.96</td>
<td>0.90</td>
</tr>
<tr>
<td>Job satisfaction (X1)</td>
<td>0.92</td>
<td>0.95</td>
<td>0.94</td>
<td>0.73</td>
</tr>
<tr>
<td>Organization commitment (X2)</td>
<td>0.94</td>
<td>0.95</td>
<td>0.95</td>
<td>0.78</td>
</tr>
<tr>
<td>Turnover Intention (Y)</td>
<td>0.81</td>
<td>0.86</td>
<td>0.88</td>
<td>0.65</td>
</tr>
</tbody>
</table>

2. **Hypothesis Analysis**

The hypothesis in this study can be seen from the calculation of the model using the PLS bootstrapping technique. Testing this hypothesis is set to a significance level of 0.05 and one-way (1-tailed). The hypothesis can be accepted if the statistical T value is greater than 1.96 (Jogiyanto, 2011). The results of calculations for hypothesis testing in this study will be described in table 4 below.

### Table 4. Hypothesis Analysis

| Hypothesis | Pert | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV)| P Values |
|------------|------|---------------------|-----------------|---------------------------|--------------------------|---------|
| H1         | Job Satisfaction (X1) -> Turnover Intention (Y) | -0.405          | -0.410          | 0.092                     | 4.406                     | 0.000   |
| H2         | Organization Commitment (X2) -> Turnover Intention (Y) | -0.135          | -0.132          | 0.082                     | 1.980                     | 0.052   |
| H3         | School Culture (X3) -> Turnover Intention (Y) | -0.194          | -0.191          | 0.093                     | 2.097                     | 0.037   |
| H4         | Job Satisfaction (X1) -> Organization Commitment (X2) | 0.688           | 0.693           | 0.044                     | 15.794                    | 0.000   |
| H5         | Job Satisfaction (X1) -> School Culture (X3) | 0.481           | 0.475           | 0.080                     | 6.022                     | 0.000   |
| H6         | Organization | 0.339           | 0.340           | 0.079                     | 4.289                     | 0.000   |
From the results of the bootstrapping calculation, a statistical T value will be obtained for each relationship or path. Figure 1 below is the result of bootstrapping that illustrates the relationship or path in structural modeling of the variables of job satisfaction, school culture, organizational commitment, and turnover intent of honorary teachers in West Pasaman Regency.
Based on the table, the results for each hypothesis test can be described as follows:

Hypothesis 1 states that job satisfaction has a positive influence on turnover intention. The calculation results show that job satisfaction has a positive effect on turnover intention. The statistical T score of job satisfaction was 4.406 greater than 1.96. Therefore, hypothesis 1 is stated to be proven.

This study proves that job satisfaction is proven to influence the desire to change honorary teachers at SDN West Pasaman Regency. The results of this study are in line with previous research (Mete & Sökmen, 2017; Rahman & Chowdhury, 1998). High job satisfaction is associated with low turnover intention. This study implies that high job satisfaction will reduce the desire to move while low job satisfaction will increase the desire to move. Similar research has identified several factors that impact and significantly influence teacher turnover. The results of the study prove that low job security, complicated bureaucratic systems, poor working conditions, low salaries and benefits, weak work autonomy, excessive workload, and poor compensation directly affect teachers and lead to teacher job dissatisfaction, thereby increasing turnover intention.

According to (L. Evans, 2001) that job satisfaction is a state of mind that includes all feelings at work, this is also determined by the extent to which individuals feel the need for their work to be carried out properly. (Sukirno & Nafiuadin, 2017) explained in the results of his research that job satisfaction has results that make a person's main cause of thinking patterns to quit work, this leads to exploring the desired self-potential to be developed (this is related to the evaluation in alternative jobs and which are also taken into consideration by age and tenure factors), then the intention to quit a job which eventually becomes a decision and turnover intention behavior that is formed in the stigma of society.

Hypothesis 2 states that organizational commitment has a positive influence on turnover intention. The statistical T score has a score of more than 1.96 until 1.980. Thus, hypothesis 2 is stated to be proven.

This study proves that organizational commitment is proven to influence the desire to change honorary teachers in elementary schools in West Pasaman Regency. The results of previous studies show that organizational commitment is the strongest contributor to the prediction of the desire to switch elementary school teachers (Okubanjo, 2014). The results of this study can contribute to positive social change by helping school leaders to better understand the relationship between the dimensions of organizational commitment and teacher turnover intention in making policies. Organizational commitment is more than just formal membership because it includes an attitude of liking the organization and a willingness to put forth a high level of effort for the benefit of the organization for the achievement of goals (Klein & Park, 2015). This is by research conducted by (Poeh & Soehari, 2017) on the dimensions of organizational commitment having the most dominant influence on turnover intention. The earliest effective commitment becomes the attention of employees who feel a loss if they leave the organization. The cause of that is probably due to the loss of seniority status, promotion opportunities, and distinct advantages provided by the organization. This shows that school management plays a major role in influencing the teacher's decision to leave school. The results of this study agree with the results of previous studies by (Iqbal, Saba, Sadia Ehsan, and Muhammad Rizwan, 2014) that there is a correlation analysis of high organizational commitment is closely related to low turnover intention. Employees who work also tend to be reluctant to leave the workplace when they are emotionally attached. High work commitment prioritizes keeping working in the organization rather than leaving the workplace.

