THE IMPACT OF WORKPLACE SPIRITUALITY, COMPENSATION, AND CHARACTERISTICS OF MILLENIAL TEACHERS ON TEACHER LOYALTY

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Absract

The purpose of this study was to determine the effect of millennial teacher characteristics, compensation, and workplace spirituality on teacher loyalty, an overview/generalization of the research problem. This research uses a mixed-methods approach with a sequential explanation. The study's population consisted of the 52 teachers that work at Taruna Nusa Harapan (TNH) Elementary School. Purposive sampling is the method of sampling that is employed. Results of the research show that workplace spirituality, compensation, and millennial teachers' characteristics all significantly affect teachers' loyalty at TNH Elementary School. This is demonstrated by the calculated F value of 4.034, which is higher than the 2.95 F table value with a 0.028 significance level. At TNH Elementary School, the millennial teacher characteristic variable (X_1) has a t-count value of 0.281 and a t-table value of 2.042, indicating that it has a partially zero effect on teacher loyalty. There is a partially significant positive effect for the compensating variable (X_2), with a t-count value of 2.837 and a t-table of 2.042. There is a marginally significant positive influence on workplace spirituality (X_3), with a t-count value of 2.735 and a t-table of 2.042. The results of R2 (coefficient of determination) of 0.818 or (81.8%) and the remaining 18.2% are influenced by other variables outside this research model.

Keywords: millennial teacher characteristics, compensation, workplace spirituality, teacher loyalty.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh dari karakteristik guru milenial, kompensasi, dan spiritualitas di tempat kerja terhadap loyalitas guru dan gambaran umum/generalisasi tentang masalah penelitian tersebut. Penelitian ini merupakan mix method research dengan sequential explanatory. Populasi penelitian ini adalah guru SD Taruna Nusa Harapan berjumlah 52 orang. Teknik sampling yang digunakan adalah purposive sampling. Hasil penelitian ini menunjukkan bahwa karakteristik guru milenial, kompensasi, dan spiritualitas di tempat kerja secara simultan memiliki pengaruh besar yaitu 4,034 dibandingkan nilai table F sebesar 2,95 dengan signifikan sebesar 0.028. Secara parsial karakteristik guru milenial (X_1)di SD TNH tidak berpengaruh terhadap loyalitas guru dengan nilai t hitung sebesar 0,281 dan nilai t tabel sebesar 2,042. Secara parsial variable kompensasi (X_2) terdapat pengaruh positif yang signifikan terhadap loyalitas guru dengan nilai t hitung sebesar 2,837 dan tabel t sebesar 2,042. Secara parsial variable spiritual di tempat kerja (X_3) terdapat pengaruh positif yang signifikan terhadap loyalitas guru dengan nilai t hitung sebesar 2,735 dan tabel t sebesar 2,042. Dari hasil R2 (koefisien determinasi) sebesar 0,818 (81,8%) dan sisanya 18,2% dipengaruhi oleh variable lain di luar model penelitian ini

Kata Kunci: Karakteristik guru milenial, kompensasi, spiritualitas di tempat kerja, loyalitas guru.

INDTRODUCTION

In the age of industry 4.0, one of the most important skills for educators to have is the ability to use technology and digitalization. It's not quite truthful to say that industry 4.0 will replace teachers in their duties in teaching and learning, according to the Minister of Education (2021) stating that the role of teachers in the era of the industrial revolution 4.0 is still very vital. as reported from the YouTube channel Media Indonesia (2019), the Minister of Education stated that technology cannot be used for all, meaning it will not replace the teachers and social friendships needed. However, in the era of industry 4.0 and even welcoming industry 5.0, teachers are required to follow and utilize technology and digitalization in improving the quality of teaching and learning. The evolving nature of the digital era is a challenge for teachers and educational staff to develop creative ideas and methods of operation.

