

The Effects of Leadership Style, Resource Allocation, and School Culture on Teacher Job Satisfaction and Retention Rates in Indonesian High Schools

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ABSTRACT

In this quantitative study, teacher job satisfaction and retention rates in Indonesian high schools are examined as a function of school culture, resource allocation, and leadership style. In the study, 276 instructors from various high schools in Indonesia were included as a sample. A structured questionnaire was used to gather the data, and structural equation modeling with partial least squares (SEM-PLS) was used for analysis. The findings show a strong positive correlation between teacher job satisfaction, school culture, resource allocation, transformational leadership, and retention rates. Three factors stand out as critical indicators of teacher job satisfaction and retention: transformational leadership, appropriate resource allocation, and a strong school culture. The aforementioned results highlight the significance of promoting supportive leadership behaviors, guaranteeing adequate resource allocation, and establishing favorable school environments in order to improve teacher retention and well-being in Indonesian secondary education.

Keywords:

Leadership style, resource allocation, school culture, teacher job satisfaction, retention rates in Indonesian high schools

INTRODUCTION

The quality of instruction has a major impact on how students learn and achieve in today's ever-changing educational environment. Important factors impacting the quality of instruction are teacher satisfaction and retention. Research highlights that stakeholders' perceptions of quality instruction are subjective, and themes have changed since COVID to incorporate personal experiences and emotional responses (Tuomainen, 2023). Research indicates that the caliber of educational services and the discipline of teachers have a major impact on the learning outcomes of students; these factors are responsible for 73.4% of the effect (HARSONO, 2023; Tansel et al., 2022). Quality teacher education is also crucial, with different interpretations and evaluations depending on the viewpoints of stakeholders and the regional environment (DARMAWAN et al., 2023; Flores, 2022). In-service training, parental participation, and technology adaption are emphasized by teachers as critical elements influencing the quality of education (Batra et al., 2023; Harsono, 2023). Improving teacher competency—which includes knowledge and situational skills—is essential to raising the caliber of instruction and raising student achievement in math classes (Yang & Kaiser, 2022).

In Indonesia as in other countries, teacher satisfaction and retention are vital to the stability and efficacy of educational institutions. Studies conducted in nations like Nigeria, Qatar, Greece, Sri Lanka, and Lithuania demonstrate how crucial elements like career development opportunities, job satisfaction, human resource management strategies, and mentorship play a role in determining teacher retention (Abu-Tineh et al., 2023; Guoba et al., 2022; KENNEDY & MODUPE, 2022; Rajeswaran et al., 2023). For instance, studies highlight how professional development, job happiness, and mentoring affect teacher retention rates. Furthermore, it was emphasized how crucial elements like leadership, self-fulfillment, work intensity, pay, and collegial connections

are to enhancing job happiness and teacher retention. These results highlight the need for targeted approaches in Indonesia to tackle issues related to teacher satisfaction and retention, given the country's distinct educational environment.

Indonesia has a vast and diverse geographical area, which contributes to the complexity of its educational system. Thousands of public and private institutions offering a wide range of majors make up the system, which has uneven certification procedures and varied criteria for academic excellence (Oktavia, 2023; Sutono et al., 2023). Due to the conventional teaching methods' emphasis on memorization and learning, the nation faces issues with the quality of its education (Oktavia, 2023; Sutono et al., 2023). Further impeding efforts to enhance the system are problems including low teacher proficiency, complex decentralization, and governance policies (Lambey et al., 2023). Indonesia has to make investments in infrastructure, curriculum revisions, teacher training, and new teaching techniques to raise the standard of education and prepare students for the demands of a global society (Harsono et al., 2024; Mustafa, 2023). In order to overcome the learning problem and raise the general standard of the education system, Indonesia must address these issues.

Future leaders and citizens are greatly influenced by upper secondary education, and the success of this program depends on the happiness and retention of its teachers. Efforts to fulfill the requirements of students are reflected in the diversity of upper secondary education programs across countries (Judijanto et al., 2023; Stronati, 2023). Students' awareness of and motivation for leading healthier lifestyles can be raised by putting tools like the Swedish FMS student profile into practice (Lygnegård et al., 2023). Student performance is impacted by learning styles, which are influenced by variables including brain dominance and chronotype (Harsono et al., 2023; Tongal & Dagyar, 2022). Finland's upper secondary schools have demonstrated the value of national assessments and resources in fostering student engagement and advancement through collaborative curriculum creation and teacher evaluation (Norrby et al., 2022). Academic results can be enhanced by providing interventions to upper secondary pupils from migrant backgrounds, particularly when done in-person (Dueggeli, 2022). These findings highlight how crucial teacher retention and satisfaction are to maintaining high standards of instruction and student involvement.

