



The Influence of Leadership Style, Compensation, and Work Environment Onturnover Intention with Workload as A Variable Intervening at Bitussalaam Foundation

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Abstract

The success of educational institutions is greatly influenced by their ability to optimally manage human resources. One indicator of unstable human resource management is the high desire to change jobs (turnover intention). Various factors such as school leadership style, compensation, work environment, and workload have been identified as crucial factors influencing teacher turnover intentions at Baitussalaam College in Bogor City. The purpose of this study is to identify, analyze, and demonstrate the influence of leadership style, compensation, and work environment on teacher turnover intentions. turnover intention teachers, both directly and indirectly through workload as an intervening variable at the Baitussalaam Foundation in Bogor City. The study used associative research with a quantitative approach to 60 educators. The sample was taken using a purposive sampling technique. The analysis technique used was path analysis (path analysis) using the SPSS program. The results of the analysis show that the variables of leadership style, compensation, work environment and the mediating variable of workload partially have a positive and significant direct influence on turnover intention teachers at the Baitussalaam Foundation. Workload proved to be a variable intervening which is valid and significant in partially mediating the influence of the three independent variables.

Keywords: Leadership Style, Compensation, Work Environment, Workload, Turnover Intention

INTRODUCTION

Education is a fundamental pillar of civilization, with teachers playing a crucial role as strategic assets in shaping future human capital. However, private educational institutions currently face increasingly complex talent retention challenges. Teacher retention is not simply an administrative matter, but rather operational stability that determines the sustainability of learning quality. Instability in human resource management is often reflected in high rates of turnover intention, which, if not mitigated, will undermine the foundations of educational institutions. This phenomenon also

occurred at the Baitussalaam Foundation, which faced an escalating trend of job-hopping. turnover intention teachers who are quite worrying in the last three years, as presented in the following table.

Table 1. Turnover Intention At the Baitussalam Foundation Institution

No	Profession	Tape 2122	Paste 2223	Tape 2324
1	PTK	2	5	7
2	Number of PTK	72	74	78
	Turnover Intention Percentage of total teaching staff = 78 people)	3%	7%	9%

Source: Baitussalam Education Foundation

This escalating trend demands a thorough evaluation of learning stability. The loss of educators forces remaining teachers to juggle multiple roles, which in turn increases the workload and potentially creates a domino effect on instructional quality.

From this phenomenon, based on grand theory management (Sarinah & Mardalena, 2017) which emphasizes that achieving organizational goals through the effective use of human resources. Meanwhile, in the scope of middle-range theory, Human resource management is defined as the art of managing the role of the workforce to achieve company and individual goals (Hasibuan, 2019).

Turnover intention is the behavior of teachers in this case teachers to resign from their jobs in an organization. Turnover intention high levels really need to be avoided by an organization and even need to be avoided because of the level of Turnover intention. High levels of stress can create instability in the organization, especially when a teacher is facing students who need to adapt in the learning process. Sopiah & Sangadji (2018) also said that Turnover intention "In essence, it is the desire of a teacher to move from one job to another." The quality of a teacher's learning is greatly influenced by various factors, including the principal's leadership style, compensation, work environment, and workload. All of these can affect the quality of the teacher's learning.

Zaharuddin (2021) said that leadership style is the behavior or method chosen and used by leaders to influence the thoughts, attitudes and behavior of their subordinate organizational members. From this understanding, leadership style can influence teacher attitudes and behavior. If the leadership style applied can come into contact with teachers, it will certainly impact the teacher's attitude, who feels uncomfortable with the attitude received from the leadership style. If there is a feeling of discomfort in the teacher in working, it will cause the teacher to move to find a job elsewhere, where he or she seeks the comfort and fairness expected.

Apart from leadership style, the compensation received by a teacher can also cause turnover intention. Compensation is the most important goal for a teacher to work because it can meet their economic needs. If the compensation a teacher receives matches their expectations, they will feel comfortable and at home in their work. According to

Dewi Hanggraeni (2012), compensation is everything a teacher receives as remuneration from the organization for the work they have done.

Apart from leadership style and compensation which can cause turnover intention, work environment factors can also be a factor in the occurrence of turnover intention among teachers. A comfortable work environment, harmonious relationships with fellow coworkers, and adequate support from work tools will provide teachers with comfort in their work. According to Sedamaryanti (2012), "the entire atmosphere and furnishings encountered by an individual in the environment where they carry out work-related tasks, procedures, and arrangements, both individually and collectively within an organization, constitute the work environment." An uncomfortable work environment will make teachers have the intention or tendency to want to leave an agency or institution, therefore a good work environment is needed to make teachers feel at home in an agency or institution.

Apart from the three factors above, workload factors can also influence the occurrence of turnover intention. Although everyone has a different workload, teachers tend to have a negative opinion of their work if the workload is too heavy. According to Hasibuan (2019: 204), workload is "the number of people needed to complete a task within a certain time period, known as workload." Someone who is able to complete and adapt to the tasks given to him, then it will not be a workload. However, if a teacher is unable to adapt to his work, then this can cause problems for the institution. Excessive workload can cause fatigue both physically and mentally and can cause emotional reactions such as headaches, digestive disorders and irritability.

