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The Effect of Job Satisfaction and Workload On Turnover Intention of Teachers at Srijaya Negara High School, Palembang

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Abstract

This research is motivated by the high rate of teacher turnover at SMA Srijaya Negara Palembang, which is suspected to be influenced by job satisfaction and workload. The study aims to analyze the influence of job satisfaction and workload on turnover intention among teachers at SMA Srijaya Negara Palembang. The study used a quantitative approach with an explanatory method. The study population was 48 teachers, while the sample was 42 teachers with the status of Permanent Foundation Teachers and Non-Permanent Teachers selected using purposive sampling. Data were collected through a five-level Likert scale questionnaire and analyzed using IBM SPSS 26 through the Method of Successive Interval transformation, validity test, reliability test, classical assumption test, multiple linear regression analysis, correlation coefficient, determination coefficient, F test, and t test. The results showed that job satisfaction had a negative but insignificant effect on turnover intention, while workload had a positive and significant effect on turnover intention. Both variables simultaneously contributed 46.2% to the variation in turnover intention. This study concluded that workload is a more dominant factor than job satisfaction in influencing teacher turnover intention, so that workload management is a priority to improve teacher retention.

Keywords:Job Satisfaction, Teacher Retention, Teacher Turnover, Turnover Intention, Workload

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INTRODUCTION

Human resources (HR) are the primary factor determining an organization's success in achieving its goals. The existence of good facilities, technology, and work systems will not produce optimal results without the support of competent HR as the primary drivers of planning, implementing, and monitoring organizational activities (Nugroho, 2022). Amidst increasingly advanced technological developments, the role of humans remains irreplaceable, as only humans can effectively manage all organizational resources (Saimin et al., 2023). This condition also applies to the education sector, where teachers are the primary actors in organizing the learning process and determining the quality of student learning outcomes. Therefore, HR management in the school environment is not only related to meeting workforce needs but also concerns how the organization can create working conditions that support job satisfaction and control the workload so that teachers can carry out their duties optimally. If these conditions are not managed properly, it can lead to teachers' intentions to leave their jobs (Constantio & Wilson, 2025).

One educational institution facing this situation is Srijaya Negara High School in Palembang, which in 2026 had 48 teachers consisting of 6 Civil Servants (PNS), 16 Permanent Foundation Teachers (GTY), and 26 Non-Permanent Teachers (GTT). The success of a school in achieving its educational goals is highly dependent on the quality of its teaching staff because teachers play a direct role in the learning process and determine the quality of student learning outcomes (Afriantoni et al., 2025). Therefore, the working conditions experienced by teachers are an important aspect that needs to be considered because they are related to the continuity of the learning process and the stability of human resources in the school.

The problems faced by Srijaya Negara High School in Palembang are reflected in the relatively high teacher turnover rate in recent years. Based on school data, the turnover rate reached 11.76% in 2023, increasing to 21.05% in 2024, then reaching 30.30% in 2025 before declining to 6.06% in 2026. A turnover rate above 10% indicates organizational problems (Jiang, 2023). Most teachers who leave choose to pursue better career opportunities through PPPK (Community Based Education Program), Pre-Service PPG (Community Based Education Program), job transfers, starting their own businesses, or for personal reasons. These conditions indicate a desire for job security, improved welfare, and career development opportunities. Turnover intention itself is an individual's desire to leave their job, which is the beginning of actual turnover (Asri, 2022). High turnover intention can disrupt the learning process because new teachers

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need time to adjust to the school environment and student needs (Dargic, 2022). In addition, high turnover can have a negative impact on organizational stability, especially if the workforce leaving is a teacher who already has experience and competence (Santosa et al., 2023; Ermeila et al., 2025), and has the potential to reduce the organization's reputation because it reflects internal problems (Riantini et al., 2021; Fitriantini et al., 2020).

One factor suspected of influencing turnover intention is job satisfaction. Job satisfaction is a pleasurable psychological state when an individual's needs at work are met (Wiyono, 2022). Teachers with job satisfaction tend to be more motivated and able to carry out teaching tasks well (Prasetyo et al., 2024). However, conditions at SMA Srijaya Negara Palembang show that the income of both GTY and GTT teachers is still below the South Sumatra Provincial Minimum Wage (UMP) and the Palembang City Provincial Minimum Wage (UMK). Furthermore, based on interviews, salary payments are often delayed by one to three months, creating uncertainty in meeting living expenses and prompting teachers to seek better employment. Robbins and Judge (2021) explain that job satisfaction is influenced by the job itself, salary, promotion opportunities, supervision, and relationships with coworkers. Low job satisfaction is known to increase employees' desire to look for other jobs (Susilawati, 2024), while satisfaction with the job and the rewards received will increase an individual's tendency to stay (Paparang et al., 2021).

