

Strengthening Millennial Teachers Commitment to Become Edupreneurs

Tan Hadi^{1*} , Sabrina Oktaria Sihombing² , Martinus Tukiran³ , Rizky Charles Wijaya⁴ 

^{1,2}Department of Economic and Business, Pelita Harapan University, Indonesia

³Post Graduate, Pakuan University, Indonesia

⁴Department of Digital Business, Adi-Journal Incorporation, United States

¹tanhadi.th@gmail.com, ²sabrina.sihombing@uph.edu, ³martinus.tukiran@unpak.ac.id, ⁴charlesboy10@adi-journal.org

*Corresponding Author

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ABSTRACT

Committed millennial teachers are highly dedicated and engaged in their profession. They aim to deliver high-quality educational services and continuously evolve as edupreneurs. **Renowned for** their creativity and innovation, they generate fresh ideas for educational ventures. **This study** aims to examine the impact of Supervisory Support (SS) and the level of spirituality in the workplace (WS) on the Organizational Commitment (OC) of millennial teachers in Indonesia, with Job embeddedness (JE) and Well-being (WB) as mediator variables. **The research methodology** employed in this study is quantitative, utilizing Structural Equation Modeling (SEM). **A total of 302** questionnaires were distributed to millennial teachers working in private schools. **The results** indicated that JE significantly mediated the relationship between principal support and OC. However, WB significant mediator between the level of spirituality at work and OC. Moreover, the support from the supervisor did not have a significant impact on OC. Conversely, the level of spirituality demonstrated a significant influence on millennial teachers OC. **These findings** offer novel insights into the factors influencing the retention of millennial teachers, aiding in the development of human resource management strategies in the education sector.

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1. INTRODUCTION

Indonesia is currently experiencing a demographic dividend period projected to reach its peak in 2045, as shown by Bappenas 2022. The millennial generation, born between 1981 and 1996, holds significant significance in the country economic development. According to data from BPS 2022, about 70.72% of Indonesia population falls into the working-age category, with millennials constituting 25.87% of this group, totaling approximately 69.38 million individuals. This generation serves as a critical catalyst for economic advancement, especially through their active participation in technology adoption and digital consumption. In the education sector, millennials play a crucial role in enhancing the quality of education in Indonesia. According to data from the Ministry of Education and Culture 2022, there are 2,906,239 teachers in Indonesia, with approximately 851,316 teachers falling within the 30 to 39 age group categorized as millennials. These teachers encounter distinctive challenges, including adapting to new technologies, changing student expectations, and workloads that may exceed their experience in the field.

However, millennial teachers are recognized for their creativity and innovation, enabling them to generate new ideas for the teaching and learning process. This provides them with opportunities to not only be educators but also edupreneurs teachers who blend pedagogical skills with an entrepreneurial mindset to pioneer innovations in education. Previous research indicates that organizational commitment (OC) is typically low among millennial teachers due to the absence of organizational support, insufficient professional development opportunities, and scarce incentive programs [1–3]. Moreover, turnover rates are high among millennial teachers, with over 40% of millennial female teachers reportedly intending to resign from their roles within the upcoming two years [4].

Supervisor Support (SS) and Workplace Spirituality (WS) are critical factors influencing teachers Organizational Commitment (OC). SS through guidance, feedback, and recognition of achievements, strengthens teachers workplace connection, while WS helps them find deeper meaning in their work, enhancing psychological Well-Being (WB) and affective commitment. This study explores the impact of SS and WS on the OC of millennial teachers in Indonesia, considering the mediating roles of Job Embeddedness (JE) and WB. The research provides fresh insights into factors affecting millennial teacher retention and offers guidance for human resource management in the education sector. Given the common challenges millennial teachers face globally, such as digital transformation and evolving social expectations, the findings are not only applicable in Indonesia but also relevant to other countries experiencing similar demographic and technological shifts. With the global education sector under pressure to adapt to new technologies and embrace entrepreneurial approaches, this study sheds light on how millennial teachers can become effective edupreneurs.

