<u>*Research Article*</u>

The Effect of Reward and Job Satisfaction toward Turnover Intention of Private Junior High School Teachers[*]

Hardianto HARDIANTO[1] (iD) **Rugaiyah RUGAIYAH,** [2] (iD) **Unifah ROSYIDI** [3] (iD)

Abstract

The problem of teacher turnover, especially private teachers is a quite worrying in Indonesia and other developing countries. The high rate of teacher turnover will disrupt the achievement of educational goals. The main objective of this study was to see the effect of reward and job satisfaction on teachers' turnover intentions. This study uses a quantitative approach with a survey method. The sample of the study was all private junior high school teachers in Rokan Hulu District, consisting of 235 people selected from 20 schools. Samples size determination was done by using Slovin formula. The sample was taken by using simple random technique. Based on the results of calculations, it is known that the number of sample size in this study was 149 participants. Data collection technique used a Likert scale questionnaire. The questionnaire was first tested for its validity and reliability. The results of the study showed that there is a direct negative effect of rewards on turnover intention, and there is a direct negative effect of job satisfaction on turnover intention and lastly there is a direct positive effect of reward on job satisfaction.

Keywords: Reward, job satisfaction,turnover intention

1. INTRODUCTION

In carrying out their task, teachers are expected to have high performance. With high performance they will be able to realize educational goals. High-performing teachers can finally realize the school's vision. Teacher performance must always be built and improved in order to optimize the achievement of educational goals. The achievement of optimal performance can certainly be reached if the teachers feel comfortable with their job. The teachers' convenience at work can be seen from how happy they are at workplace. If teachers are not comfortable with their jobs, they will certainly have the intention to leave the school and look for another school or work.

Turnover rate among private teachers is quite high in Indonesia. It occurs generally due to their desire that come from within to leave the school. This problem certainly cannot be tolerated because it will disrupt the school performance. Turnover occurs when people quit their jobs. It seems to result from a number of factors, including aspects of the job, the organization, the individual, the labor market, and family influences (Griffin & Moorhead, 2014). If a teacher has the intention to leave a school, of course it will be difficult for him to display maximum performance. Therefore, the turnover behavior of the teacher has to be minimized.

Many previous researchers have examined the teacher's turnover intention. Some of the research were conducted by (Loeb, Darling-Hammond, & Luczak, 2005; Janik & Rothmann, 2015; Shah & Jumani, 2015;Chika, Irene, Joseph, & Ayooluwa, 2016; Jaswani, 2016; Heikonena, Pietarinenb, Kirsi Pyhältöc, Toome, & Soinif, 2016; Larkin, Brantley-Dias, & Lokey-Vega, 2016; Kahn & Qadir, 2016;

Tiplic, Lejonberg, & Elstad, 2016; Weldeyohannes, 2016; Ajayi & Olatunji, 2017; Kahn, Mateen, Hussain, Sohail, & Kahn, 2017; Chalim, 2018; Yang, Fan, Chen, Hsu, & Chien, 2018).

In Indonesia, private teachers are less rewarded and appreciated for their service and are not satisfied with their job. Teachers who don't receive a reward as they had expected to receive will certainly think of looking for other schools or new workplaces in order to be better rewarded or appreciated. One form of the reward is the salary received by the teacher. The salary of private honorary teachers is currently between Rp. 200 thousand to Rp. 300 thousand per month (Alpasirin, 2018). This small salary naturally causes honorary teachers to look for additional income to meet their needs. The results of the study by (Loeb et al., 2005) stated that salary influences teacher turnover intention.

Job satisfaction has not been felt by all teachers. The teacher seemed dissatisfied with the policies of the school principal and the education office. The transfer of teachers by the official is sometimes not procedural. Likewise with the school conditions which have not yet satisfied the teacher. The school still lacks adequate classrooms and teaching and learning equipment. Lack of job satisfaction will also affect the teacher's turnover intention.

This research is different from the previous research related to the indicators used. The difference can be used as an alternative in looking at the teacher's turnover intention. So that in the end the problem of turnover can be minimized.

1.1. Theorical Framework

Turnover intention is the most reliable indicator after measuring actual turnover. Thus, it is important to understand the factors that affect order turnover rates and patterns (Vinta Duraisingam, Pidd, & Roche, 2009). This idea is in line with (Egan, Yang, & Bartlett, 2004; Kim & Stoner, 2008; Pradifa & Welly, 2014; Mendis, 2017) who stated that turnover is an intention of someone's withdrawal from their workplace. A reward is something that is interpreted as a decoration/service medal by the recipient and is obtained as a result of their effort. If it is not considered positive, then it is not a reward for the recipient. If not obtained as a result of several actions, it is a gift or luck, not a reward (McCoy, 1992; Armstrong, 2009; Torrington, Hall, & Taylor, 2005). Further opinions from (Armstrong, 2007; Mauch, 2010; Tyson, 2006) suggested that reward is an operational concept to describe positive values that are considered as objects, behavioral actions, or internal physical conditions. Some opinions expressed that the reward has an effect on turnover intention. These are among others proposed by (Mendis, 2017) who stated that turnover intention can be reduced by increasing the level of pay structure. Musa, Ahmed, and Bala (2014) suggested that promotion, salary, career development significantly influence turnover intention. Pilbeam and Corbridge (2006) was also indifferent, they stated that rewards will reduce the intention to move and make organizational performance better. Furthermore, (Cao, Chen, & Song, 2013) pointed out that the reward has a negative and significant effect on turnover. In line with this, (Joshi & Martocchio, 2008) explained that the congruence between employees' culture orientation and rewards will also influence more distal outcomes of interest to organizations, such as turnover and intention to quit.

