

The Mediating Role of Job Satisfaction in the Relationship between Quality of Work Life, Motivation, and Turnover Intention among Millennial Lecturers in Islamic Higher Education

Octa Nilam Lukkita Aga¹, Tri Widyastuti¹, Adler Haymans Manurung¹, Supardi¹

¹ Universitas Bhayangkara Jakarta Raya, Indonesia

✉ ahmad.muchlisin@dsn.ubharajaya.ac.id*

ABSTRACT

This study investigates the mediating role of job satisfaction in the relationship between Quality of Work Life (QWL) and work motivation on turnover intention among millennial lecturers in Islamic higher education institutions, specifically within Muhammadiyah universities in the Greater Jakarta (Jabodetabek) area. Using a quantitative explanatory design, data were collected from 290 lecturers through structured questionnaires and analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach. The results reveal that both QWL and motivation have a significant positive impact on job satisfaction, while job satisfaction exerts a significant negative effect on turnover intention. Moreover, job satisfaction partially mediates the effects of QWL and motivation on turnover intention, indicating that a high-quality work environment and strong intrinsic motivation enhance satisfaction, which subsequently reduces the desire to leave. The findings highlight that improving QWL through supportive leadership, fair compensation, and work-life balance, as well as fostering motivation through recognition and professional growth opportunities, can strengthen lecturers' commitment and retention. The study contributes theoretically by integrating Herzberg's Two-Factor Theory and Social Exchange Theory within an Islamic management perspective, demonstrating that human resource practices rooted in ethical and spiritual values effectively sustain institutional stability. Practically, the results provide strategic insights for higher education policymakers to design adaptive and value-based HR frameworks that meet the professional and generational expectations of millennial lecturers in Islamic universities.

Keywords: Quality of Work Life (QWL); Motivation; Job Satisfaction; Turnover Intention; Islamic Higher Education; Structural Equation Modeling (SEM).

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INTRODUCTION

The success of higher education institutions, particularly Islamic universities such as Perguruan Tinggi Muhammadiyah (PTM), largely depends on their ability to manage human resources effectively especially lecturers, who play a strategic role not only as educators and researchers but also as carriers of institutional values and innovation (Hakim et al., 2020; Michulek et al., 2024). In recent years, however, Muhammadiyah universities in the Greater Jakarta area (Jabodetabek) have faced a serious challenge: a rising level of lecturer turnover, which negatively affects institutional stability, teaching quality, and overall organizational performance (Andriani et al., 2023; Budiharjo et al., 2023)

Empirical data reveal that lecturer turnover rates among PTM institutions vary considerably. For instance, the University of Muhammadiyah Prof. Dr. Hamka (UHAMKA)

recorded the highest turnover, with 90 lecturers leaving between 2020 and 2024, followed by the University of Muhammadiyah Jakarta with 75 lecturers, while smaller institutions such as the Muhammadiyah College of Technology Cileungsi reported only 10 cases. These figures are based on internal institutional reports compiled by the author (processed data, 2024). Compared to the national average lecturer turnover rate in Indonesian private universities, which ranges between 5–8% annually (DIKTI, 2023), and the global higher education average of around 6% (OECD, 2024; Paramati, 2022; Schleicher, 2020), the turnover rates observed in PTM institutions appear relatively high. This disparity highlights the influence of internal organizational factors such as Quality of Work Life (QWL), motivation, and job satisfaction on lecturers' turnover intention.

Among these factors, Quality of Work Life (QWL) has become increasingly critical. QWL reflects not only the physical and psychological well-being of academic staff but also their sense of comfort, safety, and opportunities for growth at work (Akinwale et al., 2025; Shidiq & Noekent, 2025; Stefany et al., 2024). Lecturers who experience a high level of QWL tend to have greater job satisfaction and commitment to their institutions, while poor QWL leads to stress, disengagement, and ultimately higher turnover rates (Ardiano & Ekowati, 2025; Gazi et al., 2024; Siswati & Wardani, 2025).

