

## Literature Review on the Effect of Reward System and Work-Life Balance on Teacher Retention with Job Satisfaction as an Intervening Variable

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teacher retention.

### ABSTRACT

Teacher retention is a strategic issue in human resource management in the education sector, particularly in private schools facing the challenge of high teacher turnover. Teacher stability significantly impacts the sustainability and quality of the learning process. Therefore, this study aims to systematically examine the influence of reward systems and work-life balance on teacher retention, with job satisfaction as an intervening variable, based on a review of relevant literature. The method used in this study was a literature review, analyzing various national and international journals discussing reward systems, work-life balance, job satisfaction, and teacher retention. The articles reviewed were selected based on topic relevance, source credibility, and appropriateness to the research context in the field of human resource management, particularly in educational organizations. The results of the literature review indicate that reward systems and work-life balance have a positive influence on teacher job satisfaction. Job satisfaction, in turn, plays a significant role in increasing teacher retention. Furthermore, job satisfaction has been shown to mediate the relationship between reward systems and work-life balance on teacher retention. These findings indicate that human resource management policies oriented toward teacher well-being and satisfaction can strengthen teachers' decisions to remain in educational organizations. Theoretically, this research enriches human resource management studies by positioning job satisfaction as an intervening mechanism in teacher retention models. Practically, the research findings are expected to provide a basis for school administrators in designing reward systems and work policies that support work-life balance to sustainably improve teacher satisfaction and retention.

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### INTRODUCTION

Human resource management (HRM) is a strategic factor in determining the success of any organization, including educational institutions. Schools, as formal educational

institutions, are highly dependent on the quality and sustainability of human resources, particularly teachers, in achieving educational goals. Teachers not only play a role in implementing the learning process but also play a key role in shaping the character, competency, and achievement of students. Therefore, the sustainability of teaching staff is a crucial issue that school management must address.

In practice, many private schools face high rates of teacher turnover. High teacher turnover can have various negative impacts, such as disrupting the learning process, increasing recruitment and training costs, and declining educational quality. This situation indicates that teacher retention is a challenge for school management, particularly for private schools, which have limited resources compared to public schools.

One factor believed to influence teacher retention is the school's reward system. A fair and competitive reward system, whether financial or non-financial, can increase teacher motivation and loyalty to the institution. Teachers who feel their contributions are appreciated tend to have a higher level of commitment and a greater desire to remain at the school.

In addition to reward systems, work-life balance is also a crucial factor in human resource management in the education sector. Teachers' high workloads, administrative demands, and pressure to achieve performance targets often lead to an imbalance between work and personal life. This imbalance can impact stress levels and burnout, ultimately influencing teachers' decisions to stay or leave their jobs.

In this context, job satisfaction is seen as a crucial variable that can bridge the influence of reward systems and work-life balance on teacher retention. Teachers who are satisfied with their jobs, both in terms of rewards, the work environment, and work-life balance, tend to display a positive attitude toward the organization and have a stronger intention to stay. Therefore, job satisfaction is often used as an intervening variable in human resource management research.

Based on this description, it is important to conduct a comprehensive literature review on the influence of reward systems and work-life balance on teacher retention, with job satisfaction as an intervening variable. This literature review is expected to provide a deeper theoretical understanding and serve as a conceptual foundation for further research, particularly in the context of human resource management in the education sector.

Although numerous studies have addressed KM and innovation, a gap remains regarding how digitalization strengthens KM implementation in the context of Indonesian organizations, or modern organizations in general. This study's contribution is to provide an updated synthesis of the relationship between KM, digitalization, innovation, and organizational performance between 2011 and 2025, a topic not yet comprehensively summarized in previous research.

## LITERATURE

### Human Resource Management in the Context of Education

Human Resource Management (HRM) is a series of activities carried out by an organization to manage its workforce in a planned and sustainable manner to effectively

achieve organizational goals. HRM activities encompass the planning, procurement, development, compensation, and maintenance of employees, the organization's primary assets.