2. LITERATURE REVIEW

2.1. Organizational Commitment

Organizational Commitment (OC) refers to the level of connection and engagement an individual feels with their organization, forming a strong bond through shared values and objectives [5, 6] explain OC through three types: Affective Commitment, where employees stay out of genuine desire, marked by emotional bonding, pride, and a willingness to contribute. Continuance Commitment, where employees remain due to necessity, considering the costs and benefits of leaving, such as salary and career advancements, and Normative Commitment, where employees feel obligated to stay due to positive experiences and a sense of loyalty.

In the education sector, teacher commitment is critical as it represents emotional connections and intrinsic motivation towards their school, leading to reduced turnover and active involvement in decision-making [7]. Supportive environments enhance employee performance, helping to establish a productive and cohesive atmosphere. Research has shown that OC plays a significant role in employee retention and organizational performance, with teacher commitment notably impacting teaching effectiveness and student academic achievement [8–10].

2.2. Supervisory Support

Supervisor support is crucial for enhancing organizational commitment by offering guidance, feedback, and emotional assistance. Perceived organizational and supervisor support can enhance employee engagement and loyalty. [11] discovered a positive correlation between supervisor support, work-life balance, and employee affective commitment. In the field of education, the support given by school principals plays a vital role in enhancing teachers work commitment and engagement [11, 12]. Principals who offer guidance, feedback, and help in teachers professional growth can boost their work motivation and bond with the school [13].

2.3. Workplace Spirituality

Spirituality in the workplace is being increasingly acknowledged as a factor that can enhance Organizational Commitment (OC). This aspect of spirituality comprises elements like a sense of purpose, self-awareness, and feeling connected to the organization mission. Research conducted by [13] demonstrated that spirituality at work can enhance employees psychological well-being, ultimately leading to an increase in affective commitment. In the education sector in Indonesia, workplace spirituality is frequently linked to robust religious values, especially in faith-based schools. According to [14], spirituality in Islamic schools in Indonesia significantly influences teachers emotional connection to the educational institutions they are part of.

2.4. Job Embeddedness

Job Embeddedness (JE) refers to an individual social, psychological, and financial connections within both their organization and the broader community. JE fosters loyalty and reduces the tendency to seek alternative employment, as employees who develop a strong bond with their work environment often show higher levels of Organizational Commitment (OC) [15]. In Indonesia, teachers JE is influenced not only by professional relationships but also by their social engagement with the local community. Interpersonal relationships among teachers, students, and the community significantly shape their commitment to school and job embeddedness in the Indonesian educational context [16, 17].

Research shows that JE enhances organizational loyalty by intertwining employees personal and professional connections within the workplace and the community, making it harder for them to leave. In Indonesia, this connection is further deepened through the social and cultural dynamics that bind teachers to their schools and communities, which strengthens their overall commitment [16].

2.5. Well-Being

The enhancement of organizational commitment (OC) is significantly influenced by well-being, encompassing physical and psychological aspects. According to [18], well-being refers to a state where an individual experiences optimal health, happiness, and life satisfaction. In their research, [19] discovered that psychological well-being at work can foster employees emotional attachment and commitment towards the organization. In Indonesia, the well-being of teachers is influenced not only by factors like salary but also by social support and a positive work environment. According to [20], there is a strong correlation between high psychological well-being in teachers and a more profound commitment to the school organization.

2.6. The Effect of Supervisory Support on Organizational Commitment

Previous research has shown that Supervisory Support (SS) plays a crucial role in shaping Organizational Commitment (OC). For example, [21] found that supervisor support enhances work-life balance and promotes a positive work attitude, leading to higher levels of OC. Additionally, other studies indicate that SS fosters employees affective commitment, which is characterized by emotional engagement and loyalty to the organization. However, these findings may differ in the context of Indonesian millennial teachers due to challenges such as limited resources and complex bureaucracies, as reported by [14, 22], which can reduce OC in private schools lacking strong management frameworks.