Similarly, work motivation plays a crucial role in shaping employees' performance and organizational loyalty. Highly motivated lecturers are generally more resilient in facing professional challenges and derive greater satisfaction from their work (Assali, 2025; Eryilmaz et al., 2025; Harras, 2025). This perspective aligns with Herzberg's Two-Factor Theory, which differentiates between hygiene factors such as salary and work conditions that prevent dissatisfaction (Chi Yuan Chen, 2023; X. Chen & Xie, 2025) and motivators such as recognition, achievement, and opportunities for growth that foster genuine satisfaction (Alrawahi et al., 2020; W. Wang & Shakibaei, 2025; Wedadjadi & Helmi, 2022). In addition, Self-Determination Theory (Deci & Ryan, 2000) emphasizes that intrinsic motivation arises when individuals experience autonomy, competence, and relatedness. Within the academic context, millennial lecturers who perceive autonomy in teaching and research tend to exhibit stronger internal motivation and engagement. However, previous research indicates that motivation alone is insufficient to reduce turnover unless accompanied by a supportive work environment and fair institutional practices (Daunfeldt et al., 2021; Maniagasi & Kho, 2023; Siregar et al., 2020). Therefore, motivation must be understood as a dynamic construct that interacts with organizational factors to sustain long-term commitment.

In this context, job satisfaction serves as a key psychological mechanism that mediates the relationship between QWL, motivation, and turnover intention. Empirical evidence supports this mediating role. For instance, (Subarto et al., 2021; Utama et al., 2021) found that job satisfaction significantly explains how work environment and motivation affect lecturers' organizational commitment and intention to stay. Similarly, (Gui, 2021; Madigan & Kim, 2021; Z. Wang, 2022) demonstrated that employee well-being mediates the link between supportive leadership and reduced turnover, highlighting the importance of satisfaction as an intermediary construct. Lecturers who perceive their work environment as fulfilling and supportive are more likely to remain committed and less likely to consider leaving their institutions. Hence, job satisfaction does not merely reflect emotional fulfillment but also represents a behavioral bridge connecting institutional support and individual retention outcomes.

This issue becomes more complex with the growing dominance of millennial lecturers in higher education institutions. This generation values work-life balance, flexibility, recognition, career growth, and digital integration in daily activities (Baum, 2020; Darmawan & Riana, 2022; Everard-Igweh et al., 2025). In the Indonesian and broader Southeast Asian context, these preferences are increasingly evident as millennial academics prioritize meaningful work environments and institutional cultures that support both personal development and community contribution (Bagis et al., 2021; Kaur Bagga et al., 2023; Nguyen et al., 2020). When these expectations are not met, their organizational commitment tends to decline, which increases turnover intention (Lea et al., 2023; Madigan & Kim, 2021; Setyorini & Syarifah, 2022). In Islamic higher education, this generational characteristic holds particular importance because

Islamic values emphasize harmony between professional duties and spiritual life (Aghaei et al., 2023; Julaekha et al., 2022). Therefore, institutions must reevaluate their human resource management strategies to better align with both the digital and spiritual needs of millennial academics.

Despite the growing scholarly attention to job satisfaction and turnover in higher education, significant research gaps remain. Prior studies have mostly examined the direct effects of QWL or motivation on job satisfaction or commitment, without integrating job satisfaction as a mediating variable between these constructs and turnover intention (Albashiti et al., 2021; Almarwani & Alzahrani, 2023; Hülter et al., 2024; Subarto et al., 2021; Wijaya, 2024). Moreover, limited research has explored these dynamics within the context of Islamic higher education institutions, which are guided by religious values and face unique organizational challenges in balancing professionalism and spirituality.

Given these gaps, this study seeks to address a fundamental question: How does job satisfaction mediate the relationship between Quality of Work Life and work motivation on turnover intention among millennial lecturers in Islamic higher education institutions?. Accordingly, the main objective of this study is to comprehensively analyze the influence of Quality of Work Life and work motivation on turnover intention, with job satisfaction as a mediating variable, among millennial lecturers in Muhammadiyah universities within the Greater Jakarta area. The study aims to provide theoretical contributions to organizational behavior and human resource management literature in higher education while offering practical insights for policymakers to design more adaptive and sustainable HR strategies aligned with the values of Islamic education and the expectations of the millennial workforce.

