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The Influence of Compensation, Organizational Commitment, and Job Satisfaction on Teacher Retention at Roudlotul Huda Vocational School, Magetan

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Abstract

This study was motivated by the recurring teacher turnover and relatively low teacher retention at Roudlotul Huda Vocational School (SMK Roudlotul Huda) Magetan, despite an increase in the number of teachers over recent years. Retaining qualified teachers is essential to ensuring educational quality and organizational sustainability. Therefore, this study aimed to examine the effects of compensation, organizational commitment, and job satisfaction on teacher retention. A quantitative survey approach was employed involving 30 uncertified teachers selected through purposive sampling from a population of 46 teachers. Data were collected using structured questionnaires with a four-point Likert scale and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS. The findings revealed that compensation and organizational commitment had positive and significant effects on teacher retention ($p < 0.05$), whereas job satisfaction did not have a significant effect ($p > 0.05$). The structural model explained 71% of the variance in teacher retention ($R^2 = 0.710$), indicating strong explanatory power. In conclusion, improving fair compensation and strengthening organizational commitment are key strategies for enhancing teacher retention, while job satisfaction alone is insufficient to influence teachers' decisions to remain in the institution.

Keywords: Compensation, Job Satisfaction, Organizational Commitment, Retention

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INTRODUCTION

Human resource management (HRM) is a strategic aspect of organizational sustainability, including educational institutions. Effective HR management aims to ensure the availability of a competent, committed, and long-term workforce. In the educational context, the success of HR management is measured not only by the number of teaching staff but also by the institution's ability to maintain the sustainability and stability of teachers, the primary elements supporting the learning process.

Vocational High Schools (SMK) have distinct learning characteristics compared to other levels of secondary education. The learning process in SMK, particularly in vocational subjects, demands continuity of teaching, mastery of practical competencies, and an understanding of student characteristics. Therefore, SMK requires teachers who are not only professionally competent but also committed to long-term commitment and dedication. The presence of teachers who are able to retain is a crucial factor in supporting the achievement of vocational education goals. However, this ideal situation does not always align with the reality on the ground, especially in private vocational schools. In general, private vocational school teachers are faced with various work demands, such as administrative burdens, involvement in school activities, and additional duties beyond teaching duties.

These working conditions have the potential to cause burnout, reduce job satisfaction, and ultimately affect teachers' desire to remain at the school. This situation was also found at SMK Roudlotul Huda Magetan. Staffing data shows that the number of teachers increased from 38 in the 2021/2022 academic year to 46 in the 2025/2026 academic year, an increase of approximately 21%. This increase in the number of teachers demonstrates the school's efforts to meet the need for teaching staff. However, this increase has not been fully accompanied by a sustainable workforce, as teachers continue to leave each year. The percentage of teachers leaving is in the range of 5–10% of the initial number of teachers, indicating recurring teacher turnover.

The turnover phenomenon is also reflected in teacher tenure. Of the total of 46 teachers in the 2025/2026 academic year, 28.3% of teachers had tenure of less than three years. The high percentage of teachers with relatively short tenure indicates that the school still faces challenges in retaining teachers in the long term. Thus, it can be concluded that the main problem in this study is the suboptimal teacher retention at SMK Roudlotul Huda Magetan, as indicated by the ongoing annual turnover and the high proportion of teachers with relatively short tenure. Based on these conditions, there is a gap between the ideal conditions of educational human resource management and the

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actual conditions that occur at SMK Roudlotul Huda Magetan. This gap indicates that the ideal conditions have not been fully achieved, so further study is needed regarding the factors that influence teacher retention. Ideally, Human Resource Management (HRM) theory states that an increase in the number of workers should be followed by a low turnover rate and the dominance of workers with long tenure as an indicator of the organization's success in retaining recruited and developed human resources (Prajodi & Amalya, 2024).