In educational organizations, HRM plays a crucial role because the quality of human resources, particularly teachers, is crucial to the success of educational delivery. Good teacher management through appropriate HRM policies, such as the implementation of a fair reward system and the creation of a work-life balance, is expected to increase teacher job satisfaction.

Job satisfaction created through effective human resource management practices will encourage increased teacher commitment and loyalty to the school. This ultimately contributes to increased teacher retention. Therefore, human resource management is the primary foundation for understanding the relationship between reward systems, work-life balance, job satisfaction, and teacher retention, as discussed in this literature review.

### **Objectives and Functions of Human Resource Management**

Human Resource Management aims to optimally manage the workforce so that the organization can achieve its stated goals. Through effective human resource management, organizations are expected to improve the quality of employee performance and create working conditions that support organizational sustainability. In the educational environment, the goal of HRM is directed at producing competent teachers with a strong commitment to the school institution.

Furthermore, HRM also aims to create job satisfaction for employees through the development of fair and sustainable workforce management policies and practices. Good job satisfaction will foster positive employee attitudes toward the organization, including increased loyalty and a desire to remain with the organization, thereby ensuring employee retention.

The function of human resource management encompasses workforce needs planning, employee recruitment and placement, competency development, and performance rewards. Furthermore, HRM plays a role in maintaining harmonious working relationships and creating a conducive work environment by managing employee workloads and work-life balance.

In relation to this research, the goals and functions of HRM play a crucial role in supporting the implementation of reward systems and managing work-life balance. These two aspects contribute to increasing teacher job satisfaction, which ultimately has an impact on increasing teacher retention in the school environment.

### **Human Resource Management in Educational Organizations**

Human Resource Management in educational organizations is the systematic process of managing teaching and non-teaching staff to support the achievement of educational goals. Schools, as institutions engaged in educational services, rely heavily on the quality of human resources, particularly teachers, to carry out the learning and student development process.

The implementation of Human Resource Management (HRM) in schools is not solely focused on administrative aspects but also emphasizes improving teacher competency, welfare, and work comfort. Appropriately implemented HRM policies are expected to increase teacher motivation, performance, and a sense of belonging to the school.

In practice, human resource management in education includes establishing reward systems, distributing workloads, and creating a balance between professional responsibilities and personal lives. If these aspects are not managed effectively, this can decrease job satisfaction and trigger teachers' desire to leave the school.

The implementation of effective human resource management in educational organizations is a crucial factor in increasing job satisfaction and ensuring long-term teacher retention. HRM that is oriented towards teacher needs is expected to create a conducive work environment and support the sustainability of educational organizations.

### **Teacher Retention**

Teacher retention can be defined as the ability of an educational organization to retain teaching staff so they remain employed and contribute over a relatively long period of time. Retention is not only related to the length of a teacher's tenure but also reflects the teacher's level of commitment, loyalty, and desire to remain part of the school.

In the context of human resource management, teacher retention is a crucial issue because the sustainability of the learning process is significantly influenced by the stability of the teaching staff. Teachers who remain with an organization tend to have a better understanding of the school's culture, curriculum, and student needs, enabling them to make a more optimal contribution to the quality of education.

Teacher retention is also influenced by various factors related to the school's HR policies and practices. These factors include the reward system teachers receive, work-life balance, and perceived job satisfaction. If teachers feel their needs are met and their work is satisfying, their desire to remain at the school will be stronger.

### **The Importance of Teacher Retention for Schools**

Teacher retention plays a crucial role in the sustainability and quality of education delivery in schools. Long-term tenure allows schools to maintain the stability of the learning process and create a consistent educational environment for students.

Teachers with long tenure generally have a good understanding of the organizational culture, school policies, and student characteristics. This understanding enables teachers to carry out their duties more effectively and efficiently, positively impacting the quality of learning and achieving educational goals. Conversely, high rates of teacher turnover can disrupt the continuity of learning and reduce overall school performance.

Furthermore, a high teacher retention rate can help schools reduce costs incurred from the recruitment, selection, and training of new teachers. Schools with low retention rates tend to incur additional costs and time to replace departing educators, which ultimately reduces the effectiveness of school resource management.

