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RESEARCH ARTICLE

Enhancing Teacher Retention through Teacher Work Engagement and Islamic Moderation (Wasatiah) on Private Islamic School Ahlussunnah Waljama'ah in Indonesia

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ARTICLE INFO	ABSTRACT
	This study examines the effects of school culture, perceived organizational support, work environment, and teacher job demands on teacher retention, with teacher work engagement and Islamic moderation (wasatiah) as mediating variables. A cross-sectional survey was conducted among 146 teachers in major regions of Indonesia, specifically Jabodetabek, and the data were analyzed using partial least squares (PLS) structural equation modeling via SmartPLS. The constructs demonstrated high reliability, with Cronbach's Alpha coefficients ranging from 0.957 to 0.988. The findings indicate that school culture, work environment, and teacher job demand indirectly influence teacher retention through the mediation of teacher work engagement, whereas perceived organizational support does not have an effect. Additionally, school culture does not indirectly impact teacher retention through Islamic moderation (wasatiah), while teacher job demands, perceived organizational support, and work environment do. The study also explores the combined mediation effects of Islamic moderation (wasatiah) and teacher work engagement, revealing mixed outcomes across various variables. These findings emphasize the importance of teacher retention in private Islamic schools Ahlussunnah Waljama'ah and provide valuable insights for educational institutions to develop strategies aimed at reducing turnover rates.

INTRODUCTION

Quality human resources will emerge from quality education systems and processes, and vice versa, quality human resources are also necessary for quality education. As a result, human resources are active elements which can be modified by human creativity , then that these elements are passive elements can be modified by human creativity**.** As a result, it is hoped that by managing quality human resources, it will be able to condition other elements to aid in the development of high-quality education. In this context, the position of human resources becomes a priority point for breaking the cycle of problems that surround the world of education. This must be done because it will be extremely difficult to initiate efforts to improve educational quality otherwise [1].

The dilemma that engulfs the world of education, especially private Islamic school education today is where the phenomenon of the number of teachers is associated with the transfer from one school to another and also the transfer from his profession as a teacher. As we all know that teachers have enormous potential to influence the lives of students/students/students and have a changing effect, to inspire and also teachers occupy a critical position in society to teach full time [2] . Because the school is a service organization, it requires employees to join and collaborate in order to achieve organizational and individual goals. Employees who join become educators or teachers who are in charge of providing high-quality educational services. Quality education services can be provided if the employee is knowledgeable and trustworthy. To accomplish this, many organizations are willing to provide various trainings in accordance with the skills currently required of teachers in order to provide quality educational services. Schools also make an effort to provide an appealing work environment, assignments that are appropriate for teachers' abilities, and positive appreciation and feedback so that teachers do not leave school. However, it appears that all of this is insufficient to keep teachers employed in schools. Schools, like other organizations, have issues with employee turnover rates (turnover intention) [3] [43].

Recent study by [4] [46] involving teachers and schools from 32 OECD countries revealed that teacher turnover intentions differ significantly between countries and even within schools in the same country. This variability is also observed in Indonesia, where schools exhibit a similar range of differences in teacher retention issues, reflecting global patterns in educational systems. A 2022 study found that approximately 40% of teachers in these institutions expressed intentions to leave their positions, citing factors such as insufficient salaries, lack of professional development opportunities, and inadequate administrative support [5]. This trend underscores the urgent need for effective retention strategies to enhance teacher satisfaction and commitment in the evolving educational landscape.

High turnover intention among teachers is a clear reflection of a school's failure to retain its educators. When teachers feel dissatisfied with their working environment, inadequate compensation, or lack of support from management, they are more likely to seek opportunities elsewhere. This trend indicates underlying issues in human resource management within the school. If turnover intention continues to rise, the quality of education may be jeopardized, as instability in teaching staff disrupts the learning process. Schools that fail to create a supportive and empowering environment for their teachers will struggle to retain quality educators, ultimately harming both students and the school's reputation. To address this issue, effective strategies must be implemented to enhance teacher engagement and job satisfaction.

Teacher retention deserves significant attention for several reasons. First, retaining experienced teachers is crucial for maintaining educational quality, as they contribute to a stable learning environment and effective student outcomes [6]. Moreover, high turnover rates can lead to increased recruitment and training costs, diverting resources away from essential educational initiatives [7]. Schools with high retention rates are also more likely to cultivate a positive school culture and community, which can attract both students and quality educators [8]. Therefore, prioritizing teacher retention is essential for the long-term success of educational institutions.