However, school data shows that despite the increase in teacher numbers, turnover continues to occur annually, with nearly a third of teachers having relatively short tenures. This situation suggests that the challenges schools face are not only related to meeting the number of teachers needed, but also to teacher retention. (Pratama & Jakfar, 2025) states that retention is an organization's ability to retain competent workers for the long term. High retention plays a crucial role in maintaining organizational stability, reducing recruitment costs, and maintaining organizational knowledge. Therefore, teacher retention is a crucial aspect of human resource management in the education sector (Sari et al., 2025); (Mamat & Ali, 2018).

In the context of SMK Roudlotul Huda Magetan, teachers not only carry out their primary teaching duties but also carry out various additional duties such as administration, school activities, and responsibilities outside of teaching hours. As a private school located in a district, the school has limited organizational resources, which impacts its ability to provide compensation. This condition causes the compensation received by teachers to tend not to be fully commensurate with their workload. Based on the school's internal data, of the total 46 teachers, only 16 have teacher certification and receive the Teacher Professional Allowance (TPG) from the government, while the other 30 teachers are not certified and do not receive this allowance. These uncertified teachers are completely dependent on the compensation provided by the school, even though their workload is relatively similar to that of certified teachers.

This situation has the potential to give rise to perceptions of unfairness in terms of compensation, as uncertified teachers receive lower incomes despite their contributions and workload being nearly identical. This study will focus on 30 uncertified teachers, because these 30 teachers are completely dependent on compensation from the school and do not receive the professional allowance. Focusing on these 30 teachers is crucial to understanding their reasons for remaining at SMK Roudlotul Huda Magetan despite their relatively limited compensation. This phenomenon suggests that teacher retention is not solely influenced by compensation, but is likely also influenced by other factors

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such as organizational commitment and job satisfaction. This aligns with Frederick Herzberg's Two Factor Theory, which states that compensation only serves to prevent dissatisfaction but does not directly create job satisfaction. Furthermore, from a justice perspective, as proposed by John Stacey Adams through Equity Theory, job satisfaction is influenced by an individual's perspective on the fairness between contributions made and rewards received.

According to (Millena & Mon, 2022), compensation is a crucial factor in the workplace because workers expect fair and appropriate rewards commensurate with their contributions. Fair and appropriate compensation fosters a sense of appreciation from the organization. This study will focus on 30 uncertified teachers, as this group relies entirely on compensation from the school and does not receive professional allowances. Focusing on this group is crucial to understanding why they remain at SMK Roudlotul Huda Magetan despite their relatively limited compensation.

This phenomenon suggests that teacher retention is not solely influenced by compensation but may also be influenced by other factors such as organizational commitment and job satisfaction. If compensation is not perceived as entirely fair and equitable, the psychological bond between teachers and the organization may not develop optimally. This is reflected in the high percentage of teachers with less than three years of service at SMK Roudlotul Huda Magetan, which reached 28.3% of the total teachers in the 2025/2026 academic year. This percentage indicates that some teachers do not yet have a long-term commitment to the school, resulting in relatively low loyalty and emotional attachment to the organization. This phenomenon reflects weak teacher organizational commitment. (Senjaya & Anindita, 2020) stated that organizational commitment is the willingness of organizational members to remain in an organization, where strong commitment will influence how individuals interpret their work.

In addition to organizational commitment not yet being optimally formed, the high percentage of teachers with relatively short tenures may also indicate low levels of job satisfaction. Teachers who lack a strong attachment to the organization tend to experience lower job satisfaction, both in terms of rewards, the work environment, and organizational support. (Ishak & Pratama, 2021) state that job satisfaction is a positive feeling an individual derives from their work, encompassing aspects of rewards, work results, placement, treatment, equipment, and the work environment. Job satisfaction is a crucial factor in determining the sustainability of the working relationship between teachers and the organization.

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In Human Resource Management (HRM) theory, employee retention is influenced by several key factors, including compensation, organizational commitment, and job satisfaction. These three factors play a role in shaping an individual's decision to stay or leave an organization. Teachers who receive adequate compensation, are committed to the organization, and feel satisfied with their work tend to have a greater desire to stay long-term. However, empirical research examining the influence of these three factors on teacher retention in the context of private vocational schools, particularly using internal school data, is still relatively limited. Therefore, it can be emphasized that this study aims to analyze the influence of compensation, organizational commitment, and job satisfaction on teacher retention, specifically in private vocational schools in the region, in order to fill the gap in research that is still limited and has inconsistent results.