Besides job satisfaction, workload is also a potential issue that increases teacher turnover intention. Workload is a variety of tasks that must be completed within a certain timeframe (Dewi & Suartina, 2022). At SMA Srijaya Negara Palembang, some teachers teach more than 24 hours of face-to-face time per week, as many as 20 teachers teach at other schools to meet the minimum workload requirement, 13 teachers hold dual positions, several teachers teach more than one subject, and have additional responsibilities as homeroom teachers, extracurricular instructors, and administrative task implementers. These conditions indicate that teachers' workload stems not only from teaching activities but also from various additional responsibilities that must be completed simultaneously. High workloads can cause physical and mental fatigue and reduce work motivation (Yuananda & Indriati, 2022). Time pressure and work demands can also increase the desire to look for other jobs (Paridy et al., 2025). Research by Widiyanto and Yunus (2021) shows that workload has a significant positive effect on turnover intention. However, the results of research by Malik et al. (2021) and Maharani et al. (2025) stated that workload had no significant effect on turnover intention.

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Differences in research findings also occurred in the job satisfaction variable. Marcella and Ie (2022) and Suseno (2021) stated that job satisfaction had a negative but insignificant effect on turnover intention, while Herliana et al. (2021) and Situmorang and Wardhani (2022) found a significant negative effect. Conversely, Prillya et al. (2023) and Andriani et al. (2023) found that job satisfaction had a significant positive effect on turnover intention. These differences in findings indicate that there are still research gaps that require further study.

Based on these phenomena and problems, this study aims to analyze the influence of job satisfaction and workload on turnover intention among teachers at Srijaya Negara High School, Palembang. This research is important because high teacher turnover has the potential to affect the continuity of the learning process and the quality of education in schools. Furthermore, a review of various previous studies indicates that studies on the relationship between job satisfaction, workload, and turnover intention among high school educators are still limited and produce inconsistent findings. Therefore, the novelty of this study lies in examining the influence of job satisfaction and workload on turnover intention among teachers at Srijaya Negara High School, Palembang, as a research context that specifically focuses on high school educators.

RESEARCH METHODOLOGY

This study uses a quantitative approach with an explanatory method that aims to explain the causal relationship between variables through hypothesis testing. This approach is used to analyze the influence of job satisfaction as the first independent variable (X).$_1$) and workload as the second independent variable (X_2) on turnover intention as the dependent variable (Y) in teachers at Srijaya Negara High School, Palembang. The scope of the study was limited to testing these three variables with the research location at Srijaya Negara High School, Palembang, Jalan Ogan, FKIP Unsri Complex, Ilir Barat I District, Palembang City, South Sumatra Province. The type of data used was quantitative data presented in numerical form and analyzed using statistical techniques. The research data consisted of primary data obtained through interviews with the Head of Curriculum and Administration teachers and the distribution of questionnaires to respondents, while secondary data were obtained from the school, the official website of Srijaya Negara High School, Palembang, and the Ministry of Education, Culture, Research, and Technology, as well as various relevant journals and articles (Sugiyono, 2023).

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The research instrument used a questionnaire with a five-level Likert scale, ranging from strongly disagree to strongly agree. The questionnaire was structured based on indicators for each variable, namely job satisfaction, which refers to the dimensions of salary and wages, the work itself, promotions, superiors, and coworkers (Robbins & Judge, 2021); workload, which includes targets to be achieved, working conditions, and work standards (Budiasa, 2021); and turnover intention, which consists of dimensions of thoughts of leaving, searching for alternative jobs, and intentions to leave (Mobley, 2021). The questionnaire was distributed via Google Form. The data obtained were first selected according to respondent characteristics, then coded and tabulated before being processed using IBM SPSS 26. Before hypothesis testing, ordinal data were transformed into interval data using the Method of Successive Interval (MSI) to meet the requirements of linear regression analysis (SP & Prabowo, 2024). Next, validity tests were conducted using Pearson Product Moment correlation and reliability tests using Cronbach's Alpha, followed by classical assumption tests including normality tests using Shapiro Wilk, multicollinearity tests based on tolerance values and the Variance Inflation Factor (VIF), and heteroscedasticity tests using the Glejser test (Ghozali, 2021). Hypothesis testing was conducted through multiple linear regression analysis, correlation coefficient analysis, coefficient of determination analysis, F-test, and t-test with a 5 percent significance level (Ghozali, 2021; Sugiyono, 2023).

The population in this study was all 48 teachers at Srijaya Negara High School in Palembang (Sugiyono, 2023). The sampling technique used purposive sampling, considering characteristics that were in accordance with the research objectives. The research sample consisted of 42 teachers, consisting of 16 Permanent Foundation Teachers and 26 Non-Permanent Teachers. Civil Servant teachers were not included in the sample because they have different salary systems, allowances, employment status, and job security, which could potentially affect levels of job satisfaction, workload, and turnover intention.

The research procedure begins with determining the object and scope of the research, followed by collecting primary data through interviews and distributing questionnaires, and collecting secondary data from various supporting documents. After the data was collected, a selection process was carried out based on respondent characteristics, coding, tabulation, and data transformation using the Method of Successive Interval (MSI). The next stage was testing the quality of the instrument through validity and reliability tests, followed by classical assumption tests. Data that had met the analysis requirements were then processed using multiple linear regression

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analysis to examine the effect of job satisfaction and workload on turnover intention among teachers at SMA Srijaya Negara Palembang using the IBM SPSS 26 program.