These creative ideas and thoughts, when it comes to businesses, groups, or organizations, are individual actions that attempt to reach the introduction stage or introduce new and advantageous concepts, procedures, products, or approaches. A number of factors, including as leadership style, person-organization fit, perceived organizational support, perceived corporate social responsibility, and workplace spirituality, encourage educators to act creatively. Workplace spirituality is a complex construct that involves people, groups, and people's interactions with one another inside organizations. Spirituality at work has a beneficial impact on creative behavior. This agrees with (Bantha & Nayak, 2021) and (Ranasinghe & Samarasinghe, 2019) that workplace spirituality is one of variable that significantly and positively increase creative work behavior. Previous studies show that workplace spirituality significantly affects innovation work behavior ((Masyhuri et al., 2021), (Bantha & Nayak, 2021), (Susilo, 2019)), job performance ((Eliyana & Sridadi, 2020),(Abdulahi, 2020)), bournot (Ridlwan Muttaqin, Resa Putri Indrianti, Andhika Mochamad Siddiq, Fanji Wijaya, Rama Chandra Jaya, 2023), online educator, and school teacher ((Arokiasamy & Tat, 2020), (Rashmi Kumar, Subhash Chander, 2018)).

In addition to dealing with Industry 4.0, Indonesian education has seen a number of changes. One of these is a demographic disruption, wherein the five demographic groups are recorded by the Central Statistics Agency: Gen X (21.88%); Baby Boomers (11.56%); Post-Gen Z (10.88%); Gen Z (27-94%); and Millennials, or Y, 25.87%. These findings highlight two key points: firstly, Indonesia is currently enjoying a demographic advantage; secondly, the influence of Gen Z and Millennials on Indonesia's development both now and in the future is significant. Millennials joined the workforce in the 2000s, having been born in or after the 1980s. Compared to previous generations, they have greater levels of education, are proficient ICT users, and are used to the world of social media ((Jennifer J. Deal, David G. Altman, 2010);(Sarah Y. Moore,

Leon Grunberg, 2014);(Brenda J. Kowske, Rena Rasch, 2010)). The generation known as the millennials was born between 1981 and 1996. Millennials grew up in the era of the internet boom (Vogels, 2019). The millennial generation is thought to be the most socially connected. They grew up in the era of social media and email, when communication was facilitated by the internet. They are accustomed to using their laptops or cellphones to complete numerous daily tasks with a few clicks. They are knowledgeable about computers and stay up to date on the newest devices and technological advancements (Indeed.com, 2022).

Understanding each generation's characteristics is crucial in the context of education since it influences the way in which students are taught effective teaching techniques. Not only are student accomplishments in the classroom and in academics the aim, but also how the educational process can help students develop their character and enjoyment of learning activities. At this particularly productive age, 25–41, the majority of the millennial generation is currently in this range. As such, when adjusting the learning system in our learning environments, it is necessary to take into account the characteristics of the millennial generation as teachers and the z and alpha generations as students in order to meet the needs of each group without sacrificing their shared interests and habits.

Every learning objective has a goal that must be met. In order to accomplish these goals, the educator or teacher uses a variety of techniques or learning models based on the traits, aptitudes, interests, and desires of the student. They also make use of the environment around the student to maximize learning opportunities, after which they choose which materials to give the participants. It is indisputable that educators need to possess four key competencies: professional competence, social competence, personality competence, and pedagogic competence (see paragraph 1 of Law Number 14 of 2005). Being part of the millennial generation, or Y, and having a career in education, they differ from the preceding generation in that they are living in the industrial era 4.0 and are proficient in technology. Teachers born between 1981 and 1996 are referred to as millennials since they experienced the internet's explosive growth and are therefore appropriate to adjust to technology, digitalization, and social media. According to this assertion, Generation Y also exhibits other characteristics including being proactive and self-assured at work, getting connected with others, and looking to elder colleagues for structure and leadership. Over the years, the work landscape has seen a lot of changes. With ever-evolving technology, the corporate world has witnessed changes in management styles, team structures, and job descriptions. More and more companies depend on online tools to manage tasks more efficiently (corporate finance institute: 2022). These new teachers, in their 20s and early 30s, can bring

enthusiasm, tech-readiness, competence, and a spirit of collaboration into the workplace. Many of them are used to working in teams and enjoy having support and structure (Abraham et al., 2018). Millennial teachers have the characteristics of mastering information and communication technology, visionary and innovative, ambitious, entrepreneurial, simple and creative, and consumptive (Richardus Eko Indrajit, 2021).