Methodology

This study uses a quantitative approach with a survey method to examine the effect of compensation, organizational commitment, and job satisfaction on teacher retention at SMK Roudlotul Huda Magetan. The research location was carried out at SMK Roudlotul Huda Magetan with a population of 46 teachers. The research sample consisted of 30 respondents determined using a non-probability sampling technique with a purposive sampling approach, namely selecting respondents based on certain criteria. The sample criteria in this study were teachers who did not have teacher certification, because this group had a relatively lower level of compensation and had not received professional allowances so that it was considered more relevant in studying the relationship between compensation, organizational commitment, job satisfaction, and teacher retention. Data collection was carried out through the distribution of closed questionnaires compiled based on the indicators of each research variable and measured using a four-level Likert scale, namely Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

The data obtained were analyzed using the SmartPLS (Partial Least Squares–Structural Equation Modeling/PLS-SEM) application. The analysis stages included outer model testing to evaluate convergent validity, discriminant validity, and construct reliability through outer loading values, Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha. Furthermore, inner model testing was carried out to assess the relationship between latent variables through path coefficient, R-square (R^2), and F-square (F^2) values. Hypothesis testing was carried out using the bootstrapping technique with the criteria for the hypothesis being accepted if the t-statistic value is > 1.96 and p-

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value < 0.05, which indicates a significant influence between variables at a 95% confidence level.

Results and discussion

Outer Model Testing (Measurement Model)

1. Convergent Validity

The Convergent Validity test was conducted to determine the validity of the indicators for each research variable. An indicator is considered to meet convergent validity if its loading factor value is >0.70.

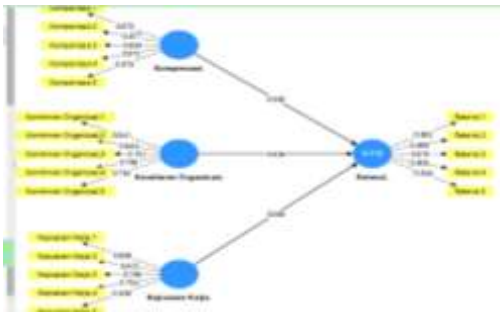


Figure 1. Path Diagram with Loading Factor Values

Based on the results of data processing using Smart PLS in Figure 1, all indicators in the Compensation, Organizational Commitment, Job Satisfaction, and Retention variables show loading factor values above 0.70. This indicates that each indicator is able to represent the research variable construct well.

The results of the outer loading test are used to assess the level of validity of the indicators in representing the research variable constructs. An indicator is considered valid if its outer loading value is greater than 0.70. The results of the outer loading test for each research variable are presented in Figure 2:



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Based on Figure 2, all indicators in the job satisfaction variable show outer loading values above 0.70, with a range between 0.754 and 0.938. The highest value is found in job satisfaction indicator 5 at 0.938. Meanwhile, the lowest value is found in job satisfaction indicator 4 at 0.754. This indicates that all indicators in the job satisfaction variable have met the validity criteria.

For the organizational commitment variable, the outer loading values range from 0.751 to 0.843. The indicator with the highest value is organizational commitment 2 at 0.843, while the lowest value is found in organizational commitment indicator 3 at 0.751. Therefore, all indicators in this variable are also declared valid. Furthermore, the compensation variable has an outer loading value between 0.824 and 0.912. The highest value is obtained for compensation indicator 4 at 0.912, while the lowest value is for compensation indicator 3 at 0.824. These results indicate that all indicators in the compensation variable have met the validity requirements. For the retention variable, the outer loading values for all indicators are above 0.70, with a range of 0.844 to 0.889. This indicates that all indicators in the retention variable also meet the convergent validity criteria.

It can be concluded that all indicators in this study have an outer loading value above 0.70, so they are declared valid and suitable for use in the next analysis stage.

