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## Journal of Innovation in Educational and Cultural Research

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## Work Autonomy on Elementary School Teachers' Innovative Work Behavior: Mediation of Intrinsic Motivation and Organizational Commitment

Yoseph Doni Prasetyo<sup>1</sup>, Lukas Purwoto<sup>1\*</sup>

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**Abstract:** Education plays an important role in forming a quality generation that contributes positively. This research pays attention to work autonomy and innovative work behavior in education. The research aims to understand the role of intrinsic motivation and organizational commitment in the relationship between work autonomy and innovative work behavior in school teachers. This research took a sample of 183 elementary school teachers from various school branches in various cities, namely Tangerang, Central Jakarta, West Jakarta, South Jakarta, North Jakarta, and East Jakarta. Data was collected through distributing questionnaires and then analyzed using the PLS-SEM quantitative analysis strategy. The research results show that teachers need work autonomy to increase innovative work behavior, both directly and indirectly, through intrinsic motivation. As evidenced through research analysis, this study contributes to the existing literature by showing a mechanism that can occur in the influence of work autonomy on innovative work behavior. Even more, these findings have implications for effective school policy and management.

**Keywords:** innovative work behavior, intrinsic motivation, organizational commitment, teacher, work autonomy

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### INTRODUCTION

Education is essential in forming a quality generation that can positively contribute to society and the country. Meanwhile, teachers are important agents in the education system who produce human resources, are creative, and can innovate. However, some teachers already feel comfortable at school and choose not to develop or introduce new learning strategies and only use conventional learning strategies as usual (Izzati, 2017; Suarniati et al., 2019). This situation will cause teachers to be less innovative in carrying out learning activities in the classroom. Whereas in the context of teaching, innovation involves changes and improvements in the learning environment for student progress, and therefore, innovative teaching will lead to creative learning (Asli et al., 2024; Hidayah et al., 2024; Parthasarathy & Premalatha, 2017).

Starting in 2022, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, will officially launch an independent curriculum in schools, including elementary schools. In the independent curriculum, teachers are free to create quality learning that suits students' needs and learning environments, and schools have the authority to develop and manage curriculum and education following the characteristics of educational units and students (Nurani et al., 2022). In this case, it is hoped that the independent curriculum will provide opportunities for teachers to teach and develop themselves so that, in this case, it can become the foundation for teacher autonomy. To encourage volitional behavior among students, practices in educational settings are interpreted as supporting teacher autonomy (Awang-Hashim et al., 2017; Srinadi et al., 2024). It is argued that a key component of autonomy in any field, including educational institutions, is responsible for analyzing possibilities, making choices, and making changes in one's life and activities, involving independent and collaborative action (Ramos, 2016). In short, teacher autonomy refers to the freedom to study, learn, and teach (Sehrawat, 2014). Interestingly, researchers and educators have long debated how much autonomy teachers should have in the classroom teaching process. On the one hand, teachers must have complete autonomy over teaching methods and practices; on the other hand, school or government policy must determine many aspects of teacher practice (Jerrim et al., 2023). In the current research, the opinion chosen is that of autonomy supporters. Teachers should have high work autonomy to achieve high quality in their work.

Innovation performance results from efforts through innovative work behavior (Binsaeed et al., 2023; Dewi et al., 2023). Innovative work behavior refers to the behavior carried out by individuals to create, develop, and implement new ideas in their organizations (Arain et al., 2020). Previous research has shown that work autonomy is one of the main antecedents of employee innovative behavior (Hammond et al., 2011). Autonomy allows employees to experiment with different work approaches and methods, enabling them to discover ideas



and develop them further by implementing them on a small scale (De Spiegelaere et al., 2014). Subsequent research findings also confirmed the critical role of work autonomy in enhancing innovative work behavior in organizations in the manufacturing, service, and information technology sectors in India (Swaroop & Dixit, 2018). Unfortunately, most research on innovative behavior is mainly conducted in developed countries and focuses on the manufacturing, industrial, and service sectors (Bawuro et al., 2018). Some exceptions, for example, are a study by Dewi et al. (2023), who recently showed that strategies to increase teachers' innovative behavior in schools can be developed by creating teacher knowledge-sharing activities and improving their proactive personality traits. This current research can add to the literature to address this gap by investigating the innovative work behavior of school teachers in the developing country of Indonesia.

