

THE ROLE OF LEADERS IN EMPLOYEE RETENTION IN THE NON-FORMAL EDUCATION SECTOR

Nocita Maria¹, Romauli Nainggolan², Hastuti Naibaho³

Universitas Ciputra Surabaya

E-mail: nocitamaria01@magister.ciputra.ac.id¹, romauli.nainggolan@ciputra.ac.id², hastuti.naibaho@ciputra.ac.id³

Received : 15 June 2026
Revised : 19 June 2026

Accepted : 20 July 2026
Published : 29 July 2026

Abstract

This study aims to analyze the influence of responsible leadership and transformational leadership on employee turnover intention in non-formal education institutions in Jakarta, with employee engagement serving as a mediating variable. This research employed a quantitative approach through a survey of 177 respondents selected using purposive sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that transformational leadership has a positive and significant effect on employee engagement ($\beta = 0.504$; $p < 0.000$), while responsible leadership does not significantly affect employee engagement ($\beta = 0.005$; $p = 0.971$). Employee engagement was found to be the strongest predictor in reducing turnover intention ($\beta = -0.444$; $p < 0.000$). Responsible leadership has a direct negative and significant effect on turnover intention ($\beta = -0.355$; $p = 0.001$), whereas transformational leadership does not have a significant direct effect on turnover intention ($\beta = 0.188$; $p = 0.104$). Employee engagement does not mediate the relationship between responsible leadership and turnover intention, but fully mediates the relationship between transformational leadership and turnover intention ($\beta = -0.224$; $p < 0.001$). The findings show that responsible leadership operates through ethical behavior and trust mechanisms that directly reduce turnover intention, while transformational leadership reduces turnover intention through the enhancement of employee engagement. This study extends Social Exchange Theory by demonstrating that different leadership styles operate through different mechanisms in influencing employee retention.

Keywords: responsible leadership; transformational leadership; employee engagement; turnover intention; non-formal education.

INTRODUCTION

Non-formal education—such as courses, private tutoring, language classes, and vocational training centers—has long been a vital component of the national education system. This sector plays an increasingly important role in fostering individuals who are adaptive, innovative, and skilled, possessing competencies that align with the ever-changing demands of the labor market (Bahri et al., 2024; Oyigbo et al., 2021). A key advantage of this type of education lies in its accessibility through contemporary programs, practice-oriented learning approaches, and curricula that can be tailored to learners' specific needs. Furthermore, non-formal education serves as a rapid means to bridge gaps left by formal education—such as training in emerging digital technologies, foreign language proficiency, and entrepreneurial skill development (Kicherova et al., 2021). Despite these significant advantages, the non-formal education sector faces various challenges, particularly regarding employment conditions. Many educators in non-formal institutions lack permanent or long-term contracts, resulting in a lack of job security (Aryawan et al., 2017). Teaching positions are often precarious, as they frequently depend on student enrollment numbers that can fluctuate due to economic conditions, shifts in local demand, or intense competition from other institutions. This instability regarding income can cause psychological and social stress for educators. Additionally, many non-formal education institutions are unable to provide social security benefits—such as health insurance, sick pay, or other support programs—due to limited funds and resources (Patro & Kamakula, 2020). Consequently, the working conditions of educators in non-formal institutions are often more precarious than those of their counterparts in formal institutions like schools and universities. This situation contributes to the phenomenon of "turnover intention"—the inclination to voluntarily leave or quit a job without expecting severance pay. The phenomenon of rising turnover intention in the non-formal education sector is further corroborated by a meta-analysis of 94 empirical studies involving over 39,000 respondents; this analysis reveals that organizational factors—such as burnout, low

organizational commitment, and limited professional development opportunities—consistently exert a significant influence on teachers' intentions to leave (Smith & Jones, 2022). These findings indicate that turnover intention within the education sector is a systemic and recurring phenomenon rather than merely an isolated individual issue, thereby necessitating a more structured, strategic approach to human resource management. Low employee retention rates, development programs lacking relevance, and unsupportive leadership behaviors frequently emerge as the primary drivers of employees' intentions to leave (Armayani, 2025; Leonardus & Rosalia, 2025). Other studies further demonstrate that the school environment and the quality of working relationships directly influence teachers' inclinations to consider leaving their organizations, whether in public or private educational institutions (Ittai & Ogunji, 2025). Consequently, turnover intention should not be viewed solely as an individual decision but also as a reflection of an organization's effectiveness in formulating and implementing talent management strategies that align with workforce demands.

There are three primary reasons for employing the concepts of responsible leadership (RL) and transformational leadership (TL) in this study. First, RL encompasses distinctive attributes—such as fairness, honesty, transparency, strong values, and trustworthiness—that render it highly relevant for guiding subordinates (Haider et al., 2022). By acting as ethical role models, responsible leaders demonstrate behaviors that employees are likely to emulate. Second, both RL and TL possess the capacity to engage and inspire employees to value and care for others, while simultaneously motivating them to engage in altruistic behaviors that foster creativity and innovation (Masood & Afsar, 2017; Sudibjo & Prameswari, 2021; Haider et al., 2022). In contrast to Leader-Member Exchange (LMX) leadership—which focuses on reciprocal relationships where leaders and followers can go beyond formal job requirements (Kock et al., 2018)—RL and TL place greater emphasis on fostering proactive engagement and active participation among employees. Third, examining RL and TL simultaneously in relation to turnover intention represents a novel contribution of this study. By integrating both leadership models into a single framework, this research offers a more comprehensive conceptualization of how these distinct yet potentially mutually influential leadership styles affect turnover intention.

In this context, employee engagement (EE) is positioned as a psychological mechanism linking the influence of leadership styles to turnover intention. EE is a state of work engagement characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Based on Social Exchange Theory (Blau, 1964), employees tend to reciprocate positive treatment from the organization—including that conveyed through leadership styles—by increasing their engagement in their work. Leadership styles such as responsible leadership (RL) and transformational leadership (TL) play a role in fostering EE by building trust and support, as well as by instilling a sense of meaning in the work (Bakker & Albrecht, 2018; Hoch et al., 2018). Furthermore, high levels of EE are inversely related to turnover intention, as employees who are emotionally and cognitively engaged tend to demonstrate a stronger commitment to remaining with the organization (Saks, 2006; Albrecht et al., 2015). Thus, EE is hypothesized to act as a mediating variable in the relationship between RL and TL and turnover intention.

Overall, this study addresses a research gap identified by Diko and Saxena (2023) by incorporating additional leadership styles into the analysis. While some previous studies have focused on a single leadership approach, this study simultaneously examines the effects of responsible leadership (RL) and transformational leadership (TL) on turnover intention (TI), incorporating the role of employee engagement (EE) within an integrated model grounded in Social Exchange Theory (SET). To the best of the researchers' knowledge, few studies have directly compared the impacts of these two distinct leadership styles on TI. Consequently, this study seeks to bridge this gap by providing a comprehensive investigation into how these different leadership approaches shape TI within an organizational setting.

LITERATURE REVIEW

Responsible Leadership dan Employee Engagement

Responsible leadership is a leadership approach that emphasizes ethical responsibility, a stakeholder orientation, the sustainability of social relationships, and decision-making that simultaneously considers organizational interests and individual well-being (Maak & Pless, 2006). Unlike traditional leadership approaches that focus primarily on achieving organizational targets, responsible leadership views the leader as a moral actor responsible for building relationships of mutual trust with employees, the community, and other stakeholders. Responsible leaders demonstrate fairness, transparency, and concern for the well-being of subordinates, while maintaining consistency between their values and actions. In educational institutions, such behavior is crucial because the educational work atmosphere is heavily influenced by the quality of interpersonal relationships, mutual trust, and the social values cultivated within the organization.

