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Strategies for Managing Compensation, Employee Well-Being, and Motivation to Improve Human Resource Retention in Islamic Educational Institutions

Naufal Yassin[1], Innaky Syahrul Fitri[2], Abdul Muin[3], Anis Zohriah[4]
[1]Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
[2] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
[3] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
[4] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

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ABSTRACT

Human resources play an essential role in supporting the success and sustainability of Islamic educational institutions. Human resource management involves not only ensuring the availability of competent teaching personnel but also providing fair compensation, promoting employee well-being, fostering work motivation, and retaining qualified teaching and administrative staff. This article synthesize the literature on narrative to compensation, employee well-being, motivation, and human resource retention from the perspective of Islamic Educational Management. This study adopts a qualitative approach using a literature review method to examine scholarly sources relevant to the research topic. The data are analyzed through thematic categorization, comparison of previous research findings, and conceptual synthesis. The findings indicate that both financial and non-financial compensation contribute to perceptions of fairness, job satisfaction, and employee loyalty. Furthermore, well-being, encompassing economic, psychological, social, and professional dimensions, is essential for creating a supportive working environment. Work motivation is influenced not only by material rewards but also by opportunities for competence development, autonomy in performing tasks, positive social relationships, recognition, and the spiritual meaning of work. In Islamic educational institutions, human resource management should be grounded in the principles of justice (*'adl*), trustworthiness (*amanah*), excellence (*ihsan*), consultation (*shura*), and respect for human dignity. This article concludes that improving human resource retention requires a comprehensive and sustainable management approach. Integrating fair compensation, employee well-being, motivation, and Islamic values is expected to strengthen educators' organizational commitment while supporting improvements in the quality of Islamic educational institutions.

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Corresponding Author:

Naufal Yassin
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
Email: 252703110.naufalyassin@uinbanten.ac.id

1. INTRODUCTION

The success of Islamic educational institutions is closely associated with the quality of the human resources responsible for carrying out educational activities. Teachers, educational personnel, school principals, madrasah leaders, and pesantren administrators have responsibilities that include organizing learning activities, guiding students, developing character, and ensuring the continuity of institutional programs. Therefore, human resource management should be regarded as a strategic priority because educational success depends not only on facilities and curricula but also on the quality of the individuals who implement educational processes. Ingersoll (2001) explains that teacher turnover is associated with the organizational conditions in which teachers work. This suggests that retention issues should be examined through institutional factors rather than solely through individual characteristics.[1]

In practice, educational institutions face various challenges in retaining competent teaching personnel. Inadequate salaries, excessive workloads, limited career development opportunities, and insufficient support from leadership may affect employees' job satisfaction and their willingness to remain in an institution. Borman and Dowling (2008), in their review of teacher attrition and retention, demonstrate that decisions to leave the teaching profession are influenced by various factors related to both individuals and their organizational environments. This highlights the importance of improving working conditions and human resource management policies as part of efforts to retain teachers.[2]

One important aspect of human resource management is compensation. Compensation encompasses various forms of rewards received by employees, including salaries, honoraria, allowances, and incentives, as well as non-financial benefits such as recognition, organizational support, and opportunities to improve professional competencies. Research by Dwicahyo and Yuseran (2025) on teachers at a public Islamic senior high school in Banjarmasin indicates that both financial and non-financial compensation are significantly and negatively associated with teachers' intentions to leave their jobs [3]. These findings demonstrate that compensation policies play an important role in retaining teaching personnel in Islamic educational institutions.

Although compensation is important, successful human resource management cannot be measured solely by the amount of remuneration provided. Employee well-being and working conditions must also be considered because they influence teachers' ability to fulfill their responsibilities sustainably. Teachers who experience excessive work pressure without adequate support may suffer from exhaustion and declining job satisfaction. Madigan and Kim (2021) found that burnout is positively associated with teachers' intentions to leave their jobs, whereas job satisfaction is negatively associated with such intentions [4]. Therefore, retention policies should include efforts to improve employee well-being and create a healthy working environment.

In addition to compensation and well-being, motivation is another important factor in managing teaching personnel. Motivation can develop when individuals have opportunities to improve their abilities, exercise discretion in determining how to perform their work, and establish positive relationships with those around them. Through self-determination theory, Ryan and Deci (2000) explain that autonomy, competence, and relatedness are important psychological needs that contribute to high-quality motivation [5]. In educational institutions, these needs can be supported by trusting teachers to perform their duties, providing professional development programs, and fostering a collaborative working culture.