Specifically, this current research addresses that gap by exploring the influence of teachers' work autonomy on innovative work behavior through possible mechanisms of intrinsic motivation and organizational commitment. A recent literature review conducted by Ebrahim et al. (2023) finds that innovative work behavior is influenced by several variables related to factors at the individual, leadership, organizational, human resource practices, and external levels. Although it has long been known that the source of motivation can be intrinsic or extrinsic, the literature states that intrinsic motivation is the main attitude in education (Gultekin & Acar, 2014). Intrinsic motivation comes from within the teacher and the work itself (e.g., excitement, interest), while extrinsic motivation comes from the external environment and is often associated with awards, salary, status, and recognition or assessment of the school principal (Berkovich & Hassan, 2023).

Since retaining and attracting well-qualified personnel is crucial, organizational commitment in schools has long been one of the main concerns in many countries (Joolideh & Yeshodhara, 2009). There are three essential factors related to the meaning of organizational commitment: a strong belief in the goals and values of the organization, a willingness to exert oneself for these goals and values, and a strong desire to continue working for the organization (Sezgin, 2009). Organizational commitment is interesting to examine in this research because the relationship between work commitment and innovative work behavior in the context of school teachers has been proposed by (Baharuddin et al., 2019) in a conceptual framework. This current research follows up their theoretical model in an empirical investigation of school teachers in Indonesia. In addition, organizational commitment has been proven to mediate the relationship between psychological capital and turnover intention (Yusuf & Widodo, 2023), as well as transformational leadership and teacher performance among school teachers (Alzoraiki et al., 2023). This research aims to analyze and understand the relationship between work autonomy, intrinsic motivation, organizational commitment, and innovative work behavior in elementary school teachers. The research problem is to determine whether teacher autonomy influences innovative work behavior and whether intrinsic motivation and organizational commitment mediate this influence. It is hoped that this research can contribute to the development of educational management science and practically to school management policy.

## **METHODS**

This research was a cross-sectional survey study with a quantitative approach strategy. The research subjects were elementary school teachers, while the research objects were the organizational and individual factors of the teachers. This research examined elementary school teachers from various school branches in Tangerang City, Central Jakarta, West Jakarta, South Jakarta, North Jakarta, and East Jakarta, who are members of one private foundation. This research location was chosen because the foundation is committed to providing basic education and is open to the need to develop learning innovations and student-centered teaching approaches. The population of elementary school teachers was 308 people. The sampling method is to apply a non-probability sampling technique, namely purposive sampling. In the table shown by Saunders et al. (2019), the minimum sample size required for a population of 300 with a margin of error of 5 percent is 168. Data was collected by distributing questionnaires via Google Forms to respondents' teachers. The period for distributing the questionnaire was April 2024. The final sample for this study was 183 elementary school teachers.

This research involves three variables: one independent variable, one dependent variable, and two mediating variables. The independent variable is work autonomy. The teacher work autonomy scale is measured by following Jerrim et al. (2023) in the initial question: "To what extent do you have control over the following areas of planning and teaching in your class?" This question is then followed by the following six statement items: "Selecting learning materials (e.g., textbooks, software, and additional materials)", "Determining course content", "Choosing teaching methods", "Assessing student learning", "Disciplining students", and "Determining the amount of homework given." Respondents' answers are presented on a Likert scale with five choices, namely: Very much (5), a lot (4), quite (3), a little (2), and none (1).

There are two mediating variables in this research. The first mediating variable is intrinsic motivation. The measurement of intrinsic motivation refers to the teacher motivation scale developed by Wu (2012) with five statement items, namely: "Teaching increases my self-esteem.", "Teaching contributes to my personal

development.", "I enjoy teaching.", "Teaching contributes to my personal development.", "I enjoy teaching.", "I like working hard.", and "Teaching makes me feel accomplished.". All answers by respondents were assessed using a 5-point Likert scale from 1: Strongly disagree to 5: Strongly agree. The second mediating variable is organizational commitment. Organizational commitment is measured by applying the teacher organizational commitment scale in Abdulaziz et al. (2022) with four statement items, namely: "I would be very happy to spend the rest of my career at this school.", "This school has great personal meaning for me.", "It would be very difficult for me to leave my current school, even if I wanted to.", "I would not leave my current school organization because of my sense of obligation to it." Answers are given using a Likert scale with five answer choices ranging from 1: Strongly disagree to 5: Strongly agree.