In Indonesia, SS is often linked to hierarchy and respect for authority, as noted by [4]. Unlike the more egalitarian relationships typical of Western cultures, Indonesia collectivist culture emphasizes that SS significantly impacts subordinates performance and their sense of security. Thus, it is important to consider these cultural and social factors when examining the relationship between SS and OC in the Indonesian education sector. Therefore, the following hypothesis was formulated to better understand the influence of SS on the OC of millennial teachers in Indonesia.

H1: SS is a significant and positive predictor of OC.

2.7. The Effect of Supervisory Support on Job Embeddedness

[23] discovered that employees who perceive support from their supervisors are more likely to have increased levels of JE, as they develop stronger social and professional ties with the organization. These findings are consistent with the research of [15], who revealed that SS not only strengthens employees commitment to their roles but also diminishes their inclination to quit the organization.

In the educational context of Indonesia, the role of supervisors is more about establishing a conducive environment for professional growth and WB, rather than just giving instructions or exercising formal authority. As noted by [13], teachers who perceive support from school principals for their professional advancement and WB exhibit a greater sense of belonging to their schools, indicating a higher level of job commitment. [16] demonstrated that in Indonesia, JE is primarily influenced by interpersonal relationships with colleagues and the school community, rather than direct support from supervisors. Based on the aforementioned discussion, the second hypothesis is as follows:

H2: SS has a significant and positive effect on JE.

2.8. The Effect of Job Embeddedness on Organizational Commitment

Previous research has shown that Job Embeddedness (JE) significantly enhances Organizational Commitment (OC). For example, [23] found that employees with strong emotional and social ties to their workplace

tend to exhibit higher levels of OC. Additionally, [24] demonstrated that JE reduces the likelihood of employees wanting to leave their jobs, as they find it difficult to depart from a work environment where they have established solid relationships. In Indonesia, particularly among millennial teachers, the education sector faces unique challenges compared to the corporate sector, where most JE research is conducted. Teachers in Indonesia are often connected to their jobs not only through professional relationships but also by social and cultural factors. As noted by [13], teachers in Indonesian schools are more likely to show strong commitment due to their engagement with the local community and the shared values within the school.

The concept of JE is relevant across various sectors, but it holds particular importance in the Indonesian education sector, where social and cultural factors play a more significant role. According to [16], teachers in Indonesia often feel a stronger connection to their schools because of emotional ties and a sense of duty to their community, rather than being driven solely by professional obligations.

H3: JE has a significant and positive effect on OC.

2.9. The Indirect Effect Of Supervisory Support on Organizational Commitment Mediated through Job Embeddedness

Several studies have shown that SS plays a crucial role in shaping OC by involving JE. For instance, according to [23], the link between SS and OC is mediated by JE, resulting in favorable outcomes. The research suggests that robust support from supervisors can strengthen employees emotional connection to the organization by fostering a greater feeling of being integrated into their work. In Indonesia, particularly in the education sector, dynamics tend to vary. Private schools in Indonesia frequently encounter challenges like limited resources and a lack of structural support. Even though the supervision role is crucial, the influence of JE may not be as significant compared to research in countries with more developed educational systems. According to a study by [13], teachers in Indonesia commonly experience insufficient support in their career advancement, leading to a negative impact on their JE.

Within schools in Indonesia, the workplace culture tends to emphasize collectivism and community cohesion. In such contexts, the concept of JE is mainly influenced by social connections and interpersonal bonds rather than organizational policies or direct managerial assistance. Research conducted by [25] revealed that teachers in Indonesian schools exhibit a stronger sense of job attachment from their interactions with peers and the surrounding community, rather than formal support from supervisors. Based on this description, we propose the fourth hypothesis:

H4: JE mediates the relationship between SS and OC.