From the perspective of Social Exchange Theory (Blau, 1964), the relationship between leaders and employees is viewed as a two-way social interaction process. When employees receive positive treatment—such as support, appreciation, fairness, and care—from their superiors, they are motivated to respond positively to the organization through a process of reciprocal exchange. One such response is heightened employee engagement. Employees who feel treated ethically and valued as individuals are more likely to develop an emotional attachment to their work, as they perceive that the organization genuinely cares about their interests rather than merely exploiting their labor to meet institutional targets.

A positive mental state is characterized by vigor, concentration, and interest while working—qualities that define employee engagement (Schaufeli et al., 2002). Vigor refers to high levels of mental energy and strength during work; dedication describes feelings of enthusiasm, pride, and a sense of meaning regarding the job; and absorption reflects full involvement, where the individual feels completely immersed in their work. High levels of engagement typically emerge when employees experience social support, psychological safety, meaningful work, and positive working relationships with their leaders. In this context, responsible leadership serves as a key antecedent to employee engagement, as responsible leaders create a psychologically safe work environment that fosters individual development.

Previous research indicates a positive relationship between responsible leadership and employee engagement. Voegtlin et al. (2020) explain that responsible leadership enhances meaningfulness and psychological safety, which in turn strengthens employee work engagement. Liu and Lin (2018) found that responsible leadership boosts engagement through organizational identification and trust in the organization. Khanam and Tarab (2024) also indicate that responsible leadership fosters a supportive and ethical work environment, thereby increasing employees' morale and work engagement. Furthermore, Marques et al. (2023) found that leadership approaches focused on interpersonal relationships and social responsibility significantly influence employees' emotional and psychological engagement in their work.

In the context of non-formal educational institutions, this relationship is particularly relevant, as the education sector relies heavily on the quality of social interactions and the emotional commitment of educators to their work. Non-formal education staff often face employment contract uncertainty, administrative pressure, and emotional demands during the teaching process. Under these conditions, the presence of supervisors who demonstrate care, equity, and ethical commitment is expected to enhance employees' sense of security and work engagement. When employees perceive that the organization cares about their well-being, they are more inclined to participate actively, show enthusiasm, and become fully engaged in their work.

Based on the conclusions outlined above, this study proposes the following hypothesis:

H1: Responsible leadership has a direct effect on employee engagement.

Transformational Leadership and Employee Engagement

Transformational leadership is a leadership approach that focuses on a leader's ability to inspire and to align employees' values and behaviors with the achievement of organizational goals (Bass & Avolio, 1994). Leaders with a transformational style do not merely act as controllers or directors; they also play a role in creating a shared vision, boosting employees' internal motivation, and developing individual capabilities. Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are the core concepts of this leadership style. Applying these four aspects enables leaders to build close relationships with employees, thereby increasing workers' sense of attachment and engagement with both their work and the organization.

Based on the Social Exchange Theory perspective introduced by Blau (1964), transformational leadership plays a role in shaping constructive social exchange relationships between leaders and employees. By providing personal attention, encouragement, and appreciation for performance, as well as opportunities for self-development, leaders can enhance employees' perceptions that they are valued and cared for by the organization. This fosters positive responses from employees, such as increased commitment, motivation, and higher levels of work engagement. Employees led in a transformational manner tend to possess greater work enthusiasm because they believe their work is meaningful and supported by a positive organizational environment.

Theoretically, transformational leadership enhances employee engagement through several mechanisms. First, transformational leadership boosts intrinsic motivation. Transformational leaders are able to ignite internal drive through inspiration and a meaningful vision, making employees feel that their work is valuable and important. Second, transformational leadership increases psychological empowerment, as leaders support creativity, decision-making, and the development of employee competencies. Third, transformational leadership strengthens emotional attachment to the organization, as strong interpersonal relationships between leaders and subordinates foster a sense of being valued and recognized.

Previous findings indicate a positive relationship between transformational leadership and employee engagement. Diko and Saxena (2023) found that transformational leadership boosts employee engagement by enhancing intrinsic motivation and employees' emotional attachment to their work. Gyensare et al. (2017) also demonstrated that transformational leaders foster higher levels of work engagement by empowering and inspiring employees. Gašić and Berber (2023) identified transformational leadership as one of the most consistent predictors of employee engagement, as transformational leaders create a work atmosphere that promotes meaningful work and organizational commitment. Furthermore, Lopes et al. (2026) confirmed that transformational leadership plays a pivotal role in enhancing employee engagement and retention across various organizational sectors.

In the context of non-formal educational institutions, transformational leadership is highly relevant, as work in the education sector demands intrinsic motivation, creativity, and active emotional engagement. Educators do more than merely handle administrative tasks; they are also expected to facilitate a positive learning experience for students. Consequently, leaders who inspire, support individual development, and build a shared vision are expected to significantly enhance the work engagement of teaching staff. When educators perceive their work as meaningful and feel supported by inspiring leaders, they demonstrate greater enthusiasm, commitment, and active participation within the organization.

Based on this discussion, the study proposes the following hypothesis:

H2: Transformational leadership has a direct effect on employee engagement.

Employee Engagement and Turnover Intention

Employee engagement describes a positive psychological state reflecting the extent to which an individual is fully involved—emotionally, cognitively, and behaviorally—in carrying out their responsibilities (Schaufeli et al., 2002). Vigor, dedication, and absorption are three key aspects of this concept. Vigor relates to physical capacity, resilience, and an individual's ability to sustain effort while working. Dedication reflects enthusiasm, pride, and the perception that the work performed holds value or meaning. Meanwhile, absorption signifies a state of high concentration and engagement, where the individual feels completely immersed in their work activities. Employees with high levels of engagement tend to possess strong internal drive, demonstrate organizational attachment, and show a willingness to exert extra effort to achieve work goals.

Conversely, turnover intention refers to a psychological state describing an employee's desire or inclination to voluntarily leave the organization within a specific timeframe. This concept is often considered a primary predictor of actual turnover, as the desire to change jobs typically arises before an individual decides to actually quit. High levels of turnover intention can lead to various organizational consequences, such as increased costs for recruiting and training new employees, operational disruptions, a loss of organizational knowledge and experience, and diminished service quality. In the context of non-formal educational institutions, high turnover intention among teaching staff can impact the continuity of the learning process and hinder the development of consistent relationships between instructors and learners.

From the perspective of Social Exchange Theory (Blau, 1964), employee engagement arises as a reciprocal response to the support and positive actions an employee perceives from the organization. When an organization provides a supportive work environment, healthy interpersonal relationships, opportunities for personal development, and meaningful work conditions, employees respond with increased attachment to both their job and the organization. High engagement subsequently strengthens loyalty and reduces the likelihood of employees leaving the organization. Theoretically, employee engagement can reduce turnover intention through several key mechanisms. First, engagement fosters an emotional attachment to both the job and the organization; employees who are deeply connected to their work find it difficult to sever that tie, as the job becomes an integral part of their self-identity. Second, engagement enhances job satisfaction and the perception of meaningful work. When individuals find their work meaningful and psychologically satisfying, their inclination to seek employment elsewhere diminishes. Third, engagement helps mitigate burnout and emotional exhaustion. Engaged employees tend to possess greater psychological energy, enabling them to cope with work pressures without developing a desire to leave the organization.