Several factors significantly influence teacher retention in educational institutions. First, a positive school culture plays a crucial role; schools that foster collaboration, respect, and shared values are more likely to retain their teachers [9] [44]. Organizational support, including access to professional development and administrative backing, is vital for teacher satisfaction and commitment [8]. The overall school environment, encompassing physical conditions and resources, also impacts retention; teachers are more likely to stay in schools that provide a safe and well-resourced setting [10]. Work-life balance is another critical factor; teachers who find it challenging to manage their professional and personal lives may seek employment elsewhere [8]. Lastly, ongoing professional

development opportunities can enhance job satisfaction and commitment, helping teachers feel valued and invested in their roles [10]. Addressing these factors is essential for improving teacher retention rates.

Despite the importance of school culture, organizational support, work environment, and teacher job demands, these factors do not always guarantee teacher retention. For example, research by [10] highlights that even schools with positive cultures and strong organizational support can experience high turnover rates if teachers face excessive job demands and insufficient resources. Additionally, [9] found that while a supportive environment is beneficial, it may not suffice if teachers do not feel adequately compensated or if their workloads are unsustainable. Thus, while fostering a positive culture and providing support are vital, schools must also address job demands and other systemic issues to effectively retain their educators.

This study positions teacher engagement and Islamic moderation (wasatiah) as mediators between school culture, perceived organizational support, school environment, and teacher job demands concerning teacher retention because both factors play a crucial role in fostering conditions that support teachers' career longevity. Teacher engagement enhances teachers' sense of belonging and motivation, thereby reducing their intention to leave [8]. Additionally, the principles of Islamic moderation (wasatiah), which encompass values of moderation and balance, contribute to creating a harmonious and supportive environment, making teachers feel valued and motivated to remain in their institutions [11] [45]. Thus, this research argues that teacher engagement and wasatiah are not merely outcomes of school culture and perceived organizational support but serve as mediators that strengthen the relationship between these factors and teacher retention. This approach is essential for improving the quality of education in schools and ensuring the sustainability of a skilled teaching workforce.

By identifying the mediating roles of teacher engagement and wasatiah, the study aims to provide insights into how schools can enhance teacher retention rates, which is critical for maintaining educational quality. Additionally, the findings can help schools develop a more positive and supportive culture, fostering an environment where teachers feel valued and engaged, ultimately leading to better educational outcomes for students. This research may also inform policymakers and educational leaders about the importance of integrating cultural and organizational strategies to support teachers, impacting policy decisions related to teacher training and professional development. Furthermore, understanding the relationship between job demands, engagement, and retention can help schools implement strategies to mitigate teacher burnout, promoting a healthier work-life balance for educators. By emphasizing Islamic moderation (wasatiah), the study reinforces the importance of Islamic values in educational settings, encouraging a holistic approach to education that benefits both teachers and students. Overall, this research will contribute to the existing body of literature on teacher retention, engagement, and the role of cultural factors, providing a foundation for future studies in this area.

RESEARCH METHOD

This study employs a quantitative research approach to investigate the mediating role of teacher work engagement and Islamic moderation (wasatiah) in the relationships between school culture**,** perceived organizational support**,** work environment, and teacher job demands **on** teacher retention in private Islamic schools following the Ahlussunnah Waljama'ah tradition. Data were collected through a cross-sectional survey using a structured questionnaire as the primary tool for gathering information. This method allows for the analysis of various factors influencing teacher retention within the specific context of Islamic educational institutions.

2.1. Respondent

A non-probability purposive sampling method was used to collect data through an online survey**,** following the approach outlined by [12]**.** The total sample for this research consists of 146 participants**,** all of whom are teachers working in Ahlussunah Waljama'ah Islamic private schools located in the Jabodetabek region of Indonesia. This sample size allows for a comprehensive analysis of the variables under investigation, providing insights into the specific context of Islamic education in this area. The diverse backgrounds and experiences of the participants contribute to the richness of the data collected in the study, obtained through convenience sampling techniques. Respondents were asked to complete a questionnaire using online google form , and the data collected from the questionnaire responses.