129

The rate of turnover in a school can be determined by connecting the number of teachers who leave school during a certain period with the total number or the average number of teachers in that period. In other words, the rate of turnover is the number of teachers who have left school divided by the number of permanent teachers and expressed as a percentage. This can be exemplified, if school A has 100 teachers and in certain years the teacher who leaves school A is 10 people, then the turnover that occurs in school A is 10: 100 x 100% = 10%.

Schools that have a high turnover rate will have difficulty implementing quality learning activities. Schools of course have to find new teachers so that teaching and learning activities will not be disrupted. New teachers recruited must also be trained so that they can immediately work well. Schools that lose teachers with good performance will suffer a lot of losses. Costs incurred with the presence of turnover are:

a) Direct cost of recruiting replacements (advertising, interviewing, testing, etc).
b) Direct cost of introducing replacements (induction costs).
c) Direct cost of training replacements in necessary skills.
d) Leaving costs - payroll and HR administration.

e) Opportunity cost of time spent by HR and line managers in recruitment, induction and training.
f) Loss of output from those leaving before they are replaced.
g) Loss of output because of delays in obtaining replacements.
h) Loss of output acquires the necessary knowledge and skills (Armstrong, 2009)

Job satisfaction is felt by workers when they are satisfied with the work they are doing. This is in line with the view of (Gibson, Ivancevich, Jr, & Konopaske, 2012), (Griffin & Moorhead, 2014) and (Locke, 2009). Another definition of job satisfaction is a positive feeling about one's work and work settings (Schemerhorn, Hunt, Osborn, & Uhl-Bien, 2010) which is also strengthened by (Gilley, Gilley, & Quatro, 2009).

Some opinions have been suggested by scholars that job satisfaction affects turnover intention. Anderson, Ones, Sinangil, and Viswesvaran (2001) in this case stated that job satisfaction independently influence on someone's turnover from his job which ultimately affects their actual release. Gibson et al. (2012) said that although job satisfaction does not influence quantity and quality of performance, it does influence citizenship behavior, turnover, absenteeism and preferences and opinions about unions. In addition, (Schemerhorn et al., 2010) stated that job satisfaction influences withdrawal behaviors such as absenteeism, turnover, daydreaming and cyber loafing. While (Locke, 2009) said that job satisfaction displays relatively consistent, negative correlation with absenteeism and turnover.

Some researcher also stated that rewards affect teacher job satisfaction. According to (Gibson et al., 2012) satisfaction is influenced by how satisfied employees are with both intrinsic and extrinsic rewards. Schemerhorn et al. (2010) stated that satisfaction and performance influence each other and are influenced by other factors such as the availability of rewards. In line with the above statements (Griffin & Moorhead, 2014) pointed out that various rewards received by a person will affect his job satisfaction. Furthermore, (Ajmal, Bashir, Abrar, Khan, & Saqib, 2015) stated that extrinsic and intrinsic rewards influence job satisfaction.

130

2. METHOD

2.1. Research Methodology

The method used in this study is a survey method with a causality approach. This study used path analysis. Path analysis is a technique for estimating the effect of exogenous variables (independent variables) and endogenous variables (dependent variables) in a causal relationship. Based on the theory of this study, indicators of turnover intention variables in this article are aspects of work, economic considerations, family support and the offers of job from other places. The variable reward indicator is salary or other incentives, recognition from the organization, scope of carrying out responsibilities and career development opportunities. While the indicator of the variable job satisfaction are satisfaction with the style of the principal and supervisor, satisfaction with work policies and procedures, satisfaction with coworkers and satisfaction with working conditions.

To see the effect of each exogenous variable on endogenous variables, the research constellation is designed as follows:
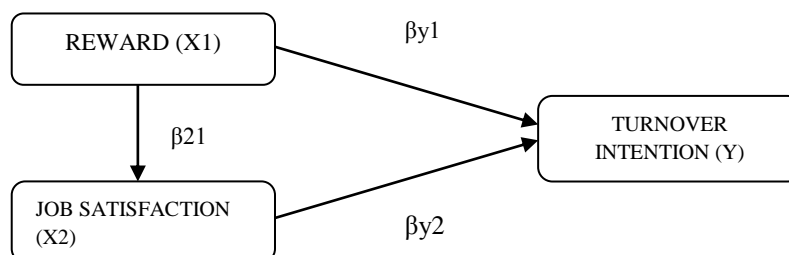

Figure 1. Research of constellation

2.2. Sample

The population of this study were all private junior high school teachers in Rokan Hulu District, which consists of 235 people. The sample in this study was taken by simple random sampling technique. The size of the sample in this study was determined by using Slovin formula. Based on the results of calculations, it is known that the sample in this study is 149 people.

To get a sample of 149 people who were spread in over 20 schools, the following steps were carried out:

a) Establishing the school that will be used as the place of the research.
b) Looking at the number of teachers in each school which is the unit of research analysis.
c) Establishing a research sample (based on Slovin Formula known to 149 people).
d) Determining the sample size of each school to represent the characteristics of the population,
e) Making a simple random sampling of members of the population by writing the names of all the teachers and taking the names randomly according to the number of samples in each school.