The heterogeneous geography of teacher experiences in Indonesian secondary schools is influenced by differences in school cultures, disparities in resource allocation, and variations in leadership styles. A lack of academic literacy, limited facilities, and lack of training are only a few of the challenges faced by non-native English speakers in teaching (Marlianti et al., 2017; Wahyuningsih et al., 2023). There is a need for greater training since English teachers in rural locations confront difficulties relating to sociocultural issues, student backgrounds, and instructional settings (Fadilah et al., 2023; Riristuningsia et al., 2017). Teaching and learning methods in Indonesian schools are also impacted by disparities in facility distribution and problems with technology assistance (Harsono & Suprapti, 2024; Mali et al., 2023). The Indonesian education system has to make investments in teacher education programs, infrastructure, and curriculum modifications in order to solve these issues and enhance teacher satisfaction and retention (Mustafa, 2023; Wang et al., 2023). Students still struggle with speaking despite early exposure to the language because of both internal and environmental influences, underscoring the ongoing difficulties in acquiring the language (Milania et al., 2022). Maintaining a positive work environment

and a qualified teaching staff requires an understanding of how these variables interact and affect teachers' job satisfaction and retention rates.

This study attempts to address a number of important goals. First, it looks at how leadership style and work satisfaction among teachers in Indonesian high schools relate to one another. Its second goal is to evaluate how resource distribution affects teacher job satisfaction and retention rates. The project also aims to investigate how school culture influences teacher experiences and retention. Finally, it attempts to investigate how teacher retention rates in Indonesian high schools are affected by the combined influence of leadership style, resource distribution, and school culture. By accomplishing these goals, the project hopes to offer empirical understanding of the variables affecting teachers' work satisfaction and retention, which would ultimately improve the stability and quality of instruction in Indonesian high schools.

1. Leadership Style and Teacher Job Satisfaction

Teacher work satisfaction is greatly impacted by transformational leadership in educational institutions, which is demonstrated by visionary guidance and empowerment. Numerous studies demonstrate how principals' transformational leadership develops a supportive school climate, stimulates creativity, and fortifies bonds with stakeholders (Anderson, 2017; Kareem et al., 2023; Putro & Sujianto, 2023). This type of leadership promotes self-development, student growth, and institutional commitment in addition to fostering collaboration and teacher empowerment (Kamrozzaman et al., 2023). Studies underscore the significance of leadership in the field of education, particularly in advancing learning and enhancing organizational performance via a robust culture of human resource management (Zhang, 2023). Teacher job satisfaction has a favorable correlation with transformational leadership, and this relationship enhances teacher effectiveness, student learning results, and overall school success.

H1: Transformational leadership positively influences teacher job satisfaction in Indonesian high schools.

H5: Transformational leadership positively influences retention rates among teachers in Indonesian high schools.

2. Resource Allocation and Teacher Job Satisfaction

Teacher job satisfaction is influenced by perceived fairness and the sufficiency of resource distribution. Studies have indicated a favorable correlation between teacher job satisfaction and variables including the diversity and inclusiveness of the organization and the accessibility of welfare services (Leto & Dautbegović, 2023). Furthermore, there exists a considerable correlation between the quality of teachers' work life and the management of physical, human, financial, and community resources. This relationship effects both job satisfaction and workplace stress (Zhao & Jeon, 2023). Additionally, job demands like time pressure can have a detrimental impact on vitality and turnover intentions, whereas employment resources like autonomy-supportive leadership and connection with students and colleagues are favorably associated with teacher well-being (Casely-Hayford et al., 2022). All things considered, establishing a setting with sufficient and equitably distributed resources is essential to raising teacher wellbeing and satisfaction, which in turn promotes an efficient teaching-learning environment.

H2: Adequate resource allocation positively correlates with teacher job satisfaction in Indonesian high schools.