2. Discriminant Validity

Discriminant validity testing is conducted to assess the extent to which a construct can be distinguished from other constructs in the research model. In this study, discriminant validity testinguseThe Fornell-Larcker Criterion method compares the root value of the Average Variance Extracted (AVE) on the diagonal with the correlation value between constructs. A construct is declared to meet discriminant validity if the root value of the AVE is higher than the correlation between other constructs.

Table 1.Fornell-Larcker Criterion

Discriminant validity - Fornell-Larcker criterion | Copy to Excel/Word | Copy to R

	Kepuasan Kerja.	Komitmen Organisasi.	Kompensasi.	Retensi.
Kepuasan Kerja.	0.850			
Komitmen Organisasi.	0.698	0.796		
Kompensasi.	0.768	0.761	0.872	
Retensi.	0.688	0.791	0.787	0.851

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Based on table 1, the Fornell Larcker criterion value for each variable is, for the job satisfaction variable it has a value of 0.850, the organizational commitment variable has a value of 0.796, the compensation variable has a value of 0.872, the retention variable has a value of 0.851, the diagonal value is known to be greater than the correlation value between other variables. In the job satisfaction variable, the value of 0.850 is higher than its correlation with organizational commitment 0.698, compensation 0.768 and retention 0.688. In the organizational commitment variable, the value of 0.796 is also greater than its correlation with job satisfaction 0.698 and compensation 0.761. Furthermore, the compensation variable has a value of 0.872 which is higher than the correlation with other variables, namely job satisfaction 0.768, organizational commitment 0.761 and retention 0.787. Meanwhile, the retention variable has a value of 0.851 which is greater than its correlation with job satisfaction 0.688, organizational commitment 0.791 and compensation 0.787.

Based on these results, it can be concluded that all variables in this study have met the discriminant validity criteria based on the Fornell-Larcker criterion method. This indicates that each construct has a better ability to differentiate itself from other constructs in the research model.

3. Average Variance Extracted (AVE)

The Average Variance Extracted test is used to evaluate the convergent validity of each construct in the research model. A construct is considered to have convergent validity if its AVE value is greater than 0.50.

Table 2. Average Variance Extracted (AVE

Construct reliability and validity - Overview

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	Cronbach's alpha	Composite reliability (rho...	Composite reliability (rho_c)	Average variance extracte...
Kepuasan Kerja.	0.909	0.932	0.928	0.722
Komitmen Organisasi.	0.855	0.861	0.896	0.634
Kompensasi.	0.921	0.932	0.941	0.761
Retensi.	0.905	0.917	0.929	0.725

Based on Table 2, the job satisfaction variable obtained an AVE value of 0.722. This indicates that the construct has a good ability to explain the variation of its indicators. For the organizational commitment variable, the AVE value obtained was 0.634. This value has exceeded the minimum required limit, so this construct is declared to meet the criteria for convergent validity. The compensation variable showed an AVE value of 0.761,

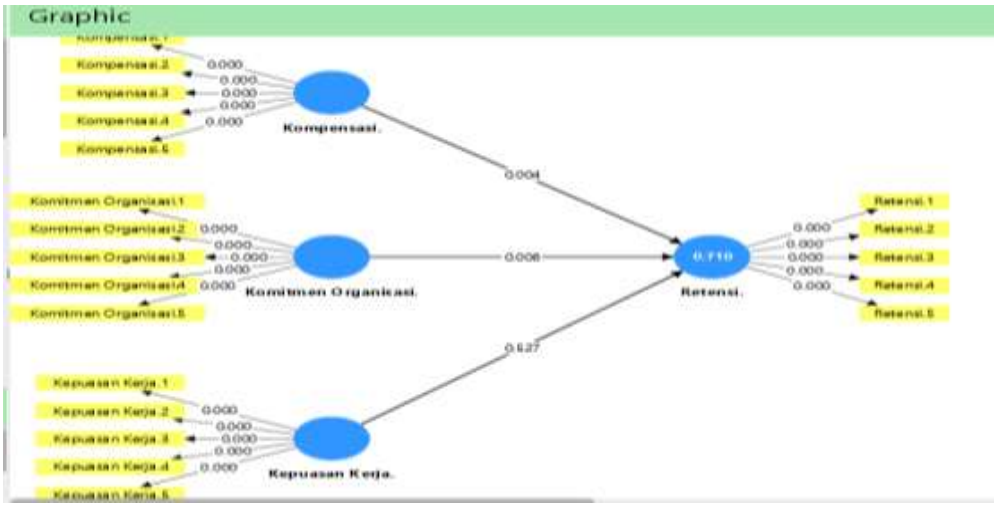
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this value is able to explain the construct strongly. The retention variable had an AVE value of 0.725, which is also above the threshold of 0.50, thus meeting the criteria for convergent validity. It can be concluded that all research variables have AVE values above 0.50. Thus, all constructs in this study have met convergent validity and are suitable for use in structural model analysis (inner model).