Previous research has shown discrepancies in results, particularly regarding the influence of leadership style. While Slamet Wijayanto et al. (2021) and I. Taufik et al. (2021) found a significant influence, a study by Ferdiansyah et al. (2024) showed inconsistent results. This study aims to answer this question. research gap This is done by positioning Workload as a mediating variable. This analysis proposes the thesis that leadership effectiveness in suppressing turnover. It is not only a matter of personal charisma, but also the leadership's ability to manage the perception of teachers' workload.

The aim of this research is to determine, analyze and prove the influence of leadership style, compensation and work environment on turnover intention teachers, both directly and indirectly through workload as an intervening variable at the Baitussalaam Foundation in Bogor City. Therefore, the author is interested in further examining the research entitled The Influence of Leadership Style, Compensation and Work Environment on Turnover Intention with Workload as an Intervening variable at the Baitussalaam Foundation.

RESEARCH METHODS

The research method used an associative quantitative approach, which was applied to empirically validate causal relationships between variables. This model allows researchers to objectively measure the strength of direct and indirect influences. The research was conducted at the Baitussalaam Educational Foundation, with a population

of 78 people. Using the technique purposive sampling, the sample focused on 60 educational staff (teachers) to obtain accurate data regarding the school's instructional and administrative load. Data analysis using Path Analysis (Path Analysis) to test two structural equations. The Sobel Test mechanism (Ghozali, 2016) is applied to measure the significance of the mediating effect of the workload variable in connecting the independent variable to the dependent variable.

RESULTS AND DISCUSSION

From the results of the research data obtained, respondent data based on the profile can be seen in the following table:

Table 2 Respondent Characteristics

No	Respondent Characteristics	Amount	Percentage (%)
1	Age		
	20 – 25 years	10	16,67%
	26 – 30 years old	12	20,00%
	31 – 35 years old	14	23,33%
	36 – 40 years old	10	16,67%
	41 – 45 years old	7	11,67%
	> 45 years	7	11,67%
	Amount	60	100%
2	Gender		
	Man	12	20%
	Woman	48	80%
	Amount	60	100%
3	Level of education		
	Diploma IV	17	28,33
	S1	43	71,67%
	S2	0	0
	Amount	60	100%
4	Working Hours		
	13 years old	19	31,67%
	3 – 5 years	13	21,67%
	5 – 8 years	13	21,67%

No	Respondent Characteristics	Amount	Percentage (%)
	> 8 years	15	25%
	Amount	60	100%

From the table data above, the respondent profile is dominated by women (80%), with a bachelor's degree (71.67%). Demographically, the majority of teachers are in the productive age group of 31-35 years (23.33%) and are in the early stages of their careers with 1-3 years of service (31.67%).

From the results of the path analysis, the path coefficients of model 1 carried out with the help of the SPSS program obtained the following data:

TABLE 3. RESULTS OF PATH ANALYSIS 1

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	.225	3.720		.060
	Leadership Style	.250	.088	.361	2.824
	Compensation	.613	.093	.533	6.565
	Work environment	.167	.081	.308	2.051

a. Dependent Variable: Workload

Based on the table data above, the results of the path coefficient analysis I, namely the influence of leadership style, compensation, and work environment variables on workload, it is known that the significance value of the regression model of the leadership style variable (X1) is 0.007, the compensation variable with a sig value of 0.000, and the work environment variable with a sig value of 0.045. This sig result is smaller than 0.05. These results provide the conclusion that the regression model I, namely the influence of the leadership style variable (X1), compensation variable (X2), and work environment variable (X3) has a significant effect on the workload variable (Z).

Furthermore, to find out the size of the r-square value which shows the size of the contribution of the influence of the variables of leadership style, compensation and work environment on workload, this can be seen in the following table.

Table 4 Results of R Square Values for Model 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.853	.846	2.50090

a. Predictors: (Constant), Work Environment, Compensation, Leadership Style

From the table data of r-square value of model I above, it is known that the r-square value is 0.853. This means that the contribution of influence given by leadership style, compensation and work environment variables to workload is 85.30%, while the remaining 14.70% is the contribution of other variables not discussed in this study. To obtain the value of e1 or residual variable I / error term I is found using the formula:

$$e1 = \sqrt{1 - 0,853}$$

$$e1 = \sqrt{0,147}$$

$$e1 = 0.383$$

From the results of the two calculations above, the path diagram of structural model I can be described as follows:

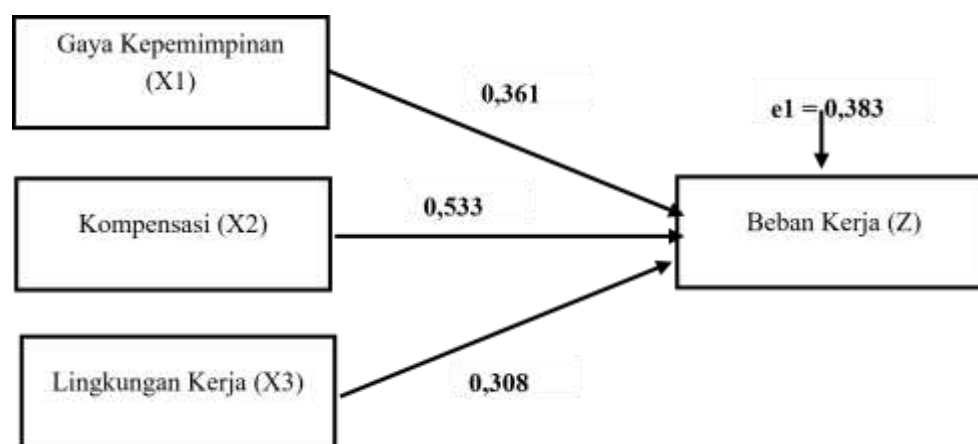


Figure 1. Path Analysis Diagram of Model 1

The following results of the path coefficient analysis test for model II obtained the following data:

Table 5. Results of Path Analysis 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-25.364	3.823		-6.635	.000
	Leadership Style	.062	.097	.068	2.641	.024
	Compensation	.333	.128	.302	2.610	.012
	Work environment	.199	.087	.259	2.296	.026
	Workload	.335	.137	.349	2.441	.018

a. Dependent Variable: Turnover Intention

The table data above is the result of the path II coefficient analysis, namely the influence of leadership style, compensation, work environment, and workload variables on turnover intention. The significance value of the leadership style variable (X1) is 0.024, the compensation variable (X2) is 0.012, the work environment variable (X3) is 0.026, and the workload variable (Z) is 0.18. The results of this significance value are smaller than the value of 0.05 (probability),

which means that each variable of leadership style, compensation, work environment, and workload partially has a significant effect on turnover intention.

Meanwhile, the standardized beta coefficient for leadership style was 0.068, the compensation variable was 0.302, the work environment variable was 0.259, and the workload variable was 0.349. These values represent the influence of each endogenous/independent variable on the exogenous/dependent variable, as shown in the path analysis diagram.

Next, to find out the size of the r-square value which shows the size of the contribution of the influence of the variables of leadership style, compensation, work environment and workload on turnover intention can be seen in the following table.

Table 6. Results of R Square Values of Model II

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.914 ^a	.835	.823	2.56992
a. Predictors: (Constant), Workload, Leadership Style, Work Environment, Compensation				

From the table data above, it is known that the r-square value is 0.835, this value means that the contribution of the influence given by the variables of leadership style, compensation, work environment and workload to turnover intention of 83.50%, while the remaining 16.50% is the contribution of other variables not discussed in this study. To obtain the value of e2 or residual variable 2/error item II, the formula is:

$$e2 = \sqrt{1 - 0,835}$$

$$e2 = \sqrt{0,165}$$

$$e2 = 0.406$$

From the results of the two calculations above, the path analysis diagram for model II is obtained as follows:

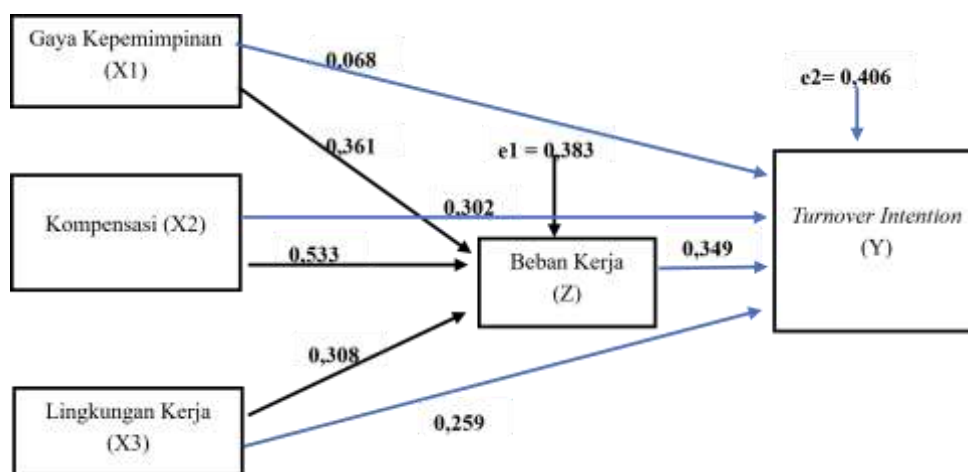


Figure 2. Path Analysis Diagram of Model II

From the analysis data of paths I and II above, the direct and indirect influence of the independent variables on the dependent variables can be presented.