Within Islamic Educational Management, work motivation is also associated with the values of service, moral responsibility, and the spiritual meaning of work. Teaching is not merely understood as a professional activity undertaken to earn an income but also as a trust that has implications for students' development and the wider community. Pratiwi (2020) found that Islamic work ethics positively influence the organizational commitment of Islamic senior high school teachers, with intrinsic motivation serving as a mediating variable. This finding suggests that Islamic values can contribute to strengthening educators' relationships with their institutions.[6]

The relationship between compensation, the working environment, and the sustainability of teaching personnel is also reflected in the study by Riyadi et al. (2023) on teachers in Islamic private schools. Their research indicates that compensation and the school environment positively influence teacher loyalty [7]. This finding suggests that teachers consider not only financial benefits but also

the quality of their working environment when developing long-term relationships with their institutions.

Based on these issues, compensation, employee well-being, motivation, and retention should be examined as interconnected components of a human resource management system. This article aims to explain the relationships among these four aspects and formulate management strategies appropriate to the characteristics of Islamic educational institutions. The discussion integrates motivation and organizational commitment theories with research findings on teacher compensation and retention to develop a conceptual understanding that can inform human resource management practices in Islamic education.[8]

Despite the growing body of research on compensation, employee well-being, work motivation, and human resource retention, a significant research gap remains in the absence of an integrated framework connecting these four constructs within Islamic educational institutions. This issue is particularly relevant in Indonesia, where educational institutions operate under diverse organizational and employment conditions. Statistics Indonesia (BPS, 2025) highlights persistent challenges concerning educators' wages, unequal workloads, and differences between public and private educational institutions [9]. These challenges underscore the need for a comprehensive human resource management approach that considers not only financial compensation but also employee well-being, intrinsic and extrinsic motivation, and long-term retention. Accordingly, this study addresses three research questions: (1) How do compensation and employee well-being influence work motivation among human resources in Islamic educational institutions? (2) How do compensation, well-being, and work motivation contribute to human resource retention? (3) How can these four constructs be integrated into a human resource management framework grounded in Islamic values to strengthen employee commitment and retention?

2. METHOD

This study employs a qualitative approach using the literature review method (*library research*). This method was selected because the study focuses on understanding concepts and examining previous research findings concerning compensation, employee well-being, motivation, and human resource retention. Through a literature review, different theoretical perspectives and research findings can be compared to develop a more comprehensive understanding of human resource management in Islamic educational institutions.[10]

The sources examined consist of scholarly journal articles and academic literature addressing compensation, work motivation, teacher well-being, job satisfaction, organizational commitment, and teacher retention. Literature searches were conducted through Google Scholar and the websites of academic journals and publishers to verify publication information. Sources were considered based on their relevance to the research topic, the clarity of author and publication details, the traceability of bibliographic information, and their contribution to explaining the relationships among the concepts. Studies directly addressing teachers and Islamic educational institutions were prioritized, while studies from other organizational settings were used to support more general theoretical explanations.

The data analysis process involved several stages. First, relevant literature was collected and identified. Second, the sources were categorized into four main themes: compensation, employee well-being, motivation, and retention. Third, previous research findings were compared to identify similarities, differences, and emerging patterns. Fourth, the findings were synthesized into a conceptual framework and connected to the values of Islamic Educational Management. This approach is consistent with the use of literature reviews as a research methodology that requires systematic collection, evaluation, and synthesis of relevant sources.

This study did not collect primary data through interviews, observations, or surveys. Therefore, the findings represent interpretations and syntheses of previous research rather than the results of new empirical testing. The findings of individual studies must also be understood in relation to their respective contexts, participant characteristics, and research designs. Accordingly, this review provides a conceptual foundation for future research but does not directly establish that all relationships among the variables apply equally to every Islamic educational institution.

3. RESULTS AND DISCUSSION

3.1. The Role of Compensation in Human Resource Management in Islamic Education

Compensation refers to the rewards provided by an institution to employees in return for their duties, responsibilities, and contributions. In Islamic educational institutions, compensation may include salaries, honoraria, allowances, performance incentives, educational assistance, social security benefits, and non-financial recognition. Compensation management should consider the adequacy of remuneration, its alignment with responsibilities, the institution's financial capacity, and the clarity of the rules governing its distribution. According to Adams (1965), individuals evaluate fairness by comparing their contributions and the rewards they receive with those of other people whom they consider comparable.[11]

Providing adequate financial compensation is one way to help educators meet their living expenses and remain in their jobs. Research by Dwicahyo and Yuseran (2025) indicates that financial compensation is significantly and negatively associated with the intention of teachers at a public Islamic senior high school in Banjarmasin to leave their jobs. Non-financial compensation also demonstrates a significant negative association with this intention. These findings suggest that teacher retention policies should address financial rewards alongside recognition, support, and employees' perceptions of their working conditions.[3]