RESULTS AND DISCUSSION

Respondent Profile

1. Respondent Characteristics Based on Employment Status

Table 1.Respondent Characteristics Based on Employment Status

Employee Status	Frequency	Percentage
Permanent Foundation Teacher (GTY)	16	38.1
Non-Permanent Teacher (GTT)	26	61.9
Total	**42**	**100**

Source: Processed primary data, 2026

Table 1. Data showing that the majority of teachers at SMA Srijaya Negara Palembang are non-permanent. This situation may be related to turnover intention, as employment status often influences the salary received and working conditions experienced by teachers.

2. Respondent Characteristics Based on Gender

Table 2. CharacteristicsRespondents by Gender

Gender	Frequency	Percentage
Man	12	**28.6**
Woman	30	**71.4**
Total	**42**	**100**

Source: Processed primary data, 2026

Table 2 shows that of the 42 teachers, 12 are male and 30 are female. These data indicate that female teachers predominately work at Srijaya Negara High School in Palembang. This reflects the significant role female teachers play in supporting the learning process and can influence working conditions and turnover rates within the school environment.

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3. Respondent Characteristics Based on Age

Table 3. CharacteristicsRespondents Based onAge

Age (Years)	Frequency	Percentage
<25	7	16.7
26-30	13	30.95
31-35	13	30.95
36-40	3	7.1
>40	6	14.3
Total	**42**	**100**

Source: Processed primary data, 2026

Based on Table 3, it is known that of the total of 42 teachers who were respondents, the majority of teachers at SMA Srijaya Negara Palembang are in the age range of 26–35 years, which is still considered productive age.

4. Respondent Characteristics Based on Status

Table 3. CharacteristicsRespondents Based onStatus

Status	Frequency	Percentage
Not married yet	17	40.5
Marry	24	57.1
Ever Married	1	2.4
Total	**42**	**100**

Source: Processed primary data, 2026

Table 4 shows that of the 42 teachers, 24 are married, 17 are single, and 1 has previously been married. These results indicate that the majority of teachers at Srijaya Negara High School, Palembang, are married. Marital status may be related to job satisfaction and turnover intention, as family responsibilities are often a factor in the decision to stay or leave a job.

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5. Respondent Characteristics Based on Length of Service

Table 4. CharacteristicsRespondents Based onYears of service

Working Period (Years)	Frequency	Percentage
<1	7	16.7
1-5	24	57.1
6-10	4	9.5
>10	7	16.7
Total	**42**	**100**

Source: Processed primary data, 2026

Based on Table 4, it can be seen that 7 people have worked for less than 1 year, 24 people have worked for 1–5 years, 4 people have worked for 6–10 years, and 7 people have worked for more than 10 years. These data indicate that the majority of teachers at SMA Srijaya Negara Palembang have worked for 1–5 years. Length of service can be related to the level of job satisfaction and workload felt by teachers, because the longer the service period, the more experience in dealing with work demands, which can influence the tendency of turnover intention.

6. Respondent Characteristics Based on Last Education

Table 5. CharacteristicsRespondents Based onLast education

Last education	Frequency	Percentage
Bachelor 1 (S1)/Diploma (D4)	30	71.4
Postgraduate (S2/S3)	12	28.6
Total	**42**	**100**

Source: Processed primary data, 2026

Table 5 shows that of the 42 teachers, 30 had a Bachelor's (S1)/Diploma 4 (D4) degree, while 12 had a Postgraduate (S2/S3) degree. These data indicate that the majority of teachers at Srijaya Negara High School in Palembang have bachelor's degrees. Educational attainment can influence teachers' perceptions of workload and job satisfaction, as higher educational qualifications lead to greater expectations regarding the work environment, rewards, and career development. A mismatch between these expectations and perceived working conditions can increase turnover intention.

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Frequency Analysis of Respondents' Answers to Statement Items

Table 6. TCR Criteria

TCR (%)	Information
0.00–20.99	Very Low
21.00–40.99	Low
41.00–60.99	Currently
61.00–80.99	Tall
81.00–100.00	Very high

Source :Sugiyono (2023)

The Respondent Achievement Level Criteria (TCR) is used to assess and interpret respondents' responses to the variables of job satisfaction, workload, and turnover intention. A high TCR value for the job satisfaction variable indicates improving job satisfaction. Meanwhile, high TCR values for the workload and turnover intention variables indicate an increasing level of workload and a teacher's tendency to leave their job.

1. Respondents' Answers to the Job Satisfaction Questionnaire

Table 7. Frequency Distribution of Respondents' Responses to the Job Satisfaction Variable (X1)

No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
Wages										
1	The salary I receive is commensurate with my workload	4	10	13	9	6	129	3.07	61.43	**Tall**
2	The salary I receive is adequate	3	8	12	13	6	137	3.26	65.24	**Tall**
3	The salary I receive is	3	14	19	4	2	114	2.71	54.29	**Currently**

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
	enough to cover my daily needs.									
The work itself										
1	My work is varied and not monotonous	2	4	10	15	11	155	3.69	73.81	**Tall**
2	I have clear responsibilities in my work	0	0	6	16	20	182	4.33	86.67	**Very high**
3	I feel proud of my work	0	1	7	15	19	178	4.24	84.76	**Very high**
Promotion										
1	I had the opportunity to take part in training for self-development.	5	6	10	13	8	139	3.31	66.19	**Tall**
2	I have the opportunity for a promotion with a salary increase.	1	4	13	15	9	153	3.64	72.86	**Tall**
3	I have the opportunity to advance my career	0	0	8	15	19	179	4.26	85.24	**Very high**
Superior										
1	My boss communicates well with me	0	5	9	18	10	159	3.79	75.71	**Tall**