Previous studies indicate a significant inverse relationship between employee engagement and turnover intention. This demonstrates that the more engaged employees are in their work, the less likely they are to quit the organization. A study by Srivastava et al. (2019) revealed that highly engaged workers are less likely to harbor intentions of leaving compared to those with low engagement levels. Consistent with these findings, Van Bogaert et al. (2013) noted that employee engagement plays a crucial role in employee retention by boosting job satisfaction and reducing emotional exhaustion, thereby reinforcing the desire to remain with the organization. Gašić and Berber (2023) demonstrated that employee engagement is a vital factor in explaining low turnover intention across various

organizational contexts. Furthermore, Sinisterra et al. (2025) found that meaningful work and engagement significantly reduce turnover intention by strengthening emotional attachment to the organization. Lopes et al. (2026) also confirmed that employee engagement is one of the most powerful determinants in modern employee retention strategies. In the context of non-formal educational institutions, this relationship is highly relevant because the work of educators relies heavily on emotional engagement and intrinsic motivation. Educators with high levels of engagement tend to enjoy the teaching process more, take pride in their profession, and demonstrate greater commitment to their institutions. Conversely, low engagement can lead to emotional exhaustion, diminished motivation, and an increased desire to seek alternative employment perceived as more stable or psychologically fulfilling. Therefore, enhancing employee engagement is considered a crucial strategy for reducing turnover intention among educators in the non-formal education sector.

Based on this premise, the study proposes the following hypothesis:

H3: Employee engagement has a direct effect on turnover intention.

Responsible Leadership and Turnover Intention

Responsible leadership is a leadership approach that emphasizes ethical behavior, social responsibility, concern for stakeholders, and the cultivation of long-term relationships grounded in trust and integrity (Maak & Pless, 2006). Responsible leaders do not merely prioritize achieving organizational targets; they also attend to employee well-being, organizational fairness, and the social impact of their decisions. In practice, responsible leadership is reflected in behavior that is transparent, fair, and accountable, as well as consistent in treating subordinates with humanity and dignity.

From the perspective of Social Exchange Theory, as proposed by Blau (1964), the relationship between an organization and its employees is understood as a social exchange mechanism based on the principle of reciprocity. When employees have positive experiences—such as receiving support, fair treatment, a secure work environment, and attention from leaders—they are motivated to reciprocate by maintaining the established employment relationship. Consequently, the practice of leadership that provides support and attention to employees is expected to reduce turnover intention, as employees come to perceive the organization as a valuable, trustworthy entity worth remaining with.

Various prior studies support the existence of a negative relationship between responsible leadership and turnover intention. Han et al. (2025) found that responsible leadership can reduce turnover intention by fostering organizational trust and a sense of security among employees regarding the organization. James and Priyadarshini (2021) also discovered that responsible leadership strengthens employee loyalty and commitment, thereby diminishing the inclination to leave the organization. Furthermore, Khanam and Tarab (2024) demonstrated that the ethical and supportive work environment cultivated by responsible leadership contributes significantly to lowering turnover intention. Marques et al. (2023) also found that leadership behaviors focused on social concern and interpersonal relationships can enhance employee retention.

In the context of non-formal educational institutions, responsible leadership is particularly crucial, as this sector is generally characterized by relatively high levels of job uncertainty—such as short-term contracts, flexible workloads, and limited formal career progression paths. Under these conditions, fair, supportive, and responsible leadership behaviors can serve as a source of psychological safety for educators. When employees perceive their leaders as trustworthy and genuinely concerned about their well-being, the tendency to leave the organization is expected to gradually diminish.

Based on the foregoing discussion, this study proposes the following hypothesis:

H4: Responsible leadership has a direct effect on turnover intention.

Transformational Leadership and Turnover Intention

Transformational leadership is a leadership approach that focuses on a leader's ability to inspire, build enthusiasm, and foster changes in employee values and behaviors, encouraging them to contribute beyond individual interests to achieve organizational goals (Bass & Avolio, 1994). Transformational leaders do not merely direct tasks; they also create a shared vision, provide motivating encouragement, enhance creative and innovative thinking, and attend to the developmental needs of each individual. By implementing these aspects, transformational leaders can build a stronger psychological bond with employees, ultimately increasing employee loyalty, commitment, and attachment to the organization. Within the framework of Social Exchange Theory (Blau, 1964), the attention, support, and inspiration provided by transformational leaders create a positive social exchange relationship. When employees feel recognized, supported, and empowered by their superiors, they respond with increased commitment and a desire to remain with the organization. Consequently, transformational leadership is expected to reduce turnover intention

by enhancing employees' emotional attachment and work motivation. Theoretically, transformational leadership can reduce turnover intention through several mechanisms. First, it fosters emotional attachment to the organization because leaders are able to build strong interpersonal relationships with subordinates. Second, it boosts intrinsic motivation through an inspiring vision and meaningful work, leading employees to perceive their tasks as serving a greater purpose. Third, it strengthens organizational commitment because employees feel the organization supports their personal development and values their contributions. Previous research indicates that transformational leadership has a significant impact on turnover intention. Diko and Saxena (2023) found that transformational leadership can reduce turnover intention by enhancing employees' intrinsic motivation and emotional attachment to the organization. Gyensare *et al.* (2017) also demonstrated that transformational leaders can curb the intention to quit by fostering organizational commitment and psychological empowerment. Lopes *et al.* (2026) identified transformational leadership as a crucial factor in modern employee retention strategies, as such leaders create work environments that support individual growth and meaningful work. Furthermore, Gašić and Berber (2023) showed that transformational leadership contributes to lower turnover intention by strengthening the emotional bond between employees and the organization. In the context of non-formal educational institutions, transformational leadership is highly relevant, as educators require intrinsic motivation, emotional support, and inspiration to sustain their work commitment. A dynamic and demanding educational environment calls for leaders capable of fostering collective spirit, providing a clear vision, and supporting individual development. When educators feel inspired and valued by their leaders, the likelihood of them leaving the organization is expected to decrease.

Based on the foregoing discussion, this study proposes the following hypothesis:

H5: Transformational leadership has a direct effect on turnover intention.

The Mediating Role of Employee Engagement in the Relationship Between Responsible Leadership and Turnover Intention

Employee engagement is viewed as a crucial psychological mechanism explaining how leadership style influences turnover intention. From the perspective of Social Exchange Theory (Blau, 1964), positive leader behavior fosters social exchange relationships that encourage employees to develop an emotional attachment to their work. When employees feel recognized, valued, and treated equitably by their leaders, they demonstrate higher levels of engagement in return. This heightened engagement, in turn, reduces the likelihood of employees leaving the organization. Numerous prior studies indicate that higher levels of employee engagement help explain how responsible leadership influences employees' intentions to leave their jobs. Liu and Lin (2018) found that responsible leadership enhances organizational identification and engagement, subsequently boosting employee loyalty to the organization. Marques *et al.* (2023) also demonstrated that responsible leadership behaviors increase work engagement and reduce turnover intentions by fostering better interpersonal relationships and meaningful work. Khanam and Tarab (2024) identified employee engagement as a key mechanism explaining how ethical and supportive work environments—cultivated by leaders—can improve employee retention. In the context of non-formal education, the mediating role of employee engagement is significant, as educators are deeply influenced by the quality of interpersonal relationships and their psychological state at work. Leaders who demonstrate care, responsibility, and fairness are expected to enhance educators' emotional engagement with their work. When educators feel engaged, they derive greater enjoyment from their work, take pride in the institution, and are more likely to maintain their employment relationship with the organization.

Based on the foregoing discussion, this study proposes the following hypothesis:

H6: Employee engagement mediates the effect of responsible leadership on turnover intention.

The Mediating Role of Employee Engagement in the Relationship Between Transformational Leadership and Turnover Intention

Transformational leadership can reduce employees' inclination to leave their jobs, whether directly or by fostering greater engagement and interest in their work. Transformational leaders are capable of building intrinsic motivation, providing inspiration, and creating meaningful work, thereby enhancing employees' emotional attachment to their jobs. From the perspective of Social Exchange Theory (Blau, 1964), when leaders support and care for their teams, team members feel more enthusiastic and loyal to the organization. Employee engagement acts as a psychological link demonstrating how transformational leadership influences whether employees choose to leave or stay. Transformational leaders boost engagement through inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. As engagement rises, employees become more enthusiastic about their work and more emotionally connected to the organization, resulting in a reduced desire to leave.