METHOD

1. Research Design

This study adopts a quantitative explanatory design aimed at empirically examining the mediating effect of job satisfaction in the relationship between Quality of Work Life (QWL) and work motivation on turnover intention among millennial lecturers in Islamic higher education institutions. The research employs a survey method using a structured questionnaire as the primary data collection instrument. The collected data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach, enabling simultaneous testing of both direct and indirect relationships among the latent constructs.

2. Population and Sample

The population of this study comprises lecturers working at Muhammadiyah universities (PTM) located in the Greater Jakarta area (Jabodetabek), including UHAMKA, the University of Muhammadiyah Jakarta, the University of Muhammadiyah Tangerang, and other affiliated PTMs. These institutions were selected purposively based on their large academic populations and high lecturer turnover rates between 2020 and 2024. Using proportional random sampling, a total of 320 lecturers were invited to participate in the survey. After screening for completeness and consistency, 290 valid responses were retained for analysis, representing a response rate of 90.6%. The sample was dominated by millennial lecturers aged between 27 and 40 years, consistent with the study's generational focus.

3. Variables and Measurement

The study includes four main latent variables: Quality of Work Life (QWL), Motivation, Job Satisfaction, and Turnover Intention. All variables were measured using Likert-type scales (1 = strongly disagree to 5 = strongly agree), adapted and validated from prior research to ensure construct reliability and conceptual consistency.

Variable	Indicators	Source
Quality of Work Life (QWL)	Working environment, work-life balance, fair compensation, participation, and career opportunities	(Mardiansyah & Rusdiah, 2022; Zahedy et al., 2021)
Motivation	Recognition, achievement, responsibility, advancement, and personal growth	(Arawahi et al., 2020; A. Rai et al., 2023)

Job Satisfaction	Satisfaction with supervision, salary, promotion, colleagues, and work conditions	(Kiranda et al., 2025; Wulandari et al., 2022)
Turnover Intention	Intention to leave, job search behavior, and willingness to stay	(Abet et al., 2024; Kaymakçı et al., 2022)

Before full-scale data collection, a pilot test involving 30 respondents was conducted to verify item clarity and internal consistency. The results confirmed all measurement items had acceptable reliability levels, with Cronbach's Alpha > 0.70 and Composite Reliability (CR) > 0.80.

4. Data Collection Procedure

Data were gathered through online and printed questionnaires distributed to lecturers across selected Muhammadiyah universities between March and May 2025. Prior to participation, respondents were informed of the study's objectives, assured of confidentiality, and asked to provide informed consent. Data collection adhered to the principles of ethical research conduct as outlined by the Muhammadiyah Higher Education Ethics Board.

5. Data Analysis Technique

Data analysis was performed using SmartPLS 4.0 software. The analytical process involved two main stages:

- Measurement Model (Outer Model) Assessment. This stage assessed the validity and reliability of the constructs using factor loadings, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability. Discriminant validity was evaluated using the Fornell-Larcker criterion and Heterotrait-Monotrait (HTMT) ratios.
- Structural Model (Inner Model) Evaluation. The relationships among variables were examined using path coefficients, t-statistics, and p-values obtained through bootstrapping (5,000 resamples).
- The mediating role of job satisfaction between QWL, motivation, and turnover intention was tested using the indirect effect analysis following Baron and Kenny (1986) and Zhao et al. (2010) mediation frameworks.

Model fit indices, including R², Q² (Predictive Relevance), and Goodness-of-Fit (GoF), were also computed to evaluate explanatory power and predictive accuracy.

6. Research Model

The conceptual model of this study is illustrated in Figure 1, showing the hypothesized relationships among Quality of Work Life (QWL), Motivation, Turnover Intention (Mediator), and Job Satisfaction.

