

ANALYSIS OF THE EFFECT OF JOB SATISFACTION AND JOB STRESS ON TURNOVER INTENTION OF TEACHERS AT BATARI SCHOOL MEDAN

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ABSTRACT

Human resources in organizations are crucial aspects that determine the effectiveness of an organization. Human resources are seen as crucial company assets because humans are dynamic resources and are always needed in every process of producing goods and services. This research was conducted at Batari School Medan by using 58 respondents. This research uses a quantitative approach with the type of survey research. Data on Batari School showed that ratio of teachers who got into the organization to teachers who got out of the organization had increased in the past two and a half years. Batari School teachers' behaviors also indicated low job satisfaction and high job stress. The purpose of this study was to analyze the effect of job satisfaction on teachers' turnover intentions, job stress on teachers' turnover intentions, and job satisfaction and job stress on teachers' turnover intentions at Batari School. The results of this study indicate that the teachers' perception of job satisfaction has a negative and significant effect on teachers' turnover intention, the teachers' perception of job stress has a positive and significant effect on teachers' turnover intention, and the teachers' perception of job satisfaction and job stress, together, have a significant effect on turnover intention.

Keywords: job satisfaction, job stress, turnover intention, school

INTRODUCTION

Human resources in organizations are crucial aspects that determine the effectiveness of an organization. Therefore, organizations always need to invest by implementing the function of Human Resource Management (HRM), which starts from recruitment, selection to human resource retention. Human resources are seen as crucial company assets because humans are dynamic resources and are always needed in every process of producing goods and services.

In making itself well-established and trusted, a business entity or company must be able to apply the best management in itself so that the output can be maximized. Useem (1993) suggested that if a company wants trained labor as a long-term goal, a fundamental important step that must be taken is to strengthen the value placed on human resource strategies and innovations. Then, if the company wants to improve the work process or work involvement, investments that are engaged in education and training will be needed. However, what often happens is that when a company's performance is good, it can be directly or indirectly disrupted by employee behavior. One form of employee behaviors is the intention or desire to leave the company which can end in the turnover itself.

Turnover is the level of movement of individuals across an organization's membership limit (Price, 1977). The discharge of employees from a company can occur voluntarily or involuntarily. Associated with management activities in improving company performance, the turnover phenomenon is certainly detrimental to the company. Voluntary turnover costs a lot, both direct costs (employee changeover, recruitment and selection, temporary employees, time spent by management), and indirect costs (morale, pressure felt by the remaining employees, learning costs, products/services) (Woods & Macaulay 1989). The higher the turnover rate, the higher the expenditure or cost.

With respect to formal educational institutions, in this case the schools, the development of era and the increasing number of people have led to the increasing number of educational institutions. Schools are required to become educational service providers that are not only high-quality, but also trusted. Teachers, as a party who is likened to an employee, acts as a servant or conveyer of educational services. Management of teachers must pay attention to factors of job satisfaction and job stress because many studies revealed that these two factors play an important role in the occurrence of turnover.

Seashore and Taber (1975) stated that intention of an employee's to leave a company cannot be separated from job satisfaction. High job satisfaction will increase productivity. When an employee's dissatisfaction towards work arises, this may disadvantage both the company and the employees themselves. This affirms that productivity and level of teachers' loyalty towards the school where they work will be affected by their level of job satisfaction.

Research on effective education quality found that the effectiveness of school education is closely related to the level of teacher's job satisfaction (Rusydiati, 2017). Thus, it can be said that the restoration in the improvement of the quality of education can be carried out with the existence of good level of job satisfaction of teachers. A study indicated that one of the most important determinants of teacher's job satisfaction is the degree of success that teachers feel in areas where students can develop and interpersonal relationships with students and parents of students (Albert & Levine 1992).

Another factor that is closely related to the desire to quit work is job stress. In general, stress is a response of the body when conditions change, so one needs to adapt (Cohen, Janicki-Deverts, & Miller, 2007). Stress is related to interaction of an individual with other individuals or with his environment (Pearlin, 1989). When under stress, someone will have difficulties in overcoming various situations or events which are referred to as stressors. Job stress is not another term for job dissatisfaction (Pelsma et al. 1995). Job stress, according to Hellriegel and Slocum (2004). is a feeling of pressure experienced by employees due to their work.

In the field of education, Kipps-Vaughan (2013) defines teacher stress as an emotion which results in negative sentiments towards work (e.g. tension, anger, depression). Some of the stressors that can be experienced by teachers are: (a) working conditions, (b) lack of materials, (c) environment, (d) job security, (e) salary, (f) internal conflict, (g) teacher role, (h) heavy workload, (i) responsibility for administration, students, parents of students, and (j) physical and mental abuse by students (Switch & Hanley 1980). High levels of stress on teachers can contribute to health problems and the desire to leave the teaching profession (Kyriacou, 2001).