Hypothesis 3 states based on the results of calculations that school culture has a positive influence on turnover intention. The
statistical T value of school culture and turnover intention is 2.097 > 1.96. Thus, hypothesis 3 is stated to be proven.

It can be proven in this study that school culture is proven to have a positive influence on the desire to change honorary teachers at SDN West Pasaman Regency and is stated to have a significant effect. Based on the results of previous studies, having similarities with school culture experts is one of the determinants of the desire to move (Ellison et al., 2021; Johnson, 2021; Undefined & Wójcik, 2020; Widjaja et al., 2018). The results of this study indicate how school culture as one of the organizational factors influences the teacher's decision to leave or move from school. However, this is not in line with research by (Zamzamy et al., 2021) based on research and clarification of sources, namely principals, teachers who are in line with culture. School organizations generally have a low tendency to leave, the more teachers feel in line with the organizational culture, the tendency to leave will be low. Therefore, by increasing the cultivation of organizational culture, it will reduce the level of tendency to leave school, one of which is by increasing the indicators of variables that have a high contribution to Organizational Culture, namely, teachers' understanding of the organization's motto and running it.

Hypothesis 4 states that job satisfaction has a positive effect on organizational commitment. The statistical T value for this hypothesis is 15,794 which is higher than 1.96. Therefore, hypothesis 4 is stated to be proven in this study.

Job satisfaction is believed to have a positive effect on organizational commitment. This study proves that the theory is correct and has a significant degree of interrelatedness. This is in line with research conducted by (Puspitawati, N. M. D., & Riana, 2014) showing that job satisfaction has a positive influence on organizational commitment. The implication of the research shows that the compatibility between workload and salary is very important to pay attention to in order to maintain organizational commitment, on the other hand, job satisfaction will increase employee loyalty to the organization and provide the best quality service for the organization. This research is in line with (Azeem, 2010) the existence of a correlation indicating that a high level of organizational commitment is not only due to a high level of job satisfaction but several other strong variables exist for this. The results confirm the first hypothesis. The results showed that there was a positive and significant influence between the variables of job satisfaction on organizational commitment. Job satisfaction can be assessed by the work itself, salary, supervision, promotion and employment relationships. The results of the assessment of the work given are in accordance with the field of expertise, given the opportunity to develop self-potential in school, and already established family relationships with fellow school parties will be able to increase job satisfaction so that teachers feel better staying in the organization to complete their careers. Satisfaction with salary, satisfaction with co-workers, supervisory leadership and the work itself which is part of the dimensions of job satisfaction, are needed by workers to fulfill their basic needs. When their needs are met, their level of organizational commitment will be high.

Hypothesis 5 states that job satisfaction has a positive influence on school culture. The calculation results show that job satisfaction has a positive effect on school culture with a strong relationship significance.

The statistical T score of job satisfaction was 6.022 which was greater than 1.96. Therefore, hypothesis 5 is stated to be accepted or proven.

These results indicate that the job satisfaction variable has a significant positive effect on school culture. From the results of the analysis, it is concluded that job satisfaction has a positive effect on school culture. Job satisfaction has a positive direction in improving the school culture of honorary teachers at the West Pasaman Regency elementary school. With the
influence of job satisfaction on school culture, this shows that to maintain and improve school culture, the factor of job satisfaction needs to be considered. Job satisfaction factors refer to intrinsic and extrinsic variables. Intrinsic variables describe the personal characteristics of individuals who build their perceptions and attitudes towards work so that they affect job satisfaction. While extrinsic variables are individual responses to factors outside of themselves, including physical factors (environment), social factors (work relations), and administrative factors (organizational policies). Job satisfaction is an emotional attitude that is pleasant and loves his job (Hasibuan, 2014). Teachers who are satisfied with their work because they have high professional competence and commitment are able to support the creation of a conducive and comfortable work environment so that a good school culture is formed. As previous research by (Naryanti, n.d.) also stated that employees who get satisfaction at work usually have a good attendance record and better work performance, thus indirectly building a good school culture. This is also supported by the results of the research hypothesis which states that organizational culture has a positive and significant effect on job satisfaction. Theoretically, the results of this study are in accordance with the theory put forward by (Damayanti, 2020) that school culture has a positive influence on the attitudes and behavior of organizational members, so that teachers who have positive attitudes and behaviors will support a positive school culture as well.