Various prior studies support this mediating relationship. Gašić and Berber (2023) found that employee engagement significantly mediates the relationship between transformational leadership and turnover intention. Diko and Saxena (2023) also found that transformational leadership enhances engagement, which in turn lowers turnover intention by boosting intrinsic motivation and emotional attachment. Gyensare et al. (2017) discovered that transformational leaders can increase psychological empowerment and engagement, ultimately strengthening employee retention. Lopes et al. (2026) further confirmed that employee engagement is a primary pathway explaining the effectiveness of transformational leadership in modern organizational retention strategies. In the context of non-formal educational institutions, this relationship is particularly relevant because teaching roles require high levels of emotional engagement and intrinsic motivation. Leaders who inspire, build a shared vision, and support individual development are expected to significantly boost the engagement of teaching staff. When educators find their work meaningful and feel supported by inspiring leaders, they demonstrate greater loyalty and a reduced likelihood of leaving the organization.

Based on this rationale, the study proposes the following hypothesis:

H7: Employee engagement mediates the effect of transformational leadership on turnover intention.

METHOD

Research Type

This study employs a quantitative approach with an explanatory (verificative) research design, supported by descriptive analysis. This framework is applied to evaluate and explain the relationships between variables—specifically the impact of employee engagement and leadership roles on turnover intention, with employee engagement acting as a mediating variable. A quantitative method is utilized because it facilitates the scientific measurement of the phenomena under study using numerical data, which are then systematically analyzed through statistical techniques. Through this approach, the study aims to provide a concrete understanding of the relationships between the variables, particularly the cause-and-effect dynamics (Sugiyono, 2019; Creswell & Creswell, 2018).

Population, Sample, and Sampling Technique

The population for this study consists of academic staff—including teachers/tutors, teaching assistants, curriculum staff, academic coordinators, and curriculum developers—who are currently employed at non-formal education institutions (such as course and training centers) in the Jakarta area. This population was selected due to the high level of human resource dynamics within the non-formal education sector, particularly regarding turnover intention, which is influenced by leadership conditions and employee engagement (Adelia et al., 2024; Wibowo et al., 2024).

A non-probability sampling method is used in this study, specifically employing a purposive sampling approach. This method was chosen because the research requires participants with specific characteristics that align with the study's objectives. This approach allows the researcher to gather data from employees who possess relevant work experience and an understanding of the organizational environment and conditions in which they operate. The participant characteristics defined for this study are as follows:

1. Currently employed at a non-formal education institution;
2. Possesses work experience and an understanding of the organizational conditions of their workplace.

These criteria ensure that respondents can provide more objective assessments regarding responsible leadership, transformational leadership, employee engagement, and turnover intention based on their actual work experiences. This study does not rigidly restrict the respondents' tenure, as the non-formal education sector is characterized by relatively high employee mobility and a workforce with varying lengths of service. Therefore, as long as respondents are actively employed and understand the organizational context, they are considered suitable to participate in the study.

Data Collection Techniques

The primary technique for data collection in this study involves the use of an online questionnaire designed with a five-point Likert scale (ranging from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree"). The questionnaire is structured to align with the indicators of each research variable. The first section consists of screening questions and respondent demographic data, while the second section contains statements designed to measure leadership roles, employee engagement, and turnover intention. An online questionnaire was selected for this study because it is considered a practical and efficient method for reaching a wide range of respondents, offering flexibility in completion without geographical or temporal constraints. In addition to primary data obtained directly from respondents, this study utilizes secondary data as a supplementary source. These secondary data are derived

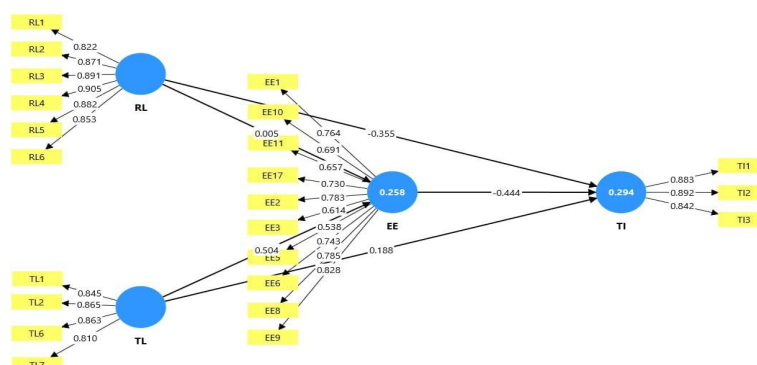
from various organizational documents, internal reports, scientific journals, and other relevant literature, serving to strengthen the theoretical foundation and facilitate a deeper understanding of the research context.

Data Analysis Technique

The data analysis process in this study was conducted through a series of systematically organized stages to ensure accurate and reliable results. Research instruments were developed based on the theoretical framework and relevant prior studies; subsequently, validity and reliability tests were performed to ensure the quality of the measurement tools in representing the research constructs. Validity testing aimed to confirm that each indicator effectively explained the latent variables used, while reliability testing aimed to measure the internal consistency of the research instrument (Hair et al., 2014). These testing stages served as a crucial foundation prior to structural model analysis, ensuring that the instruments yielded accurate and consistent measurements for a study involving unobserved variables.

The collected data underwent checks for completeness, coding, and processing using statistical software. Descriptive analysis was employed to describe respondent characteristics and response tendencies regarding each variable under study. Subsequently, verification analysis was conducted by testing hypotheses using the Partial Least Squares-based Structural Equation Modeling (SEM-PLS) approach with SmartPLS software. The SEM-PLS method was selected due to its advantages in analyzing predictive models with relatively small sample sizes, its lack of a requirement for normal distribution assumptions, and its ability to simultaneously test causal relationships between latent variables—including the role of mediating variables. Therefore, the use of SEM-PLS was deemed most relevant to the data type and research objectives, specifically in explaining the influence of employee retention, employee development, and leadership roles on the turnover intention of Generation Z employees, mediated by employee engagement.

Results and Discussion



Based on the figure, the research model exhibits varying path coefficients. The EE → TI path shows the largest negative coefficient (-0.444), indicating that employee engagement is the strongest predictor of reduced turnover intention. The RL → TI path also displays a negative coefficient (-0.355), suggesting that responsible leadership contributes to lowering turnover intention. Meanwhile, the TL → EE path has the largest positive coefficient (0.504), demonstrating that transformational leadership plays a crucial role in enhancing employee engagement. Conversely, the RL → EE path shows a very small coefficient (0.005), whereas the TL → TI path has a coefficient of 0.188. These two paths were subsequently subjected to further testing using a bootstrapping procedure to determine the significance of the relationships between the variables.

The Direct Effect of Responsible Leadership on Employee Engagement (H1 Rejected)

The hypothesis testing results for H1 indicate that responsible leadership does not have a significant direct effect on employee engagement ($\beta = 0.005$; $T = 0.037$; $p = 0.971$). Consequently, H1 is rejected. These findings suggest that even when employees perceive their leaders as responsible, ethical, and caring, this does not automatically enhance their levels of vigor, dedication, or absorption in their work. This finding can be explained from two perspectives. First, regarding respondent characteristics: as previously outlined, 61.0% of the respondents had a tenure of less than one year. New employees tend to be in an adaptation phase and have not yet fully internalized the meaning of their work. During this phase, employee engagement is influenced more by intrinsic job factors—such as challenge, autonomy, and feedback—than by the ethical behavior of supervisors (Saks, 2006).