2.2. Research instruments

The Likert Scale, based on [13], is a survey tool used to gauge responses on a five-point scale. It typically allows participants to express their degree of agreement or disagreement with a statement. The five choices include: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. The 5-point likerts scale exhibits the highest eigenvalue for both the first and second factors, as well as the largest cumulative percentage of variance explained [14]. The questionnaire was developed based on a thorough review of the relevant theories supporting the research variables. These theoretical frameworks helped identify and establish the indicators for each variable, ensuring the questionnaire's content aligns with the constructs being measured. This approach ensures that the questions are both valid and reliable, capturing the necessary data to test the relationships between the study variables. The school culture questionnaire used in this study was adopted and adapted from the Middle Level Leadership Center (MLLC)**,** developed by Dr. Jerry Valentine. The instrument measures various aspects of school culture and has already been approved for use in this research by the original developer. This ensures that the adapted tool maintains validity and aligns with the theoretical foundations of school culture in educational research. In this study, the Perceived Organizational Support (POS) instrument utilizes the standardized Survey of Perceived Organizational Support (SPOS)**,** which was developed by Delaware University. The instrument includes eight items designed to assess the extent to which employees feel valued and supported by their organization. Permission has been obtained from the original developers of the instrument to use this eight-item SPOS in the research, ensuring its appropriateness and validity for the study. The Work Environment instrument used in this study was adopted and adapted from the work of Norfadzilah Abdul Razak [15]. This tool has been modified to fit the context of the current research while retaining its core elements, ensuring it aligns with the variables under investigation. The adaptation process ensures that the work environment factors relevant to this study are appropriately measured. The Teacher Job Demand instrument used in this study was adopted and adapted from the work of Einar Skaalvik [16]**.** This tool is designed to measure various aspects of job demands faced by teachers, capturing factors that may influence their overall job experience and retention. The adaptation process was conducted to ensure that the instrument aligns with the specific context of this research, providing relevant insights into teacher job demands. The Teacher Work Engagement instrument used in this study was adopted and adapted from the Utrecht Work Engagement Scale (UWES) developed by Prof. Wilmar B. Schaufeli [17]**.** This instrument consists of nine items (UWES-9) designed to assess various dimensions of work engagement among educators. Permission has been obtained from the original developers to use this scale in the research, ensuring that the adaptation is legitimate and aligns with the intended measurement of teacher engagement. The Islamic Moderation (Wasatiah) instrument in this study was adopted and adapted from the Manifestation of Practices developed by [18]. This adaptation ensures that the key aspects of Islamic moderation are captured within the research context, focusing on its practical application in daily life and education. The instrument was tailored to fit the study's specific goals while maintaining alignment with the original framework of wasatiah practices. The Teacher Retention instrument

utilized in this study was adopted and adapted from the TR-6 scale developed by [19] **.** This instrument measures factors related to teachers' intent to stay or leave their profession, ensuring that relevant aspects of retention are captured within the research framework. The adaptation process was carefully done to suit the specific context of the current study, while maintaining the validity of the original tool.

A total of 87 validated items were included in the questionnaire, based on the indicators for each research variable. The validity of the instrument was tested using both content validity and criterion-related validity, ensuring that the items accurately represent the constructs they are intended to measure. For the reliability test**,** Cronbach's alpha was used, following the guidelines provided by [20], to assess the internal consistency of the instrument. This method ensures that the instrument is both valid and reliable for measuring the intended research variables.

2.3. Data analysis

The data gathered from the questionnaire responses will be analyzed using Partial Least Squares Structural Equation Modeling (SEM PLS) due to the complexity of the model [21], To estimate a structural equation model, data can be analyzed using either covariance-based SEM (CB-SEM) **or** variance-based partial least squares SEM (PLS-SEM)**.** In this research, PLS-SEM was selected for several significant reasons. One key advantage of using PLS-SEM for mediation analysis is that it minimizes bias through its bootstrapping procedure, which does not assume specific distributions for the constructs or sampling distribution of the statistics [22]. Additionally, PLS-SEM allows for the simultaneous testing of multiple mediations, offering a more holistic view of the total effect compared to testing mediators separately, as in regression models, where correlations between mediators may lead to inflated indirect effects. PLS-SEM is also effective with smaller sample sizes while still providing higher statistical power compared to earlier approaches. Statistical power, in this context, refers to the method's ability to detect significant relationships.

According to [23], we suggest that utilizing SEM PLS could be highly beneficial for both developing and validating complex models, particularly when the emphasis is on comprehensiveness, accurately representing reality [24], or reflecting the true parameters of the research.

Finally, because the primary research goal is to predict teacher retention through multiple indirect effects, PLS-SEM was selected as the preferred method for prediction-focused research over CB-SEM [25].