Data collection in this study was conducted by using a Likert scale questionnaire. Questionnaires are arranged based on indicators from research variables. The alternative choice of questionnaire answer are Always, Often, Sometimes, Seldom and Never. Before it was used to collect the data, the questionnaire was first tested for its validity and reliability. Validity test was done by using Pearson Product Moment formula, while reliability test was done by using the Cronbach Alpha formula. Data analysis technique in this study used path analysis. Data from the research instruments were analyzed by descriptive statistics and inferential statistics. Testing the hypothesis started with the test requirements analysis which includes normality test, linearity test and significance test. Data was processed with the help of the Excell program

3. FINDINGS

3.1. Data Description

Data description of each research variable is presented in the following table.

Table 1. The description of turnover intention variable data (Y)

Information	Y
Mean	132.25
Standard Error	0.433
Median	132.00
Mode	132.00
Standard Deviation	5.29
Sample Variance	27.97
Range	23
Minimum	121
Maximum	144
Sum	19705
Count	149

Table 1 shows that the range of empirical scores on the turnover intention variable is between 121 and 144, so the range of scores is 23. Based on the results of the calculation it is known that mean is 132.25; median 132.00; standar devation 5.29 and sample variance 27.97.

Table 2. The description of reward variable data (X_1)

Information	X_1
Mean	127.65
Standard Error	0.482
Median	128.00
Mode	132.00
Standard Deviation	5.88
Sample Variance	34.62
Range	30
Minimum	112
Maximum	142
Sum	19020
Count	149

Table 2 shows that the range of empirical scores on the reward variable is between 112 and 142, so the range of scores is 30. Based on the results of the calculation it is known that the mean is 127.65; median 128.00; standar devation 5.88 and sample variance 34.62.

Table 3. The description of job satisfaction variable data (X_2)

Information	X_2
Mean	134.87
Standard Error	0.400
Median	135.00
Mode	136.00
Standard Deviation	4.88
Sample Variance	23.79
Range	22
Minimum	123
Maximum	145
Sum	20096
Count	149
Count	149

Table 3 shows that the range of empirical scores on job satisfaction variables is between 123 and 145, so the range of scores is 22. Based on the results of the calculation it is known that mean is 134.87; median 135.00; standar devation 4.88 and sample variance 23.79.

3.2. Requirements Analysis Tests

The requirements analysis tests used were the estimated error normality test, linearity test and significance test. The description of requirements analysis test result is as follows:

3.2.1. Estimated error normality

Estimated error normality test was done to see whether the sample which came from a population was normally distributed. In path analysis, sample errors must come from populations that are normally distributed. The statistical test used to test normality was done by using Liliefors formula.

1) Normality Test for Estimated Error Data of Turnover Intention on Rewards (Y on X_1)

The results of the Liliefors statistical calculation showed that the normality for the estimated error Y on X_1 is L_{count} of 0,0334. Liliefors critical value L_{table} for n = 149 at α = 0,05 is 0,0726. Based on these results, it is known that $L_{count} \leq L_{table}$ (0,0334 < 0,0726), so it can be concluded that the

distribution of estimated turnover intention (Y) errors on the reward variable (X_1) comes from populations that have a normal distribution.

2) Normality Test for Estimated Error Data of Turnover Intention on Job Satisfaction (Y on X_2)

The results of the Liliefors statistical calculation showed that the normality for the estimated error Y on X_2 obtained L_{count} of 0,0496. Liliefors critical value L_{table} for n = 149 at α = 0,05 is 0,0726. Based on these results it is known that $L_{count} \leq L_{table}$ (0.0496 < 0,0726), so that it can be concluded that the distribution of estimated turnover intention (Y) errors on job satisfaction variables (X_2) comes from populations that have a normal distribution.

3) Normality Test for Estimated Error Data of Job Satisfaction on Rewards (X_2 on X_1)

Results of Liliefors statistical calculations showed that the normality for the estimated error X_2 on X_1 obtained L_{count} of 0,0534. Liliefors critical value L_{table} for n = 149 at α = 0.05 is 0,0726. Based on these results, it is known that the $L_{count} \leq L_{table}$ (0,0534 < 0,0726), so it can be concluded that the distribution of job satisfaction variable estimation error (X_2) on the reward variable (X_1) comes from a population that has a normal distribution.

3.2.2. Significance and regression linearity test

Significance and Linearity Test of Turnover Intention Regression Equations on Rewards (Y on X_1)

Based on the calculation data for the preparation of regression equation models between intentions turnover variables with reward variables regression constants obtained a = 186,810 and regression coefficients b = - 0,427. Thus the relationship of the simple regression equation model is $\hat{Y}$ = 186,810 – 0,427X_1. Before the regression equation model is further analyzed and used in drawing conclusions, the significance and linearity of the regression equation test is first done.