Table 7. Direct and Indirect Influences

Variables	Direct Influence	Indirect Influence
Leadership style towards turnover intention	0,068	
Compensation for turnover intention	0,302	
Work environment toward sturnover intention	0,259	
Leadership style towards turnover intention through workload		0,126
Compensation for turnover intention through workload		0,186
Work environment towards turnover intention through workload		0,107
Total Direct and Indirect Influence		
Total influence of leadership style on turnover intention through workload	$0,068 + 0,126 = \mathbf{0,194}$	
Total effect of compensation on turnover intention through workload	$0,302 + 0,186 = \mathbf{0,488}$	
Total influence of leadership style on turnover intention through workload	$0,259 + 0,107 = \mathbf{0,366}$	

Source: Results of primary data processing

The results of the hypothesis test from the calculation results with the help of the SPSS program, obtained the following data:

Table 8 Results of Partial Hypothesis Test (T Test) and F Test

Variables	T-count value	T-Value Table (N = 60, α)	Sig Value
Leadership Style (X1) on Workload (Z)	2.824	2,0002	.007
Compensation (X2) against workload (Z)	6.565	2,0002	.000
Work environment (X3) on workload (Z)	2.051	2,0002	.045
Leadership Style (X1) towardsturnover intention (AND)	2.641	2,0002	.024
Compensation (X2) againstturnover intention (AND)	2.610	2,0002	.012

Work environment (X1) towardsturnover intention (AND)	2.296	2,0002	.026
Workload (Z) againstturnover intention (AND)	2.441	2,0002	.018
Uji F			
Variables	F-count value	F-Table Value (N-k- 1 = 60, α 0.05)	Sig Value
Leadership style (X1) towardsturnover intention (Y) through workload	69,777	3,16	0,000
Compensation (X2) againstturnover intention (Y) through workload			
Work environment (X3) towardsturnover intention (Y) through workload			

Source: Results of primary data processing

From the table data above, the hypothesis test can be described as follows:

Leadership style (X1) on workload (Z) obtained a t-count value of 2.824 and compared with the t-table value of 2.0002, the t-count value of 2.824 is greater than the t-table value of 2.0002 and the sig value of 0.007 is smaller than the value of 0.05. This means that the hypothesis is accepted, namely there is a significant influence of leadership style (X1) on workload (Z) at the Baitusalam Foundation.

Compensation (X2) on workload (Z) obtained a t-count value of 6.565 which is greater than the t-table value of 2.0002 and a sig value of 0.000 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a significant influence of compensation (X2) on workload (Z) at the Baitusalam Foundation.

The work environment (X3) on workload (Z) obtained a t-count value of 2.051 which is greater than the t-table value of 2.0002 and a sig value of 0.045 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a significant influence of the work environment (X3) on workload (Z) at the Baitusalam Foundation.

Leadership style (X1) towardsturnover intention(Y) obtained a t-count value of 2.641 which is greater than the t-table value of 2.0002 and a sig value of 0.024 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a significant influence of leadership style (X1) onturnover intention (Y) at the Baitusalam Foundation.

Compensation (X2) againstturnover intention(Y) obtained a t-count value of 2.610 which is greater than the t-table value of 2.0002 and a sig value of 0.012 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a

significant influence of compensation (X2) onturnover intention (Y) at the Baitusalam Foundation.

Work environment (X3) towardsturnover intention(Y) obtained a t-count value of 2.296 which is greater than the t-table value of 2.0002 and a sig value of 0.026 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a significant influence of the work environment (X3) onturnover intention (Y) at the Baitusalam Foundation.

Workload (Z) againstturnover intention(Y) obtained a t-count value of 2.441 which is greater than the t-table value of 2.0002 and a sig value of 0.018 which is smaller than the value of 0.05. This means that the hypothesis is accepted, namely that there is a significant influence of workload (Z) onturnover intention (Y) at the Baitusalam Foundation.

Simultaneous test between Leadership Style (X1) andturnover intention (Y) through workload, it is proven that there is a significant influence of leadership style onturnover intention (Y) through workload (Z). This result is proven from the test results obtained by the F-calculation value of 69.777 which is greater than the F-table value of 3.16 with a sig value of 0.000 which is smaller than the value of 0.05.

Simultaneous test between Compensation (X2) andturnover intention (Y) through workload, it is proven that there is a significant influence, namely there is a significant influence of compensation onturnover intention (Y) through workload (Z). This result is proven by the F-Calculation value of 69.777 which is greater than the F-table value of 3.16 with a sig value of 0.000 which is smaller than the value of 0.05.

Meanwhile, the work environment (X3) towardsturnover intention (Y) through workload, also has a simultaneous effect. This result is proven from the results of the F test, which obtained an F-calculation value of 69.777 which is greater than the F-table value of 3.16 with a sig value of 0.000 which is smaller than the value of 0.05.

From all hypothesis tests, both partial with the T-test and simultaneous with the F-test, it can be said that all hypotheses are accepted. This means that both direct and indirect influences of the exogenous/independent variables influence the endogenous/dependent variables.