Efforts to improve teacher retention are a crucial part of human resource management strategies in educational organizations. Through the implementation of policies that support job satisfaction, such as a fair reward system and effective work-life balance management, schools are expected to retain quality teachers and improve the sustainability and competitiveness of educational institutions.

### **Factors Affecting Teacher Retention**

Teacher retention is influenced by various factors related to organizational policies and the working conditions teachers experience. These factors are interconnected and play a role in shaping teachers' decisions to stay or leave their schools.

One key factor influencing teacher retention is the school's reward system. Providing fair rewards, both financial and non-financial, can increase teachers' motivation and sense of appreciation for their work. Teachers who feel their contributions are recognized tend to have higher loyalty and a greater desire to remain at the school.

In addition to the reward system, work-life balance is also a crucial factor in teacher retention. Excessive workloads, administrative demands, and a lack of work flexibility can lead to burnout and stress, ultimately reducing teachers' desire to stay. Conversely, a work environment that supports work-life balance will increase teachers' well-being and job satisfaction.

Another factor influencing teacher retention is job satisfaction. Job satisfaction reflects the extent to which teachers feel happy and satisfied with their work overall. Teachers with high levels of job satisfaction tend to demonstrate a strong commitment to the school and have a greater intention to remain with the organization.

This suggests that teacher retention is the result of a combination of various human resource management factors, particularly reward systems, work-life balance, and job satisfaction. Therefore, understanding these factors is essential for designing effective HR strategies to improve the sustainability of teaching staff in schools.

### **Teacher Retention Indicators**

Teacher retention indicators are used to measure the extent to which teachers have the desire and commitment to remain employed at a school for a specific period of time. This indicator is important in human resource management studies because it can reflect the level of success of educational organizations in retaining their teaching staff.

One key indicator of teacher retention is the desire to remain employed at the school. Teachers with a strong intention to remain demonstrate a positive attitude toward the organization and feel comfortable with the existing working conditions. This intention to remain is often a reflection of the teacher's level of satisfaction and loyalty to the school.

Another indicator is teacher commitment to the school. This commitment is reflected in the teacher's willingness to contribute maximally, comply with school policies, and feel a sense of responsibility for the organization's success. Teachers with a high level of commitment tend to demonstrate a strong emotional attachment to the school where they work.

Furthermore, a teacher's willingness to develop their career at school can also be used as an indicator of retention. Teachers who perceive opportunities for personal and career development at school are more likely to remain long-term. Conversely, limited development opportunities can reduce teachers' interest in remaining employed at the school. Based on this description, teacher retention indicators can be seen from the intention to stay, level of commitment, and desire to continue developing within the educational organization. These indicators provide a snapshot of the extent to which a school's human resource management policies are able to create a work environment that supports the sustainability of its teaching staff.

### **Reward System**

A reward system can be understood as a set of policies and mechanisms used by an organization to reward employees for their contributions and performance. Rewards serve as a form of organizational appreciation for employees' efforts, achievements, and roles in supporting the achievement of organizational goals.

In the context of human resource management, a reward system focuses not only on providing material rewards but also includes non-financial rewards of a psychological and social nature. The implementation of an appropriate reward system is expected to increase employee motivation, satisfaction, and commitment to the organization.

In the educational environment, a reward system plays a crucial role in maintaining teacher enthusiasm and loyalty. Teachers who feel appreciated through a fair and transparent reward system tend to display a positive attitude toward their work and have a greater desire to remain at the school. Therefore, a reward system is a strategic factor in increasing teacher job satisfaction and retention.

### **The Purpose and Benefits of a Reward System**

A reward system is implemented within an organization with the aim of encouraging employees to perform optimally in accordance with their roles and responsibilities. By providing appropriate rewards, organizations strive to increase employee motivation so that their performance supports the achievement of organizational goals.

In addition to increasing motivation, a reward system also aims to provide a sense of fairness and recognition to employees for their contributions. Employees who feel appreciated tend to have a positive attitude toward their work and demonstrate higher levels of job satisfaction. This job satisfaction plays a crucial role in building employee loyalty and commitment to the organization.