Batari School is one of private-owned educational institutions in Medan, North Sumatera, Indonesia. Batari School consists of various departments or levels, i.e. Pre-school, Kindergarten, Primary School, Junior High School, and Senior High School, as well as English Course. In order to increase competitive advantages, Batari School must be able to concentrate resources to certain components, so as to maintain business stability, retention needs to be done.

Significant contributions of this paper will be for: 1) Batari School, as an input and reference to know the effect of job satisfaction and job stress on teachers' turnover intention; 2) Students and people in general, as a study which can be a reference for future studies.

The basis for doing this research is data on the school that shows that the ratio of teachers who got into the organization to teachers who got out of the organization increased in the past two and a half, as shown in the following table.

Table 1: Ratio of Teachers Who Joined to Who Quit Batari School in 2016-2018

Period	Number of Teachers Who Joined	Number of Teachers Who Quit	Ratio of Who Joined to Who Quit	Reasons to Quit
2016				
January	1	0	16, 21%	Getting a new job, assessment problem with supervisor, disapproval of workload, etc.
February	1	1		
March	1	0		
April	1	0		
May	1	1		
June	9	0		
July	15	3		
August	3	0		
September	0	0		
October	0	0		
November	4	1		
December	1	0		
2017				
January	5	1	21,34%	Moving to another city or country, clash of schedule with other jobs, assessment problem with supervisor, continuing education, getting a new job, family problem, no continuation of contract, health problem, etc.
February	7	0		
March	0	3		
April	4	2		
May	1	2		
June	3	3		
July	54	0		
August	3	0		
September	7	2		
October	3	2		
November	2	2		
December	0	2		
2018				
January	7	2	36,66%	Family problem, moving to another city or country, disapproval of workload, continuing education, etc.
February	3	0		
March	4	3		
April	3	0		
May	13	6		

Source: Batari School's Database

Table 1. shows that the average rate of discharge of employees continued to increase for two years and five months, from January 2016 to May 2018. Not only that, based on interview and direct observation, various manifestations or behaviors could be clearly seen in some employees, as seen in the following table.

Table 2: Behaviors of Batari School Teachers Relating to Variables of Research

Behaviors related to variable of job satisfaction	Behaviors related to variable of job stress
<ol style="list-style-type: none"> 1. There is an apathy towards the leader's policies that are deemed unsuitable. 2. There are difficulties in fostering students' understanding towards learning materials. 3. There are complaints about salaries that are felt to be inadequate. 	<ol style="list-style-type: none"> 1. There are complaints about workload that is deemed too much sometimes. 2. There is a feeling of doubt about the tasks given by the superior.

Source: Personal observation in Batari School

Intention to quit from work is the best predictor of turnover (Steel & Ovalle 1984); this means that having the intention to leave work can predict turnover better than expressing feelings towards work (in Smither, 1998). This indicates the causes of why employees quit. Of the several causes, it is thought that factors of job satisfaction and job stress play a significant role, so this research was conducted.

LITERATURE REVIEW

A. Job Satisfaction

Talking about job satisfaction, the definition of work must first be discussed. According to Hasibuan (2006), work is a number of physical and mental activities carried out by someone to do a job. Therefore, work or job is a form of human life activity in meeting needs, which requires high productivity with the aim of achieving status, better conditions, and satisfying conditions.

It is not easy to satisfy employees because job satisfaction is an individual thing and each individual has a different level of satisfaction in him or her. According to the definitions by Greenberg and Baron (2003), job satisfaction reflects individual awareness, pleasure, and individual's reaction to their work. It can be said that job satisfaction is a positive or negative attitude that individuals have towards their work.

In line with the previous opinion, Hellriegel & Slocum (2004) interpreted it as feelings that reflect attitudes towards work, whereas Robbins (2003) defined job satisfaction as a general attitude of an employee to his or her job. Someone with a high level of job satisfaction will show a positive attitude towards the job, otherwise someone who is not satisfied with his job will show a negative attitude towards the job.

The factors that influence job satisfaction can basically be the following:

1. Intrinsic factors, namely factors originating from within the employee himself or herself, such as expectations and needs of the individual.
2. Extrinsic factors, namely factors originating from outside the employee, such as company policies, physical conditions of the work environment, interaction with other employees, payroll systems, etc.