Innovative work behavior, the dependent variable, is measured using the scale of teachers' innovative work behavior by Al-Awidi and Al-Furaih (2023). There are 10 statement items, namely: "I try to see opportunities for change and improvement in this school", "I think about how to implement opportunities for change and improvement in this school", "I take the initiative to create innovative ideas for this school.", "I suggest solutions on how to overcome learning situations that require school intervention.", "I look for new work methods or tools to implement at school.", "I try to get the necessary approval support. from schools in implementing innovative ideas.", "I try to make the school community enthusiastic about my innovative ideas.", "I transfer innovative ideas into useful applications.", "I introduce innovative ideas into the work environment systematically.", and "I evaluate the usefulness of innovative ideas." All items are rated on a 5-point Likert-type scale: 5 (strongly applies to me), 4 (applies to me), 3 (applies somewhat to me), 2 (applies very little to me) and 1 (does not apply at all to me). Research data was analyzed by applying partial least squares structural equation modeling (PLS-SEM), a multivariate technique that models latent variables by including several dependent constructs in a cause-and-effect relationship (Ringle et al., 2020). This research follows two stages, namely testing the reflective measurement model and evaluating the structural model if the results support the quality of the measurement (Hair et al., 2017, 2019). Data analysis and research hypothesis testing were done using the SmartPLS 3 computer program software. This research contains seven research hypotheses as follows:

- H1: Work autonomy has a positive effect on innovative work behavior.
- H2: Work autonomy has a positive effect on intrinsic motivation.
- H3: Work autonomy has a positive effect on organizational commitment.
- H4: Intrinsic motivation has a positive effect on innovative work behavior.
- H5: Organizational commitment has a positive effect on innovative work behavior.
- H6: Intrinsic motivation mediates the effect of work autonomy on innovative work behavior.
- H7: Organizational commitment mediates the effect of work autonomy on innovative work behavior.

## RESULT AND DISCUSSION

This section describes the research results and then discusses them. Table 1 describes the demographic data of respondents. Most of the respondents were women and married, and the distribution of respondents appeared to be uneven between classes based on age and length of service. The convergent validity evaluation is intended to test the unidimensionality of each of the four constructs: innovative work behavior, work autonomy, organizational commitment, and intrinsic motivation. Initial results using all indicator items for each of the four variables produced an outer loading of only one indicator, namely OC3 of organizational commitment, which was still below 0.70. One way is to remove that indicator from the scale. Further results for the outer loadings and the values of average variance extracted (AVE) are presented in Table 2. The research results show that all indicator items have outer loadings greater than 0.70. Meanwhile, the AVE value for all variables exceeds 0.60, thus providing further support for convergent validity.

**Table 1.** Profile of the respondents

<b>Demographic Characteristics</b>	<b>Count</b>	<b>Percentage (%)</b>
<i>Gender</i>		
Female	139	75.96
Male	44	24.04
<i>Marital status</i>		
Married	134	73.22
Not married	49	26.78
<i>Age (years)</i>		
21 – 30	64	34.97
31 – 40	37	20.22
41 – 50	22	12.02
51 – 60	60	32.79

<i>Working period (years)</i>		
1 – 10	85	46.45
11 – 20	44	24.04
21 – 30	20	10.93
31 – 40	34	18.58
<i>Total</i>	183	100.00

The following evaluation is internal consistency reliability. Table 3 shows Cronbach's alpha values above 0.7 for the four constructs. A composite reliability measure was applied instead of Cronbach's alpha to evaluate internal consistency reliability. The composite reliability value for each variable is above 0.8. Therefore, the results of these two reliability measures have met the requirements of this research.