Inner Model Testing

1. Path Coefficient



Based on the results of the inner model test shown in Figure 3, it can be seen that the relationship between the variables in this study shows a positive direction of influence. This is indicated by the path coefficient value.fromEach independent variable has an effect on employee retention. The compensation variable has a coefficient value of 0.004, indicating a positive influence with a very weak level of influence. Similarly, the organizational commitment variable has a coefficient value of 0.006, which also indicates a positive influence but with a very small contribution to employee retention. Meanwhile, the job satisfaction variable has a coefficient value of 0.527, indicating a positive influence with a relatively greater level of strength compared to the other variables. Thus, job satisfaction has a higher contribution to employee retention in this research model. In addition, the R-Square (R^2) value of 0.710 for the employee retention variable indicates that 71% of the variation in employee retention can be explained by the compensation, organizational commitment, and job satisfaction variables, while the remaining 29% is explained by other variables outside the research model.

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Table 3. Path Coefficient Test Results

Path coefficients - Mean, STDEV, T values, p values | Copy to Excel/Word | Copy to R

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Kepuasan Kerja. -> Retensi.	0.083	0.088	0.131	0.632	0.527
Komitmen Organisasi. -> R...	0.434	0.454	0.159	2.731	0.006
Kompensasi. -> Retensi.	0.393	0.388	0.138	2.850	0.004

Based on Table 3, an acceptance or rejection analysis can be performed. The explanation is as follows.

a. Hypothesis Testing 1

The Effect of Compensation on Retention. The test results show a T-Statistic value of (2.850) > 1.96 and a p-Value of (0.004) < 0.05. This indicates that the Compensation variable has a positive and significant influence on retention. Thus, Hypothesis 3 is accepted.

b. Hypothesis Testing 2

The Effect of Organizational Commitment on Retention. The test results show a T-Statistic value of (2.731) > 1.96 and a p-value of (0.006) < 0.05. This indicates that the organizational commitment variable has a positive and significant influence on retention. Thus, Hypothesis 2 is accepted.

c. Hypothesis Testing 3

The Effect of Job Satisfaction on Retention. The test results show a T-Statistic value of (0.632) < 1.96 and a P-Value of (0.527) > 0.05. This indicates that the Job Satisfaction variable does not have a significant influence on Retention. Thus, Hypothesis 3 is rejected.

Based on the results of the hypothesis testing, it can be concluded that the variables Compensation and Organizational Commitment have a positive and significant influence on teacher retention. This indicates that increased compensation and a high level of organizational commitment will encourage increased teacher retention. Meanwhile, the variable job satisfaction did not show a significant influence on teacher retention. This finding indicates that the level of teacher job satisfaction is not necessarily the main factor influencing teachers' decisions to remain at a school.

2. R^2 (Square)

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Table 4. R-Square Test Results

R-square - Overview

	R-square	R-square adjusted
Retensi.	0.710	0.676

Based on the analysis results of Table 4, the R-Square value was obtained at 0.710 and the Adjusted R-Square at 0.676 for the retention variable. The R-Square value of 0.710 indicates that 71% of the variation in teacher retention can be explained by the independent variables in this study, namely, compensation, organizational commitment, and job satisfaction. Meanwhile, the remaining 29% is influenced by other factors outside the research capital that are not included in the analysis. The adjusted R-Square value of 0.676 indicates that after considering the number of variables and sample size, this research model still has good ability to explain variations in teacher retention.