According to Hasibuan (2006), employee's job satisfaction is affected by the following factors:

1. Worthy and fair compensation.
2. Right placement according to expertise.
3. Weight of the job.
4. Work atmosphere and environment.
5. Equipment that supports the execution of work.
6. Attitude of leaders in their leadership.
7. Attitude of work is monotonous or not.

In a study conducted by Windon (2017), it is said that in 1966, Herzberg, Snyderman, and Mausner conducted additional studies on a variety of occupational groups and reported research findings in their book, *Work and the Nature of Man*. They identified specific factors that had affected workers in terms of job satisfaction (positive experience) job dissatisfaction (negative experience). Therefore, Herzberg's two-factor theory classifies things that can affect employees in two following ways: 1) Motivators or satisfiers factors that include recognition, achievement, possibility of growth, advancement, responsibility and job itself; and 2) Hygienes factors that include working condition, company policies, relationship with supervisors, relationship with peers, pay and security.

B. Job Stress

Job stress is a feeling of pressure experienced by employees in relation to work (Mangkunegara, 2005). Ross and Altmaie (1994) stated that job stress is an accumulation of a number of sources of stress, namely work situations that are considered as pressure for most people.

Greenberg and Baron (2003) defined stress as a pattern of emotional states and physiological reactions that arise as a response to demands sourcing from inside and outside the organization. Boswell (1992) defined stress as an element in a work situation that has the potential to have a negative impact because it is harmful and painful.

According to Ivancevich, Konopaske and Matteson (2008), stress has positive impacts, such as to motivate yourself and provide stimulation to achieve individual goals; and negative impacts that are counterproductive and dangerous. The impact of stress has three traits, namely: 1) organizational behavior, which can affect employees in terms of level of performance, frequency of absences, turnover, and prohibited actions; 2) cognitively or psychologically, which can cause poor concentration, mental barriers, decreased attention, and excessive anxiety and worry; 3) physiologically, which can cause an increased heart rate, excessive sweating, dizziness, increased blood pressure, and stiffness in muscles.

C. Turnover Models

For over 60 years, social scientists have studied turnover phenomena to better understand an employee's mindset regarding turnover intention and attitude toward the job. Key turnover models were developed to create a solid foundation for future research on turnover and turnover intention. According to Windon (2017), some important turnover models are as follows:

1. Turnover model of March dan Simon in 1958. This model explains employee motivation through variables "desirability or ease of movement in and out of the organization". Variable of "desirability of movement" is associated with an employee's job satisfaction, and variable of "perceived easy movement" is associated with perceived opportunities or alternatives. This model differentiated employees by gender, age, and tenure. The limitation of this model is it does not involve factors of job stress and organizational commitment in the process of turnover.
2. Turnover model of Mobley in 1977. This model presented a comprehensive model that added psychological elements in the turnover process explaining job dissatisfaction through "withdrawal condition" of employees in the turnover process. There are three variables that described withdrawal behavior, namely: 1) thinking of quitting refers to when employee considers quitting the job; 2) intention to search refers to employee's decision to look for job alternatives outside the organization; 3) intention to quit refers to an employee's decision to leave the organization sometime in future.
3. Turnover model of Muchinsky dan Morrow in 1980. This model identified three determinants of employee turnover (i.e., individual factors, work-related factors, and economic variables) and four classes of consequences (i.e., individual, organizational-social, organizational-economic, and societal). Individual factors included age, length of services, family size, and vocational interest. Work-related factors included recognition and feedback, job autonomy and responsibility, supervisory characteristics, experienced job satisfaction, organizational commitment, seniority provisions. Economic factors included state of national economy, state of local economy, type of industry, state of industry, secondary labor market, and alternative income. Individual consequences included personal problems and job related stress. Organizational-Social consequences included formalization and integration. Organizational-Economic consequences included re-ordering of job functions, payroll, and fringe benefit costs. Societal consequences included allocative efficiency and voluntarily retirement. Muchinsky dan Morrow hypothesized that economic factors are the strongest determinant of employee's turnover and that economic factors control the degree of predictability of individual and organizational factors.
4. Turnover model of Price in 2001. This model divided causal factors of turnover into two: 1) exogenous variables, which included environmental, individual, and structural variables; and 2) endogenous or intervening variables, which included job satisfaction, organizational commitment, search behavior, and intent to stay. Environmental variables were represented by opportunity and kinship responsibility. Job stress was described by the following variables: autonomy, the role of ambiguity, promotional chances, and distributive justice.