The Sobel test is an analysis that can be used to determine the influence of the intervening variable, namely workload (Z). This Sobel test is used to test the strength of the indirect influence on the independent variables, namely leadership style (X1), compensation (X2), and work environment (X3).turnover intention (Y) through workload.

a. The Influence of Leadership Style (X1) onTurnover Intention (Y) through workload (Z)

As the formula has been explained in the previous chapter in the Sobel test, namely

$$\frac{ab}{\sqrt{b^2x_{on}^2 + a^2x_{sb}^2}}$$

From the results of the calculations carried out above, it is known that:

- a = coefficient of leadership style variable 0.361
- b = the coefficient of the intervening/mediating variable (workload) is 0.349
- on = the standard error of the coefficient a (leadership style) is 0.088
- sb = standard error of coefficient b (workload) is 0.137

$$Z = \frac{0,361 \times 0,349}{\sqrt{0,349^2 \times 0,088^2 + 0,361^2 \times 0,137^2}}$$

$$Z = \frac{0,126}{\sqrt{0,1218 \times 0,0077 + 0,1303 \times 0,019}}$$

$$Z = \frac{0,126}{\sqrt{0,00094 + 0,00245}}$$

$$Z = \frac{0,126}{\sqrt{0,00339}}$$

$$Z = \frac{0,126}{0,058217}$$

$$Z = 2.164$$

From the calculation results above, the calculated Z-value is 2.164, the calculated Z-value is greater than the Z-table of 1.96. This indicates that leadership style (X1) has a positive and significant effect on turnover intention (Y) through the workload (Z).

b. Effect of Compensation (X2) on Turnover Intention (Y) through workload (Z)

As the formula has been explained in the previous chapter in the Sobel test, namely

$$Z = \frac{ab}{\sqrt{b^2 \times on^2 + a^2 \times sb^2}}$$

From the results of the calculations carried out above, it is known that:

- a = compensation variable coefficient 0.533
- b = the coefficient of the intervening/mediating variable (workload) is 0.349
- on = the standard error of the coefficient a (compensation) is 0.093
- sb = standard error of coefficient b (workload) is 0.137

$$Z = \frac{0.533 \times 0.349}{\sqrt{0,349^2 \times 0,093^2 + 0,533^2 \times 0,137^2}}$$

$$Z = \frac{0,186}{\sqrt{0,1218 \times 0,0086 + 0,2841 \times 0,019}}$$

$$Z = \frac{0,186}{\sqrt{0,00105 + 0,00533}}$$

$$Z = \frac{0,186}{\sqrt{0,00639}}$$

$$Z = \frac{0,186}{0,079909}$$

$$Z = 2.327$$

$$Z = 2.327$$

From the calculation results above, the calculated Z-value is 2.327, the calculated Z-value is greater than the Z-table of 1.96. This indicates that compensation (X2) has a positive and significant effect on turnover intention (Y) through the workload (Z).

c. The Influence of Work Environment (X3) on Turnover Intention (Y) through workload (Z)

As the formula has been explained in the previous chapter in the Sobel test, namely

$$Z = \frac{ab}{\sqrt{b^2 \times \text{se}_a^2 + a^2 \times \text{se}_b^2}}$$

From the results of the calculations carried out above, it is known that:

a = work environment variable coefficient 0.308

b = the coefficient of the intervening/mediating variable (workload) is 0.349

se_a = the standard error of the coefficient a (work environment) is 0.081

se_b = standard error of coefficient b (workload) is 0.137

$$Z = \frac{0,308 \times 0,349}{\sqrt{0,349^2 \times 0,081^2 + 0,308^2 \times 0,137^2}}$$

$$Z = \frac{0,107}{\sqrt{0,1218 \times 0,0066 + 0,0949 \times 0,019}}$$

$$Z = \frac{0,107}{\sqrt{0,00080 + 0,00178}}$$

$$Z = \frac{0,107}{\sqrt{0,00258}}$$

$$Z = \frac{0,107}{0,05079}$$

$$Z = 2.116$$

From the calculation results above, the calculated Z-value is 2.116, the calculated Z-value is greater than the Z-table of 1.96. This indicates that the Work Environment (X3) has a positive and significant effect on turnover intention (Y) through the workload (Z).

From the results of the overall data analysis, both from respondents' answers and the analysis of the intervening test and hypothesis test, the research discussion is as follows:

The Influence of Leadership Style (X1) on Workload (Z)

The results of this hypothesis test theoretically align with Hidayat's (2018) opinion, which states that a leader's behavioral patterns are designed to influence the performance and productivity of subordinates. A leader who cannot influence subordinates will not achieve the desired performance and productivity. Therefore, a leader must be able to influence subordinates so that they are willing to work effectively according to their duties and responsibilities. This is in line with Hidayat's (2018) statement, which states that a leader's behavioral patterns are designed to influence the performance and productivity of subordinates. The results of this study also support the findings of Wijayanto et al. (2021), which revealed that leadership style influences teachers' working conditions.

From the findings and questionnaires analyzed, for better development in the future, the Baitussalam Foundation needs to maintain a good participatory leadership style to manage the perception of teacher workload to keep it proportional. The participatory leadership style emphasizes high support in decision-making and policies but little direction. The participatory leadership style, according to experts, is very effective because it involves subordinates in decision-making, increases motivation, creativity, and the quality of decision results. This style encourages open discussions, creates strong team relationships, and increases employee loyalty and independence in achieving organizational goals. As expressed by Yuki in Husain (2011: 12) that the participatory leadership style "can develop and maintain relationships, obtain and provide information, make decisions and influence people".

