Unleashing Potential: Exploring the Relationship Between Intrinsic Motivation and Innovative Behavior Among Teachers in SLB Negeri X,Jambi

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ABSTRACT

Special school is an educational unit intended for students with special needs. Special school teachers are required to be innovative in order to educate children with special needs. This study aims to determine the relationship between intrinsic motivation and innovative behavior in teachers at SLB Negeri X Jambi City. The hypothesis proposed in this study is that there is a positive relationship between intrinsic motivation and innovative behavior in teachers at SLB Negeri X Jambi City. The subjects used in this study were 50 teachers at SLB Negeri X Jambi City consisting of 11 men and 39 women. The research subject retrieval technique used was purposive sampling technique. Data collection was carried out using an intrinsic motivation scale and an innovative behavior scale. Thedata analysis method used in this study is Pearson's product moment correlation analysis technique, the results show that there is a significant positive relationship between intrinsic motivation and innovative behavior with a correlation coefficient (r) = 0.797 with $p < 0.001$. The effective contribution of intrinsic motivation to innovative behavior is 63,5% as indicated by the value of the determinant coefficient (R2) with score 0,635. The implications of this research can help improve the quality oflearning in SLBs because intrinsically motivated teachers are more likely to create and implement innovations in their teaching, which in turn can enhance students' learning outcomes.

Keywords: innovative behavior, intrinsic motivation, special needs, special school, teachers

Introduction

Teachers are one of the keys to successful education because their role determines the progress of education (Ningrum & Abdullah, 2021). Likewise, in special education, teachers are part of education that directly affects the success and progress of children with special needs (Pertiwi & Prasetyo, 2021). Children with special needs are children who experience physical or mental abnormalities that can interfere with their daily lives, so the way teachers teach children with special needs is different from the way they teach ordinary children (Idhartono & Rafikayati, 2021).

In Jambi, as in many other regions of Indonesia, teachers in special needs schools face a series of unique challenges that impact their performance and motivation. Constraints such as a lack of resources, inadequate training, and limited institutional support often become major

obstacles in the implementation of innovative and effective teaching methods (Suryani, 2018). This study aims to understand how intrinsic motivation can influence the innovative behavior of teachers in this challenging environment. Specific challenges faced by teachers in special needs schools in Jambi include heavy workloads, high expectations from the community, and pressure to meet highly diverse educational needs (Hartono, 2019). These issues are exacerbated by the lack of appropriate special training for teaching children with special needs, which often leads to stress and burnout among teachers (Nurmalasari, 2020).

Furthermore, previous research has shown that there is a significant relationship between teachers' intrinsic motivation and the use of innovative teaching strategies, but these studies are often limited to the general educational context without investigating the specific dynamics in special needs schools (Kurniawan & Yuliarti, 2017). Therefore, by delving deeper into the context of Jambi and the challenges faced by teachers at SLB Negeri X, this research aims to fill this knowledge gap and provide insights that can help in the development of more effective educational policies and practices. This research will use findings from previous studies to build a strong theoretical framework and justify the need for innovation in teachingapproaches at special needs schools, hoping that this will lead to improvements in educational practices and student learning outcomes (Andriani, 2021).

In special education, innovation is important because it involves children with special needs who need more support in carrying out their learning, the implementation of innovationis the first step towards educational equity (Morris, 2021). Teachers in special schools (SLB) are required to have innovative behavior because there is a need to educate in different ways according to what their students suffer from such as mentally disabled, physically disabled, visually impaired, autistic, and hearing impaired (Berliana & Arsanti, 2018). According to De Jong and Den Hartog (2010) innovative behavior is the behavior of individuals who incorporate new ideas and ideas related to processes, products or procedures when performing tasks. There are four aspects of innovative behavior, namely idea exploration, which refers to the identification of various opportunities or opportunities that exist. The idea generation aspect refers to creating new ideas for existing ones. The idea generation aspect refers to creating new ideas to solve problems or improve performance. The idea championing aspect refers to getting support in realizing the ideas that have been created, for example support from colleagues. Then the idea implementation aspect refers to implementing the new idea into their work.

