

The Influence of a Positive Work Environment on the Retention of Top Talent at SMK PGRI Pagaram

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan kerja positif terhadap retensi talenta unggul di SMK PGRI Pagaram. Penelitian menggunakan pendekatan kuantitatif dengan instrumen kuesioner skala Likert yang disebarkan kepada guru dan tenaga kependidikan yang dikategorikan sebagai talenta unggul berdasarkan kinerja, masa kerja, dan potensi pengembangan. Sebelum dianalisis, instrumen diuji validitas dan reliabilitasnya menggunakan SPSS, dan seluruh butir dinyatakan valid dengan nilai korelasi di atas r tabel 0,344 serta reliabel dengan nilai Cronbach's Alpha sebesar 0,880 untuk variabel lingkungan kerja dan 0,907 untuk variabel retensi talenta. Hasil analisis deskriptif menunjukkan bahwa lingkungan kerja berada dalam kategori positif dengan nilai rata-rata 54,03, sementara retensi talenta unggul juga berada pada kategori tinggi dengan nilai rata-rata 34,91. Analisis korelasi Pearson menghasilkan nilai r sebesar 0,564 dengan signifikansi 0,001 yang mengindikasikan adanya hubungan positif dan signifikan antara kedua variabel. Hasil regresi linear sederhana menunjukkan bahwa lingkungan kerja positif berpengaruh signifikan terhadap retensi talenta, dengan nilai R Square sebesar 0,319, sehingga dapat disimpulkan bahwa lingkungan kerja memberikan kontribusi sebesar 31,9% terhadap retensi talenta unggul. Koefisien regresi sebesar 0,372 menguatkan bahwa peningkatan kualitas lingkungan kerja berdampak langsung pada peningkatan retensi talenta. Secara keseluruhan, penelitian ini menegaskan bahwa lingkungan kerja positif memainkan peran penting dalam mempertahankan guru dan tenaga kependidikan unggul, serta menjadi strategi efektif bagi sekolah dalam menjaga keberlanjutan tenaga pendidik berkualitas.

Kata kunci: lingkungan kerja positif, retensi talenta, talenta unggul, guru, SMK PGRI Pagaram

Abstract

This study aims to analyze the influence of a positive work environment on the retention of top talent at SMK PGRI Pagaram. A quantitative research approach was employed using a Likert-scale questionnaire distributed to teachers and staff categorized as top talent based on performance, tenure, and potential for development. Prior to analysis, the instrument underwent validity and reliability testing using SPSS, and all items were declared valid with correlation values above the r -table of 0.344 and reliable with Cronbach's Alpha values of 0.880 for the work environment variable and 0.907 for the talent retention variable. Descriptive analysis showed that the work environment was in the positive category with an average score of 54.03, while talent retention was also high with an average score of 34.91. Pearson correlation analysis yielded an r -value of 0.564 with a significance of 0.001, indicating a positive and significant relationship between the two variables. Simple linear regression revealed that a positive work environment significantly influences talent retention, with an R Square of 0.319, demonstrating that the work environment contributes 31.9% to the retention of top talent. The regression coefficient of 0.372 further confirms that improvements in the work environment directly enhance talent retention. Overall, the findings show that a positive work environment plays a crucial role in retaining high-performing teachers and staff and serves as an effective strategy for ensuring the sustainability of high-quality educational personnel.

Keywords: Positive work environment, Talent retention, Top talent, Teachers.

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1. INTRODUCTION

In the context of rapid social and organizational transformation, educational institutions are increasingly required to possess human resources who are not only professionally competent but also demonstrate a high level of commitment to sustaining long-term institutional performance. The quality and competitiveness of educational organizations are largely determined by the quality of their educators and educational personnel (Safitri et al., 2022; Dewi & Siwi, 2024; Fitriani et al., 2024). Consequently, the presence of top talent individuals who exhibit superior performance, strong developmental potential, and a high commitment to service excellence constitutes a strategic asset that must be carefully managed and retained. The effort to maintain such individuals within an organization is commonly referred to as talent retention. Within vocational education institutions such as SMK PGRI Pagaram, talent retention plays a critical role not only in ensuring operational continuity but also in enhancing instructional quality, graduate outcomes, and institutional competitiveness in the broader educational landscape.