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
2	I was given the opportunity to express my opinion or complaint.	1	3	6	19	13	166	3.95	79.05	**Tall**
3	My boss treats me fairly	2	2	8	19	11	161	3.83	76.67	**Tall**
Work colleague										
1	Coworkers care about their shared work	3	4	11	14	10	150	3.57	71.43	**Tall**
2	Coworkers are responsible for completing tasks	1	6	5	17	13	161	3.83	76.67	**Tall**
3	Coworkers provide help or support when needed	0	0	10	16	16	174	4.14	82.86	**Very high**
Total							**2,337**	**3.71**	**74.19**	**Tall**

Source: Data processing results, (2026)

Based on the frequency distribution results, the job satisfaction variable (X1) obtained a total score of 2,337 with a mean value of 3.71, which is in the high category. In general, most teachers at Srijaya Negara Palembang High School showed a good level of job satisfaction. The indicators with the highest scores were clarity of responsibilities in the job, pride in the profession, career development opportunities, and support for good relationships with superiors and colleagues. Conversely, the salary

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indicator obtained the lowest average score, especially in the ability of salary to meet daily needs, thus indicating that the compensation aspect is still a concern for some teachers.

Overall, these results indicate that teacher job satisfaction is driven more by intrinsic factors, such as meaningful work, clear responsibilities, and development opportunities, and supported by harmonious working relationships. This finding aligns with Herzberg's Two-Factor Theory as explained by Déprez (2025), which states that job satisfaction is influenced by motivating factors, such as the work itself, responsibility, recognition, achievement, and development opportunities, and supported by hygiene factors, such as salary, relationships with superiors, and relationships with coworkers. Fulfillment of these two factors can increase job satisfaction and reduce the tendency for turnover intention.

2. Respondents' Answers to the Workload Questionnaire

Table 8. Frequency Distribution of Respondents' Responses to the Workload Variable (X2)

No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
Target achieved										
1	I find it difficult to plan and implement learning.	1	4	6	16	15	166	3.95	79.05	**Tall**
2	I feel it is difficult because I am given additional tasks outside of my main tasks.	0	0	6	14	22	184	4.38	87.62	**Very high**

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
3	I feel burdened in assessing and evaluating students' understanding of the learning material.	0	4	6	17	15	169	4.02	80.48	**Very high**
Working conditions										
1	My job requires a high level of concentration.	1	2	5	14	20	176	4.19	83.81	**Very high**
2	I am unable to complete work that has a high level of difficulty.	0	0	9	18	15	174	4.14	82.86	**Very high**
3	I feel bored in this job.	0	3	9	15	15	168	4.00	80.00	**Tall**
4	The quality of the work I did was not good due to inadequate physical conditions,	1	2	6	15	18	173	4.12	82.38	**Very high**

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
	facilities and tools.									
Work standards										
1	I find it difficult to meet the work standards set.	1	2	5	15	19	175	4.17	83.33	**Very high**
2	I am unable to meet the working hours as per the provisions.	0	0	9	15	18	177	4.21	84.29	**Very high**
3	I am unable to achieve the work targets set.	0	4	9	20	9	160	3.81	76.19	**Tall**
Total							**1,722**	**4.10**	**82.00**	**Very high**

Source: Data processing results, (2026)

Based on the results of the frequency distribution, the workload variable (X2) obtained a total score of 1,722 with an average value of 4.10 and a TCR value of 82.00% which is included in the very high category. These results indicate that teachers at Srijaya Negara Palembang High School feel a high workload in carrying out their duties. Indicators with the highest scores are additional tasks outside of the main tasks, compliance with working hours according to regulations, and work that requires high concentration. In addition, teachers also feel high demands in the learning process, assessment of learning outcomes, compliance with work standards, and limited facilities that also add to the workload.

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Overall, these findings indicate that high workloads stem not only from teaching activities but also from various administrative responsibilities and additional tasks that must be completed simultaneously. These findings align with the workload theory proposed by Budiasa (2021), which states that workload is influenced by targets to be achieved, work conditions, work standards, and work intensity. When job demands exceed individual capacity, the workload increases, potentially impacting employee performance and psychological well-being.

3. Respondents' Answers to the Turnover Intention Questionnaire

Table 9. Frequency Distribution of Respondents' Responses to the Turnover Intention Variable (Y)

No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
Thoughts of leaving										
1	I feel dissatisfied with the job I have	1	2	8	17	14	167	3.98	79.52	**Tall**
2	I have an idea to leave school	0	0	6	18	18	180	4.29	85.71	**Very high**
3	I feel reluctant to come to work	0	2	10	16	14	168	4.00	80.00	**Tall**
Search for alternative jobs										
1	I am considering looking for another job	2	2	6	19	13	165	3.93	78.57	**Tall**

