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Intrinsic motivation and innovative work behavior: Meaningful work as mediator

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Abstract---This study aims to analyze the influence of intrinsic motivation on innovative work behavior mediated by meaningful work of Cipta Dharma Elementary School teachers. The phenomenon of low innovative work behavior of teachers is evident from the results of the pre-survey which shows that most teachers rarely use new methods, lack innovative ideas, and have low participation in implementing new ideas. This study uses an associative causality design. The sample was 45 determined by saturated sampling technique. Data collection was carried out through a questionnaire measured using a Likert Scale, then analyzed using the Partial Least Squares – Structural Equation Modeling (PLS-SEM) technique. The results show that (1) intrinsic motivation has a positive and significant effect on innovative work behavior; (2) intrinsic motivation has a positive and significant effect on meaningful work; (3) meaningful work has a positive and significant effect on innovative work behavior; and (4) meaningful work partially and complementary mediates the effect of intrinsic motivation on innovative work behavior. The results of this study emphasize the importance of developing teachers' intrinsic motivation

and increasing the meaningfulness of work to encourage innovative behavior in elementary education environments. This research provides support for the development of self-determination theory by demonstrating the importance of considering meaning factors in explaining the process by which intrinsic motivation translates into innovative behavior.

Keywords---intrinsic motivations, innovative work behavior, meaningful work.

Introduction

Rapid environmental change demands that every organization, company, and educational institution continue to develop and innovate. Innovation depends not only on technology but also on the ability of teachers to develop new, more effective and creative methods, strategies, and approaches. The results of creativity and innovation are not always entirely new; they may also take the form of combinations of elements that already exist (Ximenes et al., 2019). Self-determination theory identifies three human needs, i.e., the need for everyone to feel that they are the master of their own destiny and have control over their lives (autonomy); the need to achieve achievement, knowledge, and skills (competence); and the need to have a sense of connectedness with others. Each of us requires the involvement of others to some degree (relatedness) (Ackerman, 2018). One of the internal factors that is believed to increase innovative work behavior is intrinsic motivation (Nardo & Hasymi, 2024). Hariyanti and Izzati (2024) stated that if teachers have meaning in the work they do and are aware of the authority they have, it can make them more expressive of new ideas.

Research by Idris et al., (2024) shows that employee intrinsic motivation cannot actually demonstrate innovative behavior. Bawuro et al., (2019) stated that there is not much adequate empirical evidence regarding the mediation of meaningful work on the relationship between intrinsic motivation and innovative work behavior. The inconsistency of research results allows for further research. Based on previous researches, intrinsic motivation and meaningful work have a positive effect on innovative work behavior. Individuals who are intrinsically motivated and feel their work is meaningful and aligned with the meaning of their lives will be encouraged to be more innovative.

Literature Review

The Influence of Intrinsic Motivation on Innovative Work Behavior

Intrinsic motivation influences innovative behavior, where individuals who have high motivation can increase innovative behavior because motivation is a determining factor in directing the power and potential that exists within themselves (Nardo & Hasymi, 2024). Research by Bawuro et al., (2020) revealed that innovative behavior is not influenced by a single factor but can be influenced by several variables, one of which is intrinsic motivation. Nilasari et al., (2022) and Herbiyanti et al., (2024) found that intrinsic motivation has a positive effect

on innovative work behavior. The higher the intrinsic motivation, the higher the innovative work behavior, and vice versa.

Intrinsic motivation has a significant effect on innovative work behavior, and it is indeed the foundation for individuals to demonstrate innovative actions in completing their tasks (Nasir et al., 2018; Adriyanto & Prasetyo, 2021). Syahputra and Satrya (2021) found that innovative work behavior can be affected by intrinsic motivation, as it exerts a positive and significant impact on such behavior. Intrinsic motivation refers to an individual's spontaneous tendency to be curious and interested in seeking challenges, as well as to practice and develop their skills and knowledge, even in the absence of externally separable rewards (Di-Domenico & Ryan, 2017). The higher the level of intrinsic motivation, the more innovations an individual is likely to produce (Susanti & Lizarti, 2021). Similarly, Bawuro et al. (2019) also demonstrated that intrinsic motivation has a positive and significant effect on innovative behavior.

H1: Intrinsic motivation has a positive and significant effect on innovative work behavior.