Second, conceptually, responsible leadership focuses primarily on dimensions of ethics, accountability, and fairness (Maak & Pless, 2019). While these dimensions are crucial for building trust and loyalty, they do not directly generate the energy, enthusiasm, or sense of absorption associated with work engagement. Conversely, employee engagement is more responsive to leadership that is inspirational, visionary, and intellectually stimulating—characteristics associated with transformational leadership (Schaufeli et al., 2002). In other words, responsible leadership and employee engagement operate through different psychological mechanisms: responsible leadership is linked to fairness and trust, whereas employee engagement is linked to meaningfulness and intrinsic motivation. These findings also align with research by Gomes et al. (2022), which demonstrated that responsible leadership influences organizational commitment and work engagement, with organizational identification serving as a mediating mechanism that strengthens this relationship. Such findings indicate that the impact of responsible leadership on employee engagement is not always direct; rather, it often requires specific psychological or contextual mechanisms. Thus, in the context of non-formal educational institutions dominated by young employees with relatively short tenures, boosting employee engagement requires more than just responsible leadership; it also calls for a leadership approach that is more transformational and inspiring.

Direct Effect of Transformational Leadership on Employee Engagement (H2 Supported)

The hypothesis testing results for H2 indicate that transformational leadership has a significant and positive direct effect on employee engagement ($\beta = 0.504$; $T = 4.615$; $p < 0.000$; $f^2 = 0.148$). Thus, H2 is accepted. The substantial positive coefficient (0.504) and the very high T-statistic (4.615) confirm that transformational leadership is a strong predictor for enhancing employee engagement within non-formal language education institutions in Jakarta. These findings can be explained by the motivational mechanisms fostered by transformational leadership. Transformational leaders are able to articulate the organization's vision and mission in an inspiring manner (TL1 and TL2), thereby enabling employees to perceive greater meaning and purpose in their work. This is reflected in the high score for item EE11 (mean = 4.24), which measures "meaningful and purposeful work." Furthermore, transformational leaders who encourage team collaboration (TL6, mean = 4.12) and cooperation (TL7, mean = 4.14) create a stimulating work climate where employees feel motivated to invest their energy and enthusiasm.

From the perspective of Social Exchange Theory (Cropanzano & Mitchell, 2005), transformational leaders build high-quality social exchange relationships with employees through individualized consideration, intellectual stimulation, and inspirational motivation. When employees feel valued, heard, and provided with opportunities for growth, they tend to reciprocate with deeper psychological engagement in their work. These findings are consistent with research by Diko & Saxena (2023) and Gašić & Berber (2023), which identified transformational leadership as a key antecedent of employee engagement across various organizational contexts. In the context of non-formal language education institutions, these findings carry significant practical implications. Given the predominance of young employees—92.7% of whom are under the age of 35 and generally seek meaningful work with opportunities for growth—transformational leadership training programs need to incorporate specific modules on fostering instructors' vigor, dedication, and absorption through job design, the creation of meaning, and intellectual stimulation. Leaders capable of inspiring and facilitating teamwork will directly enhance employee engagement, which in turn serves as a foundation for reducing turnover intention.

The Effect of Employee Engagement on Turnover Intention (H3 Accepted)

Employee engagement was found to have the strongest and most significant influence on turnover intention in this research model ($\beta = -0.444$; $T = 5.540$; $p < 0.000$; $f^2 = 0.208$; BCa CI = [-0.594; -0.282]). Thus, H3 is accepted. The large negative coefficient (-0.444) and the very high T-statistic (5.540) confirm that employees exhibiting high levels of vigor, dedication, and absorption in their work are significantly less likely to harbor turnover intentions. The f^2 value of 0.208—classified as medium-to-large—confirms that employee engagement is not only statistically significant but also holds substantial practical importance. These findings align with a substantial body of prior research consistently identifying a negative relationship between employee engagement and turnover intention (Gašić & Berber, 2023; Sinisterra et al., 2025; Srivastava et al., 2019; Lopes et al., 2026). Studying Serbian employees, Gašić & Berber (2023) found that employee engagement fully mediates the relationship between transformational leadership and turnover intention, mirroring the pattern observed in this study. Sinisterra et al. (2025) confirmed that engagement and meaningful work are strong predictors of reduced turnover intention across various sectors. In a recent study, Lopes et al. (2026) confirmed that employee engagement serves as a key variable in leadership-based retention models. Meanwhile, Srivastava et al. (2019) demonstrated that highly engaged employees have a significantly lower probability of leaving compared to those with low engagement—a pattern consistent with the medium-to-large effect size ($f^2 = 0.208$) found in the present study.

From the perspective of Social Exchange Theory, employees who are fully engaged in their work have invested significant psychological, emotional, and cognitive resources into the organization. Leaving the organization would mean forfeiting that investment, thereby creating a strong psychological drive to remain (Saks, 2006). Upon closer examination, the influence of engagement on reducing turnover intention operates through several psychological pathways. First, the vigor dimension (energy and enthusiasm) provides emotional resources that help employees cope with workplace challenges and uncertainties, preventing them from easily giving up and encouraging them to stay (Schaufeli et al., 2002). Second, the dedication dimension (characterized by enthusiasm, pride, and a sense of significance) fosters a strong identification between employees and their work. When employees perceive their work as important and meaningful—as reflected in the high score for EE11 (mean = 4.24) regarding "work full of meaning and purpose"—they possess a strong intrinsic motivation to continue contributing. Third, the absorption dimension (being fully engrossed in the work) creates a state of "flow," making time seem to pass quickly and the work enjoyable, which diminishes the desire to seek alternative employment.

In the context of non-formal educational institutions in Jakarta, these findings carry significant implications. Notably, the medium-to-large effect size ($f^2 = 0.208$) indicates that engagement is not merely a statistically significant variable but a substantively meaningful predictor in the organization's real-world operations; any increase in engagement yields a tangible impact, evidenced by reduced turnover rates. Given that the majority of employees are young educators (92.7% under the age of 35) with relatively short tenures, the institution's HR management strategy should prioritize programs that systematically enhance employee engagement—such as continuous professional development, teaching autonomy, performance recognition, educator learning communities, and involvement in curriculum development. Investing in engagement has proven to be the most effective retention strategy based on the findings of this study.

Direct Effect of Responsible Leadership on Turnover Intention (H4 Accepted)

Responsible leadership was found to have a significant, direct, and negative effect on turnover intention ($\beta = -0.355$; $T = 3.427$; $p < 0.001$; $f^2 = 0.077$; BCa CI = $[-0.551; -0.145]$). Thus, H4 is accepted. The negative coefficient (-0.355) indicates that the higher the level of responsible leadership perceived by employees, the lower their intention to leave the organization. This finding is the most contextually relevant in the study, given the nature of non-formal educational institutions, which rely heavily on trust and interpersonal relationships between leaders and staff. This direct influence of responsible leadership (RL) on turnover intention (TI) can be explained through several mechanisms rooted in Social Exchange Theory. First, responsible leaders demonstrate ethical consistency and accountability in their actions, fostering perceptions of procedural and distributive justice among employees. When employees feel they are treated fairly and that leaders are committed to their well-being, they tend to reciprocate with greater loyalty and lower turnover intentions (Liu & Lin, 2022). Second, responsible leadership cultivates psychological safety in the workplace. In uncertain work environments—such as non-formal educational institutions, where employment contracts may terminate at any time depending on student enrollment—the psychological safety fostered by responsible leaders serves to alleviate employees' existential anxiety.