The Effect of Compensation (X2) on Workload (Z)

The results of the hypothesis test in this study are in line with the theory of Yustini (2021) which states that "compensation affects employee performance and motivation directly and indirectly, in addition, previous research shows similarities with the findings of Taufik et al. (2021) that compensation plays an important role in the burden felt by employees. High compensation given to employees will have an impact on the workload that is not too heavy, because employees feel reciprocal satisfaction for what they have done for the institution. However, conversely, if the compensation the employees receive is inadequate, the work will feel heavy, due to dissatisfaction or an imbalance between the energy and thoughts they give to the institution and the returns employees receive. Compensation is also a motivator for employees, appropriate compensation can be a driving force for work motivation and will reduce the impact of physical and mental fatigue and the workload that employees carry. This is in line with what Hasibuan (2019) said "an imbalance between workload and compensation can cause job dissatisfaction and affect employee attitudes towards their work."

From the findings and questionnaires, it was found that the provision of incentives outside of salary received a good score from respondents with an average score of 4.45. Therefore, developing the results of this study, the Baitussalam Foundation needs to maintain the existing compensation system and needs to be maintained to offset the additional workload experienced by teachers at the Baitussalaam Foundation. Giving attention to work incentives, overtime incentives, and other incentives that can support employee welfare, so that it will reduce the psychological stress of employees in facing heavy workloads.

The Influence of Work Environment (X3) on Workload (Z)

Based on the hypothesis testing results, this study aligns with the theoretical study presented by Sedarmayanti (2012), which states that the physical conditions surrounding the workplace directly influence teachers. This study also aligns with several previous studies, such as those conducted by Agustiani and Mutaqin (2023), which emphasized the importance of a conducive work environment. A conducive work environment, both physically and non-physically, will reduce the workload felt by employees. A poor work environment will contribute to increased workload, stress, and even the risk of burnout. Because the work environment contributes to the workload, which ultimately also affects employee loyalty to the institution or organization. As Ulfa Syafitri's (2018) research found, there is a significant negative relationship between the work environment and workload. This means that better work conditions reduce employee workload, but conversely, worse work conditions increase the workload perceived by employees. This will be felt psychologically by employees, who feel comfortable or uncomfortable in the work environment, which will reduce or increase their workload.

Based on the respondents' responses to the Baitussalam Foundation's development findings, improvements to physical facilities, such as air conditioning (AC) and air circulation, are crucial for reducing employee physical stress during work. Adequate physical facilities, such as well-functioning air conditioning and comfortable air circulation, will provide a comfortable work environment, making even the most demanding workload feel lighter. Therefore, the Baitussalam Foundation needs to pay attention to and regularly schedule air conditioning (AC) maintenance in every classroom and in the rooms where teachers work.

The Influence of Leadership Style (X1) on Turnover Intention (AND)

The results of the hypothesis test were accepted, and this aligns with the opinion put forward by Booth and Hamer (2007) that an organization's inability to manage employee behavior leads to high turnover intentions. Furthermore, this study aligns with the findings of Zaharuddin (2021) and Wiludu et al. (2025) that leadership style has a significant influence on employee performance, turnover intention, and Angelica et al. (2021) who stated that discomfort with leadership style can trigger a desire to change jobs. However, there is contradictory research, namely research conducted by Ferdiansyah et al. (2024) and Suindri (2020) who found that leadership style has no

significant effect on job performance, turnover intention, and Patria's research (2024) that leadership style has a significant negative influence on turnover intention.

From the results of research evidence and comparisons between the research gaps that occur between leadership styles and turnover intention, that there are differences, but what is interesting from Patria's (2024) findings is that leadership style does not have a significant negative effect on turnover intention. It can also be interpreted that a negative leadership style, a leader who is unable to manage the organization, is not wise enough, and so on, will certainly make employees feel uncomfortable and want to move to another workplace. From the analysis of the research results and respondents' answers, it can be concluded that the leadership style at the Baitussalam Foundation has a significant influence on turnover intention. Leadership style will determine individual employee behavior. A participatory, thoughtful, and considerate leadership style will provide employees with a sense of comfort in their work, preventing them from considering moving elsewhere.

The Effect of Compensation (X2) on Turnover Intention (AND)

Compensation relationship to turnover intention. Sometimes there is a significant negative relationship, meaning that the higher and fairer the compensation an employee receives, the lower their intention to leave or move to another job. Adequate compensation increases job satisfaction and keeps employees engaged for longer. Compensation is not just about being large for employees; it also carries a value of fairness. Fairness in providing compensation within an organization will also provide a sense of satisfaction for employees. However, if there is no fairness in compensation, employees will feel dissatisfied, which can lead to employees leaving or moving to another workplace.

From the results of observations and research at the Baitussalam Foundation, the teachers felt quite satisfied, this was proven by the results of the respondents' answers which stated Agree, and fairness in compensation. The existence of incentives for teachers in activities other than teaching honorariums, a sense of recognition or appreciation, both morally and materially, so that the compensation felt by teachers at the Baitussalam Foundation encourages teachers to stay. Even if some teachers leave their jobs, it is not because they are moving to another workplace but because they are working as housewives to care for their children and serve their husbands. Therefore, the Baitussalam Foundation must continue to maintain fairness and transparency in the salary system to reduce the intention of teachers to leave their jobs.