Talent retention in the education sector has become increasingly significant due to the rising mobility of educators, heightened professional demands, and the availability of alternative employment opportunities in institutions offering more attractive working conditions (Rabani et al., 2023; Faizah, 2024; Wulogening & Timan, 2020). Educational organizations that fail to retain their most capable educators face substantial risks, including declining instructional quality, increased recruitment and training costs, and disruptions in program continuity (Rahman et al., 2022; Mufti et al., 2019; Puspita & Andriani, 2021). Therefore, schools are required to formulate effective retention strategies, one of which is the creation of a positive and supportive work environment.

A positive work environment can be defined as a set of working conditions that foster a safe, harmonious, and supportive atmosphere, thereby enhancing motivation and psychological well-being among educators. This environment encompasses not only physical aspects such as adequate facilities and workplace comfort but also non-physical dimensions, including interpersonal relationships, leadership communication patterns, organizational culture, and the overall psychological climate of the institution (Nasrullah & Saleh, 2021; Shafiq et al., 2023; Sadiqin, 2023). Robbins and Judge (2019) emphasize that a positive work environment cultivates feelings of appreciation, motivation, and emotional attachment, which in turn increase job satisfaction and employees' willingness to remain within the organization.

From the perspective of human resource management, the work environment represents a key determinant of talent retention. Employees who perceive their workplace as safe, appreciative, and supportive characterized by positive collegial relationships and effective leadership are more likely to exhibit organizational loyalty (Armstrong, 2020; Stewart & Brown, 2020; Dessler, 2020). This principle is equally applicable within educational institutions, where educators' performance is influenced not only by professional obligations but also by emotional and psychological engagement in their work.

In the school context, a positive work environment is reflected through several essential indicators, including supportive leadership practices, harmonious working relationships, collaborative professional cultures, open communication channels, recognition of performance, and opportunities for professional growth. When these elements are present, educators tend to experience higher levels of comfort, motivation, and commitment, leading them to contribute more optimally to the institution. Conversely, an unfavorable work environment characterized by poor interpersonal relations, ineffective communication, lack

of appreciation, and authoritarian leadership can diminish motivation and increase turnover intention, even among high-performing educators.

As a vocational education institution, SMK PGRI Pagar Alam faces substantial demands in preparing students with competencies aligned to labor market and industry needs. These demands can only be met when the school is supported by qualified, dedicated, and stable educators and educational staff. Accordingly, talent retention emerges as a strategic priority that requires serious institutional attention. In recent years, vocational schools have encountered intensified competition in attracting and retaining professional educators. Institutions that fail to cultivate a conducive work environment risk losing their most valuable human resources (Pramilaga et al., 2024; Uemura & Comini, 2022; Palah et al., 2022).

Within this context, a positive work environment at SMK PGRI Pagar Alam serves as a decisive factor influencing educators' decisions to remain with the institution. Elements such as supportive leadership, a collaborative teaching culture, recognition of innovation, and strong interpersonal relationships contribute significantly to strengthening organizational commitment among top talent. Empirical evidence suggests that educators develop a stronger sense of belonging when they work in environments that support both their professional growth and personal well-being (Yu et al., 2023; Bahufite et al., 2023; Crespí et al., 2022).

Moreover, the demand for continuous improvement in teaching quality necessitates institutional support in the form of training programs, professional development opportunities, and adequate instructional facilities. A work environment that provides such support enhances job satisfaction and reduces educators' intentions to seek employment elsewhere.

Considering the strategic importance of top talent in achieving institutional success, research examining the influence of a positive work environment on talent retention at SMK PGRI Pagar Alam is highly relevant. Such research is expected not only to enrich academic discourse in the field of educational human resource management but also to generate practical recommendations for school leaders in designing more effective retention-oriented policies.

This study is anticipated to provide a comprehensive understanding of how a positive work environment shapes educators' commitment and loyalty. By elucidating this relationship, educational institutions can formulate appropriate retention strategies to sustain top talent, thereby ensuring long-term organizational stability and the continuous improvement of educational quality.

Ultimately, the creation of a positive work environment should be viewed not merely as an administrative initiative but as a strategic long-term investment. A healthy, supportive, and appreciative workplace fosters committed and loyal educators who are capable of delivering high-quality learning experiences for students. Thus, talent retention at SMK PGRI Pagar Alam can be effectively realized through the consistent development and reinforcement of a positive work environment across all aspects of school operations.