In reality, human resources in Indonesia have not been able to show their innovative behavior. Based on the Global Innovation Index in 2021, Indonesia's innovation performance is still relatively low, ranking 87 out of 127 countries with a score of 27.1 on a scale of 0 - 100. This score is still far from Switzerland, which is ranked first with a score of 65.5 (Dutta, Lanvin, León, & Wunsch-Vincent, 2021). The data shows that Indonesia needs to improvethe quality of human resources, one of which is by increasing the innovative behavior of teachers. Iskandar (2013) stated that there are still many teachers who are not innovative, among 5.6 million teachers in Indonesia, only about 2% of teachers are innovative, meaning 98% of

teachers are not innovative. UNESCO data (2016) in the Global Education Monitoring Report reports that the quality of education in Indonesia ranks 10th out of 14 developing countries. Meanwhile, the quality of teachers as an important component in education ranks 14th out of 14 developing countries in the world.

The results of the researcher's interview with 10 teachers at SLB Negeri X Jambi City showed that some of them still found it difficult to innovate while working. For example, there are teachers who have not been able to explore new ideas for learning methods that suit the conditions of their students, teachers who still find it difficult to evaluate student learning methods, teachers who do not utilize fellow teachers to help each other's difficulties, and teachers who cannot apply their ideas due to lack of support from fellow teachers.

Innovative behavior can be influenced by individual factors and organizational factors. According to Siregar, Suryana, Ahman, and Senen (2019) individual factors include four things, namely competence, self-efficacy, motivation, and organizational commitment. Meanwhile, organizational factors according to Li and Zheng (2014) also include four things, namely the organizational innovation climate, leadership, social capital, and job characteristics. Based on this description, motivation is one of the factors causing the emergence of innovative behavior. Motivation refers to the drive to work harder, motivational factors are divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation has a stronger relationship with innovative behavior than extrinsic motivation because some extrinsic factors can limit attention to task conception and interpretation, while intrinsic motivation is more conducive to processing different information and allows individuals to explore various approaches or solutions to the problem (Hammond, Neff, Farr, Schwall, &Zhao, 2011).

In terms of work, intrinsic motivation refers to motivation that comes from individual involvement in the task (Hammond, Neff, Farr, Schwall, & Zhao, 2011). Aspects of intrinsic motivation according to Herzberg (in Robbins & Judge, 2012) consist of responsibility (responsibility) refers to reviewing the provision of perceived responsibility to a person, achievement (achievement) which refers to the feeling for a person to achieve high work performance, recognition (recognition) refers to the feeling of recognition given to a person for the performance achieved, the work itself (the work itself) refers to a person's feelings about the challenges of his job, and advancement (opportunity to advance) refers to the possibility of a person having the opportunity to advance in his work. Based on the existing problems, the goal to be achieved is to determine the relationship between intrinsic motivation and innovative behavior in teachers at SLB Negeri X Jambi City. The research hypothesis proposed is that there is a positive relationship between intrinsic motivation and innovative behavior in teachers at SLB Negeri X Jambi City. Where the higher the intrinsic motivation the teacher has, the higher the innovative behavior, and vice versa, the lower the intrinsicmotivation the teacher has, the lower the innovative behavior.

Methods

This study adopted a correlational design to examine the relationship between intrinsic motivation and innovative behavior among teachers at SLB Negeri X in Jambi City. The purpose was to determine the extent to which intrinsic motivation influences innovative practices in a special needs educational setting.

Participants were selected using a purposive sampling technique, targeting teachers atSLB Negeri X who have direct involvement in teaching and curriculum development. This criterion was essential to ensure that the findings are relevant to those directly influencing and implementing educational strategies within special needs contexts.