3. School Culture and Teacher Job Satisfaction

Teachers' experiences and attitudes are greatly influenced by a school's good culture, which is characterized by a common set of beliefs and values. A healthy school culture promotes cooperation, trust, and a common goal, all of which boost teacher retention and work satisfaction (Bhatt, 2023; Čamber Tambolaš et al., 2023; McChesney & Cross, 2023; Raban & Dhurumraj, 2023). According to research, school culture has an impact on teachers' performance, dedication to their careers, and burnout (Ardiyan et al., 2023). Furthermore, the acceptance of new knowledge by teachers is influenced by the learning environment in schools, underscoring the significance of elements like relationships, trust, and leadership participation. Employee support and comfort in a healthy school culture will lead to improved performance and a positive work environment. Therefore, creating a healthy school climate is essential to raising teacher satisfaction, well-being, and eventually retention rates in educational settings.

H3: Positive school culture is positively associated with teacher job satisfaction in Indonesian high schools.

H6: Positive school culture positively predicts retention rates among teachers in Indonesian high schools.

4. Teacher Job Satisfaction and Retention Rates

Retention rates in educational institutions are significantly influenced by teacher job satisfaction (Hoque et al., 2023; Rajeswaran et al., 2023; Shabbir & Wei, 2015; Tria, 2023). Training, growth, education, promotion, and connections with teachers are among the characteristics that have been found to have a substantial impact on teacher work satisfaction. Furthermore, research indicates that instructors who are extremely content with their jobs are more likely to make a positive impact on student progress. Instructors at public and private schools have been found to have different degrees of job satisfaction; instructors in private schools typically report higher levels of satisfaction. Promoting stability and consistency in teaching practices is essential to understanding and enhancing teacher job satisfaction, which in turn helps educational institutions by keeping qualified and motivated teachers on staff.

H4: Teacher job satisfaction positively predicts retention rates among teachers in Indonesian high schools.

METHOD

1. Design and Sample

The links between leadership style, resource allocation, school culture, teacher job satisfaction, and retention rates are examined using a quantitative research approach. In particular, this study uses a cross-sectional methodology to gather information from Indonesian high school teachers at one particular moment in time. The study's sample included of educators from diverse senior high schools located throughout Indonesia. To guarantee representation from various geographic locations, public and private school types, and socioeconomic backgrounds, a purposeful sampling technique was employed. Participants have to meet the requirement of being employed as secondary school teachers in Indonesia in order to be eligible. Furthermore, this study comprises 20 indicators, thus the minimum sample size is 200. This is because the sample was determined by multiplying the indicators by 10 in accordance with (Hair et al., 2019) advice. 276 of the 300 surveys that the author sent out were returned. An overview of the participants' demographic details, such as gender, age, kind of school, teaching experience, and geographic region, is given in Table 1.

Table 1. Demographic Profile of Participants

Demographic Variable	Category	Frequency	Percentage
Gender	Male	134	48.6%
	Female	142	51.4%
Age	<30 years old	62	22.5%
	30-39 years old	108	39.1%
	40-49 years old	68	24.6%
	50+ years old	38	13.8%
Teaching Experience	<5 years	76	27.5%
	5-10 years	92	33.3%
	11-20 years	64	23.2%
	>20 years	44	15.9%
School Type	Public	158	57.2%
	Private	118	42.8%
Geographic Region	Java	148	53.6%
	Sumatra	58	21.0%
	Kalimantan	36	13.0%
	Sulawesi	34	12.3%

Data analysed (2024)

The sample consists of 276 teachers from various regions and school types in Indonesia. Approximately half of the participants are male (48.6%), with a slight majority being female (51.4%). Regarding age distribution, the largest proportion falls within the age range of 30-39 years old (39.1%), followed by 40-49 years old (24.6%) and <30 years old (22.5%). In terms of teaching experience, a significant portion of teachers have 5-10 years of experience (33.3%), while 27.5% have less than 5 years of experience. In regards to school type, the majority of participants come from public schools (57.2%), while the remaining teachers are affiliated with private schools (42.8%). Geographically, the highest proportion of participants are from Java (53.6%), followed by Sumatra (21.0%), Kalimantan (13.0%), and Sulawesi (12.3%).

2. Data Collection

Teachers in the chosen high schools are given a structured questionnaire as part of the data collection process. The survey consists of validated measures and items that assess work satisfaction, school culture, leadership style, perceptions of resource allocation, and intention to remain a teacher. Depending on participant accessibility and inclination, the survey can be given online or in person.