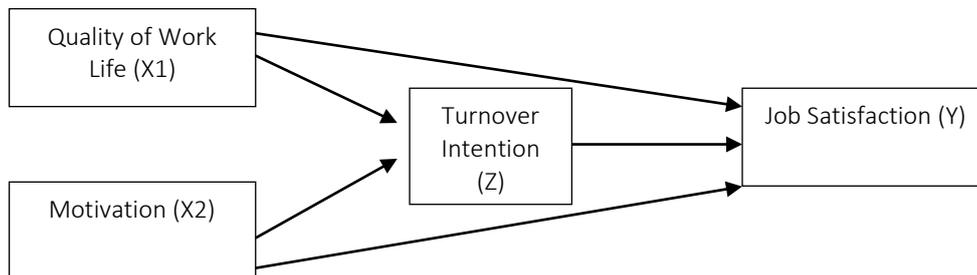


Figure 1. Conceptual Framework of the Study

Based on the literature and conceptual model, the following hypotheses were formulated:

- H1: Quality of Work Life (QWL) has a positive and significant effect on Job Satisfaction.
- H2: Motivation has a positive and significant effect on Job Satisfaction.
- H3: Job Satisfaction has a negative and significant effect on Turnover Intention.
- H4: Quality of Work Life (QWL) has a negative and significant effect on Turnover Intention.

- e) H5: Motivation has a negative and significant effect on Turnover Intention.
- f) H6: Job Satisfaction mediates the relationship between Quality of Work Life and Turnover Intention.
- g) H7: Job Satisfaction mediates the relationship between Motivation and Turnover Intention.

RESULT AND DISCUSSION

Results

1. Measurement Model Evaluation

Before hypothesis testing, the measurement model (outer model) was evaluated to ensure construct validity and reliability. Table 1 presents the factor loading values for each indicator, confirming that all items met the minimum threshold of 0.70 (Hair et al., 2019).

Table 1. Factor Loadings per Indicator

Construct	Indicators	Loading Factor	Status
Quality of Work Life (QWL)	QWL1 - Working environment	0.802	Valid
	QWL2 - Work-life balance	0.816	Valid
	QWL3 - Fair compensation	0.791	Valid
	QWL4 - Participation	0.835	Valid
	QWL5 - Career opportunities	0.843	Valid
Motivation	MOT1 - Recognition	0.824	Valid
	MOT2 - Achievement	0.847	Valid
	MOT3 - Responsibility	0.812	Valid
	MOT4 - Advancement	0.861	Valid
	MOT5 - Personal growth	0.829	Valid
Job Satisfaction	JS1 - Supervision	0.876	Valid
	JS2 - Salary	0.832	Valid
	JS3 - Promotion	0.848	Valid
	JS4 - Colleagues	0.865	Valid
	JS5 - Work conditions	0.839	Valid
Turnover Intention	TI1 - Intention to leave	0.857	Valid
	TI2 - Job search behavior	0.832	Valid
	TI3 - Willingness to stay	0.819	Valid

All constructs achieved Composite Reliability (CR) > 0.7, Cronbach's Alpha > 0.7, and Average Variance Extracted (AVE) > 0.5, confirming internal consistency and convergent validity.

> All CR > 0.7 and AVE > 0.5, confirming reliability and convergent validity (Hair et al., 2019).

2. Discriminant Validity

Discriminant validity was confirmed using both the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio (< 0.85).

Table 2. Fornell-Larcker Criterion

Construct	QWL	Motivation	Job Satisfaction	Turnover Intention
QWL	0.801			
Motivation	0.652	0.811		
Job Satisfaction	0.689	0.674	0.844	
Turnover Intention	-0.612	-0.575	-0.731	0.830

Table 3. HTMT Ratios

Construct Pair	HTMT	Result
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QWL-Motivation	0.722	< 0.85, Valid
QWL-Job Satisfaction	0.767	< 0.85, Valid
Motivation-Job Satisfaction	0.751	< 0.85, Valid
Job Satisfaction-Turnover Intention	0.694	< 0.85, Valid

These results confirm that each construct is empirically distinct and discriminant validity was achieved.

3. Structural Model Evaluation

The explanatory power of the model was assessed through R² and Q² values.