**Table 2.** Convergent Validity

<b>Constructs</b>	<b>Items</b>	<b>Loadings</b>	<b>AVE</b>
Innovative work behavior	IWB1	0.786	0.684
	IWB2	0.805	
	IWB3	0.854	
	IWB4	0.722	
	IWB5	0.840	
	IWB6	0.855	
	IWB7	0.895	
	IWB8	0.845	
	IWB9	0.818	
	IWB10	0.838	
Work autonomy	WA1	0.795	0.715
	WA2	0.839	
	WA3	0.881	
	WA4	0.899	
	WA5	0.842	
	WA6	0.815	
Organizational commitment	OC1	0.862	0.712
	OC2	0.888	
	OC4	0.777	
Intrinsic motivation	IM1	0.760	0.667
	IM2	0.823	
	IM3	0.825	
	IM4	0.811	
	IM5	0.861	

This research also looks at discriminant validity to ensure that a construct differs from others. Discriminant validity was evaluated using HTMT criteria. Table 4 shows the HTMT values in this study. The results show values below the conservative limit of 0.85. In addition, cross-loading tests have also been carried out, but the results are not shown because they take up too much space. An indicator is said to meet discriminant validity if the outer loading of the indicator on its construct is greater than all the cross-loadings on other constructs. The cross-loading results in this study show that all indicators have met these criteria, so they do not face discriminant validity problems.

**Table 3.** Reliability

<b>Constructs</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>
Innovative work behavior	0.948	0.956
Work autonomy	0.920	0.938
Organizational commitment	0.795	0.881
Intrinsic motivation	0.876	0.909

**Table 4.** Discriminant Validity: HTMT Values

Constructs	Organizational Commitment	Intrinsic Motivation	Work Autonomy	Innovative Work Behavior
Organizational commitment				
Intrinsic motivation	0.635			
Work autonomy	0.387	0.486		
Innovative work behavior	0.422	0.502	0.441	

After the reliability and validity results of the external model are determined, the following procedure is to evaluate the hypothesized relationships in the structural model. This stage begins by checking the possibility of collinearity between constructs. The path coefficient in the model can be biased if it contains high collinearity between predictor variables. Table 5 shows the variance inflation factor (VIF) values of the predictor variables to check for collinearity problems. General guidelines convey a VIF value above 5 for one predictor indicating collinearity. As seen in the table, the VIF values of all predictors are below the cutoff value of 5, which shows that collinearity is not a problem.

**Table 5.** VIF Values

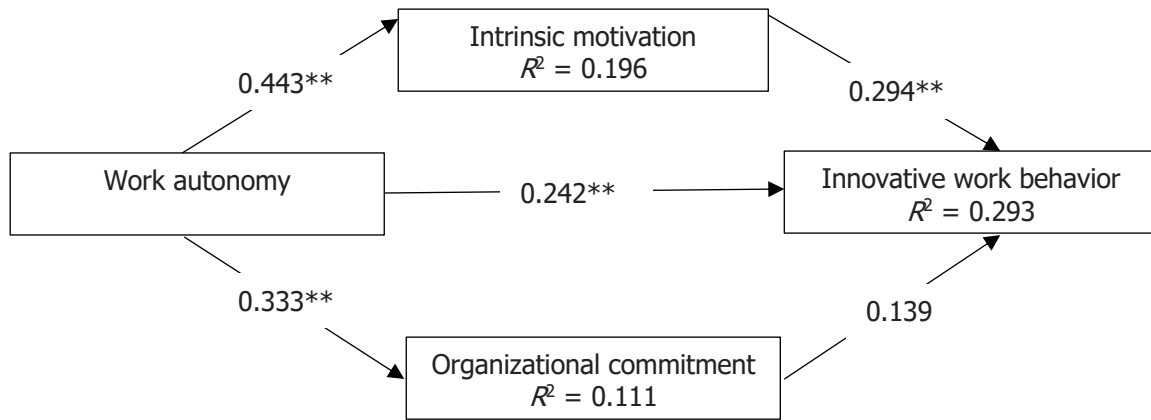
Constructs	Intrinsic Motivation	Organizational Commitment	Innovative Work Behavior
Work autonomy	0.333	0.443	0.242
Intrinsic motivation			0.294
Organizational commitment			0.139