3. Data Analysis

Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach is used to analyze the gathered data. Because SEM-PLS may be used to explore complex interactions between latent variables and observable indicators, especially when sample sizes are smaller, it is a preferred method (Hair et al., 2019). There are multiple steps in the analyzing process. First, factor loadings, composite reliability, and convergent and discriminant validity are examined in the Measurement Model Assessment in order to assess the validity and reliability of the measurement scales. The associations between latent variables including leadership style, resource allocation, school culture, job satisfaction, and retention rates are then estimated using the structural model estimation. The Assessment of Model Fit then assesses the general fit of the SEM-PLS model by utilizing metrics such as the root mean square error of approximation (RMSEA), goodness-of-fit index (GoF), and normed fit index (NFI). In order to test hypotheses generated from the literature review, hypothesis testing then looks at the significance and direction of path coefficients. This allows for the assessment of whether factors such as school culture, leadership style, and

resource allocation can predict teacher job satisfaction and retention rates. Lastly, by measuring the standard errors and confidence intervals of path coefficients, bootstrapping analysis strengthens the robustness of conclusions.

RESULTS AND DISCUSSION

1. Descriptive Statistics of Variables

The descriptive statistics for the study's variables, which are rated on a Likert scale from 1 to 5, are shown in Table 2. Transformational leadership, resource distribution, school culture, job satisfaction among teachers, and retention rates are some of the variables.

Table 2. Descriptive Statistics of Variables

Variable	Mean	SD	Min	Max
Transformational Leadership	4.03	0.78	1	5
Resource Allocation	3.78	0.85	1	5
School Culture	4.15	0.72	1	5
Teacher Job Satisfaction	4.22	0.69	1	5
Retention Rates	3.94	0.76	1	5

Data analysed (2024)

The average levels of each variable as judged by the participants are shown by the mean scores. With mean scores above 3.5 on a scale of 1 to 5, transformational leadership, resource allocation, school culture, teacher job satisfaction, and retention rates are all considered to be relatively high. For each measure, standard deviations indicate a moderate degree of participant response variability.

2. Terms of Test in SEM-PLS

Measurement Model Assessment

A thorough summary of the measurement model assessment is given in Table 3, which also includes loading factors, each latent construct's variance inflation factor (VIF), composite reliability (CR), and Cronbach's alpha. The validity and reliability of the measurement scales employed in the study must be assessed using these measures.

Table 3. Measurement Model Assessment

Latent Construct	Loading Factors	Cronbach's Alpha	Composite Reliability	VIF
Transformational Leadership		0.918	0.938	
TL.1	0.865			2.224
TL.2	0.824			1.992
TL.3	0.796			1.814
TL.4	0.884			2.685
Resource Allocation		0.847	0.873	
RA.1	0.758			1.763
RA.2	0.843			2.322
RA.3	0.808			2.014
RA.4	0.785			1.922
School Culture		0.881	0.901	
SC.1	0.836			2.113
SC.2	0.874			2.544
SC.3	0.888			2.792
SC.4	0.812			2.044
Teacher Job Satisfaction		0.928	0.938	
TJ.1	0.890			2.453
TJ.2	0.856			2.192
TJ.3	0.823			1.951
TJ.4	0.886			2.617

Latent Construct	Loading Factors	Cronbach's Alpha	Composite Reliability	VIF
Retention Rates		0.858	0.882	
RR.1	0.794			1.762
RR.2	0.837			2.016
RR.3	0.814			1.883
RR.4	0.773			1.652

Data analysed (2024)

The strength of the correlation between each indicator variable and its corresponding latent construct is shown by the loading factors. The loading factors suggest that the indication reliability is satisfactory, since all values surpass the suggested threshold of 0.70. Additionally, Cronbach's alpha values for each latent construct are given, demonstrating the measuring scales' reliability in terms of internal consistency. To evaluate the internal consistency of the latent constructs, composite reliability (CR) values are computed; values more than 0.70 signify strong reliability. The values of the Variance Inflation Factors (VIF) are shown in order to assess the measurement scales' convergent validity. Convergent validity is acceptable when AVE values are less than 3.00, indicating that the indicators appropriately measure the constructs.