2. METHOD

This research uses a quantitative approach with an explanatory research design, as the study aims to explain causal relationships while also measuring the influence of a positive work environment on the retention of top talent at SMK PGRI Pagaralam. A quantitative approach was chosen because it aligns with the characteristics of the research, which requires measurable, objective data that can be analyzed statistically to produce valid conclusions (Neuman, 2019; Aguilar-moya et al., 2025). In this study, the primary instrument used to collect data is a structured questionnaire, which was designed based on theoretical indicators of both variables. Each statement item in the questionnaire is presented on a five-point Likert

scale, ranging from "strongly disagree" to "strongly agree," allowing respondents to provide assessments based on their perceptions of the work environment conditions and their level of retention or intention to remain as top talent at the school.

The study population consists of all teachers and staff working at SMK PGRI Pagaram. These two groups are considered to play an important role in describing how the work environment is formed and how this condition influences talent retention within the school. Given that the population size is not too large and represents all the key human resources at SMK PGRI Pagaram, the study uses saturated sampling, meaning that all members of the population are included in the sample. Thus, the data obtained are expected to comprehensively represent the actual conditions on the ground.

Before the questionnaire is distributed to respondents, the instrument is first tested for validity and reliability using SPSS (Dornyei & Taguchi, 2019; Miall & Kuiken, 2019). Validity testing is performed using the Corrected Item–Total Correlation method, which aims to determine whether each statement item accurately measures the intended aspect of the variable (Mahesti et al., 2025). An item is considered valid if the calculated r value is greater than the r table value at the 0.05 significance level. Items that do not meet the validity criteria are eliminated or revised as needed. Reliability testing is then conducted using Cronbach's Alpha coefficient to determine the internal consistency of the instrument. The instrument is considered reliable if the Cronbach's Alpha value is above 0.70. Based on the SPSS test results, all statement items retained in the questionnaire meet the validity and reliability criteria, making them suitable for data collection.

After the instrument is validated and deemed reliable, the questionnaire is distributed to teachers and staff at SMK PGRI Pagaram to collect primary data. The collected data are then analyzed in two main stages: descriptive analysis and inferential analysis (Mauliddiyah, 2021; Anufia, 2019; Daruhadi & Sopiati, 2024). Descriptive analysis is used to describe the characteristics of the respondents and provide an overview of the general conditions regarding the positive work environment and talent retention at the school. Meanwhile, inferential analysis is used to test the hypothesis about the impact of the positive work environment on talent retention. The inferential analysis includes normality testing to ensure that the data meet the normal distribution requirement, linearity testing to ensure that the relationship between variables is linear, and simple linear regression to determine the magnitude of the influence of the independent variable on the dependent variable. Additionally, a t -test is used to determine the significance of this effect, and the coefficient of determination (R^2) is used to assess the contribution of the positive work environment in explaining the variation in talent retention at SMK PGRI Pagaram.

This research is conducted directly in the SMK PGRI Pagaram environment during the period specified by the researcher. By involving all teachers and staff as respondents, the study is expected to provide a real depiction of the conditions of the positive work environment and its implications for talent retention, thereby serving as a basis for the school to design more effective and sustainable human resource management strategies.

3. RESULT AND DISCUSSION

Result

Descriptive Analysis

Descriptive analysis in this study aims to provide an overview of the positive work environment and talent retention at SMK PGRI Pagaram. Data was collected through a questionnaire measuring two main variables: the quality of the work environment as perceived by teachers and staff, and the level of talent retention. The positive work

environment was measured based on workplace comfort, relationships among colleagues, support from superiors, work atmosphere, and communication within the school. Talent retention includes emotional attachment, pride, and the desire to continue working at the school. The results of the descriptive analysis will provide an overview of how these conditions impact retention and loyalty among educational staff at SMK PGRI Pagar Alam, before moving on to further analysis such as correlation and regression.