This approach allows for a robust analysis of the relationships between variables, making it suitable for testing the proposed theoretical framework. In addition to SEM PLS, Necessary Condition Analysis (NCA) and Importance-Performance Map Analysis (IPMA) will also be conducted to identify critical factors influencing teacher retention and to assess their relative importance and performance levels. NCA helps in pinpointing necessary conditions for achieving desired outcomes, while IPMA provides insights into how well these factors perform in relation to their importance. Together, these analyses will enrich the understanding of the dynamics affecting teacher retention in the context of this study.

RESULTS AND DISCUSSION

3.1. Results

The data analysis reveals that the majority of respondents are teachers at the junior high school level, accounting for 62.30% of the sample, while 37.70% teach at the senior high school level. Geographically, most teachers are from Bogor (35.60%) and Bekasi (33.60%), highlighting a significant representation from these areas. In terms of gender, 60.30% of the respondents are male, compared to 39.70% who are female, indicating a predominance of male teachers in this sample. Additionally, a vast majority are married (82.20%), which may reflect the stability and commitment in their teaching roles. Most teachers (69.90%) hold a Bachelor's Degree, suggesting a well-educated

workforce, while 67.80% have over five years of teaching experience, indicating that the sample is composed largely of seasoned educators. Furthermore, 65.10% of respondents are members of a professional teacher organization, demonstrating a strong inclination towards professional development and networking among teachers. Overall, these characteristics paint a picture of a predominantly experienced and educated group of teachers committed to their profession.

Table 1. Profile of Respondent

Characteristic	Category	Frequency	Percentage (%)
Teaching at What Level of Education?	Junior High School (SMP)	91	62,30%
	Senior High School (SMA)	55	37,70%
Teaching Area	Depok	21	14,40%
	DKI Jakarta	12	8,20%
	Bogor	52	35,60%
	Bekasi	49	33,60%
	Tanggerang	12	8,20%
Gender	Male	88	60,30%
	Female	58	39,70%
Marital Status	Single	26	17,80%
	Married	120	82,20%
Are you a member of a Professional Teacher Organization?	No	51	34,90%
	Yes	95	65,10%
Teaching Experience	2 - 3 Years	24	16,40%
	3 - 5 Years	23	15,80%
	5 Years	99	67,80%
Highest Educational Qualification	Diploma (D1/D2/D3)	2	1,40%
	Bachelor's Degree (D4/S1)	102	69,90%
	Master's Degree (S2)	42	28,80%
Age	18 - 25 Years	12	8,20%
	26 - 35 Years	60	41,10%
	36 - 45 Years	43	29,50%
	45 Years	31	21,20%
Salary	< 1,000,000 IDR	4	2,70%
	1,000,001 - 3,000,000 IDR	29	19,90%
	3,000,001 - 5,000,000 IDR	61	41,80%
	5,000,001 - 7,000,000 IDR	33	22,60%
	7,000,000 IDR	19	13%
Teaching Subject	Language	45	30,80%
	Religion	34	23,30%
	Science	35	24%
	Social Studies	12	8,20%
	Others	20	13,70%

IPMA Analysis

PLS-SEM studies that utilize IPMA results provide valuable insights into the role of antecedent constructs and their relevance for managerial actions e.g. [26];[27]; [28]; [29]; [30].

IPMA in this study is utilized to assist management in prioritizing factors that significantly impact teacher retention based on their importance and performance. By evaluating these variables, IPMA

provides a clear picture of how well specific aspects, such as school culture, organizational support, and work environment, are functioning in relation to retaining teachers. This analysis guides educational leaders in making informed decisions about which factors should receive greater attention and resources to enhance teacher retention strategies. Furthermore, IPMA identifies areas where performance remains low despite the importance placed on them, offering valuable insights into aspects that need improvement to meet teachers' expectations and needs. By leveraging data collected from teachers, IPMA helps mitigate assumptions that may lead to ineffective retention strategies, ensuring that initiatives are grounded in relevant and accurate information. Overall, IPMA serves as a crucial tool for supporting strategic planning and data-driven decision-making aimed at improving teacher retention within educational institutions.