Data were collected through a structured survey using two specifically designed Likert scales: one for innovative behavior and another for intrinsic motivation. Each scale featured questions with four response options: Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Not Suitable (STS). These scales were chosen to quantitatively assess the levels of innovative behavior and intrinsic motivation among the teachers.

The sample size was determined based on the recommendations of a power analysis, which suggested that a minimum of 30 participants would be required to achieve a power of 0.8, assuming a medium effect size. This size was deemed sufficient to detect statistically significant correlations between the variables under study.

Data collection was conducted over a period of three weeks. Teachers were invited to complete the surveys during scheduled staff meetings to ensure a high response rate. Each participant was given a detailed explanation of the study's purpose and the confidentiality of their responses prior to completing the survey. The innovative behavior scale and the intrinsic motivation scale each consisted of 15 items. The reliability of these scales was previously established with Cronbach's alpha coefficients of 0.88 for innovative behavior and 0.85 for intrinsic motivation. Validity was ensured through professional judgment by the supervising researcher and a panel of experts in educational psychology, who reviewed the content of each item for its relevance and clarity.

Data were analyzed using Pearson's product-moment correlation coefficient through the JAMOVI software program. This method was selected to assess the strength and directionof the relationship between intrinsic motivation and innovative behavior.

Results

Based on hypothetical data calculations, it is known that innovative behavior has a minimum score of 1 x 15 = 15 with a maximum score of 4 x 15 = 60. The average (mean) is (60 + 15) : 2 = 37.5 with a standard deviation of (60 - 15) : 6 = 7,5. Meanwhile, the empirical data obtained a minimum score of 42, a maximum score of 60, an average (mean) of 50.7,and a standard deviation of 4.08. Meanwhile, intrinsic motivation has a hypothetical minimum

score of 1 x 20 = 20 with a hypothetical maximum score of 4 x 20 = 80. The average(mean) is (80 + 20): 2 = 50 with a standard deviation of (80 - 20) : Meanwhile, the empirical data obtained a minimum score of 50, a maximum score of 80, an average (mean) of 66.5, and a standard deviation of 6.80. The description of the research data can be seen in the tablebelow.

Table 1. Statistical Description of Research Data

	Hypothetical Dat					Empiri a		l Data	
Scale	N	Min	Max	M	SD	Min	Max	M	SD
IB	15	15	60	37,5	7,5	42	60	50,7	4,08
IM	20	20	80	50	10	50	80	66,5	6,80

As shown in Table 1. the research data for the scales of innovative behavior and intrinsic motivation are summarized, presenting both hypothetical and empirical values. The table illustrates the number of participants (N), minimum scores (Min), maximum scores (Max), mean scores (M), and standard deviations (SD) for each scale. For the Innovative Behavior scale, the empirical data shows a minimum score of 42 and a maximum of 60, with a mean score of 50.7 and a standard deviation of 4.08, indicating moderate variability in innovative behaviors among participants. This suggests a relatively consistent performance among the teachers with respect to innovative practices. In contrast, the Intrinsic Motivation scale presents a wider range of scores with a minimum of 50 and a maximum of 80, and a higher mean of 66.5, which implies a generally higher level of intrinsic motivation across the sample. The standard deviation of 6.80 reflects a slightly broader dispersion of intrinsic motivation scores among the participants. These statistics are crucial as they provide a quantitative foundation for analyzing the relationship between intrinsic motivation and innovative behavior. The high levels of intrinsic motivation observed are indicative of a strong potential influence on the innovative behaviors of the teachers, underscoring the importance of intrinsic motivation as a driver of innovation in educational settings. Researchers divide by grouping data into 3 categories, namely low, medium and high. The categorization of innovative behavior can be seen in the following table.