- R² for Job Satisfaction = 0.635, and R² for Turnover Intention = 0.582, indicating moderate to strong explanatory power according to the criteria of Chin (1998) and Hair et al. (2019), who classify R² > 0.5 as a robust model
- Q² = 0.417 for Job Satisfaction and Q² = 0.386 for Turnover Intention, both > 0, demonstrating good predictive relevance. -
- Variance Inflation Factor (VIF) values for all constructs were below 3.3, confirming no multicollinearity issue in the inner model.

Table 4. Structural Path Coefficients and Hypothesis Testing

Hypothesis	Path	β	t-value	p-value	Result
H1	QWL → Job Satisfaction	0.482	8.115	0.000	Supported
H2	Motivation → Job Satisfaction	0.391	6.874	0.000	Supported
H3	Job Satisfaction → Turnover Intention	-0.562	9.012	0.000	Supported
H4	QWL → Turnover Intention	-0.241	3.452	0.001	Supported
H5	Motivation → Turnover Intention	-0.138	2.218	0.027	Supported
H6	QWL → Job Satisfaction → Turnover Intention	-0.271	5.634	0.000	Supported (Mediation)
H7	Motivation → Job Satisfaction → Turnover Intention	-0.220	4.892	0.000	Supported (Mediation)

The final path model is illustrated in **Figure 2**, which depicts the direct and mediated relationships among Quality of Work Life, Motivation, Job Satisfaction, and Turnover Intention.

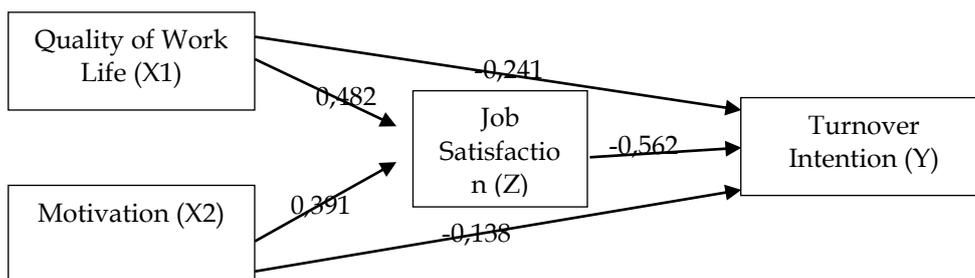


Figure 2. Final Structural Model Path Diagram

Overall, the results confirm that both QWL and motivation significantly influence job satisfaction, which in turn strongly reduces turnover intention. Job satisfaction acts as a partial mediator in both relationships, demonstrating its pivotal role in retaining millennial lecturers within Islamic higher education institutions.

DISCUSSION

The findings of this study highlight the critical role of Quality of Work Life (QWL) and work motivation in shaping job satisfaction and reducing turnover intention among millennial lecturers in Islamic higher education institutions. The results demonstrate that both QWL and motivation exert significant positive effects on job satisfaction, while job satisfaction in turn exerts a significant negative effect on turnover intention. These outcomes suggest that when lecturers experience a supportive, fair, and comfortable working environment alongside strong intrinsic motivation, they tend to feel more satisfied with their jobs and are less likely to consider leaving their institutions. This supports previous studies by (Arnold & Rahimi, 2025; Li et al., 2025; Mardiansyah & Rusdiah, 2022; Zahedy et al., 2021), who emphasized that a conducive work environment and fair management practices enhance overall well-being and retention among educators.

In addition, the positive association between motivation and job satisfaction reinforces the relevance of Herzberg's Two-Factor Theory, which posits that motivators such as recognition, responsibility, and opportunities for growth are essential for employee fulfillment (Pagán-Castaño et al., 2021; Staempfli & Lamarche, 2020; Yu et al., 2024). Lecturers who perceive that their contributions are valued and that their professional efforts lead to personal advancement develop stronger emotional attachment to their institutions, thereby lowering their turnover intention. This finding aligns with earlier work by (Harras, 2025; N. G. M. Rai et al., 2023), who found that motivation operates as a psychological driver that connects individual aspirations to organizational commitment.