Table 2. IPMA Analysis result

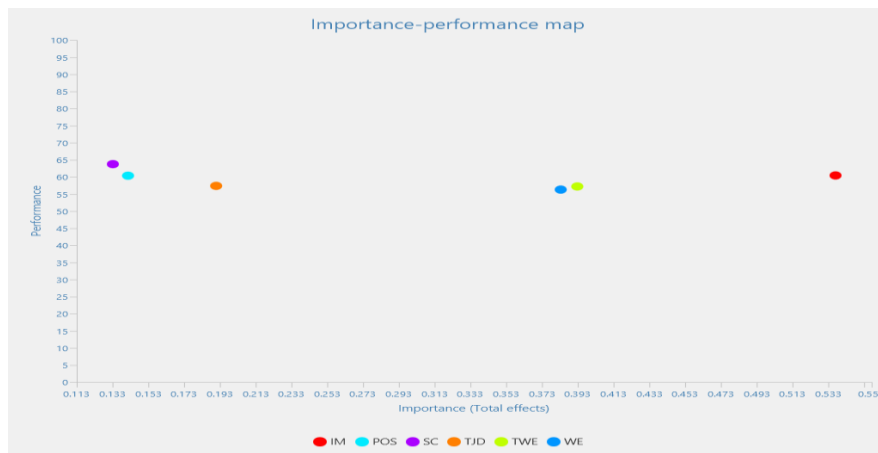| Variables	Construct Importance for Teacher Retention	Construct Performance for Teacher Retention
School Culture (SC)	0,134	63,748
Percived Organizational Support (POS)	0,142	60.371
Work Environment (WE)	0,384	56,302
Teacher Job Demand (TJD)	0,191	57,390
Teacher Work Engagement (TWE)	0,393	57,218
Islamic Moderation (Wasatiah) (IM)	0,537	60,442
Mean	0,297	59.245

Figure 1. IPMA Analysis Result

The Importance Performance Map Analysis (IPMA) offers valuable insights into the factors influencing teacher retention in the context of this study. Based on the results, the mean importance value is 0.297, while the average performance score stands at 59.245. These metrics provide a framework for understanding which variables are critical to address and how well they are currently performing in supporting teacher retention. In Quadrant I, we find the variable Islamic Moderation (Wasatiah), which is deemed both significant and performing well. This suggests that respondents recognize its importance and feel that it effectively contributes to teacher retention. The high performance of this variable indicates that it should be prioritized and maintained to continue fostering a supportive environment for teachers. Quadrant II reveals Teacher Work Engagement and

Work Environment as important factors that are currently underperforming. Despite being considered crucial by respondents, these variables have not met expectations in their impact on teacher retention. This discrepancy indicates a need for focused improvement strategies to enhance teacher work engagement and work environment, which could lead to better retention outcomes. Conversely, Quadrant III contains the Teacher Job Demand variable, which is viewed as less important by respondents and shows mediocre performance. This low priority suggests that efforts to enhance this aspect may not yield significant benefits in terms of retention, implying that resources might be better allocated elsewhere. Lastly, Quadrant IV highlights Perceived Organizational Support and School Culture, which are also perceived as less significant and somewhat excessive in their current forms. This could indicate a misalignment between the respondents' expectations and the support structures in place. Therefore, it may be beneficial to streamline these aspects to optimize resource allocation and improve overall efficiency in initiatives aimed at enhancing teacher retention.

Overall, the IPMA results provide a comprehensive overview of the variables affecting teacher retention, enabling management to make informed decisions about where to direct their efforts for maximum impact. By focusing on improving Teacher Work Engagement and Work Environment while maintaining the strengths of Islamic Moderation, stakeholders can create a more supportive and effective environment for educators.

NCA Analysis

Necessary Condition Analysis (NCA) is a sophisticated analytical tool developed to complement traditional methods such as multiple regression and structural equation modeling [31]. In the context of this study, NCA was employed to evaluate the necessary conditions influencing teacher retention, with variables including School Culture, Perceived Organizational Support, Work Environment, Teacher Job Demand, Teacher Work Engagement, and Islamic Moderation (Wasatiah). The findings indicated that certain predictors, particularly Islamic Moderation and Teacher Work Engagement, are significant conditions necessary for achieving desirable levels of teacher retention. These results highlight how NCA can identify critical bottlenecks in educational settings, suggesting that addressing these specific areas could enhance overall retention rates.