The regression equation is $\hat{Y}$ = 186,810 – 0,427X_1, for the significance test obtained F_{count} 42,95 is greater than F_{table} 6,81 at α = 0.01. Because $F_{count} > F_{table}$ then the regression equation is stated to be very significant. For the linearity test obtained F_{count} of 0,975 is smaller than the F_{table} of 1,59 at α = 0.05. Because $F_{count} < F_{table}$, the distribution of estimated points forms an acceptable linear line. The point distribution approaching the regression equation line which looks visually linear can be seen in the following figure.
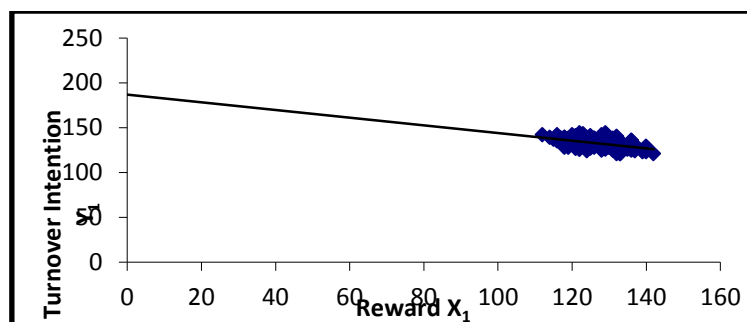
133

Figure 2. Graph of regression equations $\hat{Y}$ = 186.810 – 0.427 X_1

The form of the relationship between rewards and turnover intention is shown by the regression equation = 186,810 – 0,427X_1. The regression equation showed significant meaning at the significance level of 5%. This regression equation can be interpreted that the change in one unit score of reward will be followed by a change in intention turnover score, which is at 0,427 units in the constant 186,810.

Significance and Linearity Test Turnover Intention Regression Equations on Job Satisfaction (Y onX_2)

Based on the calculation data for the preparation of regression equation models between turnover intention variables with job satisfaction variables, regression constant a = 198,727 and regression coefficient b = - 0,493 were obtained. Thus the relationship of simple regression equation model is $\hat{Y}$= 198,727 – 0,493X_2. Before the regression equation model is analyzed further and used in drawing conclusions, the significance and linearity of the regression equation was first tested.

Regression equation $\hat{Y}$ = 198,727 – 0,493X_2, for the significance test obtained F_{count} 38,28 is greater than F_{table} 6,81 at α = 0.01. Because $F_{count} > F_{table}$, the regression equation is stated to be very significant. For the linearity test F_{count} of 1,495 is smaller than F_{table} of 1,65 at α = 0,05. Because $F_{count} < F_{table}$, the distribution of estimated points forms an acceptable linear line. The point distribution approaching the regression equation line which looks visually linear can be seen in the following figure.
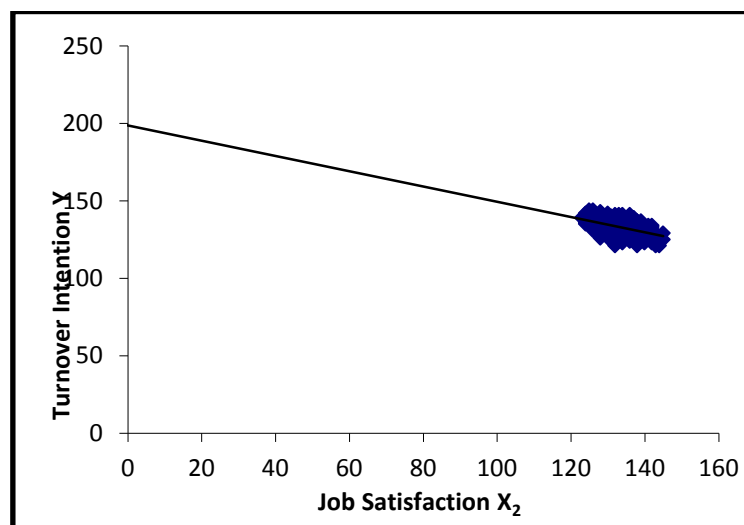

Figure 3. Graph of regression equations $\hat{Y}$= 198,727 – 0,493 X_2

The form of the relationship between job satisfaction and turnover intention is shown by the regression equation $\hat{Y}$ = 198,727 – 0,493X_2. The regression equation showed significant meaning at the significance level of 5%. This regression equation can be interpreted that a change in one unit of job satisfaction score will be followed by a change in intention turnover score, which is of 0,493 units in the constant 198,727.

Significance and Linearity Test of Regression Equation Job Satisfaction on Reward (X_2 on X_1)

Based on the calculation data for the preparation of the regression equation model between the variables of job satisfaction and the reward variable, regression constant a = 91,639 and regression coefficient b = 0,339 were obtained. Thus the relationship of the simple regression equation model is $\dot{X}_2$= 91,639 + 0,339X_1. Before the regression equation model is further analyzed and used in drawing conclusions, first test the significance and linearity of the regression equation.