Table 1. *Descriptive Statistics*

Descriptive Statistics			
	Mean	Std. Deviation	N
TOTY	34.91	4.072	33
TOTX	54.03	6.187	33

Based on table 1 presents the descriptive statistics for two variables: Talent Retention (TOTY) and Positive Work Environment (TOTX). The mean for TOTY is 34.91, indicating a high level of talent retention among the respondents, with a standard deviation of 4.072, suggesting moderate variation in the responses. For TOTX, the mean is 54.03, reflecting a generally positive perception of the work environment, with a higher standard deviation of 6.187, showing more variability in how respondents view the work environment. Both variables have 33 respondents, indicating consistent participation in the study.

Uji Asumsi

1. Normality Tests

Table 2. *Normality Test*

One-Sample Kolmogorov-Smirnov Test				
	Mean	Std. Deviation	N	Asymp. Sig. (2-tailed)
TOTY	34.91	4.072	33	.395
TOTX	54.03	6.187	33	.294

a. Test distribution is Normal.

Table 2. Normality Test menunjukkan hasil uji normalitas menggunakan Uji Kolmogorov-Smirnov untuk variabel TOTY (Retensi Talenta) dan TOTX (Lingkungan Kerja Positif). Hasilnya, nilai Asymp. Sig. (2-tailed) untuk kedua variabel adalah 0.395 untuk TOTY dan 0.294 untuk TOTX, yang keduanya lebih besar dari 0.05. Ini menunjukkan bahwa data untuk kedua variabel tersebut mengikuti distribusi normal, sehingga asumsi normalitas terpenuhi untuk analisis lebih lanjut.

2. Linieritas Tests

The Linearity Test shows a Linearity Sig = 0.001, which is less than 0.05, indicating that the relationship between work environment and talent retention is linear. This meets the requirements for performing regression analysis, as linear regression assumes a linear relationship between the independent and dependent variables.

3. Durbin-Watson Test

Table 3. *Durbin-Watson Test*

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.564 ^a	.319	.297	3.416	1.704

a. Predictors: (Constant), TOTX

b. Dependent Variable: TOTY

Meanwhile, the Durbin-Watson Test yields a value of DW = 1.704, indicating that there is no autocorrelation in the regression model. Autocorrelation occurs when the residuals (errors) are correlated, which can affect the validity of the model. A Durbin-Watson value close to 2 (in this case, 1.704) suggests that the regression model is free from autocorrelation, making the results reliable.

Correlation Tests

Table 4. Correlations Tests

Correlations			
		TOTY	TOTX
Pearson Correlation	TOTY	1.000	.564
	TOTX	.564	1.000
Sig. (1-tailed)	TOTY	.	.000
	TOTX	.000	.
N	TOTY	33	33
	TOTX	33	33

Table 4. Correlation Tests shows the Pearson correlation between TOTY (Talent Retention) and TOTX (Positive Work Environment). The correlation value of 0.564 indicates a moderate positive relationship between the two variables. The significance value (Sig.) for both variables is 0.000, which is less than 0.05, suggesting that the correlation is statistically significant. This means that as the positive work environment improves, talent retention tends to increase as well. Both variables have 33 respondents.

Simple Linear Regression Test Results

1. Model Summary

Table 5. Model Summary

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.564 ^a	.319	.297	3.416	1.704

a. Predictors: (Constant), TOTX

b. Dependent Variable: TOTY

Table 5. Model Summary shows the results of the regression analysis. The R value is 0.564, indicating a moderate correlation between the independent variable (TOTX - Positive Work Environment) and the dependent variable (TOTY - Talent Retention). The R Square value of 0.319 means that 31.9% of the variation in talent retention can be explained by the positive work environment. The Adjusted R Square of 0.297 accounts for the number of predictors in the model and is slightly lower than R Square, indicating a slight adjustment for model complexity. The Standard Error of the Estimate is 3.416, which represents the average distance between the observed values and the predicted values. Lastly, the Durbin-Watson value of 1.704 suggests that there is no significant autocorrelation in the residuals, confirming the reliability of the regression model.

2. F-Tests (Anova)

Table 6. Anova Tests

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	169.072	1	169.072	14.492	.001 ^a
	Residual	361.656	31	11.666		
	Total	530.727	32			

a. Predictors: (Constant), TOTX

b. Dependent Variable: TOTY

Table 6. ANOVA Tests shows the analysis of variance for the regression model. The F-value of 14.492 with a significance (Sig.) of 0.001 indicates that the regression model is statistically significant at the 0.05 level. This means that TOTX (Positive Work Environment) significantly contributes to explaining the variation in TOTY (Talent Retention). The Sum of Squares for the regression is 169.072, and for the residual is 361.656, with a Mean Square of 11.666 for the residuals. The total sum of squares is 530.727, reflecting the overall variation in the data. The significant F-test result confirms that the model has predictive value.