Moreover, the analysis revealed that while some relationships showed significance, others, like the link between Perceived Organizational Support and Teacher Work Engagement, did not reach statistical significance. This indicates that simply increasing perceived support may not directly lead to improved work engagement beyond a certain threshold. The interpretation of these results suggests that while fostering a supportive environment is crucial, it must be part of a broader strategy that addresses multiple conditions to effectively enhance teacher retention.
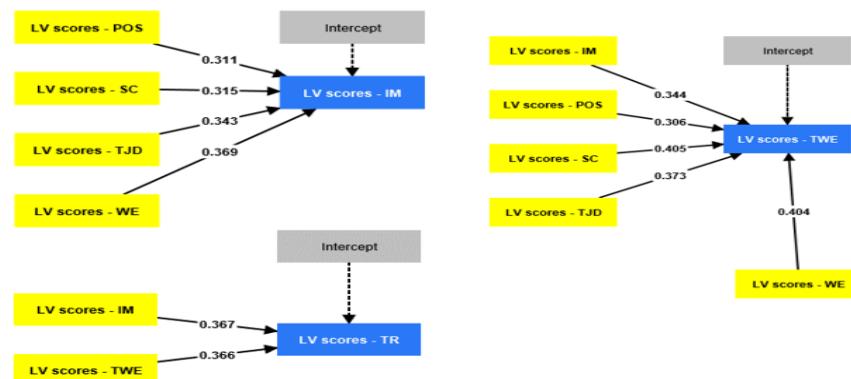

Figure 2. NCA Analysis Result

SEM PLS Analysis

In Structural Equation Modeling using Partial Least Squares (PLS-SEM), the analysis typically consists of two key stages: the outer model test and the inner model test. The outer model test assesses the measurement model, which examines the relationships between the latent variables and their corresponding indicators. This step is crucial as it determines the validity and reliability of the constructs. Key aspects evaluated include convergent validity, discriminant validity, and composite reliability. According to [21], ensuring that the measurement model is robust is essential for meaningful interpretation of the results.

The inner model test, on the other hand, evaluates the structural model, which assesses the relationships between the latent variables themselves. This stage focuses on the path coefficients and the overall model fit. By analyzing the significance and strength of the paths, researchers can understand the causal relationships within the model. [32] emphasize that a well-defined inner model is necessary for deriving actionable insights from the data. Together, these two stages provide a comprehensive view of the model's performance, allowing researchers to draw meaningful conclusions about the relationships among the variables in their study.

Table 3. Outer Model Test

Indicator	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability
CL1	0,928			
CL10	0,948			
CL11	0,967			
CL2	0,972			
CL3	0,985			
CL4	0,948	0,896	0,988	0,990
CL5	0,913			
CL6	0,938			
CL7	0,956			
CL8	0,945			
CL9	0,911			
CS1	0,911			
CS2	0,950	0,876	0,953	0,966
CS3	0,927			
CS4	0,956			
LP1	0,961			
LP2	0,967	0,921	0,957	0,972
LP3	0,951			
PD1	0,948			
PD2	0,968			
PD3	0,945	0,892	0,969	0,976
PD4	0,895			
PD5	0,964			
TC1	0,936			
TC2	0,937			
TC3	0,925	0,876	0,972	0,977
TC4	0,965			
TC5	0,936			

TC6	0,917			
UP1	0,978			
UP2	0,929			
UP3	0,910	0,896	0,971	0,977
UP4	0,939			
UP5	0,975			
POS1	0,883			
POS2	0,911			
POS3	0,927			
POS4	0,939			
POS5	0,914	0,847	0,974	0,978
POS6	0,944			
POS7	0,934			
POS8	0,907			
TJD1	0,922			
TJD10	0,942			
TJD2	0,921			
TJD3	0,930			
TJD4	0,951			
TJD5	0,942	0,867	0,983	0,985
TJD6	0,953			
TJD7	0,910			
TJD8	0,914			
TJD9	0,926			
TR1	0,955			
TR2	0,924			
TR3	0,946			
TR4	0,943	0,892	0,976	0,980
TR5	0,970			
TR6	0,929			
TWE1	0,938			
TWE2	0,928			
TWE3	0,940			
TWE4	0,906			
TWE5	0,936	0,845	0,977	0,980
TWE6	0,934			
TWE7	0,929			
TWE8	0,868			
TWE9	0,891			
WE1	0,924			
WE2	0,934			
WE3	0,945	0,873	0,971	0,976
WE4	0,943			
WE5	0,941			
WE6	0,917			
STA1	0,920	0,883	0,967	0,974

STA2	0,958			
STA3	0,947			
STA4	0,927			
STA5	0,947			
STD1	0,953			
STD2	0,928			
STD3	0,961	0,883	0,967	0,974
STD4	0,914			
STD5	0,944			
STO1	0,949			
STO2	0,966	0,909	0,967	0,976
STO3	0,965			
STO4	0,934			

Table 4. HTMT (Heterotrait-Monotrait Ratio) statistics (HTMT 0.90)