Another benefit of implementing a reward system is the creation of harmonious working relationships between the organization and employees. A transparent and consistent reward system can increase employee trust in management and reduce the potential for conflict in the workplace. In the long term, this can help organizations retain a qualified workforce.

In the educational context, a reward system has strategic benefits in maintaining the sustainability of the teaching workforce. Providing rewards that align with teachers' needs

and expectations can increase job satisfaction and strengthen teachers' desire to remain at the school. Thus, a reward system is an important instrument in increasing teacher retention by enhancing job satisfaction.

### **Reward Systems in the Educational Context**

A reward system in the educational environment is a form of human resource management policy designed to recognize teacher performance and contributions in carrying out their professional duties. The implementation of a reward system in schools not only aims to provide rewards for work results but also as an effort to increase teacher motivation, performance, and loyalty to the educational institution.

In the educational context, rewards given to teachers can be financial or non-financial. Financial rewards typically relate to salary, allowances, or additional incentives, while non-financial rewards can include recognition for achievement, training opportunities, career development, and a supportive work environment. Both forms of reward play a crucial role in increasing teacher job satisfaction.

The implementation of a reward system in schools needs to be tailored to the characteristics of the educational organization and the needs of teachers. A fair, transparent, and consistent reward system will increase teachers' positive perceptions of school policies. Conversely, inconsistencies or unfairness in reward distribution can lead to job dissatisfaction, potentially reducing teacher commitment.

Based on this description, a reward system in the educational context needs to be strategically designed to support teacher well-being and create a conducive work environment. The implementation of an effective reward system is expected to increase teacher job satisfaction and ultimately contribute to increasing teacher retention in schools.

### **Reward System Indicators**

Reward system indicators are used to assess the extent to which the organization's reward policies are effective and aligned with employee expectations. In human resource management studies, this indicator is crucial for gauging employee perceptions of the fairness and appropriateness of rewards received.

One key indicator of a reward system is the appropriateness of rewards given to the workload and responsibilities undertaken. Rewards that are perceived as commensurate with employee effort and contribution will increase employee appreciation and strengthen work motivation.

Another indicator is fairness in reward distribution. Fairness reflects the extent to which the organization applies the principle of equality in rewarding employees without any discriminatory treatment. A positive perception of fairness will foster job satisfaction and a positive attitude toward the organization.

Furthermore, transparency in the reward system is also an important indicator. Employees need to understand the basis and mechanisms of reward distribution to avoid misunderstandings. A clear and transparent reward system will increase employee trust in management.

Thus, reward system indicators can be seen from the appropriateness of rewards to performance, the level of fairness, and the transparency of their implementation. These indicators provide a picture of the effectiveness of the reward system in supporting job satisfaction and teacher retention in educational settings.

### **Work-Life Balance**

Work-life balance can be defined as a condition in which an individual is able to manage the demands of work and personal life in a balanced manner without interfering with each other. This balance is achieved when someone can fulfill work responsibilities as well as personal, family, and social needs in a proportionate manner.

In the context of human resource management, work-life balance is a crucial concern because it is directly related to employee well-being. An imbalance between work and personal life can lead to stress, burnout, and decreased job satisfaction. Conversely, a good balance will support employees' psychological well-being and improve performance quality.

For teachers, work-life balance is crucial given the high demands of their work, both in the learning process and in administrative tasks. Teachers who are able to maintain a balance between their professional roles and personal lives tend to have higher levels of job satisfaction and a higher commitment to the school. Therefore, work-life balance is one of the factors influencing job satisfaction and teacher retention in educational organizations.

### **Dimensions of Work-Life Balance**

Work-life balance consists of several dimensions that describe how individuals manage the relationship between their work roles and personal life. These dimensions indicate the level of balance a person perceives in carrying out their various roles.

One dimension of work-life balance is time balance, which is an individual's ability to allocate time proportionally between work and personal life. A good time balance allows employees, including teachers, to complete work tasks without neglecting family needs and personal activities.