The results also confirm that job satisfaction serves as a mediating mechanism linking QWL and motivation to turnover intention. This mediating relationship is consistent with the logic of Social Exchange Theory (Elbendary & Mohamed Shehata, 2024; Hosen et al., 2024), which suggests that employees reciprocate favorable organizational treatment with loyalty and sustained commitment. When lecturers perceive fairness, comfort, and meaningful recognition, they respond with higher satisfaction and reduced desire to leave. Thus, job satisfaction becomes the psychological bridge through which institutional conditions translate into behavioral outcomes. The significant indirect effects found in this study validate the mediating role proposed in earlier research by (Subarto et al., 2021; W. Wang, 2022), extending the model to the specific context of Islamic higher education.

Moreover, the strong negative path between job satisfaction and turnover intention underscores the central role of satisfaction as a determinant of employee retention. Among millennial lecturers, who represent the majority of the workforce in higher education, this relationship appears particularly pronounced. This generation values meaningful work, flexibility, and digital integration more than tenure or purely financial incentives (Baum, 2020; Setyorini & Syarifah, 2022). In Indonesia and the broader Southeast Asian context, these characteristics are increasingly visible as millennial academics seek institutions that promote collaboration, innovation, and personal growth while respecting local cultural and religious norms (Bagis et al., 2021; Nguyen et al., 2020)(Rahmawati et al., 2021; Nguyen & Tran, 2020). In Islamic higher education, this becomes even more relevant because Islamic values emphasize balance between professional responsibility and spiritual fulfillment, shaping how millennial lecturers perceive meaningful work and institutional commitment. Consequently, institutions that fail to accommodate these expectations may face higher rates of resignation and disengagement. The results suggest that Islamic universities should develop modern, flexible work policies that encourage autonomy and provide digital tools that align with millennial work styles while still maintaining institutional values.

Within the context of Islamic higher education, these findings carry both theoretical and practical significance. From a theoretical perspective, this study enriches the understanding of turnover intention by empirically validating the mediating effect of job satisfaction in the relationship between QWL and motivation, thereby integrating Western organizational theories with Islamic value-based management. The findings demonstrate that QWL and motivation are not merely managerial constructs but also moral imperatives that align with Islamic principles of justice ('adl), benevolence (ihsan), and balance (wasathiyah). Theoretically, this integration

underscores that an Islamic work environment emphasizing ethical treatment, respect, and mutual trust contributes to a sustainable model of human resource development.

From a practical standpoint, the results offer actionable insights for university leaders and HR managers within Muhammadiyah institutions. Administrators should prioritize enhancing QWL through the creation of a fair and comfortable workplace (Nasution et al., 2025), equitable compensation systems, and opportunities for professional and spiritual growth (Arfian et al., 2024). At the same time, strengthening motivation systems for instance, through academic recognition, transparent promotion processes, and support for research and innovation can boost morale and performance. Institutions should also cultivate job satisfaction by encouraging participatory decision-making, providing mentorship programs, and supporting psychological well-being, especially for millennial lecturers who value collaboration and work-life harmony.

Overall, this study emphasizes that a holistic approach combining QWL, motivation, and satisfaction not only reduces turnover but also reinforces the institutional mission of Islamic universities to balance professionalism and moral integrity. By embedding humanistic and ethical values in their HR practices, Muhammadiyah universities can sustain academic excellence, strengthen organizational loyalty, and contribute to the long-term development of the Islamic higher education sector.

The findings of this study carry significant implications for both theory and practice. Theoretically, the study confirms that job satisfaction functions as a crucial mediating mechanism linking Quality of Work Life (QWL) and motivation to turnover intention, strengthening the applicability of Herzberg's Two-Factor Theory and Social Exchange Theory within the framework of Islamic higher education. This integration demonstrates that employee satisfaction and retention can be achieved not only through structural improvements but also through adherence to moral and spiritual principles such as justice ('adl), benevolence (ihsan), and mutual trust (amanah). Practically, these results suggest that Islamic universities – particularly Muhammadiyah institutions should design human resource strategies that combine modern flexibility with Islamic ethical values. Such strategies include implementing fair promotion systems, offering professional development opportunities, and embedding digital innovation while maintaining a culture of integrity and community service.