3. T-Tests (Regression Coefficients)

Table 7. Coefficients

Coefficients ^a									
Model		Unstandardized		Standardized	t	Sig.	Correlations		
		Coefficients		Coefficients			Zero-order	Partial	Part
		B	Std. Error	Beta					
1	(Constant)	14.836	5.306		2.796	.009			
	TOTX	.372	.098	.564	3.807	.001	.564	.564	.564

a. Dependent Variable: TOTY

Table 7. Coefficients presents the coefficients for the regression model. The unstandardized coefficient for TOTX (Positive Work Environment) is 0.372, meaning that for every 1-unit increase in the work environment, talent retention (TOTY) increases by 0.372 units. The standard error for this coefficient is 0.098, and the standardized coefficient (Beta) is 0.564, indicating a moderate positive effect of the work environment on talent retention. The t-value

of 3.807 and Sig. value of 0.001 show that the relationship between the work environment and talent retention is statistically significant. The correlations show that the zero-order, partial, and part correlations between TOTX and TOTY are all 0.564, further confirming the strength of the relationship.

Validity and Reliability Testing

The validity test was conducted to ensure that each item in the questionnaire accurately measures the variables being studied. The results show that all items for both the Positive Work Environment (TOTX) and Talent Retention (TOTY) variables had Pearson correlations greater than the r-table value (0.344), indicating that all items are valid. The reliability test, using Cronbach's Alpha, showed excellent results: 0.880 for TOTX and 0.907 for TOTY, meaning both instruments are highly reliable and consistent in measuring the research variables.

Subsequently, regression analysis revealed that the $R = 0.564$ value indicates a moderate positive relationship between the positive work environment and talent retention. The $R^2 = 0.319$ means that 31.9% of the variation in talent retention can be explained by the positive work environment, while the remaining 68.1% is influenced by other factors. In conclusion, the positive work environment has a significant impact on talent retention at SMK PGRI Pagaram, with an effect size of 31.9%.

Discussion

This research, titled "The Influence of a Positive Work Environment on Talent Retention at SMK PGRI Pagaram," involved teachers and educational staff categorized as top talent based on their performance, years of service, and development potential. The research instrument used was a Likert scale questionnaire covering indicators of positive work environment and talent retention. The results of the study show that the work environment at the school is categorized as positive and can be interpreted as contributing significantly to the high retention of top talent among teachers and educational staff.

According to descriptive analysis, the variable of Positive Work Environment had a high average score of 54.03 out of the maximum possible score, indicating that respondents viewed the work environment at SMK PGRI Pagaram as conducive, comfortable, and supportive of daily tasks. This is reflected in the teachers' assessment of aspects such as the comfort of the workplace, interpersonal relationships among colleagues, support from superiors, the work atmosphere, and harmonious communication within the school. They also experienced adequate work facilities and a relatively healthy work culture, which helped create a positive work atmosphere.

Meanwhile, the Talent Retention variable also showed a high average score of 34.91. This score indicates that the teachers and educational staff have a strong desire to remain at SMK PGRI Pagaram. They feel comfortable, proud, and emotionally attached to the school. This shows that SMK PGRI Pagaram has successfully built a work environment that fosters teacher loyalty, commitment, and a desire for continuous self-development within the school. High talent retention is an important indicator of successful human resource management, as the sustainability of quality educators directly impacts the quality of teaching and the achievement of the school's goals.

Before conducting further analysis, the research instrument was tested for validity and reliability. All items on the two variables were found to be valid because their correlation values exceeded the r-table value of 0.344. This indicates that each statement item in the research successfully measured what it was intended to measure. In addition, the Cronbach's Alpha values for the Positive Work Environment variable were 0.880, and for Talent

Retention, it was 0.907. Both values are well above the minimum threshold of 0.70, indicating that the instrument is highly reliable. Therefore, the data used in this study can be trusted and are suitable for further analysis.