2.10. The Effect of Job Embeddedness on Organizational Commitment

Several studies have highlighted a positive correlation between WS and OC. For instance, [5] demonstrated that aspects like finding meaning in work, self-awareness, and fostering a sense of community enhance OC. Similarly, [6] concluded in their study that spirituality in the workplace significantly impacts OC in the banking industry. In the Indonesian education system, the impact of spirituality in the workplace differs. Indonesia is known for its culture that emphasizes religious and spiritual beliefs, particularly within the education field. This is particularly noticeable in educational institutions that are based on religious principles, where spiritual values are fundamental in shaping work ethics and professional conduct. According to a study by [14], spirituality in Islamic schools in Indonesia significantly contributes to the teachers sense of connection to their institutions, thereby bolstering OC indirectly.

Hence, concerning education in Indonesia, the connection between WS and teachers OC could be more robust because of the influence of the local culture that underscores the significance of spiritual values in everyday life. This study provides a more comprehensive viewpoint by incorporating the Indonesian cultural context, a realm that has not been extensively examined in international literature on WS and OC. Based on this description, we propose the fifth hypothesis:

H5: WS has a significant and positive effect on OC

2.11. The effect of Workplace Spirituality on Well-Being

[13] show that spirituality in the workplace contributes to an increase in psychological WB, which includes aspects of life satisfaction, good mental health, and positive emotional engagement in the work environment. These findings are supported by [19], who found that spirituality in the workplace can reduce stress levels and enhance feelings of meaning in work, ultimately improving overall employee WB. In certain situations, teachers at schools with robust spiritual support exhibit higher levels of WB than those at schools

with a more secular work environment. According to [25, 26], spiritual support at work serves as a defense against burnout and emotional exhaustion, which are prevalent among teachers dealing with heavy workloads. This highlights the impact of spirituality on psychological WB and underscores its role as an effective tool for boosting emotional resilience and job satisfaction.

According to [14], spirituality in Islamic educational institutions in Indonesia plays a vital role in establishing a supportive work environment and nurturing a sense of connection among teachers. This, in turn, improves their WB. In this perspective, spirituality is not solely considered a personal aspect but also a collective force that fosters a harmonious work environment and boosts the emotional and mental health of teachers. Building upon the insights of these prior studies, the sixth hypothesis suggests that :

H6: WS positively impacts WB significantly.

2.12. The Effect of Well-being on Organizational commitment

Various studies have indicated a positive correlation between employee WB and OC. For instance, [18] discovered that higher psychological WB leads to increased affective commitment and decreases the desire to switch jobs. Furthermore, [27] demonstrated that employees with higher levels of WB are more engaged in the organization and show greater loyalty. It is essential to acknowledge that the welfare of teachers in Indonesia may be more dependent on interpersonal relationships and social support rather than material incentives or formal welfare policies. According to [16], teachers who maintain positive relationships with their colleagues and school principals are inclined to have better WB and a stronger sense of belonging to their schools. This indicates that in Indonesia, WB is considered not solely based on financial or material aspects but perceptions are also taken from social and emotional aspects. From the existing literature, we can propose the following hypothesis:

H7: Psychological WB significantly and positively influences OC

2.13. The Indirect Effect of Workplace Spirituality on Organizational commitment Mediated Through Well-being

[25] Found that spirituality in the workplace can enhance psychological well-being (WB), which in turn increases employees affective commitment to the organization. Similarly, [13] showed that employees who recognize spiritual values at work are more likely to experience WB and develop emotional bonds with their organization, thereby strengthening their commitment.

In the context of Indonesian education, workplace spirituality promotes a more inclusive and supportive environment, which improves teachers WB and their commitment to the school [25]. This contrasts with the Western perspective, where WB is often associated with factors like work-life balance or financial incentives.

According to [11], many Indonesian teachers feel that spirituality gives their work a deeper sense of purpose. This not only enhances their emotional WB but also strengthens their commitment to continue in their roles, even when faced with challenges like heavy workloads or suboptimal working conditions.

H8: WB acts as a mediator in the relationship between WS and OC.