These findings are supported by the research of Riyadi et al. (2023), which examined teachers in Islamic private schools. Their study found that compensation positively influences teacher loyalty. This suggests that a well-managed reward system can contribute to positive relationships between teachers and their institutions. In the educational context, compensation serves not only to meet economic needs but also to recognize the contributions of teaching personnel to educational activities.[7]

From the perspective of Islamic Educational Management, compensation management should be guided by the principle of *'adl*, or justice. This principle can be implemented through clear remuneration policies, transparency regarding the basis for determining honoraria, alignment between workloads and rewards, and timely payment. Fairness does not necessarily require providing the same amount to every employee; rather, it requires a system that considers responsibilities and contributions proportionately. This approach is consistent with Adams's (1965) equity theory and the findings of Riyadi et al. (2023) concerning the relationship between compensation and teacher loyalty in Islamic private schools.

For Islamic educational institutions with limited financial resources, compensation management requires careful budget planning. Institutional leaders can establish spending priorities, improve financial accountability, and develop reward systems that reflect the institution's financial capacity. However, financial constraints must be addressed through responsible planning and should not be used as a justification for neglecting employees' rights. Non-financial recognition can complement compensation systems, but it should not replace financial entitlements that employees are rightfully due. These considerations are consistent with research highlighting the importance of both financial and non-financial compensation in relation to teacher retention.

3.2. Employee Well-Being as a Foundation for Job Satisfaction and Employement Continuity

Employee well-being is not limited to income but also encompasses psychological conditions, social relationships, physical health, and opportunities for professional development. Economic well-being concerns the ability to meet living expenses, while psychological well-being includes a sense of security and the ability to cope with work-related pressures. Social well-being is influenced by relationships with supervisors and colleagues, whereas professional well-being is associated with opportunities for learning and competency development. The review by Iancu et al. (2018) on interventions to reduce teacher burnout, together with the study by Madigan and Kim (2021) on teachers' intentions to leave their jobs, highlights the importance of considering teaching personnel's psychological conditions and work experiences.[12] [4]

Teacher well-being is also influenced by the balance between job demands and the support provided by the institution. Teaching, lesson planning, assessment, administrative duties, and student

guidance can become overwhelming when workload allocation and institutional support are inadequate. Madigan and Kim (2021) found that burnout is positively associated with intentions to leave the profession, whereas job satisfaction is negatively associated with such intentions. Consequently, educational institutions need to develop policies that reduce work-related pressure while improving teachers' job satisfaction.

Another important aspect is perceived organizational support. In Islamic educational institutions, such support can be demonstrated when leaders listen to teachers' concerns, provide assistance when difficulties arise, offer constructive feedback, and consider employees' needs when establishing policies. When teachers feel valued and supported, their relationships with their institutions may become more positive.

Professional development opportunities are also essential to employee well-being. Training programs, mentoring, peer discussions, and participation in curriculum development can help educators improve their abilities while strengthening their confidence in performing their duties. Through the job demands-resources model, Bakker and Demerouti (2007) explain that job resources can help individuals cope with job demands and support work engagement. Therefore, Islamic educational institutions need to maintain a balance between the demands of educational quality and the provision of resources that teachers require to perform effectively.[13]

3.3. Work Motivation in the Professional Development of Teaching Personnel

Work motivation can be understood as the driving force that influences the direction, intensity, and persistence of an individual's behavior in performing work-related tasks. In educational settings, motivation may arise from extrinsic factors, such as salaries, allowances, incentives, and promotions, as well as intrinsic factors, including professional interest, satisfaction in helping students, and the desire to develop one's abilities.

Ryan and Deci (2000) explain that high-quality motivation can develop when the needs for autonomy, competence, and relatedness are fulfilled. In practice, autonomy can be supported by allowing teachers to select teaching strategies that suit their students' needs. The need for competence can be addressed through training and mentoring, while relatedness can be fostered through collaboration among teachers and healthy communication with institutional leaders. Thus, motivation is not developed solely through rewards but also through a working environment that allows individuals to grow.[5]

Career development and professional learning opportunities should also be considered in teacher retention strategies. Alexander et al. (2020) examine the role of motivations and perceptions in the retention of in-service teachers, highlighting the importance of considering work experiences and the reasons individuals remain in the teaching profession when developing teacher management policies. Islamic educational institutions can respond to these needs by providing continuing professional development, mentoring for new teachers, forums for sharing experiences, and recognition for innovative teaching practices. Such strategies demonstrate that institutions not only expect good performance but also provide opportunities for teaching personnel to enhance their capabilities.[14]