Regression equation $\dot{X}_2$= 91,639 + 0,339X_1, for significance test F_{count} 29,46 is greater than F_{table} 6,81 on α = 0,01. Because $F_{count} > F_{table}$, the regression equation is stated to be very significant. For the linearity test F_{count} of 1,449 is smaller than F_{table} of 1,59 at α = 0,05. Because $F_{count} < F_{table}$, then distribution of estimated points forms an acceptable linear line. The point distribution approaching the regression equation line which looks visually linear can be seen in the following figure.
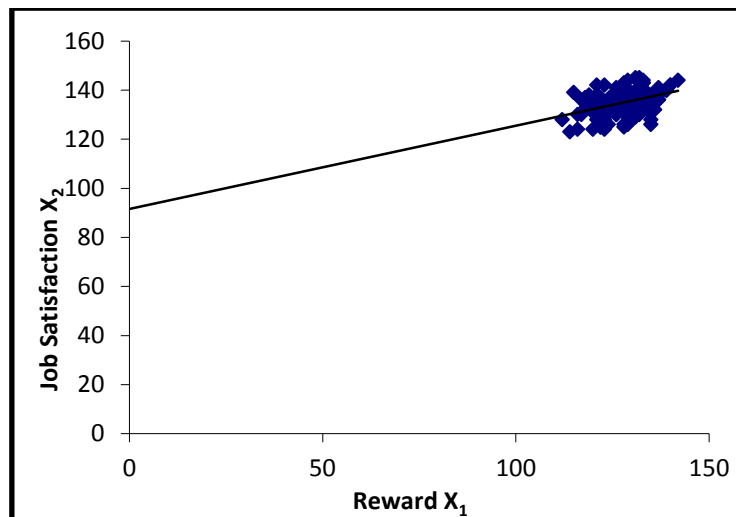
Figure 4. Graph of regression equations Ẋ₂= 91,639 + 0,339 X₁

The form of the relationship between rewards and job satisfaction is shown by the regression equation $\dot{X}_2$= 91,639 + 0,339 X_1. The regression equation shows significant meaning at the 5% significance level. This regression equation can be interpreted that changes in one unit score of reward will be followed by changes in the job satisfaction score of 0,339 units at the constant 91,639.

3.3. Hypothesis Testing
To know the amount of direct influence and significance test for each path can be seen in the following table.

Table 4. Summary of pathway significance test

Effect of Direct	Coeficient Path	Dk	T_{count}	t_{table} $\alpha = 0.05$	t_{table} $\alpha = 0.01$
$X_1 - Y$	- 0.245	145	- 3.10	- 1.98	-2.61
$X_2 - Y$	- 0.256	145	- 3.43	- 1.98	-2.61
$X_2 - X_1$	0.297	146	3.53	1.98	2.61

Structurally the overall diagram of the path of each structure can be seen in the following Figure:
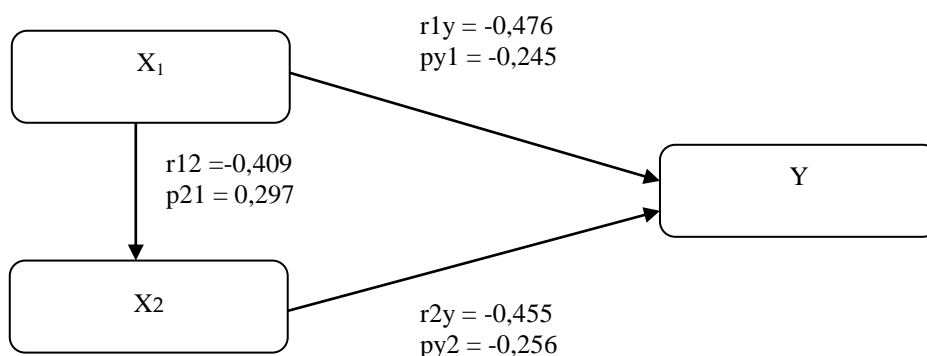

Figure 5. Path analysis diagram

Based on the path analysis test above, we can explain the following hypothesis test:

First hypothesis: There is a direct negative effect of reward (X_1) on turnover intention (Y).

The hypothesis tested is the direct negative effect of reward (X_1) on turnover intention (Y). Based on the results of the path analysis of the effect of reward (X_1) on turnover intention (Y) the path coefficient ρ_{y1} is obtained at - 0,245 with t_{count}= - 3,10, while the value of t_{table} = -1,98 (α = 0,05; dk = 145). Therefore $t_{count} < t_{table}$, then H_0 is rejected, H_1 is accepted. Thus it can be concluded that the reward has a direct negative effect on turnover intention.

The second hypothesis: There is a direct negative effect of job satisfaction (X_2) on turnover intention (Y).

The hypothesis tested is the direct negative effect of job satisfaction (X_2) on turnover intention (Y). Based on analysis of the effect of job satisfaction path (X_2) of the turnover intention (Y) obtained by the path coefficient $y_{\rho2}$ of – 0,256, with$_t$ = - 3,43, while the value of t_{table} = - 1,98 (α = 0, 05; dk = 145). Therefore $t_{count} < t_{table}$, then H_0 is rejected, H_1 is accepted. Thus it can be concluded that job satisfaction has a direct negative effect on turnover intention.

The third hypothesis: There is a direct positive effect of reward (X_1) on job satisfaction (X_2).

The hypothesis tested is the direct positive effect of reward (X_1) on job satisfaction (X_2). Based on the results of the path analysis of reward effect (X_1) on job satisfaction (X_2), obtained the path coefficient $\rho 21$ of 0,297 with t_{count} = 3,53, while the value of t_{table} = 1,98 (α = 0,05; dk = 146). Therefore $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus it can be concluded that the reward has a positive direct effect on job satisfaction.

4. DISCUSSION and CONCLUSIONS

Reward affect directly negative on turnover intention

Based on the results of hypothesis test, it can be concluded that there is a negative direct effect of the reward variable on the turnover intention variable, with a correlation coefficient of -0,476 and the path coefficient value of – 0,245. This number means that the reward has a direct negative effect on turnover intention. Thus it can be concluded that the teacher turnover intention of junior high school teachers in Rokan Hulu district can be reduced by increasing respect for teachers. The results of this study are in line with (Gibson et al., 2012) who suggested rewards can affect such as individual behaviors as turnover, absenteeism, performance, and commitment.