	IM	POS	SC	TJD	TR	TWE	WE
IM							
POS	0,805						
SC	0,778	0,732					
TJD	0,806	0,761	0,768				
TR	0,709	0,790	0,641	0,661			
TWE	0,816	0,765	0,826	0,813	0,687		
WE	0,864	0,849	0,867	0,846	0,587	0,894	

The results of the outer model test presented in Table 3 indicate that all indicators are valid and all constructs are reliable. This is demonstrated by the following criteria: the loading factors are greater than 0.7, which confirms that each indicator has a strong correlation with its corresponding construct. Additionally, the Composite Reliability (CR) values exceed 0.7, indicating high internal consistency among the constructs. The Average Variance Extracted (AVE) values are also above 0.5, confirming that the constructs explain a substantial amount of variance in their indicators. Lastly, in table 4 the Heterotrait-Monotrait Ratio (HTMT) values are below 0.90, supporting the discriminant validity of the constructs. Overall, these results validate the measurement model, ensuring that the constructs are both reliable and valid for further analysis.
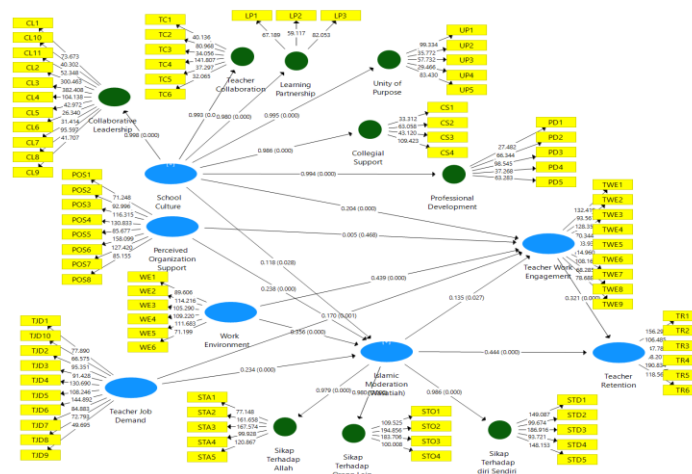
Figure 3. SEM PLS Analysis Result

Tabel 5. Inner Model Test and Hypothesis Testing

No	Hypothesis	Path Coeffisien	Decision
1	School culture has an indirect effect on teacher retention through teacher work engagement.	Path Coefficient = 0,066 t = 2,457 ; p value = 0,014	accepted
2	Perceived organizational support have an indirect effect on teacher retention through teacher work engagement.	Path Coefficient = 0,001 t = 0,071 ; p value = 0,943	rejected
3	Work environment has an indirect effect on teacher retention through teacher work engagement.	Path Coefficient = 0,141 t = 3,483 ; p value = 0,001	accepted
4	Teacher job demand has an indirect effect on teacher retention through teacher work engagement.	Path Coefficient = 0,054 t = 2,575 ; p value = 0,010	accepted
5	School culture have an indirect effect on teacher retention through Islamic moderation.	Path Coefficient = 0,052 t = 1,618 ; p value = 0,106	rejected
6	Perceived organizational support has an indirect effect on teacher retention through Islamic moderation.	Path Coefficient = 0,105 t = 2,467 ; p value = 0,014	accepted
7	Teacher job demand has an indirect effect on teacher retention through Islamic moderation.	Path Coefficient = 0,158 t = 3,839 ; p value = 0,000	accepted
8	Work environment have an indirect effect on teacher retention through Islamic moderation.	Path Coefficient = 0,104 t = 3,439 ; p value = 0,001	accepted
9	School culture have an indirect effect on teacher retention through both Islamic moderation and teacher work engagement.	Path Coefficient = 0,005 t = 1,236 ; p value = 0,217	rejected
10	Perceived organizational support have an indirect effect on teacher retention through both Islamic moderation and teacher work engagement.	Path Coefficient = 0,010 t = 1,532 ; p value = 0,126	rejected
11	Work environment have an indirect effect on teacher retention through both Islamic moderation and teacher work engagement.	Path Coefficient = 0,016 t = 1,245 ; p value = 0,214	rejected
12	Teacher job demand have an indirect effect on teacher retention through both Islamic moderation and teacher work engagement.	Path Coefficient = 0,010 t = 1,575 ; p value = 0,116	rejected

3.2. DISCUSSION

According to this study , the first hypothesis shows a significant relationship between school culture and teacher retention through teacher work engagement, with a positive coefficient of 0.066 (t = 2.457, p = 0.014). Research supports this, indicating that a positive school culture enhances work engagement among teachers. For instance, [33] emphasize how school culture impacts the implementation of professional learning and educational changes. It highlights both objective factors like resources and subjective factors such as leadership styles and teacher attitudes that shape educational improvements. It is useful if you're focusing on how school culture affects teacher engagement and retention, Recent research by [34] demonstrates a positive relationship between teachers' perceptions of school culture and their work engagement. The study highlights that a positive school culture—characterized by supportive leadership, open communication, and shared values—significantly enhances teacher engagement. Teachers in schools with a strong, positive culture are more motivated, actively participate in their work, and show greater commitment to their

roles. This increased engagement is crucial for reducing turnover intentions and improving overall job satisfaction.