Table 2. Categorization of Innovative Behavior

Categorizatio n	Formula	Skore	Tota l	Percentage
Low	$X < (\mu - 1\sigma)$	$X < 30$	0	0%
Medium	$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$30 \leq X < 45$	4	8%
High	$X \geq (\mu + 1\sigma)$	$X \geq 45$	46	92%

In our analysis of the distribution of scores among the study participants, Table 2. categorizes the scores into three levels based on predetermined criteria. The categorization is as

follows: scores less than 30 are categorized as low, scores between 30 and 45 as medium, and scores above 45 as high. This classification helps in understanding the distribution of scores within the population studied. As illustrated in Table 2. the vast majority of participants, 92%, scored above 45, placing them in the high category. This indicates a strong prevalence of the trait or behavior being measured, suggesting that the majority of the sample exhibits high levels of the studied characteristic. Meanwhile, a smaller segment, 8%, fell into the medium category, with scores ranging from 30 to 45, and notably, none of the participants scored in the low category. This absence of low scores could point to a skewed distribution or a high baseline level of the characteristic within the population. The implications of these findings are significant as they indicate the potential for high performance or a particular inclination among the group studied. Understanding this distribution is crucial for further analysis and interpretation of the data in relation to the research objectives

Table 3. Categorization of Instrinsic motivation

Categorization	Formula	Skore	Total	Percentage
Low	$X < (\mu - 1\sigma)$	$X < 40$	0	0%
Medium	$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$40 \leq X < 60$	7	14%
High	$X \geq (\mu + 1\sigma)$	$X \geq 60$	43	86%

According to the table, the majority of the teachers, representing 86%, are classified under the high motivation category (score > 60), while 14% fall into the medium motivation category (score between 40 and 60), and no teachers are observed in the low motivation category (score < 40). This distribution indicates a predominant trend of high intrinsic motivation among the sample, which may be reflective of their commitment to adopting innovative behaviors in their teaching practices. Such high levels of motivation are critical for implementing and sustaining innovative educational strategies, suggesting a strong foundation for further professional development interventions

For the normality test results on innovative behavior data, p = 0.117 (p> 0.050) means that the distribution of innovative behavior variable data follows the normal data distribution. Meanwhile, the normality test for intrinsic motivation data obtained p = 0.074 (p> 0.050) means that the distribution of intrinsic motivation variable data follows the normal data distribution. While the linearity test results show the results of F = 83.4 with a significance level of p = <0.050), it means that intrinsic motivation and innovative behavior have a linear relationship.

Table 4. Hypothesis Test

R	p	R^2
0,797	< 0,001	0,635

The hypothesis testing results in Table 4. show a strong positive correlation between intrinsic motivation and innovative behavior among teachers at SLB Negeri X Jambi City ($r = 0.797$, $p < 0.001$). The R^2 value of 0.635 indicates that 63.5% of the variability in innovative behavior can be explained by variations in intrinsic motivation alone. This substantial contribution highlights the significant impact of intrinsic motivation on the adoption of innovative practices by teachers. The remaining 36.5% of the variance, not explained by this model, suggests the influence of other factors not studied within this research framework. These findings support the theoretical propositions discussed earlier, underscoring the vital role of intrinsic motivation in fostering innovative teaching approaches.

Discussions

The acceptance of the hypothesis in this study shows that intrinsic motivation is one of the factors that can influence innovative behavior. The positive relationship between intrinsic motivation and innovative behavior in teachers at SLB Negeri X Jambi City means that the higher the intrinsic motivation, the higher the innovative behavior. Conversely, the lower the intrinsic motivation, the lower the innovative behavior. By situating these findings within existing literature, such as the studies by Faraz et al. (2018) and Nilasari et al. (2022), we contextualize the observed positive relationships and emphasize the role of intrinsic motivation in fostering innovation. This approach allows us to draw substantive conclusions about the importance of motivational factors in educational settings and their implications for teacher behavior and student outcomes.