D. Turnover Intention

Turnover, according to Novliadi (2007), is defined as the cessation of an employee from where he works voluntarily, while Spector (2003) defines turnover as the discharge of employees. Based on the explanation above, it can be concluded that turnover intention is the desire of individuals who consciously and considerably leave the company where they are working now. Novliadi (2007) defines turnover intention as the tendency of employees to stop working voluntarily based on their own choices, while Abelson (1987) defines turnover intention as an individual's desire to leave the organization and look for other alternative work.

At each company, employees can come out from time to time. With the high turnover rate in the company, there will be more and more various potential costs, such as training costs that have been invested in employees, the level of performance that must be sacrificed, as well as the costs of recruitment and retraining (Hafiz, 2016). In terms of school institution, teacher turnover reduces the number of teachers available in schools, and potentially exacerbates the deterioration in the number of local teachers (Githinji, 2015).

E. Review of Previous Research Findings

In a journal (Williams & Livingstone 1994) which examined the relationship between performance and turnover intention, it was concluded that the negative linear relationship between performance and turnover intention was very strong, especially in organizations that used performance-contingent rewards.

A study conducted by Dewi (2016), which included job stress as an independent variable and job satisfaction as a mediating variable for insurance agents, stated that job stress has a positive and significant direct effect on the turnover intention of insurance agents of Bumiputera Joint Life Insurance 1912 Branch Renon Denpasar. This means that the more the stress level of the agents increase, the more turnover intention level will occur. Job stress has a negative and significant effect on the job satisfaction of Bumiputra 1912 agents, which means that the higher the stress experienced by the agents, the lower the level of

job satisfaction of the agents is. Job satisfaction has a negative and significant effect on turnover intention. Increasing the agents' job satisfaction will certainly lower the turnover intention of the agents.

In a case study at Roemani Muhammadiyah Hospital Semarang, it was proven that salary satisfaction, job satisfaction and organizational commitment negatively had a significant effect on turnover intention. This study also contributes specifically to the themes of turnover intention which have been previously examined by many researchers with various factors or variables as a series of efforts to reduce turnover by increasing salary satisfaction, job satisfaction and organizational commitment (Andini, 2006).

Windon (2017) examined turnover intention from extension program assistants from Ohio State University and proved that two demographic variables, namely age and number of years of working time, were significant predictors for turnover intention. There was no significant relationship found between turnover intention and other demographic factors, such as: gender, education level, marital status, number of children living at home, and the program area. Then, it was also proven that there was a substantial negative relationship between turnover intention and job satisfaction, there was a moderate negative relationship between turnover intention and satisfaction with leadership, and there was a substantial negative relationship between turnover intention and organizational commitment. The results of this study also stated that organizational commitment mediates the relationship between job satisfaction and turnover intention, while satisfaction with leadership does not mediate the relationship between job satisfaction and turnover intention.

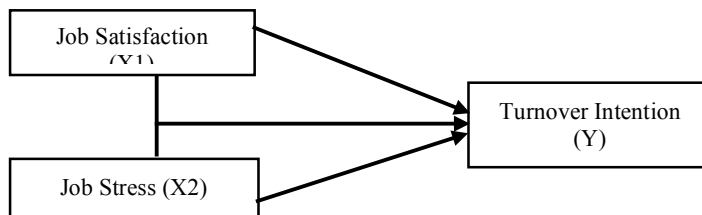
CONCEPTUAL FRAMEWORK AND HYPOTHESES

A. Conceptual Framework

Conceptual framework is the main foundation of a research project. It is the network of connection among variables which are logically explained, developed, and elaborated from the problem formulation, which has been identified through process of interview, observation and literature survey (Kuncoro, 2003).

Thus, the conceptual framework of this study is as follows:

Figure 1. Conceptual Framework



The model used is a one-path model focusing on three variables: variable of job satisfaction (X1) and job stress (X2) as exogenous variables and variable of turnover intention (Y) as endogenous variable. The framework is based on Andini (2006) stating that job satisfaction has a significant negative effect on turnover intention, and Dewi (2016) stating that job stress has a directly positive and significant effect on turnover intention.

B. Hypotheses Formulation

Hypothesis is a temporary answer to problem formulation of a study whose truth will still be tested (Sugiyono, 2012). Hypotheses of this study are the following.

- H1: Job satisfaction has a negative and significant effect on turnover intention of teachers of Batari School.
- H2: Job stress has a positive and significant effect on turnover intention of teachers of Batari School.