In Islamic education, work motivation can be strengthened by understanding teaching as a responsibility that carries moral and spiritual significance. Nevertheless, viewing work as a form of service must go hand in hand with fulfilling educators' rights and needs. Spiritual devotion should not be used to justify inadequate compensation or unhealthy working conditions. Pratiwi (2020) found that Islamic work ethics positively influence the organizational commitment of Islamic senior high school teachers, with intrinsic motivation serving as a mediating variable. This provides a basis for developing spiritual motivation while ensuring that it is supported by fair organizational policies.[6]

Aflah et al. (2021) also examined the relationship between Islamic work ethics and employee performance through Islamic motivation, affective commitment, and job satisfaction. Their findings demonstrate the relevance of Islamic values in explaining the relationships between work-related attitudes and organizational attachment. However, the application of spiritual values must be

accompanied by adequate compensation, employee well-being, and opportunities for professional development. Therefore, spiritual motivation should complement material and professional support rather than replace it.[15]

3.4. Human Resource Retention and the Development of Organizational Commitment

Human resource retention refers to an institution's ability to retain the personnel required to sustain its organizational activities. In Islamic educational institutions, retaining teachers over the long term can support continuity in teaching and learning, relationships with students, and the implementation of educational programs. Ingersoll (2001) demonstrates that teacher turnover is associated with organizational conditions. Therefore, efforts to retain teaching personnel should include improvements in management practices and the working environment rather than focusing exclusively on individual characteristics.[1]

Organizational commitment provides one conceptual framework for understanding the relationship between employees and their organizations. Meyer and Allen (1991) identify three dimensions of organizational commitment: affective commitment, continuance commitment, and normative commitment. Affective commitment develops when individuals feel an emotional attachment to their institution. Continuance commitment is associated with considerations regarding the consequences of leaving the organization, whereas normative commitment reflects a sense of obligation to remain part of it. These dimensions help explain why individuals may have different reasons for staying in an institution.[8]

Strong commitment cannot be developed solely through demands for loyalty or moral obligation. Institutions must also create positive work experiences through fair compensation, supportive leadership, development opportunities, and healthy working relationships. Pratiwi (2020) found that Islamic work ethics are positively associated with the organizational commitment of Islamic senior high school teachers. Meanwhile, Riyadi et al. (2023) found that compensation and the school environment positively influence teacher loyalty in Islamic private schools. Together, these studies highlight the importance of considering both individual values and organizational conditions in building sustainable employment relationships.

Retention should not be assessed solely by examining whether few employees leave an institution. Some teachers may remain employed because they have limited alternative employment opportunities rather than because they are satisfied or strongly committed to their institution. Therefore, retention evaluations should use several indicators, including teacher turnover rates, intentions to leave, job satisfaction, organizational commitment, work engagement, and perceptions of compensation. A broader set of indicators can help institutions distinguish between employees who remain on the payroll and those who have a genuinely positive attachment to the organization.

3.5. Applying Islamic Values to Human Resource Management

Islamic values can provide an ethical foundation for managing teaching and administrative personnel. The principle of *'adl*, or justice, emphasizes fairness in workload distribution and compensation, while *amanah*, or trustworthiness, concerns responsibility in carrying out duties and managing institutional resources. The principle of *ihsan*, or excellence, encourages individuals to fulfill their responsibilities to the best of their ability and maintain the quality of working relationships. The relevance of Islamic work ethics to motivation and organizational commitment is also discussed by Pratiwi (2020) and Aflah et al. (2021).

The principle of *shura*, or consultation, can be implemented by involving teaching personnel in discussions of policies that directly affect their work. For example, teachers can participate in evaluating workloads, designing professional development programs, and formulating teaching policies. Participation does not mean that every decision must be delegated to teaching personnel. Rather, it provides them with opportunities to share their experiences and perspectives before policies are finalized. This participatory approach is consistent with self-determination theory, which emphasizes the importance of autonomy and social relationships in supporting motivation. [5]

Islamic values should also be reflected in compensation practices and the provision of employee well-being. A spirit of service must not be used to justify neglecting educators' rights.

Instead, *amanah* requires institutional leaders to manage budgets responsibly, establish clear rights and obligations, and ensure that payments comply with applicable policies. This is consistent with the findings of Dwicahyo and Yuseran (2025) and Riyadi et al. (2023), which highlight the importance of compensation in relation to teachers' intentions to leave their jobs and their loyalty to their institutions.