The ability to use digital technology, communication tools, and/or networks in defining, accessing, managing, integrating, evaluating, creating, and communicating information legally and properly to produce new concepts to build a knowledge society is known as ICT literacy. According to (Richardus Eko Indrajit, 2021), these skills will support interpersonal development in communicating, interacting, and working both individually and in groups, so language is a supporter in fulfilling self-actualization. Digital literacy also includes understanding how technology affects meaning and having the capacity to assess and analyze information found on websites (Hague, 2022). There are three levels of digital literacy, the application of digital competencies, and creative and innovative digital transformation in the digital world (Mayes & Fowler: 2006) in (Muhammad Jawahir, 2019); 3) Entrepreneurship is the application of creativity and innovation to solve problems and take advantage of opportunities that people face on a daily basis (Zimmerer. et al:2008 in (Riziki M. Nyello, 2021)). Entrepreneurship is a scientific discipline that studies a person's values, abilities, and behavior in dealing with life's challenges and how to obtain opportunities with various risks that may be faced (Suryana, 2013).; 4) Professional Soft Skills, which include sociological words such as emotional intelligence, personality traits, social skills, communication, language, personal habits, friendliness, and optimism that describe a person's capacity to relate to others.

By encouraging job loyalty, preserving employee happiness at work can contribute to the Institute's increased production. A company can thrive if its workforce remains highly devoted to it throughout all of its operations. Employee loyalty is essential to an organization's ability to succeed as a whole. Reichheld (2016) in (Sitinjak et al., 2021) asserts that a firm's ability to accomplish pre-established goals set by its owner is positively correlated with the degree of employee loyalty within the organization. Employee loyalty is defined as their readiness to protect the company against careless individuals both within and outside of the workplace (Hasibuan, 2016). Employee loyalty is an attitude that results from a desire to be loyal to one another, to superiors, to groups, or just to oneself at work. It drives one to be prepared to make sacrifices in order to appease other people or the needs of society (Putra, 2018). Furthermore, loyalty cannot be assumed to occur automatically when a worker joins the company, according to (Nuswantoro, 2021). If an organization wants devoted workers, it must work to acquire these workers and

advance those workers to a higher position within the organization. As a result, loyalty encompasses a determination to endure, productivity that surpasses expectations, and good behavior. Additionally, loyalty is a reciprocal connection in which organizational loyalty must balance employee loyalty. According to Powers (2016) in (Prima Utama Wardoyo Putro, 2018), there are 10 signs that can be used to determine an employee's loyalty: 1) Remaining in the organization; 2) Willing to put in extra time to do the work; 3) Preserving the commercial secrets of the corporation; 4) Marketing the company to clients and the public at large; 5) Adhere to rules without being closely supervised; 6) Be prepared to give up personal interests in favor of the company's; 7) Follow the guidelines without being overly rigorous; 8) Avoid lying, stealing, and gossiping; 9) Provide sound counsel; 10) Be obedient to instructions or directives.

The compensation plan facilitates the accomplishment of organizational objectives and serves to reinforce the organization's core values. The purpose of compensation is to compensate employees for the time, effort, and thinking they have sacrificed on behalf of the organization. The selling of personnel to the corporation is the main factor that determines compensation. Since the employees have given the company their all at work, the employer need to recognize their efforts with fair compensation. The bond between the business and its workers is comparable to that of a vendor and a customer in a marketplace. While job seekers are willing to sell labor or services to the company, the company acts as a buyer of services, offering jobs to employees. Employees receive pay for the services they have rendered from the corporation in exchange for selling or giving this workforce. The corporation and its employees have a mutualistic, symbiotic connection in which both parties live together for mutual gain. According to (S. Henry, 2015) the following parameters are used to determine compensation: 1) Salary and wages; 2) Incentives; 3) Facilities; and 4) Allowance.