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
2	I postponed work to look for another job	0	0	5	21	16	179	4.26	85.24	Very high
3	I am actively looking for other jobs in my spare time.	0	4	7	18	13	166	3.95	79.05	Tall
Intention to leave										
1	I have a desire to leave my job in the near future.	2	3	5	14	18	169	4.02	80.48	Tall
2	My desire to leave my current job always comes up	0	0	8	19	15	175	4.17	83.33	Very high
3	I will leave my job immediately if I get a	0	5	5	15	17	170	4.05	80.95	Tall

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No	Statement	Respondents' Responses					Total Score	Average	TCR (%)	Note
		STS	ST	N	S	SS				
	better opportunity.									
Total							**1539**	**4.07**	**81.43**	**Very high**

Source: Data processing results, (2026)

Based on the frequency distribution results, the turnover intention variable (Y) obtained a total score of 1,539 with an average value of 4.07 and a TCR value of 81.43%, which is included in the very high category. These results indicate that teachers at Srijaya Negara High School in Palembang have a high tendency to leave their jobs. The indicators with the highest scores were the idea of leaving school and the tendency to postpone work to find another job. In addition, most respondents also expressed a desire to find alternative jobs, leave their jobs in the near future, and move if they find a better job opportunity.

Overall, these findings indicate that teachers' turnover intention is at a very high level, characterized by thoughts of leaving, searching for alternative employment, and even intentions to leave the organization. These findings align with Mobley's (2011) theory, which explains that turnover intention is a process that begins with job dissatisfaction, progresses to thoughts of leaving, searching for alternative employment, and ultimately forming an intention to leave the organization. High scores on these three indicators indicate that most teachers have a tendency to change jobs if they encounter better opportunities.

Successive Interval Method (MSI)

To meet the requirements of parametric analysis, data obtained through questionnaire distribution in ordinal scale form must first be transformed into an interval scale. This transformation aims to ensure the data can be used in classical assumption testing and statistical analysis. In this study, the process of transforming ordinal data to interval data was performed using the Successive Interval (MSI) method in Microsoft

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Excel with the help of the Add-in menu. The results of the MSI transformation can be seen in Appendix 2.

Research Instrument Testing

1. Validity Test Results

Table 10. Results of the Validity Test of the Job Satisfaction Variable (X1)

Statement Items	r- count	r- table	Conclusion
Statement 1	0.622	0.304	Valid
Statement 2	0.508	0.304	Valid
Statement 3	0.515	0.304	Valid
Statement 4	0.483	0.304	Valid
Statement 5	0.485	0.304	Valid
Statement 6	0.477	0.304	Valid
Statement 7	0.349	0.304	Valid
Statement 8	0.639	0.304	Valid
Statement 9	0.380	0.304	Valid
Statement 10	0.471	0.304	Valid
Statement 11	0.453	0.304	Valid
Statement 12	0.403	0.304	Valid
Statement 13	0.389	0.304	Valid
Statement 14	0.433	0.304	Valid
Statement 15	0.448	0.304	Valid

Source: Primary data from data processing, 2026

Based on Table 11, all calculated r values for each statement item of the Job Satisfaction variable (X1) are greater than the table r. Therefore, all statement items are declared valid.

Table 11. Results of the Validity Test of the Workload Variable (X2)

Statement Items	r- count	r- table	Conclusion
Statement 1	0.608	0.304	Valid
Statement 2	0.473	0.304	Valid

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Statement Items	r- count	r- table	Conclusion
Statement 3	0.555	0.304	Valid
Statement 4	0.634	0.304	Valid
Statement 5	0.578	0.304	Valid
Statement 6	0.589	0.304	Valid
Statement 7	0.401	0.304	Valid
Statement 8	0.615	0.304	Valid
Statement 9	0.636	0.304	Valid
Statement 10	0.715	0.304	Valid

Source: Primary data from data processing, 2026

Based on Table 11, all calculated r values for each statement item on the workload variable are higher than the table r. This indicates that all statement items meet the validity criteria. The following are the results of the validity test for the Turnover Intention variable questionnaire.

Table 12. Results of the Validity Test of the Turnover Intention Variable (Y)

Statement Items	r- count	r- table	Conclusion
Statement 1	0.538	0.304	Valid
Statement 2	0.598	0.304	Valid
Statement 3	0.794	0.304	Valid
Statement 4	0.721	0.304	Valid
Statement 5	0.542	0.304	Valid
Statement 6	0.623	0.304	Valid
Statement 7	0.682	0.304	Valid
Statement 8	0.637	0.304	Valid
Statement 9	0.524	0.304	Valid

Source: Primary data from data processing, 2026

Based on Table 12b, the calculated r value for each item of the turnover intention variable statement exceeds the table r. This result indicates that all statements have met the validity requirements.

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2. Reliability Test Results

Table 13. Reliability Test Results

Variables	*Cronbach's Alpha*	Information
Job Satisfaction (X1)	0.749	reliable
Workload (X2)	0.782	reliable
Turnover Intention (Y)	0.809	reliable

Source: Primary data from data processing, 2026

Based on Table 13, the results of the reliability test show that the Job Satisfaction variable (X1) has a Cronbach's Alpha value of 0.749, the Workload variable (X2) of 0.782, and the Turnover Intention variable (Y) of 0.809. Because all Cronbach's Alpha values are greater than 0.60, all research instruments are declared reliable and can be used as data collection tools in research.