Integrating Islamic values can also help teaching personnel understand the meaning of their work. Teachers do more than deliver subject matter; they contribute to the development of students' knowledge, attitudes, and character. Nevertheless, this spiritual understanding of work must be supported by organizational policies that provide opportunities for professional growth and create a healthy working environment. The studies by Pratiwi (2020) and Aflah et al. (2021) provide a basis for understanding the relevance of Islamic work ethics to motivation and organizational commitment. Accordingly, Islamic values become more meaningful when they are reflected in leadership behavior and concrete human resource policies.

3.6. Integrated Strategies for Strengthening Human Resource Retention in Islamic Education

Based on the literature reviewed, teacher retention can be understood through a conceptual relationship: fair compensation, employee well-being and organizational support, motivation and job satisfaction, organizational commitment, and ultimately human resource retention and the sustainability of educational quality. This relationship represents a conceptual synthesis developed from previous research; it has not been empirically tested as a single model in this article. Its conceptual foundations include research on compensation and intentions to leave by Dwicahyo and Yuseran (2025), the meta-analysis of teacher burnout and job satisfaction by Madigan and Kim (2021), and motivation and organizational commitment theories developed by Ryan and Deci (2000) and Meyer and Allen (1991).

The first step institutions can take is to review their compensation systems and the well-being needs of teaching personnel. This review should address the adequacy of remuneration in relation to responsibilities, timely payments, workload allocation, working facilities, and professional development opportunities. Institutions must also consider financial constraints to ensure that proposed policies can be implemented sustainably. This approach is consistent with findings that financial and non-financial compensation are associated with teachers' intentions to leave their jobs and that compensation and the school environment are associated with teacher loyalty. [3] [7]

The next step is to establish a motivational system that does not rely exclusively on material rewards. Recognition of achievements, training, opportunities to share experiences, teacher involvement in decision-making, and open communication can strengthen teaching personnel's engagement. These strategies provide teachers with opportunities to develop their competencies and feel that they are part of the institution's progress. This is consistent with Ryan and Deci (2000), who identify autonomy, competence, and relatedness as important psychological needs for high-quality motivation.

In addition to implementing these policies, institutions need to conduct regular evaluations to determine whether their initiatives genuinely help retain teaching personnel. Evaluation indicators may include teacher turnover rates, intentions to leave, job satisfaction, organizational commitment, perceptions of compensation fairness, and participation in professional development activities. The results can then be used to improve human resource policies in accordance with employees' needs. The importance of such evaluations is supported by Ingersoll's (2001) research on organizational factors in teacher turnover and the findings of Madigan and Kim (2021) concerning the relationships between job satisfaction, burnout, and teachers' intentions to leave.

Retention strategies should also be adapted to the characteristics of each Islamic educational institution. Public madrasahs, private Islamic schools, and pesantren may have different funding structures, leadership arrangements, and staffing needs. Consequently, compensation and well-being policies cannot necessarily be implemented in exactly the same way across all institutions. Nevertheless, every institution should uphold fairness, transparency, employee well-being, motivation development, and continuous evaluation. These considerations are consistent with

research on teacher compensation and retention, as well as theories of motivation and organizational commitment.

4. CONCLUSION

The findings of this review indicate that compensation, employee well-being, motivation, and retention are interconnected components of human resource management in Islamic educational institutions. Fair and transparent compensation can help establish perceptions of fairness and support teaching personnel's loyalty. At the same time, attention to employee well-being and working conditions is necessary to maintain job satisfaction and reduce the risk of burnout. Research on teacher compensation and the relationship between burnout and intentions to leave demonstrates that retaining teaching personnel requires broader policies than remuneration alone.

Work motivation should also be developed by meeting material needs, providing opportunities to improve competence, allowing appropriate autonomy in performing duties, and fostering positive social relationships. Within Islamic Educational Management, the principles of justice, trustworthiness, excellence, and consultation can guide the development of responsible working relationships. Research on Islamic work ethics demonstrates the relevance of these values to understanding intrinsic motivation and organizational commitment among teaching personnel.

Ultimately, human resource retention requires a management system that integrates fair compensation, employee well-being, professional development, supportive leadership, and regular evaluation of working conditions. Islamic educational institutions should regard teaching personnel as strategic members of the organization whose economic, psychological, social, professional, and spiritual needs deserve attention. Such an approach can help strengthen educators' organizational commitment while supporting the sustainability of educational quality.

Future research could empirically examine the relationships among these components through surveys or case studies in schools, madrasahs, and pesantren. Empirical testing is needed to determine the extent to which compensation, employee well-being, motivation, and organizational commitment are associated with retention across different institutional contexts. In this way, the development of Islamic Educational Management can be supported by combining conceptual analysis with stronger empirical evidence.

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