The Influence of Intrinsic Motivation on Meaningful Work

Bawuro et al., (2019) found that intrinsic motivation has a significant positive effect on meaningful work. This finding reveals that intrinsic motivation is a significant factor predicting individuals' perceptions of meaningful work, which further implies that high intrinsic motivation increases the desire to make positive contributions to the greater good and progress of their institution. Meaningful work is crucial for attracting and maintaining individual engagement and performance, therefore, employers need to understand how to foster a sense of meaningful work (Martela et al., 2021). Based on the research results, Nardo & Hasymi (2024) shows that intrinsic motivation has a positive and significant influence on meaningful work in individuals.

Puspitarani and Masykur (2018) stated that teachers who work with dedication driven by a sense of calling feel a deeper connection with their students and experience greater happiness in carrying out their duties. Ryan and Deci (2017) stated that intrinsic motivation is relevant in providing individuals with a sense of satisfaction, which subsequently leads them to be fully engaged in their job roles. Razak (2021) revealed that individuals who possess a sense of competence and deliver valuable performance tend to have strong intrinsic motivation, which stems from the belief in their own ability to complete tasks effectively. A study by Ganjali and Rezaee (2016) showed that individuals who have the opportunity to express their opinions on work-related matters and believe that their organization values their contributions are more likely to perceive their work as meaningful and to be intrinsically motivated. Several factors can play a significant role in enhancing individuals' perceptions of the meaningfulness of their work, one of which is intrinsic motivation, as it can lead individuals to perceive their work as more meaningful (Hasan & Djudiyah, 2023).

H2: Intrinsic motivation has a positive and significant effect on meaningful work.

The Influence of Meaningful Work on Innovative Work Behavior

In research Singh et al., (2021), meaningful work has a positive influence on the value of innovative work behavior. Bawuro et al., (2019) research shows that meaningful work has a strong positive relationship with innovative behavior. Meaningful work will result in higher creativity because individuals who work on tasks with greater meaning tend to be more motivated and inspired to be creative (Ghafoor & Haar, 2019). Research by Bailey et al., (2019) shows that meaningful work can motivate individuals to think creatively and share new ideas.

Amabile and Pratt (2016) examined the triggers of creative motivation and found that individuals are more likely to generate new ideas when their work is perceived as meaningful. Meaningfulness can serve as a source of persistence in creative endeavors, motivating individuals to continue engaging in creative tasks despite setbacks and challenges (Lepisto & Pratt, 2017). Meaningful work constitutes an essential component for organizations seeking to sustain long-term success by fostering individual initiative (Fletcher & Schofield, 2021). Individuals who perceive their work as meaningful and view it as integral to the organization's broader vision are more inclined to engage in innovative behavior (Pradhan & Jena, 2019). Similarly, Sedger and Wiener (2021) found a significant and positive relationship between meaningful work and innovation, where the more meaningful individuals perceive their work to be, the higher their level of innovative behavior.

H3: Meaningful work has a positive and significant effect on innovative work behavior.

Meaningful Work Mediates the Influence of Intrinsic Motivation on Innovative Work Behavior

Intrinsic motivation provides a positive and significant influence on innovative work behavior mediated by meaningful work (Nardo & Hasymi, 2024). Bawuro et al., (2019) confirms that the influence of intrinsic motivation on innovative work behavior occurs through the role of meaningful work as a mediator. Individuals who are intrinsically motivated by their work tend to have a high sense of meaning and purpose attached to their work in terms of commitment and engagement. Meaningful work is related to work motivation, individuals who feel their work is meaningful are more motivated to find new ways of working and innovating (Martela & Pessi, 2018). Ganjali & Rezaee (2016) show a positive relationship between meaningful work and intrinsic motivation and creativity for innovation.

Saeed et al., (2019) stated that innovative work behavior results from various forms of motivation, where individuals are willing to engage in voluntary, non-mandatory, and non-conforming behaviors only when they are intrinsically motivated and perceive such behaviors as integral to their self-concept. Pradhan and Jena (2019) demonstrated that meaningful work serves as a motivational factor for creativity and innovation. Wingerden and Stoep (2018) found that meaningful work can stimulate individuals to utilize their strengths in the workplace, which indirectly contributes to improved performance. Individuals who perceive their work as meaningful tend to find purpose, value, and significance in

their tasks, gaining greater personal fulfillment; consequently, they become more intrinsically motivated to manage challenging work (Kusmargono et al., 2023).

H4: Meaningful work mediates the influence of intrinsic motivation on innovative work behavior.