C. Operational Definitions

Table 3: Operational Definitions Used in the Questionnaire

Variable	Definition	Factor	Indicator	Rating Scale
Job Satisfaction (using Two-Factor theory by Herzberg)	A teacher's feeling towards his or her job.	Hygiene	1. Salary 2. Work condition 3. Company policies 4. Supervision 5. Interpersonal Relation	Likert
		Motivator	1. Achievement 2. Recognition 3. Responsibility 4. Advancement 5. Job itself	

Job Stress (using theory by Ivancevich, Konopaske and Matteson)	A feeling of pressure experienced by a teacher in doing his or her job.	Physiological	1. Sweating 2. Dizziness 3. Muscle stiffness	Likert
		Psychological	1. Anger 2. Laziness 3. Wory 4. Anxiety	
		Organizational	1. Lateness 2. Absence	
Turnover Intention (using theory by Abelson)	A teacher's intention to leave Batari School and find other job alternatives.		1. A thought to quit 2. An intention to find another job 3. To evaluate the possibility to find a proper job outside the company 4. An intention to leave the company 5. A tendency to look for vacancies for another job	Likert

RESEARCH METHOD

A. Type of Research and Data Collection Techniques

This type of research is associative explanatory research, namely research that aims to find out the relationship between two or more variables. The variables connected in this research are job satisfaction (X1) and job stress (X2) on turnover intention (Y).

This research uses a quantative approach; data is collected through questionnaires obtained from primary data source, namely Batari School, which is then processed using multiple linear regression analysis by Statistical Package for the Social Sciences (SPSS) software Version 25.0 to determine the effect of the two X variables on Y variable.

This research was conducted at Batari School located in Medan, North Sumatera. The total of population was all teachers of Batari School, with the total of 136 people. The total of sample is generated from the following Slovin formula.

$$n = \frac{N}{1 + N(e)^2}$$

With

n = total of sample

N= total of population

e = level of error (10%)

Therefore, $n = \frac{136}{1 + 136(0.1)^2} = 57.62$

It is rounded up to become 58 respondents.

Data collection techniques conducted are:

- a. Library study: to collect data by reading books, lecture notes, articles, mass media and other literature directly related to research variables.
- b. Questionnaire: to collect data by using a questionnaire containing a list of questions delivered to the respondents in private and filled in secret, without mentioning the name and identity of the respondents concerned.

B. Data Analysis and Hypothesis Test Methods

Data was analyzed with a descriptive method, namely a method in examining status of a group of humans, an object, a set of situation, a system of thought, or a class of current event. The purpose of this descriptive research is to create a description or a systematic, factual and accurate depiction of facts, characteristics as well as relation between phenomena examined. Sugiyono (2012) stated that a descriptive method is a method used to describe or analyze a result finding, but not to make a further conclusion. Data was also processed with multiple linear regression analysis. Hypothesis tests used were partial test (*t-test*) and simultaneous test (*F-test*).

FINDINGS AND DISCUSION

A. Analysis of Frequency Distribution of Variable of Job Satisfaction (X1)

Data of this analysis of frequency distribution shows perception and number of respondents concerning the content of questionnaire on indicators of job satisfaction (X1). The following are the results obtained by using SPSS Version 25.0.

- a. "Salary" indicator (X1.1)

Based on the finding, it can be seen that 28 respondents or 48.3% think that the salary they receive each month does not match their expectations. There are 24 people or 41.4% who are neutral, while those who think that the salary they receive every month is in line with expectations are only 6 people or 10.3%.

b. "Work condition" indicator (X1.2)

Based on the finding, it can be seen that half of the total respondents or 50% are neutral towards the existing working environment. There are as many as 23 respondents or 39.6% who argue that the conditions of the work environment are in accordance with their expectations. The rest, 6 people or 10.3%, think that the working environment conditions are not in line with their expectations.

c. "Company policies" indicator (X1.3)

Based on the finding, it can be seen that as many as 26 respondents or 44.8% think that the Batari School's policies towards teachers are not in line with the expectations of the teachers, where 5 respondents thought that this is totally not in line with their expectations. There are 21 respondents or 36.2% choosing to be neutral, and only 11 respondents or 19% feel that school policies are in line with their expectations.

d. "Supervision" indicator (X1.4)

Based on the finding, it can be seen that as many as 2 respondents or 3.4% think that the way their supervisor guides and teaches job techniques is completely not in accordance with their expectations, while 4 respondents or 6.9% think that this is normally not in line with their expectations. There are 36 respondents or 62.1% being positive about the way their supervisors guide and teach job techniques to them, and 4 respondents or 6.9% are very positive about this.

e. "Interpersonal relation" indicator (X1.5)

Based on the finding, it can be seen that as many as 4 respondents or as much as 6.9% think that cooperation between work colleagues in completing work is not in line with their expectations. There are as many as 34 people or 58.6% being positive about the cooperation between fellow workers in this school.

f. "Achievement" indicator (X1.6)