Despite its robust findings, this study has several limitations that warrant consideration. The research sample was limited to Muhammadiyah universities within the Greater Jakarta (Jabodetabek) area, which may restrict the generalizability of the results to other Islamic or non-Islamic higher education institutions across Indonesia and Southeast Asia. The study's cross-sectional design also limits its ability to capture changes in lecturers' perceptions and turnover intentions over time. Furthermore, the use of self-reported questionnaires introduces the potential for common method bias and social desirability effects, even though anonymity was ensured. Methodologically, the study employed a quantitative approach; thus, it may not fully uncover the nuanced emotional and cultural factors influencing lecturers' job satisfaction and turnover decisions.

Moreover, institutions under the Muhammadiyah network should continue to align human resource management practices with their Islamic educational philosophy. Incorporating ethical leadership, inclusive organizational culture, and digital transformation can create a modern yet value-driven environment that appeals to the millennial workforce. By doing so, Islamic universities can maintain academic excellence, reduce turnover, and cultivate a sustainable, spiritually grounded academic community.

Despite its contributions, this study has limitations. The research was limited to PTM institutions within Jabodetabek, which may constrain the generalizability of findings. Future research should extend this model to other regions and incorporate comparative analyses across different types of Islamic and non-Islamic universities. Longitudinal studies could also explore how digital transformation and post-pandemic academic reforms shape QWL, motivation, and satisfaction over time. Integrating qualitative approaches may further uncover deeper cultural and emotional dimensions influencing turnover intention among academic professionals.

In conclusion, this study confirms that enhancing Quality of Work Life and work motivation, supported by strong job satisfaction, is essential to reducing turnover intention and sustaining institutional stability in Islamic higher education. By embedding both professional excellence and spiritual values in their human resource policies, Muhammadiyah universities can develop a resilient, committed, and future-ready academic workforce capable of advancing Islamic education in the modern era.

Future research should extend this model to a broader range of Islamic and public universities in different regions to examine potential cultural or institutional variations. A longitudinal research design would provide deeper insight into how QWL, motivation, and satisfaction evolve over time and how they influence long-term retention. Moreover, integrating qualitative methods such as interviews or focus groups could reveal richer, context-specific understandings of how Islamic values shape work experiences and organizational commitment among millennial lecturers. Future studies could also explore moderating variables such as organizational justice, digital readiness, or spiritual leadership to enhance the explanatory power of the current model. Finally, comparative studies between Islamic and secular institutions across Southeast Asia would offer valuable cross-cultural perspectives on academic retention strategies.

CONCLUSION

This study investigated the mediating role of job satisfaction in the relationship between Quality of Work Life (QWL) and work motivation on turnover intention among millennial lecturers in Islamic higher education institutions, specifically within Muhammadiyah universities in the Greater Jakarta area. Using the SEM-PLS approach, the findings confirmed that QWL and motivation significantly enhance job satisfaction and, consequently, reduce turnover intention. Furthermore, job satisfaction was found to partially mediate the effects of QWL and motivation, demonstrating its crucial role as a psychological mechanism linking institutional factors with lecturer retention. Theoretically, these findings contribute to the growing body of knowledge on organizational behavior and human resource management in higher education. By integrating Herzberg's Two-Factor Theory and Social Exchange Theory within an Islamic management framework, the study underscores that employee well-being and satisfaction are not only organizational responsibilities but also moral obligations rooted in Islamic values such as justice (*adl*), trust (*amanah*), and benevolence (*ihsan*). The model proposed here enriches existing literature by contextualizing global HR concepts in the moral and spiritual realities of Islamic universities. From a managerial perspective, the results highlight that lecturer retention can be strengthened through a multidimensional strategy that enhances both structural and psychological aspects of work. University leaders should focus on improving QWL by ensuring fair compensation, adequate facilities, supportive leadership, and balanced workloads. Motivation can be fostered through recognition systems, transparent promotion policies, and professional development programs that empower lecturers to pursue research, innovation, and continuous learning. In parallel, HR departments should design interventions that nurture job satisfaction such as participative decision-making, mentoring initiatives, and well-being programs which are particularly relevant for millennial lecturers seeking meaning, flexibility, and engagement at work.

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