The next dimension is engagement balance, which relates to an individual's level of physical and psychological involvement in their work and non-work roles. Individuals who have engagement balance are able to focus on their work while working and enjoy their personal life without being burdened by work demands.

Furthermore, there is the dimension of satisfaction balance, which is the extent to which an individual feels satisfied with their role, both at work and in their personal life. Balanced satisfaction in both aspects reflects a good work-life balance and contributes to individual well-being.

In the educational context, fulfilling these dimensions of work-life balance is important for teachers so they can carry out their professional duties optimally without sacrificing their personal life. It is hoped that the balance achieved will increase job satisfaction and encourage teachers to remain at the school.

### **Factors Influencing Work-Life Balance**

Work-life balance is influenced by various factors related to job characteristics, organizational policies, and individual circumstances. These factors play a role in determining the extent to which an individual is able to balance the demands of work with their personal life.

One of the main factors affecting work-life balance is workload. Excessive workloads and high job demands can reduce the time and energy an individual has for their personal life. In the educational context, a busy teaching schedule and excessive administrative obligations can hinder teachers from achieving work-life balance.

Another factor is work flexibility. Organizational policies that provide flexibility in scheduling work hours, dividing tasks, or working methods can help employees manage their dual roles. Adequate work flexibility allows teachers to balance professional responsibilities with personal and family needs.

Furthermore, organizational support is also an important factor in creating work-life balance. This support can take the form of attention from management, a conducive work environment, and school policies that support teacher well-being. Good support will help teachers reduce work pressure and increase their enjoyment of work.

Based on this description, work-life balance is influenced by a combination of job factors, organizational policies, and a supportive work environment. Understanding these factors is crucial for schools in designing human resource management strategies that can improve teacher work-life balance and encourage job satisfaction and retention.

### **Work-Life Balance in the School Environment**

Work-life balance in the school environment relates to a teacher's ability to balance the demands of their work as educators with their personal lives outside of work. The school environment has its own characteristics, such as busy teaching schedules, administrative responsibilities, and demands to interact with students and parents, which can impact a teacher's work-life balance.

Schools, as educational organizations, play a crucial role in creating working conditions that support a teacher's work-life balance. School policies related to workload allocation, work hour arrangements, and adequate rest periods can help teachers manage their professional and personal roles more effectively.

In addition to formal policies, the school's organizational culture also influences a teacher's work-life balance. A supportive work environment, harmonious working relationships, and good communication between leaders and teachers can reduce work stress and increase job satisfaction. These conditions enable teachers to perform their duties optimally without sacrificing their personal lives.

By creating a good work-life balance in the school environment, teachers tend to have higher levels of job satisfaction and demonstrate a strong commitment to the school. This ultimately contributes to increased teacher retention, enabling schools to maintain the sustainability and quality of their teaching staff.

### **Work-Life Balance Indicators**

Work-life balance indicators are used to measure the extent to which individuals are able to balance the demands of work and personal life. This indicator is important for assessing the well-being of employees, particularly teachers, in simultaneously carrying out their professional and personal roles.

One of the main indicators of work-life balance is time balance. This indicator demonstrates a teacher's ability to allocate time between school work and personal or family activities. When work time does not excessively dominate personal life, a better work-life balance can be achieved.

The next indicator is role balance. Role balance reflects an individual's ability to carry out their various roles without experiencing excessive conflict. Teachers who are able to effectively fulfill their roles as educators and as family or community members demonstrate a high level of work-life balance.

Furthermore, balance satisfaction is also an important indicator of work-life balance. This indicator relates to an individual's level of satisfaction with their work and personal life. Teachers who are satisfied with both their work and personal life tend to have a better work-life balance.

By using these indicators, educational organizations can evaluate teachers' work-life balance more objectively. The results of this evaluation can be the basis for formulating human resource management policies aimed at improving teacher welfare, job satisfaction, and retention.

### **Job Satisfaction**

Job satisfaction is a psychological state that reflects an individual's level of positive feelings about their job. Job satisfaction arises from an employee's evaluation of various aspects of their job, such as the tasks performed, the work environment, relationships with superiors and coworkers, and the rewards received. If an individual's expectations regarding their job are met, job satisfaction tends to increase.