Based on the finding, it can be seen that more than half the total number of respondents or 56.9% choose to be neutral towards the appraisal system of work performance at Batari School. In addition, there are 10 respondents or 17.2% who think that the appraisal system of work performance is not in line with their expectations, while 15 respondents or 25.9% think that this is in line with their expectations.

g. "Recognition" indicator (X1.7)

Based on the finding, it can be seen that as many as 2 respondents or 3.4% think that the way their superiors receive opinions and input from their subordinates is not in accordance with their expectations, and 6 respondents or 10.3% think that this is indeed not in accordance with their hopes. A total of 24 respondents or 41.4% agree that the way their superiors receive opinions and input from their subordinates is in line with their expectations, and 3 respondents or 5.2% strongly agree to this.

h. "Responsibility" indicator (X1.8)

Based on the finding, it can be seen that more than half the total number of respondents or 53.4% are neutral towards the giving of responsibility or authority to employees in carrying out and completing their work. There are a total of 18 people or 31% being positive about the giving of these responsibilities, but as many as 9 respondents or 15.5% are negative about this.

i. "Advancement" indicator (X1.9)

Based on the finding, it can be seen that as many as 36 respondents or 62.1% are neutral towards the giving of opportunities by companies to continue their education. There are as many as 6 respondents, or 10.3%, arguing that the opportunity given by the company to advance is not in line with their expectations, while as many as 16 people or 27.6% are positive that the giving of the opportunities is in line with their expectations.

j. "Job itself" indicator (X1.10)

Based on the finding, there are a total of 6 respondents or 10.3% disagreeing that the field of work they are currently doing is in line with their expectations, while a total of 29 respondents or 50% agree that their current field of work is according to their expectations, and the remaining 39.7% are neutral.

B. Analysis of Frequency Distribution of Variable of Job Stress (X2)

Data of this analysis of frequency distribution shows perception and number of respondents concerning the content of questionnaire on indicators of job stress (X2). The following are the results obtained by using SPSS Version 25.0.

a. "Sweating" indicator (X2.1)

Based on the finding, there are a total of 7 respondents or 12% who are positive about the statement that they often sweat during/after work. There are 22 respondents or 37.9% who choose to be neutral, while 29 people or 50% are negative about the statement.

b. "Dizziness" indicator (X2.2)

Based on the finding, there are a total of 11 respondents or 19% who think that they feel dizzy when they face work. There are 20 respondents or 34.5% who choose to be neutral, while 27 people or 46.5% are negative about the statement.

c. "Muscle stiffness" indicator (X2.3)

Based on the finding, there are 7 respondents or 12.1% who strongly agree and 14 respondents or equal to 24.1 who agree that they feel their neck, shoulder or back muscles are stiff during/after work. If combined, there are 23 people or 39.7% who respond negatively on the statement.

d. "Anger" indicator (X2.4)

Based on the finding, there are only 3 respondents or as much as 5.1% who have a positive opinion about the statement that they are easily angry or quickly offended at work. In a row, 28 respondents or 48.3% and 6 respondents or 10.3% feel that they disagree and strongly disagree with the statement.

e. "Laziness" indicator (X2.5)

Based on the finding, there are a total of 7 respondents or 12% who agree that they feel lack of enthusiasm when there are many duties that must be done. There are as many as 22 respondents or 37.9% who are neutral, and as many as 29 respondents or 50% are negative about the statement.

f. "Worry" indicator (X2.6)

Based on the finding, there are a total of 41 respondents or 70.7% who are positive about the statement that they are worried that their work will not be finished properly. There are 7 respondents or 12.1% who are not worried that their work will not be finished properly.

g. "Anxiety" indicator (X2.7)

Based on the finding, there is one respondent or 1.7% who thinks that he or she strongly agrees on the statement that the teacher feels depressed or anxious in carrying out the work, and 14 respondents or as much as 24.1% also agree to similar things. There are a total of 28 respondents or 48.3% who feel that they are not depressed or anxious in carrying out their work.

h. "Slowness" indicator (X2.8)

Based on the finding, there are 7 respondents or 12.1% who tend to feel slow in carrying out work. There are 37 respondents or 63.8% who do not feel slow in carrying out their work, while there are as many as 14 respondents or 24.1% who are neutral

i. "Absence" indicator (X2.9)

Based on the finding, there are a total of 4 respondents or 6.9% who think positively about the statement that they often decide not to work because they feel tired or depressed by work. On the other hand, there are a total of 49 respondents or 84.5% who are negative about the statement.