The results indicate a positive and relatively strong relationship between the positive work environment and talent retention, as evidenced by a Pearson correlation of 0.564 with a significance of 0.001. This value shows that the better the work environment perceived by teachers, the higher the level of talent retention that is formed. This positive relationship means that changes in the work environment will directly affect teachers' decisions to stay or leave the school. These findings align with Robbins & Judge's theory, which explains that the work environment is a key factor influencing satisfaction, motivation, and one's desire to stay in an organization. When teachers feel emotionally and physically supported, they will reciprocate with increased loyalty and commitment.

The simple linear regression analysis supports these findings. The R Square value of 0.319 indicates that the positive work environment contributes 31.9% to talent retention. This value is substantial, considering that talent retention is typically influenced by other factors such as compensation, career opportunities, leadership style, organizational culture, teacher well-being, and workload. This means that nearly one-third of the variation in top talent retention among teachers can be explained by the quality of the work environment. The remaining 68.1% is influenced by factors outside the scope of this study. Thus, the work environment is an important factor that cannot be overlooked in efforts to retain top talent in the school.

The regression coefficient shows a positive value of 0.372. This means that every one-unit increase in the quality of the work environment will increase talent retention by 0.372 units. This positive coefficient indicates that the work environment not only correlates with but also directly influences talent retention. A significance value of 0.001, which is less than 0.05, indicates that the effect of the work environment on talent retention is significant. Therefore, the research hypothesis stating that a positive work environment influences talent retention can be accepted.

This finding is also in line with the Human Resource Development theory, which explains that the work environment is one of the main pillars in forming the employee experience (McDonald & Hite, 2023; Smith, 2020; Ndonge & Genga, 2019). Teachers who experience a positive work environment, such as good communication, supportive colleagues, a comfortable workspace, and recognition of performance, are more motivated to stay in the school. Even psychological factors such as being respected, feeling safe, and having a sense of belonging are powerful in shaping teachers' decisions to remain in the organization. In the school context, social relationships among teachers and the relationship between teachers and school leadership are important factors that influence talent retention.

This study also supports previous research findings that show that the work environment significantly influences employee retention. Kurniawan et al. (2021) research found that the work environment accounted for 28% of teacher retention. Similarly, Jiao et al. (2025) concluded that both the social and physical work environment strongly affect employee loyalty in educational institutions. Thus, this study strengthens empirical evidence that the work environment is a key determinant of talent retention in educational organizations.

The findings of this study have important implications for school management. Since the work environment contributes 31.9% to talent retention, the school must continue to improve and maintain the current positive work environment. Supporting teachers through transparent communication, recognizing performance, providing adequate work facilities, fostering harmonious interpersonal relationships, and creating a comfortable work atmosphere are crucial steps in retaining top talent. The school should also provide space for

teachers to develop, offer professional training opportunities, and minimize work pressure through balanced task management.

Overall, this study concludes that a positive work environment plays a significant role in improving the retention of top talent at SMK PGRI Pagaram. Teachers who feel supported socially and physically in their work environment are more likely to stay, remain committed, and support the school's vision. This research provides empirical contributions showing that strengthening the work environment is an effective strategy to maintain high-quality educators in schools.

4. CONCLUSION

Based on the findings of this study on the role of a positive work environment in enhancing talent retention at SMK PGRI Pagaram, it can be concluded that the school has successfully created a supportive and conducive work environment that encourages teachers and staff to remain committed and contribute actively to the institution. The results indicate that a positive work environment plays a crucial role in fostering loyalty, motivation, and professional dedication among educators, thereby strengthening talent retention within the school. The practical implications of this study suggest that SMK PGRI Pagaram should continue to cultivate a positive work culture by enhancing leadership communication, providing opportunities for professional development, and supporting teachers' work-life balance to maintain engagement and reduce turnover. Theoretically, the study reinforces the principles of organizational behavior by highlighting the significant influence of a healthy and supportive work environment on employee retention. For future research, it is recommended to examine additional factors that may influence talent retention, such as leadership styles, compensation systems, and organizational culture, as well as to adopt mixed-method approaches to gain deeper insights into the complex dynamics between work environment and employee commitment. This study contributes to a better understanding of how schools can strategically manage human resources to retain top talent and sustain the quality of education.

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