Methodology

The research design is associative causality, namely research that aims to determine the influence of the causal relationship between two variables studied (Sugiyono, 2018:21). The research was conducted at Cipta Dharma Elementary School, at Hayam Wuruk Street No. 30A, Denpasar, Bali, Indonesia. Measurement of innovative work behavior refers to Jong & Hartog (2010), with dimensions: (1) Idea exploration, perception of teachers to find opportunities to improve something or problems that are not part of daily work, (2) Idea generation, perception of teachers to improve work processes by finding new ways and solutions to problems in work, (3) Idea championing, perception of teachers to seek support in realizing innovative ideas that have been generated by expressing enthusiasm, (4) Idea implementation, perception of teachers to have the courage to apply and introduce new ideas into the usual work process.

Measurement of intrinsic motivation refers to Deci & Ryan (1982), with dimensions: (1) Interest/enjoyment, a sense of interest and how much teachers enjoy the activities they do, (2) Value/usefulness: a feeling of the extent to which teachers view their work as important, valuable, useful or relevant to their life goals, (3) Perceived choice, freedom or autonomy of teachers to choose or have the option to do something in their work. The measurement of meaningful work refers to Csordas et al., (2022), with the following dimensions: (1) Positive meaning in work, the subjective experience felt by teachers, that what they do has a positive meaning and contributes to the meaning of their lives, (2) Meaning making through work, the discovery of the meaning of work by teachers which contributes to the meaning of life and helps them understand the broader context of life, (3) Greater good motivations, the encouragement felt by teachers to provide a greater positive impact in the context of the organization and society.

The population in this study was 45 teachers. This study uses a non-probability sampling technique, namely saturated sampling (census), which is a sampling technique where all members of the population are used as research samples (Sugiyono, 2018:134). The sample used was all teachers consists of 45 people. The data collection methods used in this study were interviews and surveys. Interviews were conducted by means of direct question and answer to obtain information related to the research object, namely interviews with Cipta Dharma Elementary School teachers and Elementary School Principals. The survey was conducted using a questionnaire which is a data collection technique by providing a set of questions or a set of written statements to respondents to answer. The questionnaire was distributed to respondents who were the sample in this study where each question will be measured using a Likert Scale, from 1 (strongly disagree) to 5 (strongly agree). Descriptive analysis was used to describe the characteristics of respondents and answer scores for each research variable indicator. The study used PLS-based Structural Equation Modeling (SEM) analysis as an inferential statistical analysis tool.

Research Result

In this study, several indicators were measured using reverse questions. During the data analysis, the original scores from the reverse questions were transformed into their opposite values. Therefore, the scoring and assessment of respondents' answers needed to be reversed to align the direction and interpretation of the analysis. The measurement criteria used in this study are presented in Table 1.

Table 1. Measurement Criteria

Average Score	Category	
	Positive Statement	Negative Statement
1,00 – 1,80	Very Low	Very High
1,81 – 2,60	Low	High
2,61 – 3,40	Moderate	Moderate
3,41 – 4,20	High	Low
4,21 – 5,00	Very High	Very Low

Source: Asih, 2023

Descriptive Statistical Analysis Innovative Work Behavior

The innovative work behavior variable is the endogenous variable in this study and is measured using ten indicators. Respondents' perceptions of innovative work behavior are presented in Table 2.

Table 2. Description of Respondents' Responses to Innovative Work Behavior

No	Statement	Distribution of respondent's answer (person)					Mean	Category
		1	2	3	4	5		
Idea Exploration								
1.	I pay attention to problems that are not part of my daily work.	6	6	13	13	7	3,20	Moderate
2.	I am curious about how something can be improved.	1	5	16	13	10	3,58	High
Average of idea exploration							3,39	Moderate
Idea Generation								
1.	I seek new methods/techniques/instruments in my work.	4	7	11	14	9	3,38	Moderate
2.	I generate solutions to the problems I face in this school.	0	5	18	13	9	3,58	High

No	Statement	Distribution of respondent's answer (person)					Mean	Category
3.	I find new ways to complete tasks.	1	5	15	14	10	3,60	High
Average of idea generation							3,52	High
Idea Championing								
1.	I make others enthusiastic about innovative ideas.	2	7	15	12	9	3,42	High
2.	I try to convince others to support my innovative ideas.	3	6	13	15	8	3,42	High
Average of idea championing							3,42	High
Idea Implementation								
1.	I systematically introduce innovative ideas into work practices.	2	7	14	15	7	3,40	Moderate
2.	I contribute to the implementation of new ideas in this school.	3	5	16	13	8	3,40	Moderate
3.	I strive to develop new initiatives in this school.	0	7	16	14	8	3,51	High
Average of idea implementation							3,44	High
Overall Average of Innovative Work Behavior							3,49	High