The Influence of Work Environment (X3) on Turnover Intention (AND)

The results of this study are also in line with research conducted by Agustiani and Mutaqin (2023) that the work environment has a significant influence on turnover intention. Likewise, Research conducted by Wiliyanto (2020) showed similar results. A conducive work environment that meets employees' physical and psychological needs will provide a sense of psychological comfort in carrying out their work, thus reducing the intention to leave for another job. A supportive work environment makes employees

more committed and reluctant to leave. However, conversely, poor communication, less harmonious relationships between coworkers and superiors, and work pressure from the non-physical environment will trigger turnover intention. From the research findings and compared with theories from experts and reviews of previous research, the work environment at Baitussalam has a significant influence on turnover intention, with a comfortable working environment that is felt psychologically by employees, making employees feel at home at work and have no intention of moving to another place.

Influence of Workload (Z) on Turnover Intention (AND)

The results of the hypothesis test were accepted, indicating a significant influence between workload and turnover intention. This finding aligns with research conducted by Willis (2025), which found that workload had a positive and significant effect on turnover intention. Furthermore, research conducted by Apriliani (2025) found that workload had a positive and significant effect on turnover intention. Research conducted by Ello (2024) found that workload had a negative and significant effect on turnover intention. Excessive workloads can lead to employees intending to change jobs, as the burden they carry is too heavy, which can lead to stress and rapid physical fatigue of employees. In theory, according to (Rolos et al., 2018), "excessive workload causes physical and mental fatigue that triggers the intention to quit work or move to another job." Based on observations and research at the Baitussalam Foundation, it can be concluded that teachers do not feel excessive workload, teachers do their jobs wholeheartedly, so that teachers feel comfortable and do not intend to move to another job. In other words, at the Baitussalam Foundation, employees are not burdened with excessive workloads that require immediate completion. Management manages the workload in such a way that it doesn't feel overwhelming and thus doesn't create stress among employees. Excessive workloads are managed collaboratively, not assigned to a specific teacher or group of teachers. Tasks are divided among teachers through assignment letters or decrees.

The Influence of Leadership Style on Turnover Intention through workload

The results of this study show that the workload variable is a significant variable or plays a strong role in influencing leadership style. Turnover intention as stated by Rindorindo et al (2019) "that stress and tension will trigger turnover intention often caused by excessive or inappropriate workload job description, where the leader is responsible for its management". In addition, Suparman and Wirayuda (2023) stated that excessive workload resulting from a lack of direct leadership support will increase dissatisfaction and accelerate employee thoughts of leaving". From the results of observations and data analysis tests, it was found that workload is a variable that plays a strong role in the influence between leadership style and turnover intention. The workload felt by employees or teachers at the Baitussalam Foundation is not felt to be too excessive or stressful for the teachers, due to the leadership style factor which is able to manage job

description/teacher's tasks well. When there is work that must be completed by a tight deadline, the principal divides the tasks and involves all teachers to help complete it, and also provides incentives to teachers. This makes teachers happy because the heavy work feels lighter, which then leads to teachers' intentions to change jobs. turnover intention There isn't any.

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The Effect of Compensation on Turnover Intention through workload

The Sobel test results obtained a Z-value of 2.328, which is greater than 1.96, indicating that workload significantly mediates the effect of compensation on turnover intention. The direct effect of compensation is 0.302 and the indirect effect through workload is 0.186, with a total effect of 0.488. Because both paths are significant, the type of mediation is partial mediation. However, because the direct effect (0.302) is greater than the indirect effect (0.186), compensation has a more dominant influence on turnover intention directly than through workload. In other words, fairness and fairness of compensation have a strong direct impact on teachers' decisions to stay, and workload only partially strengthens this influence. The results of this study are in line with the opinion expressed by Widodo (2015) that "compensation is a reward for employee contributions, if it is felt to be unfair compared to the workload or competing agencies, then turnover intention will increase". In addition, according to Ibrahim and Suhariadi (2021) "low compensation is the main trigger for employees to resign". From the opinion above and accompanied by research results, compensation given to employees fairly in the sense that it is in accordance with the workload and job description, then employees will not have the intention to move to another job. However, if the compensation given is less in accordance with the workload that is so overloaded and outside the job

description, then employees will feel objections so that the intention to move to another job arises. From the results of observations and research results conducted at the Baitussalam Foundation, it was found that the compensation given by the foundation to teachers is in accordance with the duties and responsibilities and existing job descriptions. If there are activities outside the job description of the teachers, the Foundation provides a policy in the form of providing incentives to teachers, so that teachers feel happy in doing and working at the Baitussalam Foundation.