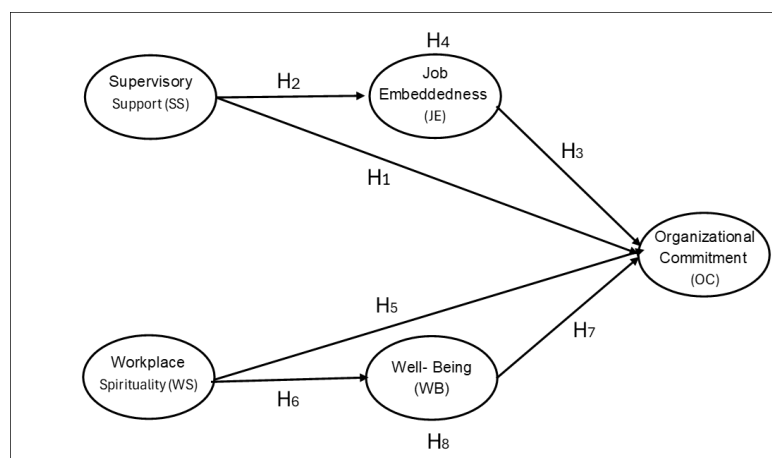


Figure 1. Conceptual Framework

This diagram illustrates the intricate relationships among variables with the goal of understanding how SS and WS influence millennial teachers OC through their WB and JE.

3. RESEARCH METHOD

This study utilized a quantitative approach by conducting a survey among 302 millennial teachers in Jakarta and Tangerang. Data were gathered through a structured questionnaire and analyzed using PLS-SEM to examine the structural relationships between variables.

3.1. Problem

Variables such as SS, WS, JE, and WB are complex and interact with each other, making them challenging to accurately measure and analyze. Therefore, this study utilized validated measurement tools and conducted multivariate analysis to comprehend the relationships between these variables. Moreover, a pilot study was carried out to identify and address measurement issues before the main research commenced.

3.2. Data Collection

The data utilized are primary data collected from respondents through questionnaires. The unit of analysis is the entity employed in research to gather and analyze data, which could be an individual, group, or agency, depending on the level of aggregation needed. The selection of the unit of analysis is crucial to ensure the reliability and validity of the research outcomes. In this study, the unit of analysis comprises individuals, specifically millennial teachers in Private Schools in Jakarta and Tangerang. The ideal number of samples in multivariate research is typically 5-10 times the number of indicators [28, 29], while the Bootstrapping test requires at least 200 data points. In this study, 302 respondents were used.

3.3. Data analysis

Structural Equation Modeling (SEM) was chosen for its ability to manage complex causal relationships among latent variables such as SS, WS, and OC [28]. Unlike conventional statistical methods like linear regression, SEM allows for the testing of models with multiple mediating paths. In this study, SEM was used to examine how JE and WB mediate the relationships between SS, WS, and OC. SEM enhances model robustness by systematically validating the reliability of these variables.

Each indicator variable was tested for validity, ensuring that the loading factor exceeded 0.7. The Average Variance Extracted (AVE) was used to evaluate variable diversity, with a threshold of 0.5 or higher. Reliability was assessed using Composite Reliability and Cronbach Alpha, both of which needed to exceed 0.7 [28, 30]. The R-Square (R^2) test was applied to determine the influence of exogenous variables on endogenous ones, with values ranging from 0 to 1, indicating model strength: 0.75 for strong, 0.5 for good, and 0.25 for weak models [28].

3.4. Respondence Profile

In this study, data were collected through questionnaires distributed to millennial teachers in private schools in Jakarta and Tangerang. The questionnaires were distributed online via a digital survey platform, enabling participants to fill them out at their convenience, offering them flexibility in time and location. Participants were selected through purposive sampling, which involved including only teachers who met specific criteria. These criteria included having at least 2 years of teaching experience and falling within the age range of 27 to 43 years, aligning with the millennial generation. Table 1 presents the demographic details of the respondents in this study.