Based on the results of the categorization of the innovative behavior scale, it is known that the research subjects have innovative behavior in the high category as many as 46 people (92%) and the remaining 4 people (8%) in the moderate category. It can be concluded that the majority of subjects have innovative behavior in the high category and a small proportion have innovative behavior in the medium category. Subjects who have innovative behavior in the high category indicate that they are able to identify various opportunities or opportunities that exist, create new ideas to solve problems or improve performance, get support in realizingthe ideas they have created, for example support from colleagues, and implement these new ideas into their work, while subjects who have innovative behavior in the moderate category still have difficulty doing some of these things. This is in accordance with aspects of innovative behavior according to De Jong and Den Hartog (2010), namely idea exploration, idea generation, idea championing, and idea implementation.

Based on the results of the categorization of the intrinsic motivation scale, it is known that the research subjects have intrinsic motivation in the high category as many as 43 people (86%) and the remaining 7 people (14%) in the moderate category. It can be concluded that the majority of subjects have intrinsic motivation in the high category and a small percentage have

intrinsic motivation in the moderate category. Subjects who have intrinsic motivation in the high category indicate that they feel they have to carry out the responsibilities of their work, are eager to achieve high work performance, feel recognized for the performance achieved, give meaning to their work, and feel that their work can make them develop, while subjects who have intrinsic motivation in the moderate category do not feel some of these things. This is in accordance with aspects of intrinsic motivation according to Herzberg (Robbins & Judge, 2012), namely responsibility, achievement, recognition, the work itself, and advancement.

Furthermore, researchers conducted additional tests to find out how the correlation between each aspect of intrinsic motivation with innovative behavior. The correlation test results show that each aspect of intrinsic motivation has a positive correlation with innovative behavior. The aspect that makes the biggest contribution is the achievement aspect with $r = 0.804$ and a significance level of $p < 0.001$. This can be shown from the data in the field by the way subjects strive to achieve the best achievements such as being excited when working, willing to take on additional tasks, and feeling enthusiastic about achieving the vision and mission of the workplace. Subjects who feel they have to achieve high work performance will encourage themselves to set challenging goals and strive for excellence which can lead to innovative behavior.

Then followed by the recognition aspect with $r = 0.578$ and a significance level of $p < 0.001$. This can be shown from the data in the field by the way the subject feels happy when his profession is recognized and respected by the community, such as when other people appreciate his work, give awards and praise which can improve his performance. Subjects who feel recognized for their performance will be more confident to contribute in creating impactful innovations.

Then the aspect of the work itself with $r = 0.640$ and a significance level of $p < 0.001$. This can be shown from the data in the field by the way the subject feels like a challenge in his job such as being proud of his profession, giving meaning to his work, and being happy when doing his job which can improve his work ability. Subjects who feel their work is meaningful will tend to be happier about their work, this sense of happiness makes them more eager to be more involved in their work and more motivated to create new ideas and implement them.

After that there is the aspect of advancement with $r = 0.583$ and a significance level of $p < 0.001$. This can be shown from the data in the field by the way subjects feel they get career development such as learning new things while working, feeling that the work given hones abilities, and getting opportunities to develop skills. Subjects who feel they can have the opportunity to advance will involve themselves to make the best contribution and create a significant impact in their work.

Finally, the responsibility aspect with r = 0.578 and a significance level of p < 0.001. This can be shown from the data in the field by the way the subject fulfills his job responsibilities such as doing tasks well, completing tasks on time, prioritizing tasks and feeling that his job is a responsibility that must be carried out and not a burden. Subjects who feel responsible will take the initiative in creating new solutions and innovate and strive to achieve the expected results.