Hypothesis 6 states that organizational commitment has a positive influence on school culture. The calculation results show that organizational commitment has a positive effect on school culture with a strong relationship significance. The statistical T value of organizational commitment is 4.289 > 1.96. From the results of the analysis, it is concluded that organizational commitment has a positive effect on school culture. So organizational commitment has a positive direction in improving the school culture of honorary teachers at SDN West Pasaman Regency.

Hypothesis 7 explains that job satisfaction has a negative effect on turnover intention through school culture but the relationship is moderate. The statistical T score is 1.966 which means it is greater than 1.96. Therefore, hypothesis 7 is stated to be accepted or proven.

This study proves that job satisfaction has a negative effect on turnover intention through school culture. The results of this study are in line with previous research by (Pawesti, R., & Wikansari, 2017) which describes the results of his research that the correlation coefficient of -0.832 means that job satisfaction has a high and negative relationship to the desire to switch employees. A conducive school culture will create a common understanding among all members in carrying out their duties and functions at school. Indirectly, the teacher will work according to his duties and functions and establish good relations between others, this is able to make job satisfaction. The better the school culture, the more satisfied the teacher will be in working so that it will reduce the teacher's desire to leave his job or school. In line with the above, according to research (Ridho, 2018) the desire to move is also driven by the lack of job satisfaction of teachers at work, which is influenced because Raya is less comfortable at work and in the organization. The dissatisfaction of honorary teachers can be due to a lack of comfort and adequate support for him to develop in his work so that according to him the school culture is not good.

Hypothesis 8 explains that organizational commitment has a negative influence on turnover intention through school culture. The calculation results show that organizational commitment has a negative effect on turnover intention through school culture, but the relationship is moderate with the T statistic of 1.985. Which means 1.985 > 1.96, hypothesis 8 is supported or accepted. This study proves that
organizational commitment has a negative effect on turnover intention through school culture. This means that organizational commitment has a negative direction in increasing the desire to move through the school culture of honorary teachers at the West Pasaman Regency primary school. So that the higher the job satisfaction, the lower the desire to change teachers through the school culture of honorary teachers at SDN West Pasaman Regency. With the influence of organizational commitment on the desire to move through school culture, this shows that to reduce the desire to change teachers, it is necessary to increase organizational commitment through school culture. Organizational commitment is a form of teacher interest in the school where he teaches (Ridho, 2018). This means that if the school culture is good, it will increase teacher interest in the school where they teach and reduce the feeling of wanting to move from that school.

CONCLUSIONS AND RECOMMENDATIONS

Turnover intention among educators has become a global issue that has a serious impact on the stability of education delivery. West Pasaman Regency is one of the regions in Indonesia with a high number of honorary teachers. From changes in the distribution of honorary teachers, it can be identified that teacher turnover occurs between schools in the same sub-district, in different sub-districts, and outside West Pasaman Regency. This paper builds a relationship hypothesis and describes the results of the analysis of variables that affect the turnover intention of honorary teachers in West Pasaman Regency, namely job satisfaction, school culture, and organizational commitment. Then do structural modeling to see the pattern of relationships and significance between the variables studied.

The results showed that the variables of job satisfaction, school culture, and organizational commitment affected the turnover intention of honorary teachers in West Pasaman Regency. Hypothesis I job satisfaction has a positive influence on turnover intention, namely the statistical T score of job satisfaction is 4.406 greater than 1.96. Hypothesis 2 that organizational commitment has a positive influence on turnover intention, namely the statistical T score has a score of more than 1.96, which is 1.980. Hypothesis 3 school culture has a positive influence on turnover intention with the statistical T value of school culture and turnover intention being 2.097 > 1.96. Hypothesis 4 job satisfaction has a positive effect on organizational commitment with the statistical T value for this hypothesis being 15.794 which is higher than 1.96. Hypothesis 5 job satisfaction has a positive influence on school culture with a statistical T score of job satisfaction is 6.022 greater than 1.96. Hypothesis 6 organizational commitment has a positive influence on school culture with the statistical T value of organizational commitment being 4.289 > 1.96. Hypothesis 7 job satisfaction impairs turnover intention through school culture with a statistical T score of 1.966, which means it is greater than 1.96. Hypothesis 8 organizational commitment impairs turnover intention through school culture with a T statistic score of 1.985. Which means 1.985 > 1.96. Thus, efforts to increase job satisfaction, school culture, and teacher organizational commitment are recommended to reduce turnover intention, especially for honorary teachers.

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