Classical Assumption Test

1. Normality Test Results

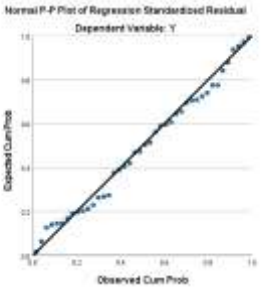


Figure 1. PP Plot Normality Test Results

Source: Primary data from data processing, 2026

Based on the results of the normality test using a Probability-Probability Plot (PP Plot), it can be seen that the data points are spread around the diagonal line and follow the direction of the line. This indicates that the residuals are normally distributed and there are no significant deviations from the diagonal line. Therefore, the data in this study meet the assumption of normality. To strengthen the results of the normality analysis based on the PP Plot graph, this study also conducted a statistical normality test using the Shapiro-Wilk method. The results of this test are presented in Table 14.

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Table 14. Results of the Shapiro - Wilk Normality Test

Variables	Shapiro-Wilk Statistics	Sig
Job Satisfaction (X1)	0.988	0.932
Workload (X2)	0.949	0.060
Turnover Intention (Y)	0.957	0.119

Source: Primary data from data processing, 2026

The normality test is used to determine whether the data in a study is normally distributed. According to Sugiyono (2023), a normality test is essential before further analysis to ensure the data meets statistical assumptions. In this study, the Shapiro-Wilk method was used to test for normality because the sample size was 42 respondents, less than 50. Therefore, this method is considered more appropriate for testing normality in small samples.

Table 14. The results of the Shapiro-Wilk normality test show that the significance value of the Workload variable is 0.932, Job Satisfaction is 0.060, and Turnover Intention is 0.119. All significance values are greater than 0.05, so it can be concluded that the data in this study are normally distributed.

2. Multicollinearity Test Results

Table 15. Multicollinearity Test Results

Variables	Tolerance	VIF
Job Satisfaction (X1)	0.944	1,060
Workload (X2)	0.944	1,060
a. Dependent Variable Turnover Intention (Y)		

Source: Primary data from data processing, 2026

Based on the test results in Table 15, the Job Satisfaction variable has a VIF value of 1.060 < 10.00 and a tolerance value of 0.944 > 0.10. The Workload variable also shows a VIF value of 1.060 < 10.00 and a tolerance value of 0.944 > 0.10. These results indicate that the regression model does not experience symptoms of multicollinearity, so there is no correlation between the independent variables.

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3. Heteroscedasticity Test Results

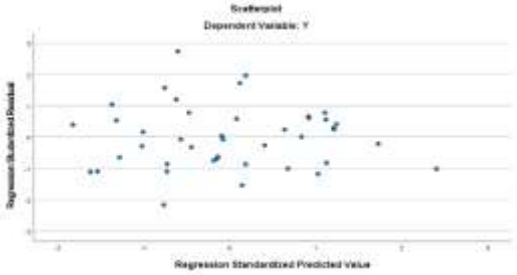


Figure 2. Scatterplot Test Results
Source: Primary data from data processing, 2026

Based on Figure 2, the results of the heteroscedasticity test using a scatterplot show that the points are randomly distributed above and below the number 0 on the Y-axis without forming a clear pattern. This condition indicates that the regression model in this study does not experience heteroscedasticity.

Table 16. Heteroscedasticity Test Results

Variables	Sig
Job Satisfaction (X1)	0.859
Workload (X2)	0.241
a. Dependent Variable: ABS_RES	

Source: Primary data from data processing, 2026

Based on Table 16, the significance value (Sig.) for the Job Satisfaction variable (X1) is 0.859 and the Workload variable (X2) is 0.241. All significance values are greater than 0.05, so it can be stated that the regression model in this study does not show any symptoms of heteroscedasticity.

Statistical Test

1. Multiple Regression Analysis Results

Table 17. Results of Multiple Regression Analysis

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
	B	*Std. Error*	*Beta*		
(Constant)	11, 182	4, 653		2, 403	**0.021**

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Job Satisfaction (X1)	-0.137	0.93	-0.175	-1,482	**0, 146**
Workload (X2)	0, 704	0, 115	0.719	6, 099	**<0.001**

a. Dependent Variable: Turnover Intention

Source: Primary data from data processing, 2026

Based on Table 17, the results of the multiple linear regression test show that the constant value is 11.182. The regression coefficient value for the job satisfaction variable is -0.137, while the regression coefficient value for the workload variable is 0.704. Based on these results, the multiple linear regression equation in this study can be written as follows:

Y = 11.182 – 0.137 X1 + 0.704 X2 + e.

Based on this equation, it can be explained as follows:

A. The constant value (a) is 11.182, which means that if there is no change in the Job Satisfaction and Workload variables, the Turnover Intention value for teachers at Srijaya Negara Palembang High School is 11.182.
B. The regression coefficient on the Job Satisfaction variable (X1) is -0.137 and is negative, so it can be concluded that the relationship between Job Satisfaction and Turnover Intention is inversely directional. This means that if the Job Satisfaction variable increases by 1 unit, then Turnover Intention will decrease by 0.137 units, assuming the other variables remain unchanged.
C. The regression coefficient on the Workload variable (X2) is 0.704 and is positive, so it can be concluded that the relationship between Workload and Turnover Intention is unidirectional. This means that if the Workload variable increases by 1 unit, then Turnover Intention will increase by 0.704 units, assuming the other variables remain unchanged.