Based on table 4, it can be concluded that the research model used has a relatively strong level of explanatory ability, so that the variables of compensation, organizational commitment, and job satisfaction have a simultaneous influence on teacher retention.

3. F^2 (Square)

Table 5. F Square Test Results

f-square - Matrix

	Kepuasan Kerja.	Komitmen Organisasi.	Kompensasi.	Retensi.
Kepuasan Kerja.				0.009
Komitmen Organisasi.				0.253
Kompensasi.				0.166
Retensi.				

According to Ghozali (2023), F^2 is used to measure the contribution or magnitude of the influence of the predictor latent variable (exogenous) on the dependent latent variable (endogenous) in the PLS-SEM structural model. The F2 value is used to indicate the strength of the influence of each latent variable, which is interpreted as being in the small influence category if the F^2 value is (≥0.02), the medium influence category if the F2 (≥0.15), and the large influence category if the F2 (≥0.35).

Based on the analysis results of table 5, the compensation variable on retention has an F Square value of 0.166, which indicates that compensation has a small to moderate influence on teacher retention. This indicates that compensation still plays a

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role in influencing retention, although its contribution is relatively limited. Furthermore, the organizational commitment variable on retention obtained an F Square value of 0.253, which is included in the medium influence category. This finding indicates that organizational commitment has a greater contribution than other variables in explaining teacher retention. The job satisfaction variable on retention has an F Square value of 0.009 which is included in the very small influence category. This indicates that job satisfaction provides a very low contribution in explaining teacher retention in this study. It can be concluded that organizational commitment is the variable that has the most influence on teacher retention followed by compensation, while satisfaction has the lowest influence in this research model.

4. Hypothesis Testing

Hypothesis testing can be concluded with the condition that the hypothesis will be accepted if the t-statistic is >1.96 and the p-value is <0.05 which indicates that the path coefficient is statistically significant at the 95% confidence level, and a positive or negative path coefficient indicates that there is a relationship between the latent variables.

Meanwhile, the hypothesis will be rejected if the t-statistic value is <1.96 and the p-value is >0.05 or = 0.05, which indicates that the path coefficient is not statistically significant at the 95% confidence level, and an insignificant path coefficient indicates that there is no relationship between the latent variables.

Table 6. Path Coefficient Results

Path coefficients - Mean, STDEV, T values, p values | Copy to Excel/Word | Copy to R

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Kepuasan Kerja. -> Retensi.	0.083	0.088	0.131	0.632	0.527
Komitmen Organisasi. -> R...	0.434	0.454	0.159	2.731	0.006
Kompensasi. -> Retensi.	0.393	0.388	0.138	2.850	0.004

Based on the results of the path coefficient in table 6, the results of the hypothesis test are as follows:

a. The Impact of Compensation on Teacher Retention

The T-statistic value is 2.850, meaning the t-statistic is > 1.96, and the p-value is 0.004, meaning p-values are <0.05. This indicates that Ha is accepted and Ho is rejected, so that compensation has a significant effect on teacher retention. This means that the better the compensation received by teachers, the higher the tendency of teachers to remain in their jobs.

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b. The Influence of Organizational Commitment on Teacher Retention

The T-Statistic value is 2.731, which means t-statistic > 1.96, and the p-value is 0.006, which means p-value < 0.05. This indicates that Ha is accepted and Ho is rejected, so that Organizational Commitment has a significant effect on Teacher Retention. This means that the higher the Teacher's Commitment to the organization/school, the greater the teacher's desire to continue working and not leave the institution.

c. The Influence of Job Satisfaction on Teacher Retention

The T-Statistic value is 0.632, which means t-statistic <1.96, and the p-value is 0.527, which means p-value> 0.05. This indicates that Ha is rejected and Ho is accepted, so that Job Satisfaction does not have a significant effect on teacher retention. This means that the level of teacher job satisfaction does not directly affect the teacher's decision to stay, so there are other factors that are more dominant in influencing teacher retention.