The Influence of the Work Environment on Turnover Intention through workload

The Sobel test results obtained a Z-value of 2.116, which is greater than 1.96, indicating that workload significantly mediates the influence of the work environment on turnover intention. The direct effect of the work environment is 0.259 and the indirect effect through workload is 0.107, with a total effect of 0.366. Since both paths are significant, the type of mediation is partial mediation, with the direct effect (0.259) being greater than the indirect effect (0.107). This indicates that a comfortable work environment directly suppresses turnover intention more, while workload acts as an additional intermediary that strengthens the relationship. According to Soleman (2011), the work environment directly affects the workload perceived by employees, especially since a poor environment makes tasks feel more difficult. Research conducted by Kamis, Sabuhari, and Kamal (2021) found that an unfavorable work environment triggers a high workload, which increases employee performance. turnover intention. The results of this study are in line with previous theories and research, that the work environment will influence turnover intention through workload. In other words, employees will feel a workload that does not feel heavy if there is a positive work environment, thus reducing the number of turnover intention on employees. However, on the other hand, a poor work environment will result in a high workload which can increase the number of turnover intention among employees. Observations and research at the Baitussalam Foundation have shown that a positive work environment has been created, resulting in low turnover rates. This is because teachers feel their workload at the Baitussalam Foundation is not too heavy. A comfortable work environment directly contributes to teachers' well-being and helps them feel less burdened.

From the descriptions above, we can conclude the mediation patterns of the three pathways. All three pathways demonstrate partial mediation by workload. The difference lies in dominance: in the leadership style pathway, the mediating role of workload is more dominant (indirect > direct), while in the compensation and work environment pathway, the direct influence is more dominant (direct > indirect). This finding confirms that workload is a significant intermediary mechanism but does not replace the direct influence of the three variables on turnover intention.

CONCLUSION

From the results of observations and data processing of research results in the field, the following conclusions can be drawn: 1) Leadership style has a positive and significant direct influence on the workload of teachers at the Baitussalaam Foundation. These results indicate that participatory leadership patterns in the foundation play an

important role in directing teachers' perceptions of workload proportionally; 2) Compensation has a positive and significant influence on the workload of teachers at the Baitussalaam Foundation. A decent compensation scheme acts as a psychological stimulator that makes teachers feel their workload is commensurate with the financial returns received; 3) The work environment has a positive and significant influence on the workload of teachers at the Baitussalaam Foundation. EnvironmentA conducive work environment, both physical and non-physical, has been proven to be able to condition the psychological comfort of teachers, thereby minimizing physical stress due to workload; 4) Leadership style has a positive and significant direct influence onturnover intention at the Baitussalaam Foundation. Participatory, supportive, and fair leadership in the school environment is an important instrument for suppressing teachers' desire to resign; 5)

Compensation has a positive and significant effect onturnover intention at the Baitussalaam Foundation. Compensation that is perceived as fair, transparent, and competitive directly influences the teachers' inner job satisfaction, thereby suppressing their intention to seek job opportunities outside the foundation; 6) The work environment has a significant influence onturnover intention at the Baitussalaam Foundation. A comfortable working atmosphere, smooth communication, and harmonious interpersonal relationships with colleagues and leaders have been proven to strongly influence teachers' decisions to continue teaching and serving at the Baitussalaam Foundation; 7) Workload has a direct positive and significant effect onturnover intention at the Baitussalaam Foundation. The increasing demands of administrative tasks and a disproportionate curriculum have the potential to trigger physical and emotional exhaustion, which ultimately stimulates teachers' intentions to leave their profession; 8) Workload significantly mediates the influence of leadership style onturnover intention teacher at Baitussalam Foundation.The form of mediation is partial mediation because the indirect influence is greater than the direct influence. The role of workload as an intermediary here is considered dominant, meaning that the principal's leadership works more to suppress teacher turnover intentions through fair and proportional workload management mechanisms; 9) Workload significantly mediates the effect of compensation onturnover intentionteachers at the Baitussalam Foundation. The type of mediation is partial mediation, as the direct effect is greater than the indirect effect. The compensation variable predominantly influences teachers' retention decisions directly rather than through workload. This indicates that direct material well-being is the primary restraining factor.turnoverwhile workload management strengthens some of its influence; 10) Workload significantly mediates the influence of the work environment onturnover intentionteachers at the Baitussalam Foundation. This type of mediation is partial mediation, where direct influence is more dominant than indirect influence. This indicates that a safe and pleasant work environment primarily contributes to teacher retention, while the perception of a lighter workload due to a supportive work environment plays a role in strengthening teachers' commitment to stay.

Some suggestions that the author would like to convey: 1) For the Baitussalaam Foundation Improve physical facilities, especially air conditioning and air circulation in the classroom/workplace; Reviewing basic salary policy by referring to the UMK of Bogor City and comparable institutions of the same type, so that it is more comparable to the living needs of teachers, maintaining culture of deliberation in decision-making that obtained the highest score (4.60), because it was proven to maintain a harmonious relationship between leaders and teachers. 2) Teachers are expected to optimally utilize the career development and training facilities provided by the Foundation, as well as maintain healthy communication with colleagues and leaders to support a conducive work environment. 3) For further researchers, add other variables, expand the sample to several institutions across regions, consider longitudinal designs and data turnover actual to reduce self-perception bias.

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