Table 1. Profile of Respondent

Variable	Classification	Total Respondent	Percentage
Gender	Man	126	41.7 %
	Women	176	58.3 %
Education	Diploma	28	9.4 %
	S1 (Bachelor Degree)	211	69.9 %
	S2 (Master Degree)	61	20.1 %
	S3 (Doctoral Degree)	2	0.6 %

4. RESULT AND DISCUSSION

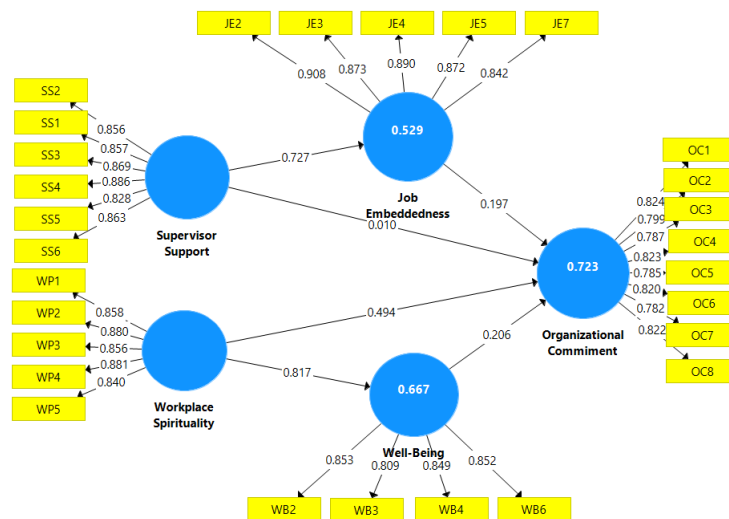


Figure 2. Output Display of Smart PLS

The external model is assessed for convergent and discriminant validity. Convergent validity is confirmed by standard loading factors, which indicate the correlation between each indicator and its constructs. To ensure convergent validity, the loading factor values for all factors should exceed 0.7.

Table 2. Measurement Model Testing

Variables	Loading Factor	AVE	Composite Reliability	Cronbach Alpha
Organizational Commitment		0.648	0.936	0.923
This organization holds great significance to me.	0.822			
I am committed to staying with this organization because I feel a sense of responsibility towards the people within it.	0.824			
Every day, I am eager to get to work.	0.799			
I feel compelled to continue working in this organization.	0.787			
I care about the achievements of this organization.	0.823			
I am confident that I will have a long career in this organization.	0.785			
I am determined to do whatever is necessary for the success of the organization.	0.820			
This organization deserves my loyalty.	0.782			
Supervisor Support		0.740	0.945	0.930
My superiors helped me learn from my mistakes.	0.857			
My supervisor has empowered me with the necessary authority to carry out my responsibilities effectively.	0.856			
My supervisor provides full support for my success and accomplishments.	0.869			

	Variables	Loading Factor	AVE	Composite Reliability	Cronbach Alpha
Workplace Spirituality	My supervisor regularly provides feedback to improve my performance.	0.863	0.745	0.936	0.914
	I am very passionate about my job.	0.858			
	Through my work, I feel like someone meaningful.	0.880			
	I am grateful to be involved in such work.	0.856			
	Currently, I feel that I am in the workplace where I want to be.	0.881			
Job Embeddedness	Sometimes I experience a surge of enthusiasm while working.	0.840	0.770	0.944	0.925
	I feel connected to this organization.	0.908			
	Leaving this organization is challenging for me.	0.873			
	I have a strong connection to this organization.	0.890			
	I will miss this job if I leave it.	0.872			
Wellbeing	It would be unfortunate to have to depart from the community that has been established within this organization.	0.842	0.708	0.906	0.863
	I am satisfied with my job.	0.853			
	I believe that I have a purpose and direction in life.	0.809			
	I often feel happy.	0.849			
	My achievements often serve as a motivation for me.	0.852			

Table 2 shows that the covariance among variables is lower than the square root of the average variance extracted, confirming the discriminant validity of the measurement model. The instrument reliability, assessed via Cronbach Alpha, had values above 0.863, indicating strong reliability. Furthermore, all measurement indicators were reliable, with the lowest loading factor exceeding 0.7 [28].