The indicator achievement of the reward variable based on the highest percentage is the salary indicator and other incentives with a total of 26,06% or the average answer indicator at 4.04. Based on these achievement figures, the main thing that can be done to reduce the teacher turnover intention of private junior high schools in Rokan Hulu district is to provide better salaries and other incentives. The principal and the education official should be able to increase salaries and other incentives received by the teacher. This is in line with (Minda, 2015) who states that economic, social service and technological, managerial, student characters, teaching related and environmental factors in descending are identified as the reasons for teacher turnover in the university.

If viewed from the points of the research instrument, then from the eight points of the salary indicator instrument and other incentives, item number eight is considered as the highest achievement, which is another incentive in the school that pleases me. This item has a mean score of 4.23. Based on the results of the study, it is specifically known that to reduce the teacher's turnover intention of private junior high school in Rokan Hulu district can be done by increasing other incentives received by the teacher. Other incentives are income received other than salary. These results showed that incentives other than salary are more desirable for teachers to reduce turnover intentions. This result is difference from the previous studies that emphasized salary. Research by (Loeb et al., 2005; Shah & Jumani, 2015; Weldeyohannes, 2016; Kahn et al., 2017) concluded that teacher turnover intentions were mainly due to salaries.

Teacher salaries in private junior high schools tend to be based on the number of teaching hours. By knowing the number of teaching hours, the teacher of course already knows the amount of salary they will receive for one month. The amount of other incentives for which the amount and time of receipt are not known with certainty will certainly make teachers less willing to turnover from school.

Job satisfaction affects directly negative on turnover intention

Based on the results of second hypothesis test, it can be concluded that there is a direct negative effect of the variable job satisfaction on turnover intention variables with a correlation coefficient of - 0,455 and path coefficient values of - 0,256. This number means that job satisfaction has a direct negative effect on turnover intention.

Thus it can be concluded that to reduce the teacher turnover intention of junior high school teachers in Rokan Hulu district can be done by increasing job satisfaction. The results of this study are in line with (Anderson et al., 2001) who found out that both satisfaction and commitment contributed independently to turnover intentions and cognitions, which in turn are almost all of their impact on turnover. The satisfaction was correlated with intentions rather than commitment, while the reverse held true for actual turnover.

Judging from the job satisfaction variable, the indicator with the highest achievement is satisfied with the style of the principal and supervisor. This indicator is 26,07%. Based on these data, it is known that to reduce the teacher's turnover intention of private junior high schools in Rokan Hulu district can be done by increasing teachers' satisfaction with the style of principals and supervisors.

Factors of satisfaction on the style of principals and supervisors, especially in providing performance appraisals, are different from previous studies finding. Research by (Chalim, 2018) looks at job satisfaction on the pay side. (Kahn & Qadir, 2016) examined job satisfaction in terms of carrier growth, workplace environment, reward and recognition system, managerial support, balanced work life.

In terms of the instrument indicators, they were satisfied with the style of principals and supervisors, so the item with the highest achievement was the school principal's assessment of teacher performance (with a score of 4,50). Based on this item, it is known that to reduce the turnover intention of the junior high school private teachers of Rokan Hulu district by increasing teacher satisfaction with the assessment of their performance by the principal.

Fair and transparent performance assessments will make teachers satisfied with the principal. This satisfaction will reduce the intention of teacher turnover. The school principal should carry out performance appraisal in accordance with the applicable rules of regulation. The principle of transparency and fairness is absolutely owned by the principal in providing teacher performance appraisals. The way the principal manage and lead a school is necessary in creating in innovative school climate (Song, Martens, McCharen, & Ausburn, 2011). Teachers who feel unfairly treated will have the intention to quit work. The intention that continues to be fostered will certainly result in real action in the form of leaving school.

Rewards affects directly positive on job satisfaction

Based on the results of hypothesis testing it was concluded that there is a positive direct effect of the variable rewards on the job satisfaction variable with a correlation coefficient of 0,409 and the path coefficient value of 0,297. This number gives the meaning that the reward has a positive direct effect on job satisfaction. Thus it can be concluded that to increase the work satisfaction of teachers in the Rokan Hulu district junior high school can be done by increasing the reward of the teacher. The results of this study are in line with (Schemerhorn et al., 2010) who suggested that right rewards are allocated in the right ways that will positively influence both performance and satisfaction, which also influences one another.

Teachers who get decent rewards always work better. In accordance with research findings, the reward that most influences the teacher job satisfaction is an additional incentive that the teachers earn. Principals and related agencies should provide another greater incentives to teachers. Another item of statement that also has high achievement is the opportunity to take part in activities related to their competence. These activities can be in the form of seminars, workshops or other scientific meetings.

Teachers who are given the opportunity to participate in activities according to their competencies will feel valued and can influence other teachers to improve their competencies. The results of (Masum et al., 2016) research considered contingent rewards as the important factors in improving job satisfaction. Rewards received by the teacher will certainly increase their job satisfaction. Associated with the highest achievement of the variable job satisfaction variables it can be concluded that teachers who have the opportunity to participate in activities that are in accordance with their competencies will increase their satisfaction with the performance assessment by the principal. Therefore principals and related agencies need to give rewards in the form of opportunities for teachers to attend events related to their competence. At least a year the teacher can take part in one activity to improve their competence.