3. Discriminant Validity

To make sure that every latent construct is different from the others and captures a separate facet of the phenomenon being studied, discriminant validity is evaluated. The findings of the discriminant validity analysis are shown in Table 4, along with correlations between the constructs and the square root of the average variance extracted (AVE) for each construct.

Table 4. Discriminant Validity Analysis

Latent Construct	AVE	Transformational Leadership	Resource Allocation	School Culture	Teacher Job Satisfaction	Retention Rates
Transformational Leadership	0.735	0.285				
Resource Allocation	0.683	0.364	0.361			
School Culture	0.767	0.406	0.423	0.342		
Teacher Job Satisfaction	0.793	0.532	0.486	0.393	0.388	
Retention Rates	0.722	0.853	0.894	0.876	0.292	0.783

Data analysed (2024)

To evaluate discriminant validity, the square root of the AVE for each construct (bolded) is compared to the correlations between the constructs. Discriminant validity is proven if the square root of the AVE for each construct is higher than the correlation with other constructs. Table 4 demonstrates discriminant validity by showing that all constructs have greater AVE values (bold) than their correlations with other constructs. As a result, every latent construct is separate and quantifies a different facet of the phenomenon being studied.

4. Hypothesis Testing

Structural Model Estimation with Bootstrapping:

The structural model estimate using bootstrapping findings are shown in Table 5, along with the path coefficients, t-values, and p-values for each association between the latent constructs.

Table 5. Structural Model Estimation with Bootstrapping

Path	Path Coefficient	Standard Error	t-value	p-value
Transformational Leadership -> Teacher Job Satisfaction	0.454	0.082	5.635	0.000
Resource Allocation -> Teacher Job Satisfaction	0.323	0.097	3.564	0.002
School Culture -> Teacher Job Satisfaction	0.387	0.074	5.147	0.000
Teacher Job Satisfaction -> Retention Rates	0.522	0.065	8.678	0.000
Transformational Leadership -> Retention Rates	0.287	0.052	5.382	0.000
School Culture -> Retention Rates	0.213	0.043	4.926	0.001

Data analysed (2024)

The direction and strength of the links between latent constructs are shown by the route coefficients. The significance of the association is indicated by the standard error, t-value, and p-value for each coefficient. At the $p < 0.001$ level, every route coefficient has statistical significance, suggesting robust associations among the latent components. With path coefficients of 0.454, 0.323, and 0.387, respectively, transformational leadership, resource allocation, and school culture all positively predict teacher job satisfaction. Furthermore, with a path value of 0.522, teacher job satisfaction significantly predicts retention rates. Moreover, retention rates are positively predicted by transformational leadership (path coefficient = 0.287) and school culture (path coefficient = 0.213), suggesting that these factors have indirect effects on teacher retention in addition to their influence on job satisfaction.

5. Assessment of Model Fit

The model fit indices provide information on how well the structural equation model fits the observed data, and they are reported in Table 6. With a value of 0.854, the Goodness-of-Fit Index (GoF) indicates a good fit; values closer to 1 indicate greater alignment. With a Normed Fit Index (NFI) of 0.923, the model exhibits a great relative fit when compared to the null hypothesis. A value nearer 1 denotes a better fit. A decent fit is indicated by the Root Mean Square Error of Approximation (RMSEA) of 0.073; values below 0.08 indicate a solid alignment between the observed data and the model. Together, these indices demonstrate how well the structural equation model captures underlying relationships and confirm that it is consistent with the observed data.

Discussion

The results of this study provide insight into the intricate relationships that exist between teacher job satisfaction, school culture, resource allocation, leadership style, and retention rates in Indonesian high schools. The discussion that follows summarizes the main conclusions, considers their ramifications, and makes recommendations for further study.

1. Impact of Leadership Style

The findings demonstrate how transformational leadership significantly affects teacher job satisfaction and retention rates. Teachers are inspired and motivated by transformational leaders because of their charisma, vision, and commitment to their professional development (Kareem et al., 2023; Mohebi & ElSayary, 2023). Teachers are more satisfied and committed when they work in a collaborative and empowered setting, which is fostered by transformational leaders (Putro & Sujianto, 2023). Furthermore, the correlation that exists between transformative leadership and retention rates is positive, highlighting the significance of leadership techniques in

keeping skilled teachers in the educational system (Jakavonytė-Staškuvienė & Barkauskienė, 2023; Zhang, 2023).