In this study, the lowest loading factor was 0.782, affirming indicator reliability. Composite Reliability (CR) also exceeded the 0.6 threshold, ensuring internal consistency [28]. Convergent validity was demonstrated with an Average Variance Extracted (AVE) above 0.50. Table 2 also reports the Heterotrait-Monotrait (HTMT) ratio, which compares correlations between indicators of different constructs (heterotrait-heteromethod) and within the same construct (monotrait-heteromethod). The HTMT threshold is generally below 0.9 [31, 32], and values exceeding this suggest inadequate discriminant validity.

Table 3. Fornell Larcker Criterion Score

	Job Embeddedness	Organizational Commitment	Supervisor Support	Well being	Workplace Spirituality
Job Embeddedness	0.877				
Organizational Commitment	0.762	0.805			
Supervisor Support	0.727	0.653	0.860		
Well being	0.783	0.770	0.718	0.841	
Workplace Spirituality	0.805	0.802	0.713	0.817	0.863

Table 3 shows that the AVE for the JE construct is 0.877, exceeding the correlation between JE and

other variables like OC, SS, WB, and WS. This indicates that JE explains its own indicators more effectively than other variables. An AVE value higher than these correlations confirms strong discriminant validity for each construct in the model.

Table 4. The R-Square (R^2) *Test*

	R Square	R Square Adjusted
Job Embeddedness	0.529	0.528
Organizational Commitment	0.723	0.719
Well being	0.667	0.666

Structural model testing involves analyzing the R-Square value, which is a measure of the model fit. Analysis of Table 4 reveals that the variables SS, WP, JE, and WB have an impact on OC, resulting in an R-Square value of 0.723. This suggests that 72.3% of the variation in OC can be explained by the included variables, while the remaining 27.7% is attributed to factors not accounted for in the study. Similarly, the JE construction variability that can be described with the SS construction variable is 52.9%, whereas 47.1% is described by variables outside the study. 66.7% of the WB construction variable can be explained by WP construction variables, while 43.3% is attributed to non-research variables.

4.1. Hypothesis Testing

This study has shown that the impact of SS on OC is not statistically significant. This is supported by a T-stat value of 0.197, which is lower than the critical value of 1.6449, and a P-value that is probably greater than 0.05. Therefore, it can be concluded that H1 is not supported. The absence of support for H1 suggests that SS does not have a notable direct effect on OC. This could be attributed to other factors that exert a stronger influence on the dedication of millennial teachers to their organizations, such as intrinsic factors, organizational culture, or job satisfaction.

The results indicate that SS has a significant positive impact on JE. This is evidenced by a T-stat value of 26.146, which is significantly higher than the critical value of 1.6449, as well as a regression coefficient β of 0.727. Therefore, a one-unit increase in supervisor support will lead to a 0.727 unit increase in job engagement. H2 is supported, showing that supervisor support significantly boosts job engagement among millennial teachers. This indicates that when teachers receive support from their supervisors, they are more inclined to be engaged and motivated in their roles.

Table 5 also shows that T-stat values exceeding the critical value of 1.6446 support the alternative hypotheses (H3, H5, H6, and H7), indicating a significant relationship among the variables analyzed in this model. Each relationship in the model has a strong enough significance level to indicate the influence between variables.