C. Analysis of Frequency Distribution of Variable of Turnover Intention (Y)

Data of this analysis of frequency distribution shows perception and number of respondents concerning the content of questionnaire on indicators of turnover intention (Y). The following are the results obtained by using SPSS Version 25.0.

a. "A thought to quit" indicator (Y1)

Based on the finding, the highest score indicates that respondents who agree are 21 people or 36.2%, and respondents who strongly agree are 5 people or 8.6%. Therefore, respondents who have a positive perception about often thinking of leaving work now are 26 people or 44.8%.

b. "An intention to find another job" indicator (Y2)

Based on the finding, the highest score indicates that 24 respondents or 41.4% are neutral towards the statement that they intend to look for other job openings. Furthermore, respondents who agree are 16 people or 27.6%, and respondents who strongly agree are 5 people or 8.6%. Therefore, respondents who have a positive perception about often thinking of leaving work now are 21 people or 36.2%.

c. "To evaluate the possibility to find a proper job outside the company" indicator (Y3)

Based on the finding, the highest score shows that 21 respondents or 36.2% are neutral. However, if added together, the total respondents who have positive perceptions about frequently evaluating to find decent work in other places are 21 people or also 36.2%.

d. "An intention to leave the company" indicator (Y4)

Based on the finding, the highest score indicates that the respondents who agree are as many as 28 people or by 48.3%, and respondents who strongly agree are 2 people or 3.4%. Therefore, respondents who have a positive perception about being very willing to leave the organization are as many as 30 people or 51.7%.

e. "A tendency to look for vacancies for another job" indicator (Y5)

Based on the finding, the highest score shows that respondents who answer neutral are 27 people or 46.6%. Respondents who answer agree are 21 people or 36.2% and respondents who answer strongly agree are 3 people or 5.2%. Therefore, respondents who have a positive perception about often thinking of leaving work now are 24 people or 41.4%.

D. Hypothesis Tests

D. 1. Hypothesis Test by Path Analysis

Based on path coefficient that is based on regression coefficient, the result of correlation test is as follows.

Tabel 4: Result of Test of Correlation Coefficient of X1 and X2 on Y

		Job Satisfaction	Job Stres	Turnover Intention
Job Satisfaction	Pearson Correlation	1	,293*	,350**
	Sig. (2-tailed)		,026	,008
	N	58	58	57
Job Stres	Pearson Correlation	,293*	1	,345**
	Sig. (2-tailed)	,026		,009
	N	58	58	57
Turnover Intention	Pearson Correlation	,350**	,345**	1
	Sig. (2-tailed)	,008	,009	
	N	57	57	57

Source: Calculation with SPSS Version 25.0

Based on the result above, the value of Sig. of Job Satisfaction variable on Turnover Intention variable is 0.008; and the value of Sig. of Job Stress variable to Turnover Intention variable is 0.009.

The basis of decision making is: if the Significance value < 0.05, it has the correlation; and if the Significance value > 0.05, it is not correlated. Therefore, it can be concluded that the Job Satisfaction variable correlates with the Turnover Intention variable, and the Job Stress variable also correlates with the Turnover Intention variable.

D. 2. Result of Partial Test

The partial test (t-test) result using SPSS Version 25.0 is as follows:

Tabel 5: Result of Partial Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,503	3,751		,934	,354
	Job Satisfaction	,238	,112	,273	2,129	,038
	Job Stress	,173	,084	,265	2,069	,043

Source: Calculation with SPSS Version 25.0

The explanation is as follows:

a. Effect of Job Satisfaction (X1) contributes significantly to Turnover Intention (Y)

Based on Table 5, a partial hypothesis test can be carried out. The hypotheses are:

H0: There is no significant effect of Job Satisfaction (X1) on Turnover Intention (Y)

Ha: There is a significant effect of Job Satisfaction (X1) on Turnover Intention (Y)

Test criteria:

1. If the value of Sig. < 0.05, the X variable has a significant effect on Y variable.
2. If the value of Sig. > 0.05, the X variable does not have a significant effect on Y variable.

Conclusion:

From Table 5, it can be seen that the probability value (Sig.) = 0.038, so that the value of Sig. < 0.05, then the decision is that H0 is rejected and Ha is accepted. Because the statements of the X1 variable's questionnaire are positive statements, Job Satisfaction (X1) has a negative and significant effect on Turnover Intention (Y).

b. Effect of Job Stress (X2) contributes significantly to Turnover Intention (Y)

Based on Table 5, a partial hypothesis test can be done. The hypotheses are:

H0: There is no significant effect of Job Stress (X2) on Turnover Intention (Y)

Ha: There is a significant effect of Job Stress (X2) on Turnover Intention (Y)

Test criteria:

1. If the value of Sig. < 0.05, the X variable has a significant effect on Y variable.
2. If the value of Sig. > 0.05, the X variable does not have significant effect on Y variable.