Source: Primary data, 2025

Table 2 shows that the statement with the lowest mean score is “I pay attention to problems that are not part of my daily work,” which obtained an average score of 3,20 and falls into the moderate category. This indicates that teachers are fairly attentive to issues beyond their routine tasks. However, since this statement has the lowest score among all items, it suggests that teachers’ level of attention to problems outside their daily responsibilities can still be improved. Meanwhile, the statement with the highest mean score is “I find new ways to complete tasks”, which obtained a score of 3,60 and belongs to the high category. This shows that teachers tend to find new methods for completing their tasks. Overall, Table 2 indicates that the innovative work behavior variable has an average score of 3,49, which falls within the high category. This finding suggests that teachers generally exhibit innovative behavior in carrying out their teaching duties.

Intrinsic Motivation

The intrinsic motivation variable is the exogenous variable in this study and is measured using twenty-five indicators. Respondents’ perceptions of intrinsic motivation are presented in Table 3.

Table 3. Description of Respondents' Responses to Intrinsic Motivation

No	Statement	Distribution of respondent's answer (person)					Mean	Category
		1	2	3	4	5		
<i>Interest/enjoyment</i>								
1.	When I engage in activities at this school, I think about how much I enjoy them.	2	4	16	14	9	3,53	High
2.	Activities at this school are enjoyable to do.	1	7	12	19	6	3,49	High
3.	I really like the activities at this school.	0	6	15	17	7	3,56	High
4.	I feel that I enjoy the activities at this school while doing them.	1	4	17	11	12	3,64	High
5.	I think these activities are very boring (R).	0	6	15	15	9	3,60	Low
6.	I think the activities at this school are very interesting.	1	4	16	18	6	3,53	High
7.	I describe the activities at this school as very enjoyable.	1	5	13	18	8	3,60	High
8.	I describe the activities at this school as very fun.	1	3	15	16	10	3,69	High
Average of Interest/Enjoyment							3,58	High
<i>Value/usefulness</i>								
1.	I believe that participating in activities at this school provides benefits for me.	1	4	17	13	10	3,60	High
2.	I believe that participating in activities at this school helps improve my concentration.	3	7	11	19	5	3,36	Moderate
3.	I think the activities at this school are important for my progress.	0	5	21	14	5	3,42	High
4.	I think the activities at this school are important activities.	0	6	15	15	9	3,60	High
5.	It is possible that the activities at this school can improve my learning habits.	1	6	16	14	8	3,49	High

No	Statement	Distribution of respondent's answer (person)					Mean	Category
		0	6	14	19	6		
6.	I am willing to engage in activities at this school again because they are beneficial.	0	6	14	19	6	3,56	High
7.	I am confident that participating in activities at this school benefits me.	1	4	15	14	11	3,67	High
8.	I believe that participating in activities at this school helps me become a better person.	1	3	13	20	8	3,69	High
9.	I am willing to participate in activities at this school again because they are valuable to me.	1	4	17	14	9	3,58	High
Average of Value/Usefulness							3,55	High
<i>Perceived choice</i>								
1.	I believe I have a choice in participating in activities at this school.	2	8	14	12	9	3,40	Moderate
2.	I have no choice in participating in activities at this school (R).	1	3	15	14	12	3,73	Low
3.	I complete tasks at this school because I want to.	0	6	14	16	9	3,62	High
4.	I feel that I have no choice but to participate in activities at this school (R).	0	4	18	13	10	3,64	Low
5.	I feel that I must participate in activities at this school (R).	1	4	18	12	10	3,58	Low
6.	I participate in activities at this school because I have to (R).	1	5	15	13	11	3,62	Low
7.	When I engage in activities at this school, I feel I have a choice.	0	4	19	17	5	3,51	High
8.	I feel that participating in activities at this school is not my choice (R).	1	3	17	14	10	3,64	Very Low
Average of Perceived Choice							3,59	High
Overall Average of Intrinsic Motivation							3,57	High

Source: Primary data, 2025

Table 3 shows that the statement with the lowest mean score is “I believe that participating in activities at this school helps improve my concentration” which obtained an average score of 3,36 and falls into the moderate category. This indicates that in carrying out their duties, teachers are fairly confident that school activities are beneficial in enhancing their concentration. The statement with the highest mean score is “I have no choice in participating in activities at this school” which obtained a score of 3,73 and falls into the low category. This finding suggests that teachers generally feel that they do have a choice in engaging in school activities. Overall, Table 3 shows that the intrinsic motivation variable has an average score of 3,57, which is categorized as high. This indicates that teachers possess strong internal motivation in carrying out their duties as educators.