The results of the PLS and bootstrapping algorithms regarding the strength of the path coefficients and their respective significance are presented in Figure 1 and Tables 6 and 7. Table 6 shows the results of structural model testing, making it easier to test hypotheses for each relationship path. The analysis results show that in testing with a significance level of 5%, work autonomy has a positive and significant effect on innovative work behavior ( $\beta = 0.242$ ;  $t = 2.676$ ,  $p = 0.008$ ). Job autonomy positively and significantly affects intrinsic motivation ( $\beta = 0.443$ ;  $t = 6.739$ ,  $p < 0.001$ ). Likewise, work autonomy positively and significantly affects organizational commitment ( $\beta = 0.333$ ;  $t = 4.937$ ,  $p < 0.001$ ). Meanwhile, intrinsic motivation positively and significantly affects innovative work behavior ( $\beta = 0.294$ ;  $t = 3.085$ ,  $p = 0.002$ ). Thus, these results support research hypotheses H1, H2, H3, and H4. However, organizational commitment did not affect innovative work behavior ( $\beta = 0.139$ ;  $t = 1.593$ ,  $p = 0.112$ ). This leads to results that do not support the research hypothesis H5.

**Table 6.** Hypothesis Testing Results

Research Hypothesis	Path Coef.	t-stat	p	Results
Work autonomy → Innovative work behavior	0.242	2.676	0.008	H1 is supported
Work autonomy → Intrinsic motivation	0.443	6.739	0.000	H2 is supported
Work autonomy → Organizational commitment	0.333	4.937	0.000	H3 is supported
Intrinsic motivation → Innovative work behavior	0.294	3.085	0.002	H4 is supported
Organizational commitment → Innovative work behavior	0.139	1.593	0.112	H5 is rejected

Next, the coefficient of determination ( $R^2$ ) is evaluated, which measures the effect of the combination of exogenous variables on the exogenous variables. The research results show that the  $R^2$  value of the endogenous variable innovative work behavior is 0.293, which means that the percentage influence of the three exogenous variables in explaining variations in innovative work behavior is 29.3 percent. Following general standards, the coefficient of determination value indicates prediction accuracy at a moderate level. Meanwhile, the  $R^2$  value of the endogenous variable intrinsic motivation is 0.196, and for the endogenous variable organizational commitment, it is 0.111. These two coefficient of determination values indicate prediction accuracy at a weak general standard level.



**Figure 1.** Research Model and PLS-SEM Results

The following hypothesis test aims to mediate the role of organizational commitment and intrinsic motivation in the relationship between work autonomy and innovative work behavior. One development in mediation testing is bootstrap indirect effects sampling distribution. This approach is recommended to be compatible with PLS-SEM, so it is recommended for management research (Aguinis et al., 2017). The results of the mediation test are shown in Table 7. The mediation relationship between work autonomy and innovative work behavior through intrinsic motivation is significant at the one-sided test level 0.05 ( $\beta = 0.130$ ;  $t = 2.653$ ,  $p = 0.008$ ). However, the mediation relationship between work autonomy and innovative work behavior through organizational commitment is not significant ( $\beta = 0.046$ ;  $t = 1.468$ ,  $p = 0.143$ ). These findings support the mediating effect of intrinsic motivation as proposed in research hypothesis H6 but not for H7.

**Table 7.** Mediation Test Results

Research Hypothesis	Indirect Effect	t-stat	p	Results
Work autonomy → Intrinsic motivation → Innovative work behavior	0.130	2.653	0.008	H6 is supported
Work autonomy → Organizational commitment → Innovative work behavior	0.046	1.468	0.143	H7 is rejected

This research was conducted on elementary school teacher respondents focusing on innovative work behavior to start a discussion. Teachers with innovative work behavior can work creatively, contribute their ideas, and provide positive results for their school organization. Teachers, as innovation managers, are expected to improve skills, take on new tasks, take ownership of activities that encourage creative growth, and be part of the change process that shapes a new school culture (Johari et al., 2021; Taufiq et al., 2024). In addition, schools must set a good example and be the starting point for more innovative community work behavior so that society remains competitive (Thurlings et al., 2015). The research results demonstrated that work autonomy positively affects innovative work behavior and aligns with previous empirical research (De Spiegelaere et al., 2014; Swaroop & Dixit, 2018). Job autonomy is essential for teachers to ensure a learning environment that meets children’s diverse needs. Teachers also need the same things when students need space, freedom, flexibility, and respect (Sehrawat, 2014). Educators must become mediators between the old and the new, thereby enabling innovation through transmitting knowledge and creating new paradigms (Alves, 2021).