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2. Correlation and Determination Test Results

Table 18. Results of Correlation and Determination Tests

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Standard Error of the Estimate***
1	0.699a	0.488	0.462	**3.81889**
a. Predictors: (Constans), Job Satisfaction, Workload				

Source: Primary data from data processing, 2026

Based on Table 18, the correlation coefficient (R) value is 0.699. The correlation coefficient is a measure that indicates the level of closeness of the relationship between the independent variables, namely job satisfaction and workload, with the dependent variable, namely turnover intention. The R value of 0.699 is in the range of 0.600–0.799, so based on the guidelines for interpreting the correlation coefficient according toSugiyono (2023), the relationship is included in the strong category. In addition, the R Square value as a coefficient of determination is 0.462. This indicates that the variables of job satisfaction and workload are able to explain the variation in turnover intention by 46.2%, while the remaining 53.8% is explained by other factors outside the research model, such as the work environment, organizational commitment, and leadership style.(Prillya et al., 2023)According to Maulidah et al. (2022), turnover intention is influenced by several factors, namely age, length of service, level of attachment to the company, and job satisfaction.

3. Hypothesis Test Results

A. Model Feasibility Test Results (F Test)

Table 19. F Test Results

ANOVA					
Model	***Sum of Squares***	**df**	***Mean Square***	**F**	***Sig.***
1 Regression	542,423	2	271, 211	18, 597	**0.001b**
Residual	568,772	39	14, 584		
Total	1111,195	41			

a. Dependent Variable: Turnover Intention

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b. Predictors: (Constans), Job Satisfaction, Workload
Source: Primary data from data processing, 2026

Based on Table 19, the results of the model feasibility test show that with the number of independent variables (k) of 2 and the number of populations (n) of 42, the Ftable value obtained is F(2;39) = 3.24 at a significance level of 5% or 0.05. Meanwhile, the resulting Fcount value is 18.597. Because the Fcount value is greater than the Ftable (18.597 > 3.24), it can be stated that the regression model in this study has met the feasibility criteria and can be used in the analysis.

B. Partial Test Results (t-Test)

Table 20. t-Test Results

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
	B	*Std. Error*	*Beta*		
(Constant)	11, 182	4, 653		2, 403	**0.021**
Job Satisfaction (X1)	-0.137	0.93	-0.175	-1,482	**0, 146**
Workload (X2)	0, 704	0, 115	0.719	6, 099	**<0.001**

Source: Primary data from data processing, 2026

The number of respondents in this study was 42 people. The determination of the t-table value was carried out using the formula t-table = (α/2; nk-1), namely (0.05/2; 42-2-1) or (0.025; 39). Based on the results of these calculations, the t-table value was obtained as 2.023.

H1: For the job satisfaction variable (X1), the calculated t value is -1.482.

This value is smaller than the t-table value of 2.023, so the calculated t-value is less than the t-table value (1.482 < 2.023). Furthermore, the significance value of 0.146 is greater than 0.05. These results indicate that job satisfaction has a negative but insignificant effect on turnover intention. Therefore, the first hypothesis (H1) is rejected.

H2: For the workload variable (X2), the calculated t value is 6.099.

The value is greater than the t-table of 2.023, so the calculated t-value > t-table (6.099 > 2.023). The significance value obtained is also smaller than 0.05, which is

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<0.001. This proves that workload has a positive and significant influence on turnover intention. Thus, the second hypothesis (H2) is accepted.

DISCUSSION OF RESEARCH RESULTS

The Influence of Job Satisfaction on Turnover Intention

The descriptive analysis results show that the job satisfaction variable is in the high category with an average score of 154.5. The majority of respondents agreed with most statements. The work dimension itself received the highest average score, while the salary dimension received the lowest. These findings indicate that teachers are satisfied with their work and responsibilities, but there is still dissatisfaction with the salary aspect, especially regarding the suitability of salary to workload and meeting daily needs. This condition indicates that in general, teachers at Srijaya Negara Palembang High School have a fairly good level of job satisfaction. According to Spector (2022), job satisfaction can be seen from aspects of salary, promotions, superiors, the work itself, and relationships with colleagues.

The results of the hypothesis test indicate that job satisfaction has a negative but insignificant effect on turnover intention, so the first hypothesis (H1) is rejected. This is indicated by the calculated t value of -1.482, which is smaller than the t table of 2.023 with a significance value of 0.146, which is greater than 0.05. The negative regression coefficient indicates that the higher the job satisfaction, the tendency for turnover intention tends to decrease (Hanifah et al., 2025), but this effect is not statistically strong enough. This finding is in line with Herzberg's Two Factor Theory (1959) which explains that job satisfaction is influenced by motivating factors, while a person's decision to stay or leave an organization is also influenced by hygiene factors, such as salary, working conditions, relationships between employees, and organizational policies.