Meaningful Work

The meaningful work variable is the mediating variable in this study and is measured using ten indicators. Respondents’ perceptions of the meaningful work variable are presented in Table 4.

Table 4. Description of Respondents’ Responses to Meaningful Work

N o	Statement	Distribution of respondent's answer (person)					Mean	Category
		1	2	3	4	5		
Positive meaning in work								
1.	I have found a meaningful career.	2	4	17	13	9	3,51	High
2.	I understand how my job contributes to the meaning of my life.	1	3	19	12	10	3,60	High
3.	I have an understanding of what makes my work meaningful.	0	4	21	12	8	3,53	High
4.	I have found a job that has a fulfilling purpose.	1	4	20	12	8	3,49	High
Average of positive meaning in work							3.53	High
Meaning making through work								
1.	I see my job as contributing to my personal growth.	0	3	19	14	9	3,64	High
2.	My job helps me to better understand myself.	2	3	21	13	6	3,40	Moderate
3.	My job helps me to understand the world around me.	0	2	19	18	6	3,62	High
Average of meaning making through work							3,56	High
Greater good motivations								
1.	My work makes a significant difference in the field of education	1	2	22	10	10	3,58	High

No	Statement	Distribution of respondent's answer (person)					Mean	Category
		1	4	16	13	11		
2.	I know my work makes a positive difference in the field of education						3,64	High
3.	The work I do serves a greater purpose	0	1	21	16	7	3,64	High
Average of greater good motivations							3,62	High
Average of meaningful work							3,57	High

Source: Primary data, 2025

Table 4 shows that the statement with the lowest mean score is “My job helps me to better understand myself” with a value of 3,40, which falls into the moderate category. This indicates that teachers feel they have a sufficient understanding of themselves through their roles as educators. Meanwhile, the statements with the highest mean scores are “I see my job as contributing to my personal growth” “I know my work makes a positive difference in the field of education,” and “The work I do serves a greater purpose” each with a mean value of 3,64, categorized as high. This suggests that teachers perceive their work as contributing to their personal growth, making a positive difference in the field of education, and having a greater purpose. The overall mean score for the meaningful work variable is 3,57, which falls into the high category, indicating that teachers perceive their work as meaningful and significant.

Outer Model Test Result

The results of the analysis in this study were tested in three stages, namely the measurement model (outer model), the structural model (inner model), and hypothesis testing. The result of the measurement model evaluation result (outer model) can be seen in Table 1.

Table 5. Test Results Outer Loadings (Convergent Validity)

No	Indicator	Original sample (O)	T statistics (O/STDEV)	P values
1	X1.1	0,910	41,379	0,000
2	X1.2	0,862	33,422	0,000
3	X1.3	0,890	30,169	0,000
4	X1.4	0,876	19,694	0,000
5	X1.5	0,879	25,508	0,000
6	X1.6	0,905	38,457	0,000
7	X1.7	0,899	35,579	0,000
8	X1.8	0,928	57,629	0,000
9	X2.1	0,924	39,778	0,000
10	X2.2	0,840	22,571	0,000
11	X2.3	0,738	11,037	0,000
12	X2.4	0,869	27,871	0,000
13	X2.5	0,807	11,181	0,000
14	X2.6	0,937	60,758	0,000

No	Indicator	Original sample (O)	T statistics (O/STDEV)	P values
15	X2.7	0,899	36,245	0,000
16	X2.8	0,884	26,799	0,000
17	X2.9	0,783	6,272	0,000
18	X3.1	0,782	7,931	0,000
19	X3.2	0,855	24,829	0,000
20	X3.3	0,893	24,515	0,000
21	X3.4	0,763	11,594	0,000
22	X3.5	0,801	12,974	0,000
23	X3.6	0,754	6,563	0,000
24	X3.7	0,823	13,831	0,000
25	X3.8	0,747	9,317	0,000
26	Y1.1	0,740	11,644	0,000
27	Y1.2	0,819	14,407	0,000
28	Y2.1	0,924	52,381	0,000
29	Y2.2	0,809	18,508	0,000
30	Y2.3	0,829	16,074	0,000
31	Y3.1	0,884	27,497	0,000
32	Y3.2	0,898	35,672	0,000
33	Y4.1	0,872	24,389	0,000
34	Y4.2	0,834	18,831	0,000
35	Y4.3	0,789	13,392	0,000
36	Z1.1	0,762	12,713	0,000
37	Z1.2	0,868	22,629	0,000
38	Z1.3	0,775	13,413	0,000
39	Z1.4	0,809	13,967	0,000
40	Z2.1	0,921	35,102	0,000
41	Z2.2	0,772	6,885	0,000
42	Z2.3	0,705	7,959	0,000
43	Z3.1	0,793	15,006	0,000
44	Z3.2	0,810	12,282	0,000
45	Z3.3	0,749	15,007	0,000

