

Analisis Pengaruh Benefit Satisfaction terhadap Turnover Intention Guru melalui Perceived Organizational Support dan Affective Organizational Commitment = Analysis of the Effect of Benefit Satisfaction Towards Teacher`s Turnover Intention Through Perceived Organizational Support and Affective Organizational Commitment

Rizky Alkhalifah, author

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Abstrak

Penelitian ini dilatarbelakangi oleh adanya beban kerja yang cukup berat bagi guru dan adanya ketidakmerataan distribusi kompensasi guru di Sulawesi Selatan yang berpengaruh terhadap ketidakmerataan distribusi jumlah guru. Berdasarkan hal tersebut, dilakukanlah penelitian yang bertujuan untuk mengetahui peran benefit satisfaction terhadap turnover intention melalui mediasi dari perceived organizational support dan affective organizational commitment, serta peran perceived strength of performance management process dalam meningkatkan affective organizational commitment guru. Sampel dalam penelitian ini berjumlah 315 responden yang merupakan guru SD, SMP, SMA, dan SMK. Metode analisis yang digunakan yaitu structural equation model-partial least square (SEM-PLS). Hasil penelitian menunjukkan bahwa, pertama, perceived organizational support memediasi pengaruh tidak langsung dari benefit level terhadap affective organizational commitment, namun tidak memediasi pengaruh benefit determination dan benefit administration terhadap affective organizational commitment. Kedua, terdapat pengaruh dari perceived performance management process strength terhadap affective organizational commitment yang dimediasi oleh perceived organizational support. Ketiga, perceived organizational support tidak memediasi pengaruh benefit level, benefit determination, dan benefit administration terhadap turnover intention. Peran affective organizational commitment juga tidak memediasi pengaruh benefit level, benefit determination, dan benefit administration terhadap turnover intention.

.....This research is motivated by relatively heavy workload for teachers and unequal distribution of teacher compensation in South Sulawesi which influences the unequal distribution teacher numbers. Based on this, research was conducted to determine the role of benefit satisfaction on turnover intention through the mediation of perceived organizational support and affective organizational commitment, as well as the role of perceived strength of performance management process in increasing teacher affective organizational commitment. There are 315 respondents who were elementary, middle, high and vocational school teachers gathered as samples. The analytical method used is structural equation model-partial least squares (SEM-PLS). The research results show that, first, perceived organizational support mediates the indirect influence of benefit level on affective organizational commitment, but does not mediate the influence of benefit determination and benefit administration on affective organizational commitment. Second, there is an influence of perceived performance management process strength on affective organizational commitment which is mediated by perceived organizational support. Third, perceived organizational support does not mediate the influence of benefit level, benefit determination, and benefit administration on turnover intention. The role of affective organizational commitment also does not mediate the influence of benefit level, benefit determination, and benefit administration on turnover intention.