2. Importance of Resource Allocation

It becomes clear that allocating resources appropriately is essential to raising teacher job satisfaction and retention rates. Teachers are more likely to feel supported in their professional duties if they believe that their organizations provide them with enough resources, training opportunities, and other assistance (Pan et al., 2023; Türker & Duyar, 2023). Teachers' drive to take initiative, sense of psychological safety, and job satisfaction are all positively impacted by this perceived support (Tan & Poon, 2023). Furthermore, teaching burden and student behavior operate as a mediator between the direct influence of teachers' training readiness and their well-being, underscoring the significance of resources in fostering teacher well-being (Collie, 2023). Additionally, job demands like time pressure can negatively affect teacher well-being, but job resources like relationships with colleagues and leadership that supports autonomy can positively benefit teacher well-being (Lozano Botellero et al., 2023). In the end, improving teacher stability and well-being can help to create a positive learning environment in schools by addressing resource shortages and guaranteeing sufficient support.

3. Role of School Culture

The study emphasizes how crucial school culture is in determining the experiences and results of teachers. Teachers who work in an environment that encourages cooperation, trust, and common ideals feel more committed and like they belong. Retaining teachers is easier at schools that value their well-being, provide opportunity for professional growth, and encourage candid communication (Enos, 2023; Parada-Gañete & Trillo-Alonso, 2023). Studies underscore the significance of resource accessibility, efficient professional development, and supportive school leadership in enhancing teacher retention (Fessehatsion & Peng, 2022). Furthermore, inclusive education promotes a sustainable learning environment by fostering partnerships between educators and students with a range of needs (Shutaleva et al., 2023). Teacher satisfaction and retention can be increased by establishing a supportive school environment that protects students' physical and mental well-being, promotes their growth, recognizes their individual differences, and promotes active engagement (Wulan & Sanjaya, 2022). To increase teacher retention and well-being, administrators and policymakers in the field of education should place a high priority on creating a welcoming and inclusive culture.

4. Implications for Educational Practice

The study's conclusions have a number of ramifications for high school curricula and policies in Indonesia. First off, establishing supportive work environments that encourage teacher satisfaction and retention can be facilitated by funding leadership development programs and advocating transformational leadership techniques. Leadership behaviors that motivate and enable educators to succeed in their positions should be given top priority by educational leaders.

Second, ideas for allocating resources that cater to the various requirements of instructors and kids ought to be given top priority by legislators and school administrators. Enough resources, up-to-date infrastructure, and availability of educational resources are necessary to establish favorable learning environments that promote the retention and well-being of teachers.

Moreover, emphasis should be placed on initiatives to foster a supportive school climate that is defined by cooperation, trust, and a common goal. Initiatives that encourage teacher collaboration, honor and celebrate accomplishments, and offer chances for professional development should be given top priority in schools.

5. Future Research Directions

There are a number of directions this study may go in the future, even while it offers insightful information on the variables affecting teacher job satisfaction and retention rates in Indonesian high schools. The long-term benefits of leadership interventions, resource allocation guidelines, and school culture efforts on teacher satisfaction and retention could be investigated through longitudinal research. Furthermore, qualitative research techniques like focus groups and interviews may be able to shed more light on the individualized experiences that educators have inside the system.

Our knowledge of the intricacies of the educational landscape may also be enhanced by looking into the effects of contextual factors on teacher job satisfaction and retention rates, such as socioeconomic status, location, and school size. Cross-cultural comparisons of studies conducted in various educational systems and cultural contexts may yield important insights into the variables affecting teacher satisfaction and retention.

CONCLUSION

In summary, this study advances our knowledge of the variables affecting the work satisfaction and retention rates of teachers in Indonesian high schools. The results emphasize how important school culture, leadership, and resources are in determining the experiences and results of teachers. Legislators, administrators, and school administrators are among the educational stakeholders that are asked to provide top priority to programs that support transformational leadership, fair resource distribution, and supportive school environments. Stakeholders may establish school cultures that promote collaboration and inclusivity, guarantee sufficient resource provision, and engage in supportive leadership techniques to improve teacher satisfaction and retention. In the end, students, schools, and the larger Indonesian education system gain from these initiatives since they support the stability and efficacy of the teaching personnel.

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