In the concept of management and organizational behavior, especially organizational culture, a new concept has emerged, namely workplace spirituality. This concept is described in several dimensions, namely values, ethics, motivation, leadership, and work/life balance (Stephen P. Robbins, 2016). In (D.P. Ashmos, 2000) research, it is stated that understanding the concept of spirituality in the workplace must begin with the recognition that each person has a personal life (inner and outer life) and that the development of personal life will have an impact on a more meaningful outer life or productive. Thus, workplace spirituality views the workplace as a place that has a positive vibe and enthusiasm for believing in positive thoughts in life. The work environment has a significant influence on the smooth operation of the company so that it can also influence workforce productivity in addition to high compensation. Spirituality in the

workplace work is interpreted as things that originate from within, which means that there are individual values and beliefs that are implemented in the way they work. Meanwhile, the religious dimension views spirituality as the implementation of religious values or beliefs that have a positive impact in the workplace. Thus, the representation of spirituality in the workplace is discipline, sincerity, responsibility, honesty, etc. Thus, there are 3 dimensions in the measurement, namely meaningful work, sense of community, and alignment with organizational values.

At the moment, there are four generations working: Millennials, Gen X, Baby Boomers, and Traditionalists. Every generation has distinct qualities that make them essential to the composition of your company and its success in the future. There's no one compensation plan that works best for every generation. Pay plans should prioritize providing the maximum degree of employee satisfaction while accommodating the objectives and lifestyles of different generations. The Millennial Generation is the youngest and largest generation in the workforce, and as such, they want pay that covers all aspects of their lives (W. J. Henry, 2008). Furthermore, a Robert Half International survey revealed that the three generations—Gen X, Gen Y, and Baby Boomers—are driven by pay, benefits, and stable employment (Center, 2010).

Drawing on the background information provided above, the author intends to investigate the effects of millennial teacher traits, pay, and workplace spirituality on teacher loyalty at Taruna Harapan Mojokerto Elementary School. Education institutions might use the findings of this research as a guide for delivering the necessary updates to preserve and even increase teachers' commitment to their work. In addition, workplace spirituality fosters more teacher loyalty, which is demonstrated through the presentation of creative ideas. A teacher's desire to support job satisfaction and their eventual commitment to the institution where they are employed are both influenced by their personal qualities.

RESEARCH METHOD

The research used a mixed-method approach with sequential explanation, with quantitative methods utilized in the first stage and qualitative methods used in the second stage to supplement the first stage method. The process of gathering, evaluating, and integrating qualitative and quantitative approaches in a single study or research to address research issues is known as a mixed research design (Creswell, 2020).

Figure 1 : Model The Explanatory Sequential Design
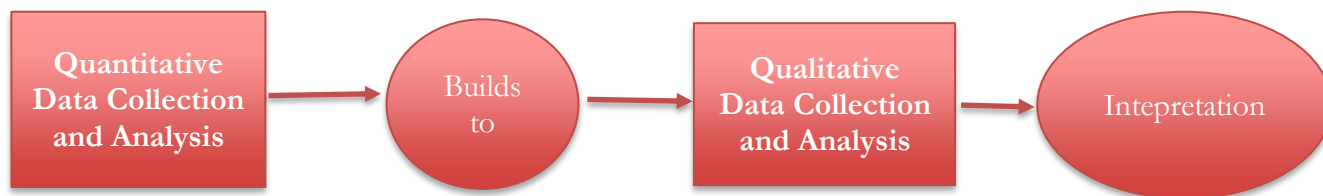
Source : Creswell, 2020