Third, responsible leadership facilitates open and transparent communication between leaders and employees. Leaders who demonstrate positive communication (RL1), concern for employees' emotions (RL2), and the building of high-quality social relationships (RL3) create a climate of trust that directly influences employees' decisions to stay. Employees who feel heard and cared for by their superiors are more inclined to remain with the organization, even when faced with job offers elsewhere. These findings are corroborated by James & Priyadarshini (2021) and Marques et al. (2023), who demonstrated that responsible leadership has a consistent, direct, and negative effect on turnover intention across various industrial contexts. Research by Saleh et al. (2022) deepened this understanding by showing that ethical leadership and leader self-awareness significantly influence turnover intention—mediated by individual ethical climate and emotional exhaustion—thereby underscoring the importance of psychological well-being as a prerequisite for responsible leadership's effectiveness in reducing employees' intent to leave. Furthermore, within the high-workload healthcare sector, Marques et al. (2023) found that responsible leadership plays a significant role in lowering healthcare workers' turnover intention by mitigating burnout, indicating that responsible leadership behaviors serve as a protective factor against employee emotional exhaustion. In the education sector—where organizational missions often carry significant social value and responsible leaders are able to articulate these values to employees—this direct influence becomes even more pronounced. Unlike findings in the corporate sector, where the effect of responsible leadership on turnover is often indirect, the results of this study reveal a more dominant direct effect. This may reflect the unique characteristics of the non-formal education sector in Indonesia, where employees working amidst contractual uncertainty are particularly responsive to ethical behavior and leader concern, as these factors provide a sense of security not otherwise available through structural job

guarantees. The practical implications of these findings are clear: selecting and developing leaders who possess ethical character, a sense of responsibility, and concern for employees represents the most critical strategic investment non-formal educational institutions can make to reduce turnover. Ethics-based leadership training programs, leader performance assessments that incorporate the dimension of responsibility toward employees, and an organizational culture that prioritizes integrity must become priorities in the institution's HR policies.

The Direct Effect of Transformational Leadership on Turnover Intention (H5 Rejected)

The hypothesis testing results for H5 indicate that transformational leadership does not have a significant direct effect on turnover intention ($\beta = 0.188$; $T = 1.626$; $p = 0.104$). Consequently, H5 is rejected. This interesting result reveals a positive coefficient (contrary to the hypothesized negative direction), indicating that within the context of this study's population, higher perceptions of transformational leadership are not necessarily accompanied by an immediate decrease in employees' intentions to leave the organization. These findings can be explained from several perspectives. First, from the standpoint of Social Exchange Theory (Blau, 1964; Cropanzano & Mitchell, 2005), the influence of transformational leadership on turnover intention operates through more complex psychological mechanisms. While transformational leadership fosters intrinsic motivation and emotional attachment among employees (Diko & Saxena, 2023), the process of internalizing transformational values into a decision to remain takes time and requires mediation by psychological variables such as employee engagement. In other words, the inspiration provided by transformational leaders does not immediately "extinguish" the intention to leave without first establishing a deep attachment to the work itself.

Second, respondent characteristics also play a role. The majority of respondents (61.0%) had a tenure of less than one year; thus, they had not yet had sufficient time to experience the full impact of transformational leadership in shaping long-term affective commitment. For new employees, structural factors—such as employment contract certainty, compensation, and career clarity—may be more decisive regarding turnover intention than leadership style (Lazzari et al., 2022). Third, the context of non-formal education, characterized by uncertainty, makes employees more responsive to factors of ethics and trust (the domain of RL) than to inspiration and vision (the domain of TL) when forming their intentions to stay.

These findings align with several recent studies. Gyensare et al. (2017) found that the influence of transformational leadership on turnover intention is indirect and mediated by affective commitment. In a study of Serbian employees, Gašić & Berber (2023) also reported that transformational leadership does not directly affect turnover intention but operates entirely through employee engagement as a mediator. Diko & Saxena (2023) explicitly confirmed this full mediation pattern within a public sector context, while Marques et al. (2023) affirmed via meta-analysis that the effect of transformational leadership on employee retention generally operates through mediated motivational and psychological mechanisms rather than direct pathways. Recent research by Bousseḍra (2025) reinforces these findings by demonstrating that, even in the context of digital transformation, transformational leadership reduces turnover intention through the sequential mediation of leader-member exchange (LMX) quality and affective organizational commitment; this confirms that relational and affective dynamics remain key mechanisms for talent retention despite the virtualization of interactions. Similarly, Wang et al. (2023) found that LMX quality explains the relationship between transformational leadership and employee turnover intention, noting that leaders capable of building high-quality dyadic relationships create emotional bonds that serve to buffer against the intention to leave. Discrepancies with these results may stem from the unique characteristics of Indonesia's non-formal education sector, where contract security and compensation play a more dominant role than leader inspiration in shaping decisions to stay or leave. Thus, the findings regarding H5 enrich our contextual understanding of the limits of transformational leadership's direct effectiveness in managing turnover intention, particularly within the non-formal education sector, which is characterized by a young and mobile workforce.

The Indirect Effect of Responsible Leadership on Turnover Intention via Employee Engagement (H6 Rejected)

Contrary to H4, the indirect effect of responsible leadership on turnover intention via employee engagement was not found to be significant ($\beta = -0.002$; $T = 0.036$; $p = 0.971$; BCa CI = [-0.113; 0.132]). Thus, H6 is rejected. These findings indicate that employee engagement does not act as a mediator in the relationship between responsible leadership and turnover intention within the context of this study. The primary explanation for the rejection of H6 lies in the very small and non-significant path coefficient for RL $\rightarrow$ EE ($\beta = 0.005$; $T = 0.037$; $p = 0.971$). This implies that, in this study, responsible leadership was not shown to significantly enhance employee engagement. This differs from findings in existing literature that demonstrate a positive relationship between responsible leadership and employee engagement (Liu & Lin, 2022; Khanam & Tarab, 2024). This discrepancy may be attributed to several contextual factors.

First, it is possible that within the context of non-formal language education institutions in Jakarta, employees distinguish between their perceptions of a leader's ethics and responsibility (which directly influence turnover intention) and their level of work engagement (which is more strongly influenced by intrinsic job factors and more inspirational leadership characteristics, such as Transformational Leadership/TL). In other words, they may appreciate a responsible leader and choose not to leave, yet their level of emotional engagement with the work is driven more by intellectual stimulation and inspirational motivation—elements that fall within the domain of TL. Second, the prevalence of employees with less than one year of tenure (61.0%) in the sample is also a relevant factor. New employees may not yet have sufficient experience to perceive the impact of responsible leadership on their work engagement, as the development of strong employee engagement requires time and accumulated experience.

Third, from a statistical perspective, this finding can be understood as evidence of direct dominance, wherein responsible leadership exerts such a strong direct influence on turnover intention that the indirect pathway via employee engagement (EE) becomes redundant. This concept aligns with the "bypassing" theory in mediation, where a mediator variable loses its relevance when the direct influence between exogenous and endogenous variables is sufficiently strong (Baron & Kenny, 1986). Thus, responsible leadership acts as a "direct brake" on turnover intention without the prerequisite of first building engagement; this is likely because the factors of fairness, trust, and a sense of security fostered by such leadership operate at a more fundamental level of employee psychology.

In other words, the model encompasses two distinct pathways: the responsible leadership pathway operates through ethics- and trust-based mechanisms that directly influence the decision to stay, whereas the transformational leadership pathway operates through motivational and inspirational mechanisms that must first cultivate an employee's affinity for their work (engagement) before ultimately reducing the intention to leave. Responsible leaders can directly deter employees from leaving simply by acting fairly and being trustworthy, while transformational leaders must first succeed in making employees like and feel attached to their work before the desire to leave dissipates. Understanding these differing mechanisms is practically significant, as it implies that retention strategies based on responsible leadership and transformational leadership require distinct intervention approaches, even though the ultimate objective remains the same.