Conclusion:

From the table above, it can be seen that the probability value (Sig.) = 0.043, so that the value of Sig. < 0.05, then the decision is that H0 is rejected and Ha is accepted. Therefore, Job Stress (X2) has a positive and significant effect on Turnover Intention (Y).

D. 3. Result of Simultaneous Test

The simultaneous test result between Job Satisfaction (X1) and Job Stress (X2) on Turnover Intention (Y) is as follows.

Tabel 6: Result of Simultaneous Test ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	151,589	2	75,794	6,213	,004 ^b
	Residual	658,727	54	12,199		
	Total	810,316	56			

Source: Calculation with SPSS Version 25.0

Based on Table 6, simultaneous hypothesis testing can be carried out. The hypotheses are:

H₀: There is no simultaneous and significant effect between Job Satisfaction and Job Stress on Turnover Intention

H_a: There is a simultaneous and significant effect between Job Satisfaction and Job Stress on Turnover Intention

Test criteria:

a. If the value of Sig. \leq 0.05, H_a is accepted and H₀ is rejected.

b. If the value of Sig. $>$ 0.05, H_a is rejected and H₀ is accepted.

Conclusion:

From the table above, it can be seen that the probability value (Sig.) = 0.004, so that the value of Sig. $<$ 0.05, then the decision is that H₀ is rejected and H_a is accepted. Therefore, Job Satisfaction (X₁) and Job Stress (X₂) have a simultaneous and significant effect on Turnover Intention (Y).

CONCLUSION AND RECOMMENDATION

A. Conclusion

1. This study found that there is a negative and significant relationship between the effect of job satisfaction on turnover intention. The higher the level of teachers' job satisfaction in Batari School, the lower the level of teachers' turnover intention will be. Vice versa, the lower the level of teachers' job satisfaction in Batari School, the higher the level of teachers' turnover intention will be. If the company pays attention to and manages the problematic job satisfaction's instruments, the level of turnover intention will definitely decrease.
2. For the variable of job stress on turnover intention, the effect is positive and significant. The higher the stress level of teachers in Batari School, the higher the level of teacher turnover intention will be. Conversely, the lower the stress level of teachers in Batari School, the lower the level of teacher turnover intention will be. If the company pays attention to and manages the problematic job stress' instruments, the level of turnover intention will definitely decrease.
3. For simultaneously variable of job satisfaction and job stress on turnover intention, the effect is significant.

4.

B. Recommendation

1. The school must review the amount of salary received by the teachers as a whole. The payroll system must be improved to be more adequate, more equitable and more transparent. Arain & Jafri (2014) stated that teacher salaries have a positive effect on student performance. The raise of teacher salaries will be a good incentive for teacher performance, so that student performance will increase. Cabrera & Webbink (2018) found that retaining existing teachers would be more beneficial for students than hiring experienced new teachers. One effective way to increase teacher retention is by increasing salary levels. Increasing teacher salaries reduces the teacher's intention to quit work and at the same time improves students' performance (Hendricks, 2014). From the external side, the school can refer to the amount of common salary in similar schools. From the internal side, the school should thoroughly examine the criteria for receiving salary amounts for each teacher, so that the salary provided can be fair and adequate. Such criteria can include: education level; length of service; type of position; and level of competence.
2. The school, as a whole, must review its policies towards the teachers. The policies must be evenly applied to each teacher from different status, ages, length of work, genders, and other situations. According to Ustun & Eryilmas (2018), a quality education system comes from qualified teachers; qualified teachers source from policies related to working conditions, teacher selection, professional processes, and professional development of teachers. For more detailed matters, the school can listen to existing complaints about existing policies. Generally, policies regarding workload, working hours, leave, bonuses, and daily regulations are types of policies that can be re-evaluated.
3. Regarding handling stress, school management needs to carry out prevention and stress management thoroughly both at the organizational and individual levels. Some strategies are: 1) implementing employee-assistance program in the form of confidential counseling services, which are provided by the school for teachers; 2) holding a stress awareness campaign; 3) encouraging physical activity of employees regularly. The level of worry for the teachers in completing their work can be a positive thing for the school. However, the school needs to control this matter in order not to cause harm. School can implement the division of workload equally among teachers so that no teacher feels depressed and all work is done well.
4. To suppress turnover intention, career development for teachers is an appropriate step that can be taken. Career development has a positive and significant effect on employees' job satisfaction (Khuzaimah, 2017). This can be done through career planning for teachers, training, and providing clear career information to teachers.

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