The insignificant effect of job satisfaction indicates that teacher turnover intention is not solely determined by job satisfaction. A high workload is suspected to be a more dominant factor influencing teachers' desire to leave their jobs (Jirman & Wibowo, 2025). Furthermore, the characteristics of the teaching profession, which are based on loyalty, moral commitment, and responsibility for education, cause some teachers to remain even though aspects of their work do not meet expectations (Kumar et al., 2023). High organizational commitment is also known to reduce a person's desire to leave their job (Mueller et al., 2024; Hanum Indriati, 2021).

The results of this study align with those of Suseno (2021), Ratnaningsih (2021), Hanum Indriati (2021), and Gunawan (2021), who stated that job satisfaction has a

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negative but insignificant effect on turnover intention. However, this finding differs from the research of Herliana et al. (2021), Al-Maaitah et al. (2021), Malik et al. (2021), Wardhani (2022), and Azzahrah et al. (2025), which found a negative and significant effect. This difference indicates that the relationship between job satisfaction and turnover intention is influenced by organizational and respondent characteristics. In this study, relationships with coworkers were the dimension with the highest score, while salary and promotion received lower scores. This condition indicates that a harmonious work environment has supported teacher satisfaction, but aspects of compensation and career development still need to be improved to reduce turnover intention (Mayasari et al., 2025; Tanjua et al., 2024). Therefore, Srijaya Negara High School, Palembang, needs to continuously improve job satisfaction, particularly through improvements to the compensation system, promotion opportunities, and quality of supervision to retain teachers and reduce turnover intention (Robbins & Judge, 2021).

The Influence of Workload on Turnover Intention

The descriptive analysis results indicate that the workload variable is in the high category. The majority of respondents agreed or strongly agreed with most statements. The working conditions dimension received the highest average score, while the work standards dimension received the lowest average score. These findings indicate that teachers perceive high demands in carrying out their duties and responsibilities, both in teaching activities and additional assignments. According to Budiasa (2021), workload includes work targets, working conditions, and work standards that must be met. In addition to teaching duties, teachers also carry out various administrative responsibilities, serve as homeroom teachers, and oversee extracurricular activities, making the workload increasingly complex.

The results of the hypothesis test indicate that workload has a positive and significant effect on turnover intention, thus the second hypothesis (H2) is accepted. This is evidenced by the calculated t value of 6.099, which is greater than the t table of 2.023, and the significance value of 0.001, which is smaller than 0.05. The regression coefficient of 0.704 indicates that the higher the workload, the higher the turnover intention (Panjaitan et al., 2025). This finding indicates that workload is an important factor influencing teachers' desire to leave their jobs. According to Paridy et al. (2025), a high workload can increase psychological stress, reduce work motivation, and encourage individuals to seek better jobs.

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These findings align with Herzberg's Two-Factor Theory (1959), which explains that working conditions, as a hygiene factor, can lead to dissatisfaction if not managed properly. Excessive workloads can potentially lead to work stress, physical exhaustion, and mental fatigue (Creagh et al., 2025), thus increasing teachers' desire to leave their jobs (Bariyah et al., 2024). The results of this study also support the Job Demands-Resources theory proposed by Demerouti and Bakker (2023), which explains that high job demands without adequate resource support can drain energy, cause stress, and increase turnover intention (Kristin et al., 2022; Mustiani et al., 2024).

The results of this study align with those of Pujiandrie et al. (2024), Widiyanto and Yunus (2021), Situmorang (2022), Marcella (2022), Lengkong et al. (2023), and Destiani and Nurhayaty (2024), which stated that workload has a positive and significant effect on turnover intention. In this study, the high workload is reflected in the large learning targets, administrative arrangements, assessment of learning outcomes, fulfillment of working hours, and various additional tasks that teachers must complete (Edi Riesnandar, 2025). Therefore, SMA Srijaya Negara Palembang needs to evaluate the distribution of workload to be more proportional, clarify the division of tasks, and provide adequate work support to increase work comfort and reduce turnover intention (Farhan & Warohmah, 2025; Robbins & Judge, 2021).

CONCLUSION

The results of the study indicate that job satisfaction has a negative but insignificant effect on turnover intention among teachers at SMA Srijaya Negara Palembang. This finding indicates that increased job satisfaction tends to reduce teachers' desire to leave their jobs, but the effect is not yet statistically strong enough. Conversely, workload is proven to have a positive and significant effect on turnover intention, so that the higher the workload perceived by teachers, the greater their tendency to leave the organization. Simultaneously, job satisfaction and workload are able to explain 46.2% of the variation in turnover intention, while the remainder is influenced by other factors outside the research model. These results confirm that workload is a more dominant factor than job satisfaction in influencing teacher turnover intention at SMA Srijaya Negara Palembang.

This study has limitations because it only involved 42 non-civil servant teachers in one school, so the results cannot be generalized to all educational institutions. Furthermore, the study only tested two independent variables, namely job satisfaction and workload, so there are still other factors that could potentially influence turnover

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intention, such as organizational commitment, leadership, work environment, job stress, and compensation. Therefore, further research is recommended to involve a larger number of respondents, cover various types of schools, and add other variables to obtain a more comprehensive model. Practically, SMA Srijaya Negara Palembang needs to evaluate the distribution of teacher workloads to be more proportional, optimize the division of administrative tasks, improve the compensation system and the timeliness of salary payments, and provide career development opportunities to increase teacher retention and reduce turnover intention.

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