This study aims to provide an overview and generalization of the research problem as well as the impact of the independent variable (compensation, workplace spirituality, and characteristics of millennial teachers) on the dependent variable (teacher loyalty). This research will be conducted at Taruna Nusa Harapan Elementary School which is located on Jl. Lt. Col. Sumarjo 67, Magersari Mojokerto. The population of this study was teachers at Taruna Nusa Harapan Elementary School which consisted of National Elementary Schools/Regular and National Plus/Non-Regular Elementary Schools. The total number of teachers in TNH elementary school is 52 teachers. The sampling technique used is purposive sampling with the criteria for millennial teachers, namely those born between 1981-1996 (Dimock, 2019). Based on these parameters, it was discovered that 32 teachers at TNH Elementary School were millennials. By evaluating hypotheses or making conclusions and generalizations from data obtained using a Likert scale questionnaire with five response options—strongly agree, agree, neutral, disagree, and strongly disagree—this study use inferential statistics.

Three steps were involved in the data analysis process: the questionnaire was first tested for validity and reliability using tests, then the prerequisites for the analysis (normality, heteroscedasticity, multicollinearity, and linearity) were tested, and finally, a multiple linear regression test was used to answer the author's hypothesis or prediction. SPSS version 26 was used to assist with all of the data analysis approaches.

The following is the hypothesis of this study:

H1: r≠0 There is a significant effect between variables X1,X2, X3 and Y

H0 : r= 0 There is no significant effect between variables X1,X2, X3 and Y

RESULT AND DISCUSSION

From the results of data processing in the field, it can be concluded that the tabulation of the sample data used in this study, including:

Table 1 : Research Sample Tabulation Data

Number of Teachers		Graduate of			Status	
Women	Men	Diploma 3	Undergraduate	Postgraduate	NPT	PTF
25	7	1	29	2	11	21

Source: Processed by Researcher (2023)

*Description :

NPT : Non-Permanent Teacher

PTF : Permanent Teacher

A total of 32 questions are used in this study: 10 questions are used for the compensation variable, 10 questions are used for the loyalty variable, 12 questions are used for the millennial teacher characteristic variable and 3 dimensions consist of 21 questions for workplace spirituality variabel . According to the findings of the Pearson Correlation of 32 items, all questions were deemed valid in the initial data analysis utilizing validity and reliability tests because their correlation coefficients were more than 0.05. The reliability test revealed that every item was in a reliable state, indicating that the questionnaire was appropriate for use as a measuring tool in this study. The following are the results of the reliability test:

Table 2: Reliability Results

Reliability Statistics

	Cronbach's Alpha	N of Items
Compensation	.722	10
Loyalty	.747	10
Workplace Spirituality	.648	21
Millennial Teacher Characteristics	.696	12

Source : Processed SPSS 26 (2023)

Four tests comprise the prerequisite for analysis; nevertheless, none of the tests revealed any issues or illnesses, indicating that the data are linear, normally distributed, and free of heteroscedasticity and multicollinearity. the results of multiple linear regression calculations using the SPSS version 26 software to help with the variable characteristics of millennial teachers (X_1), compensation (X_2) workplace spirituality (X_3), and loyalty (Y).

Table 3: Regression Test Results

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.348	14.278		1.355	.186

COMPENSATION	.520	.183	.467	2.837	.008
MILLENNIAL TEACHER	.027	.095	.046	.281	.781
WORKPLACE SPIRITUALITY	.479	.164	.428	2.735	.006

a. Dependent Variable: LOYALTY

Source : Processed SPSS 26

In accordance with the results obtained, the equations obtained are as follows:

$$Y = 19.348 + 0.520X1 + 0.027X2 + 0.479X3$$

1. It is known that the value of (Constant) is 19,348, which means, that if the characteristics of millennial teachers (X1) and compensation (X2) are 0, then the value of teacher loyalty is 19,348.

2. It is known that the regression coefficient value of X1 (b1) is 0.027, which means that if the characteristics of millennial teachers have increased in one unit, then teacher loyalty will increase by 1.027 with estimates of other independent variables having a fixed value.

3. It is known that the regression coefficient value of X2 (b2) is 0.520, which means that if the compensation increases one unit, then teacher loyalty will increase by 1.520 with estimates of other independent variables having a fixed value.