In the context of educational organizations, teacher job satisfaction is related to the extent to which teachers feel comfortable, valued, and motivated in carrying out their teaching duties. Teachers with high job satisfaction generally exhibit a positive attitude toward the school and a stronger commitment to their profession.

### **Factors Influencing Job Satisfaction**

Job satisfaction is influenced by various factors originating from the job itself and from the organizational environment. One key factor is the reward system, which includes both financial and non-financial compensation. Providing fair and appropriate rewards for teachers' contributions can increase feelings of appreciation and strengthen job satisfaction.

In addition to the reward system, work-life balance is also an important factor influencing job satisfaction. Teachers who are able to balance work responsibilities with their personal lives tend to have lower stress levels and positive feelings about their work. This situation has a direct impact on increasing job satisfaction.

Other factors that influence job satisfaction are the work environment, interpersonal relationships, and support from school leaders. A conducive work environment and harmonious relationships will create a pleasant work atmosphere and support teacher job satisfaction.

### **Teacher Job Satisfaction in Educational Organizations**

Teacher job satisfaction in educational organizations plays a strategic role in supporting the success of the learning process. Teachers who are satisfied with their jobs tend to demonstrate better performance, are highly motivated, and are committed to continuing their service to the school.

In the school environment, teacher job satisfaction is influenced not only by material factors but also by non-material aspects, such as professional recognition, opportunities for self-development, and support from school management. When schools are able to create supportive working conditions, teacher job satisfaction will increase sustainably.

### **Job Satisfaction Indicators**

Job satisfaction indicators are used to measure an individual's level of satisfaction with their job. One key indicator is satisfaction with the job itself, which reflects the extent to which teachers feel the tasks they perform align with their interests and abilities.

The next indicator is satisfaction with rewards, whether in the form of salary, benefits, or non-financial recognition. Furthermore, satisfaction with work relationships, including relationships with leaders and colleagues, is also an important indicator in assessing teacher job satisfaction.

By understanding job satisfaction indicators, schools can conduct comprehensive evaluations and design appropriate policies to improve teacher well-being and strengthen teacher retention through increased job satisfaction.

## **RESEARCH METHODS**

### **a. Relationship Between Variables**

#### **1. Relationship of Reward Systems to Job Satisfaction**

Reward systems play a crucial role in shaping employee job satisfaction, including teachers. Rewards that are provided fairly, transparently, and commensurate with individual contributions can foster feelings of appreciation and recognition within the organization. When teachers feel that their efforts and performance are duly recognized, their positive attitude toward their work will increase.

In educational organizations, reward systems are not limited to financial compensation but also include non-financial rewards such as professional recognition, career development opportunities, and management support. Implementing an effective reward system will encourage a sustained increase in teacher job satisfaction.

#### **2. Relationship of Work-Life Balance to Job Satisfaction**

Work-life balance has a significant impact on teacher job satisfaction. Teachers who are able to balance the demands of work with their personal lives tend to experience lower stress levels and have better psychological well-being. This results in increased job satisfaction.

In the school context, policies that support work-life balance, such as proportional workload management and flexible schedules, can create a more comfortable work environment. These conditions enable teachers to perform their duties optimally and feel satisfied with their work.

### 3. The Relationship Between Job Satisfaction and Teacher Retention

Job satisfaction is a key factor in retaining teachers within educational organizations. Teachers who are satisfied with their jobs tend to have a high level of commitment to the school and a stronger desire to continue working long-term.

Conversely, low levels of job satisfaction can increase teachers' desire to seek employment elsewhere. Therefore, increasing job satisfaction is an important strategy for schools in their efforts to increase teacher retention and maintain the stability of their teaching staff.

### 4. The Relationship Between Reward Systems and Teacher Retention

A reward system that is implemented consistently and fairly can influence teachers' decisions to remain with the school. Adequate rewards will increase teachers' sense of security and well-being, thereby reducing their intention to leave the organization. In the long term, a good reward system can create a reciprocal relationship between teachers and schools. Teachers feel appreciated, while schools gain loyal and highly committed educators, ultimately increasing teacher retention.