The results of this study are also supported by the research of (Zaraket & Saber, 2017) and (Addai, Kyeremeh, Abdulai, & Sarfo, 2018) who suggested that higher rewards for employees at work play an important role both in the advancement of employee job satisfaction and higher profitability in associations. Higher rewards for employees in the workplace play an important role in both advancing employee job satisfaction and higher profitability in the association. In addition, satisfaction with the profession is a factor of teachers' satisfaction or dissatisfaction (Afshar & Doosti, 2016)

Based on the results of calculations, it is known that the indirect effect of the reward variable on the turnover intention variable through the job satisfaction variable is -0,076 (0,297 x -0,256 = -0,076). This means that the indirect effect of the reward variable on turnover intention is greater than the direct effect (-0.076 > -0.246). This is to indicate that the rewards which affect job satisfaction will further reduce the teacher's turnover intention compared to the direct reward factor.

There is a direct negative effect of reward on the teacher's turnover intention. This means that the better the reward received by the teacher will be able to reduce the turnover intention of the private junior high school teacher in Rokan Hulu district. The rewards given to teachers are not only in the form of salaries, but rather in incentives other than salaries. In addition, the reward expected by the teacher is an opportunity for them to take part in activities related to their competence.

There is a direct negative effect of job satisfaction on the teacher's turnover intention. This means that the increasing of job satisfaction for junior high school teachers in the Rokan Hulu district will reduce their turnover intention. Job satisfaction which is the main finding of this study is the teachers satisfaction over the style of principals and supervisors as well as the teacher satisfaction over the assessment of their performance by the principal.

138

There is a direct positive effect of reward on teacher job satisfaction. This means that to improve the job satisfaction of private junior high school teacher in Rokan Hulu district can be done by increasing respect for them. In this case, to increase rewards is essential, especially those related to incentives other than the salary received by the teacher.

Beside its direct effect, there is an indirect effect of rewards towards job satisfaction and it is known that the indirect effect of reward toward turnover intentions through job satisfaction is greater than its direct effect.

5. RECOMMENDATIONS

This study is recommended to school principals and education offices to increase the intensity of organizing activities related to teacher competencies. In addition, principals and supervisors are advised to carry out teacher performance evaluations fairly.

6. REFERENCES

Addai, P., Kyeremeh, E., Abdulai, W., & Sarfo, J. O. (2018). Organizational justice and job satisfaction as predictors of turnover intentions among teachers in the offinso south district of ghana. *European Journal of Contemporary Education, 7*(2), 9. doi: DOI: 10.13187/ejced.2018.2.235

Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research, 4*(1), 19.

Ajayi, S. O., & Olatunji, O. A. (2017). Demographic analysis of turnover intentions amongst nigerian high school teachers. *Australian and International Journal of Rural Education, 27*(1), 26.

Ajmal, A., Bashir, M., Abrar, M., Khan, M. M., & Saqib, S. (2015). The effect of intrinsic and extrinsic rewards on employee attitude. *Journal of Service Science and Management, 8*, 9. doi: 10.4236/jssm.2015.84047

Alpasirin (Producer). (2018, 26 Januari 2018). Solusi gaji guru komisi, pangkas dana perjalanan dinas pegawai. Retrieved from http://riauterkini.com/pendidikan.php?arr=129720&judul=-Versi-Wakil-Rakyat-DPRD-Rohul-Alpasirin,--Solusi-Gaji-Guru-Komisi,-Pangkas-Dana-Perjalanan-Dinas-Pegawai

Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (2001). *Handbooks of industrial, work & organizational psychology*. London: Sage Publication.

Armstrong, M. (2007). *A handbook of employee reward management practice* (2 ed.). London: Kogan Page.

Armstrong, M. (2009). *Armstrong's_Handbook of human resource management practice* (11 ed.). London: Kogan Page.

Cao, Z., Chen, J., & Song, Y. (2013). Does total reward reduce the core employees turnover intention? *International of Journal Business and Management, 8*(20), 13. doi: 10.5539/ijbm.v8n20p62

Chalim, A. S. (2018). Effect of job insecurity, organizational commitment, job satisfaction on turnover intention : A Case study of newcomer lecturers at private islamic universities in eas java province, indonesia. *Journal Peuradeun, 6*. doi: 10.26811/peuradeun.v6i2.284

Chika, E. R., Irene, O. N., Joseph, O. S., & Ayooluwa, A. A. (2016). Teachers turnover intention: impact of job stress and depression. *African Journal For The Psychological Study of Social Issues, 19*(3), 8.

Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly , 15* (3), 22.

Gibson, J. L., Ivancevich, J. M., Jr, J. H. D., & Konopaske, R. (2012). *Organizations behavior, structure, Processes* (14 ed.). New York: McGraw Hill.

Gilley, A., Gilley, J. W., & Quatro, S. A. (2009). *The praeger handbook of human resource management*. USA: Greenwood.

Griffin, R. W., & Moorhead, G. (2014). *Organizational behavior managing people and organizations*. South Western: Cengage.