4. It is known that the regression coefficient value of X3 (b3) is 0.479, which means that if the compensation increases one unit, then teacher loyalty will increase by 1.479 with estimates of other independent variables having a fixed value.

DISCUSSION

The Effect of Millennial Teacher Characteristics on Teacher Loyalty

It is known that the millennial teacher characteristic variable (X1) shows a t-count value of 0.281 and a t-table value of 2.042. So it can be interpreted that the value of the t-count is smaller than the value of the t-table. Then it is known that the significance value is 0.781 and this shows that it is greater than 0.05, then H1 is rejected and H0 is accepted, i.e. there is no partial effect of the millennial teacher characteristic variable (X1) on teacher loyalty at TNH Mojokerto Elementary School.

Reported in Forbes magazine (2020) states while the 2019 Deloitte Millennial Survey (Deloitte, 2019) reports that nearly half of Millennials (49%) would if they had a choice, quit their current job in the next two years, a new study challenges that trend: According to Zapier's Digital Natives Report, Millennial employees, on average, plan to stay at their current job for 10 years. And Gen-Z, at six years, isn't far behind. This is based on many things that characterize the millennial generation to continue to develop their knowledge. The job is constantly evolving and changing, millennials are constantly expanding their scope within projects (Dill, 2020). Agreeing with this, one of the informants who has resigned from TNH elementary school stated that his experience and knowledge are the most important things, loyalty is not just a salary but certainty in old age is also important. Reporting from Okezone.com (2019) states that the millennial generation is familiar with the title of job hoppers because they have low loyalty. The millennial generation is a generation that is always looking for new challenges and is open to every new career opportunity to achieve self-actualization.

The Effect of Compensation on Teacher Loyalty

It is known that the compensation variable (X2) shows a t-count value of 2.837 and a t-table value of 2.042. So it can be interpreted that the value of t count is greater than the value of the t-table. Then it is known that the significance value is 0.008 and this shows that it is smaller than 0.05, then H0 is rejected and H1 is accepted, namely, there is a positive and partially significant effect of the compensation variable (X2) on teacher loyalty at TNH Mojokerto Elementary School.

As well as a study conducted by Robert Half International found that Baby Boomers, Generation X, and Generation Y are all motivated by compensation, benefits, and company stability (Center, 2010). This also agrees with (Budiningsih, 2020) that compensation has a significant and positive effect on loyalty. Compensation from the company is one of the important factors that influence the choice to work in an organization. Providing appropriate compensation for the wishes of employees and the ability of the company will create a healthy cooperative relationship for the advancement of company performance. In addition, compensation that is by the wishes of employees for their work can spur employees' enthusiasm to work better from time to time, thus providing a positive influence on improving employee work outcomes (Firmandari, 2014). The results of interviews with TNH Mojokerto teachers stated that the reason they persisted until now was that TNH provided proper salary compensation. Based on salary slips, TNH Mojokerto teachers get a basic salary, job allowances, health insurance, and transportation money every month. TNH also provides a salary increase every year after supervising the learning carried out by the school principal to determine eligibility for a salary increase. The average gross salary

earned by TNH teachers ranges from IDR 2,800,000 - to IDR 7,000,000 (depending on the length of work and position allowances)

The Effect of Workplace Spirituality on Teacher Loyalty

It is known that the workplace spirituality variable (X3) shows a t-count value of 2.735 and a t-table value of 2.042. So it can be interpreted that the value of t count is greater than the value of the t-table. Then it is known that the significance value is 0.006 and this shows that it is smaller than 0.05, then H0 is rejected and H1 is accepted, namely, there is a positive and partially significant effect of the compensation variable (X3) on teacher loyalty at TNH Mojokerto Elementary School.