The findings show that work autonomy has a positive effect on intrinsic motivation. Work autonomy will satisfy employees’ desires for competencies that provide good experiences, such as learning new skills and taking on new tasks. Therefore, their intrinsic motivation will be high when they are highly skilled in determining their functions and activities (Zara et al., 2022). Therefore, work autonomy can activate critical psychological states that facilitate several positive states of employees, such as intrinsic motivation (Galletta et al., 2011). As teachers’ perceptions of autonomy increase, their perceptions of emotional labor also increase, and this increase occurs mainly in the authentic emotional aspects and deep actions of teachers’ emotional labor (Özdemir et al., 2023). The research results support that intrinsic motivation positively affects innovative work behavior. Intrinsic motivation develops cognitive flexibility, positive engagement, high stamina, and willingness to take risks, essential for the evolution of creativity (Shalley et al., 2009). In addition, intrinsic motivation can provide a breeding ground for promoting and cultivating individual innovative behavior (Su et al., 2020). This research shows that work autonomy indirectly influences innovative work behavior. The research results show that

intrinsic motivation significantly mediates the influence of work autonomy on innovative work behavior. Previous research shows that intrinsic motivation mediates the relationship between innovative behavior and abusive supervision (Ali et al., 2022) or servant leadership (Su et al., 2020). In this research, a high degree of work autonomy is needed for teachers to pursue various innovative behaviors in learning, teaching, and activities. Leaders who create autonomy and competence, provide non-controlling positive feedback and respect different views, and maintain good relationships with their subordinates because this strategy encourages self-determination (Zara et al., 2022).

Furthermore, the research results reveal that work autonomy positively affects organizational commitment. This finding follows previous research (Kokubun, 2019). In addition, Mulyana and Izzati (2022) show that teacher work autonomy has a positive and significant relationship to teacher career commitment. In this case, autonomy provides freedom of choice, increases flexibility, and gives more power to individuals. Therefore, work autonomy can be considered an essential element of work design that can be used to increase innovation in organizations (Swaroop & Dixit, 2018). Teachers must develop themselves through professional training and education programs to strengthen their competence (Hartono et al., 2024). However, the results of this study show that organizational commitment does not mediate the influence of work autonomy on innovative work behavior. This aligns with the current research findings that organizational commitment does not affect innovative work behavior. One possibility proposed is that commitment consists of various dimensions, giving rise to different influences on innovative work behavior for each dimension of organizational commitment. For example, many researchers follow Meyer and Allen's conceptualization that teacher organizational commitment includes three dimensions: affective, continuity, and normative commitment (Amoah et al., 2021). So, a teacher may be committed to one thing but not another. To strengthen teachers' total commitment and thereby obtain desired work results, it would be helpful to enhance their commitment to various focuses (Karakuş & Aslan, 2009). Unfortunately, this research cannot retest by separating the dimensions of organizational commitment because the measurements used are not explicit in carrying out this separation.

## CONCLUSION

The current research investigates the relationship between job autonomy and innovative work behavior in education. The results show that elementary school teachers can increase innovative work behavior by providing work autonomy. This increase resulted in part from the mediating role of intrinsic motivation. As evidenced through the analysis of this research, this study contributes to the existing literature by showing a mechanism that can occur in the influence of work autonomy on innovative work behavior. The implication of research findings for policymakers and school managers is that teachers must be given opportunities for high work autonomy to learn, teach, and carry out innovative activities. Furthermore, this study suggests that future research examines other alternative mechanisms because the current research found that mediation was still partial. If confirmation of organizational commitment as a mechanism is still needed, future research needs to examine the dimensions of organizational commitment.

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