Table 5. Research Hypothesis Testing

Indicators	β	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Notes
Supervisor Support → Organizational Commitment	0.010	0.012	0.051	0.197	0.844	Not Supported
Supervisor Support → Job Embeddedness	0.727	0.727	0.028	26.146	0.000	Supported
Job Embeddedness → Organizational Commitment	0.197	0.194	0.063	3.128	0.002	Supported
Well being → Organizational Commitment	0.206	0.204	0.063	3.284	0.001	Supported
Workplace Spirituality → Organizational Commitment	0.494	0.495	0.064	7.663	0.000	Supported
Workplace Spirituality → Well being	0.817	0.817	0.025	32.489	0.000	Supported

In addition to testing the direct effects of SS and WP, the study also evaluated the mediation effects of JE on SS and WB on WP. Hypothesis 4 suggests that JE support indirectly influences the relationship between

SS and OC, while hypothesis 8 proposes that supporting WB has an indirect effect on the relation between WP and OC. Table 5 presents the results of the evaluation of these indirect relationships.

Table 6. Research Hypothesis testing (Specific Indirect effect)

Indicators	β	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Notes
Supervisor Support → Job Embeddedness → Organizational Commitment	0.143	0.141	0.045	3.146	0.002	Supported
Workplace Spirituality → Well being → Organizational Commitment	0.168	0.166	0.051	3.309	0.001	Supported

Table 6 indicates that H4 is supported in this study, as the T-statistic score is 3.146, which is greater than 1.6446. This suggests that JE significantly mediates the relationship between SS and OC. Furthermore, the study also verifies H8, as seen in Table 6, where the T-statistic value is 3.309, exceeding 1.6446. This finding indicates that WB significantly influences the relationship between WS, WP and OC.

5. MANAGERIAL IMPLICATIONS

Millennial teachers bring enthusiasm, fresh ideas, and technological expertise to the education world, ready to make a positive impact. However, how can they further improve and excel in their roles? This study reveals the strategies to unlock the potential of millennial teachers:

5.1. Schools and Educational

Schools and educational institutions should offer professional development programs that not only improve teaching skills but also foster entrepreneurial skills. Providing training on business management, marketing, and innovative educational practices would greatly benefit millennial teachers aspiring to become edupreneurs.

5.2. Fostering a supportive

Fostering a supportive work environment that caters to the psychological WB and spirituality of millennial teachers can enhance their dedication and productivity. Implementing comprehensive welfare programs, including counseling, stress management, and promoting work-life balance, can boost teacher engagement and motivation to undertake entrepreneurial initiatives in education.

6. CONCLUSION

This study highlights the dual role of workplace spirituality in education: enhancing teachers well-being and emotional engagement while driving creativity and entrepreneurial innovation. By fostering a stronger connection to their schools mission, teachers are inspired to develop innovative teaching methods, learning techniques, and educational programs, advancing the educational landscape sustainably. Supervisor support, while not directly influencing organizational commitment, significantly impacts job embeddedness, which strengthens teachers engagement. Teachers well-being mediates the relationship between spirituality and commitment, demonstrating that content and satisfied educators are more dedicated to their institutions.

Future research should examine how spirituality influences creativity and entrepreneurship across diverse educational contexts. This study is limited by its focus on specific settings and lacks longitudinal perspectives. Expanding research to broader and more diverse samples would deepen understanding of these dynamics and their implications for sustainable educational innovation.

7. DECLARATIONS

7.1. About Authors

Tan Hadi (TH)  <https://orcid.org/0009-0003-1128-5443>

Sabrina Oktaria Sihombing (SS)  <https://orcid.org/0000-0001-6942-9807>

Martinus Tukiran (MT)  <https://orcid.org/0000-0001-8238-9109>

Rizky Charles Wijaya (RW)  <https://orcid.org/0009-0003-8655-1339>

7.2. Author Contributions

Conceptualization: TH, SS, MT and RW; Methodology: TH; Software: TH; Validation: TH; Formal Analysis: TH, SS, MT and RW; Investigation: TH, SS, MT and RW; Resources: TH; Data Curation: TH; Writing Original Draft Preparation: SS and MT; Writing Review and Editing: TH, SS, MT and RW; Visualization: TH; All authors, TH, SS, MT and RW, have read and agreed to the published version of the manuscript.

7.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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7.5. Declaration of Conflicting Interest

The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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