As well as a study conducted by Robert Half International found that Baby Boomers, Generation X, and Generation Y are all motivated by compensation, benefits, and company stability (Robert Half, 2023). This also agrees with (Aboobaker et al., 2022) that that workplace spirituality enriched employee well-being and loyalty toward the organization and evidence were found for indirect effects too. Workplace is one of the important factors that influences workforce loyalty. In the concept of workplace spirituality, the workplace also has an impact on loyalty (Muhammad Jawahir, 2019). Work environment is everything that is around workers who can influence themselves in carrying out the tasks assigned (Nitisemito, 2016). The work environment has a significant influence on the smooth operation of the company so that it can also influence workforce productivity in addition to high compensation. More deeply, the representation of the spirituality variable in the workplace, in this case, TNH Elementary School, is the existence of discipline for the workforce by implementing finger prints for attendance and attendance. There is even an evaluation to see which teachers are often late so that there will be no teachers who will late arrival, the existence of a representative place of worship, high responsibility in work in this case educating, teaching, completing administration, increasing capabilities, participating in activities inside and outside the school such as teaching supervision, training, seminars, implementation two teachers in one class which is useful in terms of supervision and control of students, a positive friendship cycle in this case based on the results of interviews it was found that they have a positive friendship cycle, this is influenced by several things, similarities in religion, one location for residence, friendship In the past, many teachers in the millennial age made it comfortable, leaders cared about employees, there was freedom of opinion in various forums both online and offline, and so on. In this way, three dimensions, namely meaningful work, sense of community, and alignment with organizational values are achieved in an educational organization.

F test (Simultaneous test).

Table 5: F Test Results

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.144	3	33.572	4.034	.028ᵇ
	Residual	241.324	28	8.322		
	Total	308.469	31			

a. Dependent Variable: LOYALITY

b. Predictors: (Constant), MILINEAL, COMPENSATION, WORKPLACE SPIRITUALITY

Source: Processed SPSS 26 (2023)

Based on the table of F test results above, it can be seen that the calculated F shows a value of 4.034 with a significant result of 0.028 while the degree of freedom 3 (n-k-1, 32-3-1 = 28) in numbers 3 and 28 in table F is 2.95, so the calculated F value of 4.034 is greater than the F table value = 2.95. it can be concluded that the variable characteristics of millennial teachers (X1), compensation (X2), and workplace spirituality (X3) simultaneously affect the teacher loyalty variable (Y) TNH Mojokerto elementary school.

Coefficient of Determination

The use of value of R2 is used to determine the magnitude of the effect of the independent variable simultaneously on the dependent variable.

Table 6: Coefficient of Determination Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917ᵃ	.818	.807	3.482

a. Predictors: (Constant), MILINEAL, COMPENSATION, WORKPLACE SPIRITUALITY

Source: Processed SPSS 26

Based on the model summary table, the results of the coefficient of determination test show the R2 output of 0.818 or can be stated as 81.8%. This can be interpreted that the effect of the independent variable (millennial teacher characteristics, compensation, and) on the dependent

variable (teacher loyalty) is 81.8% and the remaining 18.2% is influenced by other variables not mentioned in this study

3. CONCLUSION

The characteristics of millennial teachers have no effect on teacher loyalty at SD TNH Mojokerto. This is due to the characteristics of millennial teachers who want to develop their knowledge. They also think that experience and knowledge are the most important things, loyalty is not just a salary but security in old age is also crucial, and healthy environmental conditions are also very important. However, the compensation variable influences teacher loyalty at SD TNH Mojokerto. Because, the TNH Elementary School Foundation provides compensation in the form of a decent salary. Based on salary slips, TNH Mojokerto teachers receive a basic salary, work allowance, health insurance and transportation money every month. So this reason can motivate him to continue working at SD TNH Mojokerto. Moreover, TNH Elementary School also provides salary increases every year after learning supervision. Apart from that, the variable spirituality in the workplace also has an influence on loyalty. This can be seen if the educational unit meets the 3 dimensions well, namely meaningful work, sense of community, and alignment with organizational values. However, the F test states that the variables of millennial teacher characteristics, compensation, and spirituality in the workplace simultaneously influence teacher loyalty at SD TNH Mojokerto with a contribution of 81.8%, while 18.2% is influenced by other variables outside this research.

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