The Indirect Effect of Transformational Leadership on Turnover Intention via Employee Engagement (H7 Supported)

The results of the hypothesis test for H7 indicate that transformational leadership has a significant negative indirect effect on turnover intention through employee engagement ($\beta = -0.224$; $T = 3.337$; $p < 0.001$; BCa CI = $[-0.374; -0.106]$). Thus, H7 is accepted. These findings confirm that transformational leadership operates by first enhancing employee engagement before ultimately reducing turnover intention. This full mediation pathway implies that transformational leadership initiatives will not be effective in curbing turnover intention unless accompanied by programs that simultaneously boost employee engagement. These findings reinforce the argument that the influence of transformational leadership on turnover intention is fully mediated by employee engagement. In other words, transformational leadership is effective in reducing turnover intention only if it first succeeds in increasing employee engagement. Without an increase in engagement, the inspiration and vision provided by transformational leaders are insufficient to emotionally bind employees to the organization.

The theoretical explanation for these findings draws upon Social Exchange Theory (Cropanzano & Mitchell, 2005). Transformational leaders build high-quality social exchange relationships with employees through individualized consideration, intellectual stimulation, and inspirational motivation. However, these exchange relationships yield loyalty and retention only after employees experience a deep psychological connection to their work. Without engagement, employees may still appreciate their leaders but lack sufficient internal motivation to remain when other job opportunities arise.

These findings align with the research of Diko & Saxena (2023) and Gyensare et al. (2017), both of which reported that transformational leadership does not exert a significant direct influence on turnover intention; rather, the relationship is fully mediated by affective commitment or employee engagement. A study by Gašić & Berber (2023) involving Serbian employees also confirmed this full mediation pattern, underscoring that employee engagement serves as a key mediating variable linking transformational leadership to employee turnover intention. By implication, these findings suggest that non-formal educational institutions should not focus solely on transformational leadership training. Unless accompanied by programs specifically designed to enhance engagement such as career development, teaching autonomy, and performance recognition transformational leadership will fail to yield a meaningful impact on reducing turnover intention. Transformational leadership training programs need to incorporate specific modules on fostering vigor, dedication, and absorption among educators through job design, the provision of meaning, and intellectual stimulation.

Conclusion

This study examines the roles of responsible leadership (RL) and transformational leadership (TL) regarding employee turnover intention (TI) in non-formal educational institutions in Jakarta, with employee engagement (EE) serving as a mediating variable, using SEM-PLS analysis on data from 177 respondents. The results demonstrate that transformational leadership has a positive and significant effect on employee engagement (H2 accepted; $\beta = 0.504$; $p < 0.001$), whereas responsible leadership does not have a significant effect on employee engagement (H1 rejected; $\beta = 0.005$; $p = 0.971$). Employee engagement proved to be the strongest predictor in reducing turnover intention (H3 accepted; $\beta = -0.444$; $p < 0.001$; $f^2 = 0.208$). Responsible leadership has a significant negative direct effect on turnover intention (H4 accepted; $\beta = -0.355$; $p < 0.001$), while transformational leadership does not have a significant direct effect on turnover intention (H5 rejected; $\beta = 0.188$; $p = 0.104$). Regarding mediation effects, employee engagement does not mediate the relationship between responsible leadership and turnover intention (H6 rejected; $\beta = -0.002$; $p = 0.971$), but it fully mediates the relationship between transformational leadership and turnover intention (H7 accepted; $\beta = -0.224$; $p < 0.001$). These findings indicate that responsible leadership operates through mechanisms of trust and fairness that directly suppress turnover intention, whereas transformational leadership functions by enhancing employee engagement as the primary mediating pathway.

REFERENCES

- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage. *Journal of Organizational Effectiveness*, 2(1), 7–35. <https://doi.org/10.1108/JOEPP-08-2014-0042>
- Armayani, R., & Soemaryani, I. (2025). Impact of retention and development on turnover intention among Gen Z at Bank BNI. *Jurnal Ilmiah Manajemen Kesatuan*, 13(5), 3777–3786. <https://doi.org/10.37641/jimkes.v13i5.3903>
- Aryawan, F. N., Sonhadji, A., Kusmintardjo, K., Ulfatin, N., & Pamungkas, A. H. (2017). Interpolicy Dynamics Between Nonformal Education Policy and Language Policy of Internationalisation Through ILFS Teaching in Indonesia. *European Journal of Education Studies*, 3(4), 232–245.
- Ashfaq, F., Abid, G., Ilyas, S., & Faseeh, A. (2024). Fueling work engagement through sustainable leadership: Examining sequential mediation of perceived organizational support and mental health. *Human Systems Management*, 43(4), 1–15. <https://doi.org/10.3233/HSM-240065>
- Bahri, E. S., Aslam, M. M. M., & Hermawan, Y. (2024). Innovation in Non-formal Education in Indonesia. *Journal of Psychology and Sustainable Education*, 1(2), 51–56. <https://doi.org/10.62886/jpse.v1i2.7>
- Bakker, A. B., & Albrecht, S. (2018). Work engagement: Current trends. *Career Development International*, 23(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Blau, P. M. (1964). *Exchange and power in social life*. New York: John Wiley.
- Boussedra, I. (2025). Transformational leadership and turnover intention in the digital era: Sequential mediation of LMX and affective organizational commitment. *African Scientific Journal*, 3(31), 2018–2036. <https://doi.org/10.5281/zenodo.17223760>
- Callado, A., Teixeira, G., & Lucas, P. (2023). Turnover Intention and Organizational Commitment of Primary Healthcare Nurses. *Healthcare*, 11(4), 521. <https://doi.org/10.3390/healthcare11040521>
- Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S. (2013). Social exchange theory. *Handbook of social psychology*, 61–88.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Dhoopar, A., Gupta, B., Sihag, P., & Goyal, K. (2026). Employee Turnover Intention: A Review and Research Agenda. *Global Business and Organizational Excellence*, 45(2), 205–226. <https://doi.org/10.1002/joe.70010>
- Diko, T. K., & Saxena, S. (2023). Mediating Role of Employee Engagement with Transformational Leadership and Turnover Intention. *Public Organization Review*, 23(4), 1639–1660. <https://doi.org/10.1007/s11115-023-00710-8>