### 5. The Relationship Between Work-Life Balance and Teacher Retention

A good work-life balance contributes to increased teacher retention. Teachers who maintain a balance between work and personal life tend to be physically and mentally healthier, making them more able to cope with the demands of the teaching profession. Schools that prioritize work-life balance for teachers will create a more humane and sustainable work environment. This encourages teachers to remain and develop their careers within the educational organization.

## b. Previous Research

Several previous studies have shown that:

- 1) Reward systems have a positive effect on teacher job satisfaction and retention.
- 2) Work-life balance has a significant effect on job satisfaction and intention to stay.
- 3) Job satisfaction has been shown to mediate the relationship between organizational factors and employee retention.

However, research findings differ regarding the strength of each variable's influence, particularly in the context of education in Indonesia.

**Table 1.** Relevant Previous Research

No	Researcher & Year	Research Variables	Method & Object	Research Findings	Relevance
1	Setiawan & Putri (2019)	Reward → Job Satisfaction → Retention	Quantitative, high school teachers	Reward has a positive effect on job satisfaction and retention	Supports the role of reward in improving retention
2	Rahmawati (2020)	Work-Life Balance → Job Satisfaction	Quantitative, junior high school teachers	Work-life balance significantly affects job satisfaction	Strengthens the relationship between work-life balance and job satisfaction
3	Nugroho & Lestari (2020)	Job Satisfaction → Retention	SEM, education sector	Job satisfaction reduces turnover intention	Job satisfaction as a predictor of retention
4	Pratama et al. (2021)	Reward → Retention	Quantitative, private schools	Reward directly affects retention	Examines the direct effect of reward
5	Sari & Handoko (2021)	Work-Life Balance → Retention	Quantitative, teachers	Work-life balance positively affects intention to stay	Work-life balance as a retention factor
6	Wijaya (2022)	Reward, Work-Life Balance → Job Satisfaction	Quantitative, educators	Reward and work-life balance increase job satisfaction	Simultaneous relationship among variables
7	Putri et al. (2022)	Job Satisfaction (Intervening Variable)	SEM, service sector	Job satisfaction mediates the effect of organizational factors on retention	Strengthens the mediation model
8	Hidayat & Samosir (2023)	Work-Life Balance → Job Satisfaction → Retention	PLS-SEM, teachers	Job satisfaction mediates the relationship between work-life balance and retention	Highly relevant to the research model
9	Lestari (2023)	Reward → Job Satisfaction	Quantitative	Non-financial rewards are significant	Expands the reward concept
10	Anggraini & Yusuf (2024)	Job Satisfaction → Teacher Retention	Quantitative	Job satisfaction strongly affects teacher retention	Reinforces the intervening variable

c. Research Gap

Although numerous studies have been conducted on reward systems, work-life balance, job satisfaction, and retention, the literature review reveals several research gaps that require further study.

First, the limitations of the research context. Most previous research was conducted in the industrial, service, or general organizational sectors, while studies specifically examining the teaching profession are relatively limited. This is despite the unique characteristics of teachers' work, such as informal workloads, emotional demands, and high social responsibilities. Therefore, findings from other sectors may not be fully relevant when applied to the educational context.

Second, the inconsistent research results regarding the direct influence of independent variables on retention. Some studies found that reward systems and work-life balance had a direct effect on retention, while others showed a weak or insignificant effect. These discrepancies in findings indicate that other variables play a role in explaining this relationship, which have not been fully accommodated in previous research models.

Third, the limitations of the research models used. Most previous studies still position job satisfaction as the final dependent variable, rather than as an intervening variable. As a result, the psychological mechanisms explaining how reward systems and work-life balance influence teacher retention have not been thoroughly studied. Yet, theoretically, job satisfaction is a key factor bridging organizational policies with employee retention behavior.

Fourth, there is a lack of research examining the simultaneous influence of reward systems and work-life balance on teacher retention within a single integrated model. Previous research tends to examine each variable individually, thus failing to provide a comprehensive picture of the organizational factors that collectively influence teachers' decisions to remain in schools.