In contrast, the second hypothesis indicates that perceived organizational support does not significantly impact teacher retention through teacher work engagement (β = 0.001, t = 0.071, p = 0.943). This finding suggests that while support is important, it may not be sufficient on its own for retention. [35] highlight the complex relationship between support and employee outcomes [36] notes that psychological conditions are vital for engagement but may not directly lead to retention, and [37] argue for the need to combine support with other factors.

The third hypothesis posits a positive influence of the work environment on teacher retention through work engagement (β = 0.141, t = 3.483, p = 0.001). This is consistent with literature that emphasizes the importance of a supportive work environment. while [38] discuss how favorable conditions can mitigate burnout.

The fourth hypothesis indicates that teacher job demands indirectly affect teacher retention through work engagement (β = 0.054, t = 2.575, p = 0.010). This finding underscores the importance of managing job demands to enhance engagement and retention. [39] finds that while high job demands can lead to burnout, fostering engagement helps mitigate these effects, while [40] suggest that engagement serves as a protective factor.

The fifth hypothesis suggests that school culture does not significantly impact teacher retention through Islamic moderation (β = 0.052, t = 1.618, p = 0.106). This indicates that cultural values alone may not enhance retention, and [41] points out that integration with other supportive systems is necessary for effective influence. The sixth hypothesis demonstrates that perceived organizational support positively influences teacher retention through Islamic moderation (β = 0.105, t = 2.467, p = 0.014). This suggests that fostering a supportive environment aligned with Islamic values can enhance retention, as indicated by [11], who note that such support strengthens teachers' commitment.

For the seventh hypothesis, teacher job demands also positively influence retention through Islamic moderation (β = 0.158, t = 3.839, p = 0.000). This suggests that applying moderation principles can alleviate job pressures, supporting retention. Research by [42] emphasizes the role of moderation in enhancing teacher resilience. The eighth hypothesis indicates that the work environment does not significantly affect teacher retention through Islamic moderation (β = 0.104, t = 3.439, p = 0.001). This highlights the need for a more integrated approach to addressing teacher needs to reinforce retention, as discussed by [10]. The ninth hypothesis demonstrates that school culture does not significantly influence teacher retention through both Islamic moderation and teacher work engagement (β = 0.1005, t = 1.236, p = 0.217). This underscores the complexity of the relationship between these variables, indicating that a multifaceted strategy may be necessary for effective retention in Islamic educational contexts. The tenth hypothesis suggests that perceived organizational support does not significantly impact teacher retention through both Islamic moderation and teacher work engagement (β = 0.010, t = 1.532, p = 0.126). This finding reinforces the idea that support alone may not suffice without other complementary factors. The eleventh hypothesis posits that the work environment does not influence teacher retention through both Islamic moderation and teacher work engagement (β = 0.015, t = 1.245, p = 0.214). This suggests that while the work environment is essential, it needs to be part of a broader strategy for retention. Finally, the twelfth hypothesis indicates that teacher job demands do not significantly affect teacher retention through both Islamic moderation and teacher work engagement (β = 0.010, t = 1.575, p = 0.116). This emphasizes the need for comprehensive strategies to address the complexities of teacher job demands in enhancing teacher retention.

CONCLUSION

Findings of this research reveals crucial insights into the factors influencing teacher retention. A positive school culture significantly enhances retention through increased teacher work engagement, emphasizing the importance of collaborative and supportive environments. However, perceived organizational support alone does not suffice, indicating that multiple factors must work together for effective outcomes. A conducive work environment is essential for promoting retention, and managing job demands is vital for fostering engagement. Additionally, the study highlights the importance of integrating elements such as Islamic moderation (wasatiah) with broader strategies to address retention effectively. Overall, this research underscores the multifaceted nature of teacher retention, necessitating a comprehensive approach that combines various supportive conditions to navigate the complexities involved.

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CONFLICT OF INTEREST

No potential conflict of interest relevant to this article was reported

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