- Dordunoo, Lord. (2025). Developing Strategy for Employee Engagement. In *Advancing Safety, Service, and Performance in Organizations With Impactful Leadership* (pp. 163–196). IGI Global. <https://doi.org/10.4018/979-8-3373-5686-0.ch007>
- Gašić, D., & Berber, N. (2023). The mediating role of employee engagement in the relationship between transformational leadership and turnover intentions among Serbian employees. *Behavioral Sciences*, 13(3), 256. <https://doi.org/10.3390/bs13030256>
- Gomes, J. F. S., Marques, T., & Cabral, C. (2022). Responsible leadership, organizational commitment, and work engagement: The mediator role of organizational identification. *Nonprofit Management and Leadership*, 33(1), 89–108. <https://doi.org/10.1002/nml.21502>
- Gyensare, M. A., Anku-Tsede, O., Sanda, M. A., & Okpoti, C. A. (2017). Transformational leadership and employee turnover intention: The mediating role of affective commitment. *World Journal of Entrepreneurship, Management and Sustainable Development*, 12(3), 243–266. <https://doi.org/10.1108/WJEMSD-02-2016-0008>
- Haider, S. A., Akbar, A., Tehseen, S., Poulouva, P., & Jaleel, F. (2022). The impact of responsible leadership on knowledge sharing behavior through the mediating role of person–organization fit and moderating role of higher educational institute culture. *Journal of Innovation & Knowledge*, 7(4), 100265. <https://doi.org/10.1016/j.jik.2022.100265>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Han, S., Sung, M., & Suh, B. (2025). Responsible leadership and employee turnover intention: The mediating role of organizational trust. *Journal of Business Ethics*, 187(2), 421–438. <https://doi.org/10.1007/s10551-024-05701-4>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2016). Testing measurement invariance of composites using partial least squares. *International Marketing Review*, 33(3), 405–431. <https://doi.org/10.1108/IMR-09-2014-0304>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? *Journal of Management*, 44(2), 501–529. <https://doi.org/10.1177/0149206316665461>
- Ittai, J., & Ogunji, J. (2025). Influence of school climate on teachers’ turnover intention in public and private primary schools, Lagos. *European Scientific Journal*. <https://doi.org/10.19044/esj.2025.v21n7p103>
- James, K. J., & Priyadarshini, A. (2021). The influence of responsible leadership on work engagement and turnover intention. *International Journal of Productivity and Performance Management*, 71(6), 2364–2381. <https://doi.org/10.1108/IJPPM-11-2020-0609>
- Khanam, A., & Tarab, S. (2024). Responsible leadership, employee engagement and turnover intention: Mediation model. *Journal of Leadership & Organizational Studies*, 31(1), 55–70. <https://doi.org/10.1177/15480518241234567>
- Khanin, D. (2013). How to reduce turnover intentions in the family business: Managing centripetal and centrifugal forces. *Business Horizons*, 56(1), 63–73. <https://doi.org/10.1016/j.bushor.2012.09.005>
- Kock, N., Mayfield, M., Mayfield, J., Sexton, S., & De La Garza, L. M. (2019). Empathetic leadership: how leader emotional support and understanding influences follower performance. *Journal of Leadership & Organizational Studies*, 26(2), 217–236. <https://doi.org/10.1177/1548051818806290>
- Krishna, C., & Paul, J. (2022). Transformational leadership and employee retention: A moderated mediation model of intrinsic motivation and perceived organisational support. *International Journal of Learning and Intellectual Capital*, 19(3), 241–260. <https://doi.org/10.1504/IJLIC.2022.121252>
- Lazzari, M., Alvarez, J. M., & Ruggieri, S. (2022). Predicting and explaining employee turnover intention. *International Journal of Data Science and Analytics*, 14, 113–130. <https://doi.org/10.1007/s41060-022-00329-w>
- Lee, M. C. C., Lin, M. H., Srinivasan, P. M., & Carr, S. C. (2024). Transformational leadership and organizational citizenship behavior: New mediating roles for trustworthiness and trust in leader. *Journal of Business Research*, 176, 114576. <https://doi.org/10.1016/j.jbusres.2023.114576>
- Leonardus, T. H., & Rosalia, N. (2025). Talent retention in Gen Z workforce: The role of purpose-driven leadership and career development opportunities. *Management Studies and Business Journal (PRODUCTIVITY)*, 2(1).
- Liu, J., & Lin, S. (2022). Responsible leadership, employee engagement, and employee turnover intentions. *Frontiers in Psychology*, 13, 839773. <https://doi.org/10.3389/fpsyg.2022.839773>

- Lopes, C., Costa, T., & Ferreira, P. (2026). Transformational leadership and employee engagement: A mediation model of turnover intention. *International Journal of Human Resource Management*, 37(1), 1–22. <https://doi.org/10.1080/09585192.2025.2145678>
- Maak, T., & Pless, N. M. (2019). Responsible leadership in a stakeholder society – a relational perspective. *Journal of Business Ethics*, 66(1), 99–115. <https://doi.org/10.1007/s10551-006-9047-z>
- Mao, Y., Kang, X., Lai, Y., Yu, J., Deng, X., Zhai, Y., & Xu, S. (2023). Authentic leadership and employee resilience during the COVID-19: The role of flow, organizational identification and trust. *Current Psychology*, 42(23), 20321–20336. <https://doi.org/10.1007/s12144-022-04148-x>
- Marques, A., Borges, R., & Ferreira, P. (2023). Leadership and employee turnover intention: A systematic review and meta-analysis. *Journal of Business Research*, 156, 113451. <https://doi.org/10.1016/j.jbusres.2022.113451>
- Marques, T., Crespo, C. F., Pina e Cunha, M., Caçador, M., & Dias, S. S. (2023). Responsible leadership and turnover intentions in health-care professionals: The mediating role of burnout. *Leadership in Health Services*, 36(4), 562–578. <https://doi.org/10.1108/LHS-11-2022-0109>
- Masood, M., & Afsar, B. (2017). Transformational leadership and innovative work behavior among nursing staff. *Nursing Inquiry*, 24(4), e12188. <https://doi.org/10.1111/nin.12188>
- Nurpatwikanto, W., Fikrianoor, K., Rolanisa, P., Ulfa, D., Latoe, V., & Handayani, W. (2025). Knowledge sharing among lecturers: Evidence from Indonesia. *Journal of Indonesian Economy and Business*, 40(3). <https://doi.org/10.22146/jieb.v40i3.11679>
- Pitichat, T., & Riggio, R. E. (2025). Transformational leadership: Theory and practice in the digital age. *Leadership Quarterly Advances*, 1(1), 1–20. <https://doi.org/10.1016/j.leaqua.2024.101789>
- Pless, N. M., Maak, T., & Stahl, G. K. (2012). Promoting corporate social responsibility and sustainable development through management development. *Human Resource Management*, 51(6), 873–903. <https://doi.org/10.1002/hrm.21506>
- Ringle, C. M., Wende, S., & Becker, J.-M. (2024). SmartPLS 4. Bönningstedt: SmartPLS. <https://www.smartpls.com>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619. <https://doi.org/10.1108/02683940610690169>
- Saleh, T. A., Sarwar, A., Islam, M. A., Mohiuddin, M., & Su, Z. (2022). Effects of leader conscientiousness and ethical leadership on employee turnover intention: The mediating role of individual ethical climate and emotional exhaustion. *International Journal of Environmental Research and Public Health*, 19(15), 8959. <https://doi.org/10.3390/ijerph19158959>
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92. <https://doi.org/10.1023/A:1015630930326>
- Sinisterra, M., Salazar, J., & Moreno, M. (2025). Employee engagement and meaningful work as mediators of turnover intention. *Journal of Work and Organizational Psychology*, 41(1), 45–58. <https://doi.org/10.5093/jwop2025a4>
- Sinha, R. (2021). Employee engagement and organizational commitment: A study. *International Journal of Human Resource Management and Research*, 11(2), 1–12. <https://doi.org/10.24247/ijhrmrpr20211>
- Srivastava, S., Mazza, F., & Garg, N. (2019). Responsible leadership and employee engagement: The mediating role of organizational trust. *International Journal of Manpower*, 40(2), 258–275. <https://doi.org/10.1108/IJM-07-2017-0170>
- Sudibjo, N., & Prameswari, R. K. (2021). The effects of knowledge sharing and person–organization fit on the relationship between transformational leadership on innovative work behavior. *Heliyon*, 7(6), e07334. <https://doi.org/10.1016/j.heliyon.2021.e07334>
- Sun, R., & Wang, W. (2017). Transformational leadership, employee turnover intention, and actual voluntary turnover in public organizations. *Public Management Review*, 19(8), 1124–1141. <https://doi.org/10.1080/14719037.2016.1257063>
- Wibowo, A., Nugraha, S., & Prasetya, D. (2024). Pengaruh keterikatan karyawan terhadap turnover intention di Indonesia: Tinjauan sistematis. *Jurnal Ilmu Manajemen*, 12(2), 233–248. <https://doi.org/10.21831/jim.v12i2.2024>
- Zulfiqar, S., Khan, M. M., & Huo, C. (2022). The nexus of social exchange theory and employee behavior in organizations. *Frontiers in Psychology*, 13, 884866. <https://doi.org/10.3389/fpsyg.2022.884866>