Based on this gap, this study aims to address this gap in the literature by examining the influence of reward systems and work-life balance on teacher retention, with job satisfaction as an intervening variable in the educational context. Thus, this research is expected to provide theoretical contributions in the form of developing a more comprehensive model of teacher retention, as well as practical contributions for school administrators in designing effective human resource management policies.

#### d. Conceptual Framework

The conceptual framework is designed to provide a systematic overview of the relationships between the variables studied. In this study, the framework explains the relationship between reward systems and work-life balance as independent variables, job satisfaction as an intervening variable, and teacher retention as the dependent variable.

Reward systems and work-life balance are seen as important factors in human resource management that influence teacher attitudes and behavior. Implementing a fair reward system and creating a balance between work and personal life is expected to increase teacher job satisfaction. This job satisfaction then plays a role in strengthening teachers' desire to remain in educational organizations.

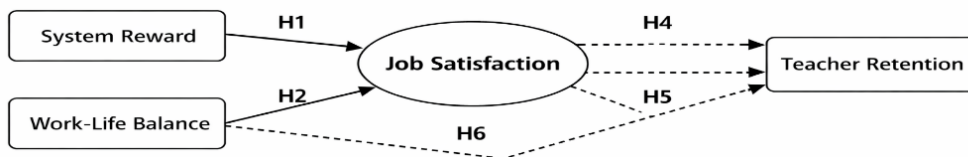
Conceptually, job satisfaction serves as a bridging variable between the influence of reward systems and work-life balance on teacher retention. This indicates that organizational policies not only directly impact teacher retention but also indirectly through increased job satisfaction.

With this conceptual framework, research is expected to provide a clearer understanding of the mechanisms of relationships between variables. This framework also serves as a basis for formulating research hypotheses and guiding data analysis to systematically and purposefully address the research objectives.

## RESULTS AND DISCUSSION

### Research Hypothesis

The research hypothesis is formulated based on the previously developed theoretical review and conceptual framework. This hypothesis serves as a tentative assumption regarding the relationship between variables that will be empirically tested in the research.



Based on the relationship between the reward system, work-life balance, job satisfaction, and teacher retention, the research hypothesis can be formulated as follows:

H1: The reward system has a positive effect on teacher job satisfaction. This hypothesis states that the better the reward system implemented by the school, the higher the level of teacher job satisfaction.

H2: Work-life balance has a positive effect on teacher job satisfaction. This hypothesis suggests that a good balance between work and personal life will increase teacher job satisfaction.

H3: Job satisfaction has a positive effect on teacher retention. This hypothesis indicates that teachers with high levels of job satisfaction tend to have a stronger desire to remain at the school.

H4: The reward system has a positive effect on teacher retention. This hypothesis states that providing fair and appropriate rewards will increase teacher retention in educational organizations.

H5: Work-life balance has a positive effect on teacher retention. This hypothesis explains that a good work-life balance will encourage teachers to remain in the workforce long-term.

H6: Job satisfaction mediates the effect of the reward system on teacher retention. This hypothesis suggests that the reward system can indirectly increase teacher retention through increased job satisfaction.

H7: Job satisfaction mediates the effect of work-life balance on teacher retention. This hypothesis states that work-life balance contributes to increased teacher retention through the role of job satisfaction as an intervening variable.

## CONCLUSION

This study concludes that reward systems and work-life balance play a crucial role in improving teacher job satisfaction and retention. A fair and transparent reward system has been shown to positively impact teacher job satisfaction, while a good work-life balance can

create a comfortable work environment and reduce teacher stress levels. Job satisfaction, in turn, plays a key role in influencing teachers' decisions to remain in educational organizations. In addition to its direct influence, job satisfaction has also been shown to mediate the relationship between reward systems and work-life balance on teacher retention. These findings indicate that human resource management policies not only directly impact teacher retention but also indirectly through increased job satisfaction. Thus, job satisfaction is an important mechanism for maintaining the sustainability of teaching staff in schools.

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