Based on the results of the study, theoretical implications can be stated that the intrinsic motivation of the subjects is related to their innovative behavior at work. SLB teachers with high intrinsic motivation certainly have better innovative behavior than teachers with moderate intrinsic motivation. SLB teachers with high intrinsic motivation will tend to be more confident in their ability to contribute and try different ways to improve methods or activities when teaching as well as implementing new ideas to face future changes and challenges. Therefore, intrinsic motivation is very important for special education teachers because it not only copes with the demands of the teaching job but also to continue to seek new teaching strategies to meet the diverse needs of students. While practically the results of this study can be used as input for teachers and schools in improving themselves in relation to their intrinsic motivation and innovative behavior that has been achieved in order to increase student achievement.

In this study, there is a weakness where the average subject has intrinsic motivation and innovative behavior at a high and moderate level, the results of this study are not in line with the results of the researcher's interview with 10 SLB Negeri X Jambi City teachers who stated that there were several obstacles to their intrinsic motivation and innovative behavior. It can be concluded that these 10 interviewed subjects cannot represent the intrinsic motivation and innovative behavior of teachers as a whole. In addition, it does not rule out the possibility of faking good in filling out the research scale by the subject. Faking good is a situation where the research subject will tend to fill in the scale with answers that are considered good and cover the actual reality (Permatasari, Yudiani, & Utami, 2021). The cause can be a response set. Response set is a conscious or unconscious desire as part of a respondent to answer in a certain way to produce a certain picture of himself (Rorer in Yulianto, 2020). Response set occurs after the respondent reads the contents of the statement and then makes an answer that is different from his/her situation (Friedenberg in Yulianto, 2020).

The study acknowledges its limitations, including the potential bias introduced by social desirability or faking good as noted by respondents potentially misrepresenting their motivations or behaviors. The reliance on self-reported measures and the specific context of a single institution may limit the generalizability of the findings. Future studies could mitigate these issues by employing more objective measures or expanding the research context. The research has profound implications for educational practice and policy. Understanding that intrinsic motivation is pivotal for fostering innovative behaviors suggests that educational leaders should focus on enhancing motivational factors through supportive policies, professional

development, and a culture that values creativity and innovation. These insights can inform the development of strategies aimed at enhancing teacher motivation and, by extension, educational outcomes.

Based on the discussion to enhance educational outcomes, it is crucial to address the intrinsic motivation and innovative behavior of teachers. For educators, implementing targeted programs that focus on recognizing achievements, increasing responsibility, and offering opportunities for professional growth is essential. These initiatives should aim to boost teachers' motivation, thereby encouraging more innovative teaching practices. For policy makers, there is a need to develop and enforce policies that not only support but also reward such innovative practices. These policies should create an educational environment that fosters creativity and innovation, making it conducive for teachers to experiment and implement new teaching methods. Additionally, future research should aim to expand these studies to include more diverse educational settings and utilize mixed methods to minimize biases from self-reporting. It is also vital to further investigate the causal relationships between intrinsic motivation and innovative behavior in teaching to better understand the dynamics and develop more effective strategies to enhance both.

Conclusion

This study conclusively demonstrates a positive relationship between intrinsic motivation and innovative behavior among teachers at SLB Negeri X Jambi City, highlighting that higher levels of intrinsic motivation correlate with enhanced innovative behaviors. This underscores the critical role of motivation in fostering educational innovation, while lower levels of motivation are associated with reduced innovative activity, emphasizing the need to foster motivational environments within educational settings. The findings affirm the initial hypothesis, confirming the substantial influence of intrinsic motivation on teachers' innovative capacities, which is vital for educational leaders and policymakers aiming to enhance teacher performance and student outcomes. Recommendations based on these findings suggest that educational administrators should develop strategies to boost intrinsic motivation among teachers through recognition, supportive leadership, and professional growth opportunities. Additionally, policymakers should implement policies that encourage innovative teaching practices by providing necessary resources and continuous training. Future studies are encouraged to explore other factors contributing to innovative behavior to fully understand the dynamics at play and further validate these findings across different educational contexts. By addressing these aspects, educational institutions can significantly improve teacher engagement and effectiveness, leading to better educational outcomes for students.

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