DISCUSSION

1. The Impact of Compensation on Teacher Retention

The results of the study indicate that compensation has a positive and significant influence on teacher retention. This is evidenced by the T-statistic value of 2.850>1.96 and p-value of 0.004<0.05. Thus, the first hypothesis (H1) which states that compensation has an effect on teacher retention is accepted. This finding indicates that compensation is one of the important factors influencing teachers' decisions to remain in an educational institution. Teachers who feel that the rewards received are in accordance with their workload and responsibilities tend to have a stronger desire to remain working at the school. The results of this study are in line with human resource management theory which states that fair and competitive compensation can increase loyalty and reduce employee turnover rates, including in the context of educators.

2. The Influence of Organizational Commitment on Teacher Retention

The results of the study indicate that Organizational Commitment has a positive and significant influence on teacher retention, with a t-statistic value of 2.731>1.96 and a p-value of 0.006<0.50. Thus, the second hypothesis (H2) is accepted. This indicates that the level of emotional attachment, sense of belonging, and loyalty of teachers to the school play a significant role in increasing retention. Teachers who have high organizational commitment tend to feel part of the institution, so they have a desire to continue contributing and do not easily leave their jobs. This finding indicates that in

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addition to material factors such as compensation, psychological factors such as organizational commitment are also important determinants in retaining educators. The stronger the relationship between teachers and the organization, the higher the retention rate.

3. The Influence of Job Satisfaction on Teacher Retention

The results of the study indicate that job satisfaction does not significantly influence teacher retention. This is evidenced by the t-statistic value of 0.632 <1.96 and p-value of 0.526>0.05, so the third hypothesis (H3) is rejected. These results indicate that the level of job satisfaction felt by teachers does not directly influence their decision to stay in school. In other words, even though teachers feel quite satisfied with their jobs, this does not necessarily make them have a strong desire to stay working in the long term. Several reasons that can explain why job satisfaction does not have a significant effect are due to the presence of other, more dominant factors, such as compensation and organizational commitment. Furthermore, in the context of the teaching profession, the decision to stay is often not only based on job satisfaction, economic needs, and institutional policies. It is possible that teachers feel satisfied psychologically but still consider other, more important aspects in determining the sustainability of their careers. This finding indicates that job satisfaction is not the only determining factor for retention, so it needs to be studied together with other variables in understanding teacher retention behavior in an organization.

4. The Influence of Compensation, Organizational Commitment, and Job Satisfaction on Teacher Retention

Based on the results of the structural model testing using smart pls, an R-Square value of 0.710 was obtained for the teacher retention variable. This value indicates that the variables of compensation, organizational commitment, and job satisfaction simultaneously explain 71% of the variation in teacher retention. The remaining 29% is explained by other variables outside the research model. This indicates that the research model used has a relatively strong predictive ability in explaining changes in the teacher retention variable. In other words, the variables of compensation, organizational commitment, and job satisfaction together make a significant contribution in influencing teacher retention. Although partially, the job satisfaction variable does not show a significant influence.retentionteachers, these variables still contribute to the overall model testing. This shows that simultaneous effects do not always align with the results of partial testing, because simultaneous testing assesses the combined effect of all independent variables on the dependent variable.

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CONCLUSION

Based on the results of data analysis and hypothesis testing that have been conducted, it can be concluded that compensation and organizational commitment have a significant effect on teacher retention at SMK Roudlotul Huda Magetan, while job satisfaction does not have a significant effect on teacher retention. This finding indicates that the better the compensation provided by the school, whether in the form of salary, allowances, or other incentives, the higher the desire of teachers to stay in their jobs. In addition, the higher the level of organizational commitment shown through loyalty, attachment, and a sense of belonging to the school, the greater the likelihood of teachers to remain dedicated and not move to other institutions. Meanwhile, job satisfaction was not proven to be a factor that directly influences teacher retention, so it can be concluded that there are other factors that are more dominant, especially compensation and organizational commitment, in driving teachers' decisions to stay at the school.

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