Heikonena, L., Pietarinenb, J., Kirsi Pyhältöc, d., Toome, A., & Soinif, T. (2016). Early career teachers' sense of professional agency in the classroom: associations with turnover intentions and perceived inadequacy in teacher–student interaction. *ASsia-Pacific Journal Of Teacher Education*, 17. doi: http://dx.doi.org/10.1080/1359866X.2016.1169505

Janik, M., & Rothmann, S. (2015). Meaningful work and secondary school teachers' intention to leave. *South African Journal of Education, 35*(2), 13. doi: 10.15700/saje.v35n2a1008

Jaswani, S. (2016). Do intrinsic motivation influence turnover intention? structural equation modelling approach among technical faculty members. *International Journal of Business and General Management*, 20.

Joshi, A., & Martocchio, J. (2008). *The influence of culture on human resource management processes and practices* (D. L. Stone & E. S. Romero Eds.). USA: Lawrence Earlbaum.

Kahn, F., Mateen, A., Hussain, B.,Sohail, M., & Kahn,A. (2017). Factors affecting job turnover: a case study of private schools of district swat. *Sarhad Journal of Management Sciences, 3*(3), 11.

139

Kahn, R. A., & Qadir, M. I. (2016). Determinants of teachers' turnover intention in bahria schools and colleges at karachi. *Journal of Business Studies, 12*(1), 21.

Kim, H., & Stoner, M. (2008). Burnout and turnover intention among social workers: effect of role stress, job autonomy, and social support. *Journal Administration in Social Work, 32*(3), 20. doi: 10.1080/03643100801922357

Larkin, I. M., Brantley-Dias, L., & Lokey-Vega, A. (2016). Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 Setting. *Online Learning, 20*(3), 26.

Locke, E. A. (2009). *Handbook of principles of organizational behavior. indispensable knowledge for evidence based management.* (J. A. Locke Ed.): Wiley and Sons.

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in california schools,. *Peabody Journal of Education, 80*(3), 26.

Masum, A. K., Azad, M. A., Hoque, K. E., Beh, L. S., Wanke, P., & Arslan, O. (2016). Job satisfaction and intention to quit: an empirical analysis of nurses in Turkey. *PeerJ, 4*, e1896. doi: 10.7717/peerj.1896

Mauch, P. D. (2010). *Quality management theory and aplication*. USA: CRC Press.

McCoy, T. J. (1992). *Compensation and motivation maximizing employee performance with behavior based incentive plans*: amacom.

Mendis, M. V. S. (2017). The impact of reward system on employee turnover intention: a study on logistics industry of sri lanka. *International Journal of Scientific & Technology Research, 06*(9), 6.

Minda, M. H. (2015). A study of magnitude and causes of turnover among academic staffs of ethiopian higher institutions: evidence from ambo university. *Journal Star, 4*, 8. doi: 10.4314/star.v4i3.41

Musa, B. M., Ahmed, I., & Bala, A. (2014). Effect of motivational incentives on staff turnover in hotel industry in gombe state. *IOSR Journal of Business and Management, 16*(3), 7.

Pilbeam, S., & Corbridge, M. (2006). *People resourcing contemporary hrm in practice* (3 ed.). England: PEL.

Pradifa, I. A., & Welly, J. (2014). The influence of motivation against employee turnover: case pt melati. *Journal of Business and Management, 3*(1), 13.

Schemerhorn, J. R., Hunt, J. G., Osborn, R. N., & Uhl-Bien, M. (2010). *Organizational behavior 11th Edition* (11 ed.). New Jersey: Wiley.

Shah, N. H., & Jumani, N. B. (2015). Relationship of job satisfaction and turnover intention of private secondary school teachers. *Mediterranean Journal of Social Sciences, 6*(4), 11.

Song, J. H., Martens, J., McCharen, B., & Ausburn, L. J. (2011). Multi-structural relationships among organizational culture, job autonomy, and cte teacher turnover intention. *Career and Technical Education Research, 36*(1), 23. doi: DOI: 10.5328/cter36.1.3

Tiplic, D., Lejonberg, E., & Elstad, E. (2016). Antecedents of newly qualified teachers' turnover intentions: evidence from sweden. *International Journal of Learning, Teaching and Educational Research, 15*(5), 25.

Torrington, D., Hall, L., & Taylor, S. (2005). *Human resource management*. England: Prentice Hall.

Tyson, S. (2006). *Essentials of human resource management*: Elsevier.

Vinta Duraisingam, Pidd, K., & Roche, A. (2009). The impact of work stressand job satisfaction on turnover intention: a study of australian specialist alcohol and other drug workers. *Journal Informa Healthcare, 16*(3), 17. doi: 10.1080/09687630902876171

Weldeyohannes, G. (2016). Compensation practice and teachers turnover intention in tigray. *International Journal of Science and Research (IJSR), 5*(9), 8.

Yang, C.-C., Fan, C.-W., Chen, K.-M., Hsu, S.-C., & Chien, C.-L. (2018). As a happy kindergarten teacher: the mediating effect of happiness between role stress and turnover intention. *Asia-Pacific Edu Res*. doi: https://doi.org/10.1007/s40299-018-0403-4

Zaraket, W. S., & Saber, F. (2017). The impact of financial reward on job satisfaction and perfotmance: implication for blue collar employees. *China-USA Business Review, 16*(8), 9. doi: 10.17265/1537-1514/2017.08.003