Source: Primary data, 2025

Table 5 shows the results output has fulfilled convergent validity because of the value original sample each indicator is above 0,7 and the value t-statistic above 1,96. Therefore, all statements on the variables of innovative work behavior, intrinsic motivation, and meaningful work can be said to be valid.

Discriminant validity is used to assess the extent to which a construct differs from other constructs (Hair et al., 2017;130). The test of discriminant validity is evaluated based on the cross-loading values of the measurements (indicators) with their respective variables, which in this study include the exogenous variable (intrinsic motivation), the endogenous variable (innovative work behavior), and the mediating variable (meaningful work). The result of the cross loading can be seen in Table 6.

Table 6. Cross Loading Test Results (Discriminant Validity)

No	Indicator	Intrinsic		Innovative
		Motivation (X)	Meaningful Work (Z)	Work Behavior (Y)
1	X1.1	0,910	0,536	0,679
2	X1.2	0,862	0,603	0,684
3	X1.3	0,890	0,698	0,763
4	X1.4	0,876	0,702	0,757
5	X1.5	0,879	0,561	0,609
6	X1.6	0,905	0,559	0,619
7	X1.7	0,899	0,584	0,656
8	X1.8	0,928	0,714	0,737
9	X2.1	0,924	0,539	0,681
10	X2.2	0,840	0,654	0,794
11	X2.3	0,738	0,463	0,518
12	X2.4	0,869	0,567	0,649
13	X2.5	0,807	0,569	0,641
14	X2.6	0,937	0,691	0,667
15	X2.7	0,899	0,640	0,622
16	X2.8	0,884	0,641	0,587
17	X2.9	0,783	0,524	0,484
18	X3.1	0,782	0,565	0,593
19	X3.2	0,855	0,628	0,623
20	X3.3	0,893	0,565	0,629
21	X3.4	0,763	0,608	0,614
22	X3.5	0,801	0,657	0,766
23	X3.6	0,754	0,625	0,587
24	X3.7	0,823	0,648	0,618
25	X3.8	0,747	0,710	0,565
26	Y1.1	0,427	0,370	0,740
27	Y1.2	0,608	0,515	0,819
28	Y2.1	0,716	0,592	0,924
29	Y2.2	0,717	0,567	0,809
30	Y2.3	0,743	0,551	0,829
31	Y3.1	0,754	0,679	0,884
32	Y3.2	0,653	0,624	0,898
33	Y4.1	0,681	0,757	0,872
34	Y4.2	0,480	0,505	0,834
35	Y4.3	0,576	0,527	0,789
36	Z1.1	0,408	0,762	0,517
37	Z1.2	0,555	0,868	0,555
38	Z1.3	0,618	0,775	0,476
39	Z1.4	0,672	0,809	0,508
40	Z2.1	0,636	0,921	0,634
41	Z2.2	0,516	0,772	0,549
42	Z2.3	0,491	0,705	0,459
43	Z3.1	0,646	0,793	0,595
44	Z3.2	0,534	0,810	0,535

No	Intrinsic		Innovative
	Indicator	Motivation (X)	Work Behavior (Y)
45	Z3.3	0,629	0,596
		0,749	

Source: Primary data, 2025

The variable indicators have values cross loading greater than with other constructs in Table 6. Thus, it can be explained that all indicators in each variable are valid. Another method for assessing discriminant validity is by comparing Average Variance Extracted (AVE) for each variable with the correlation between the variable and other variables in the model. The result of average variance extracted can be seen in Table 7.

Table 7. Test Results Value Average Variance Extracted (AVE)

Research Variables	AVE
Intrinsic motivation (X)	0,726
Innovative work behavior (Y)	0,708
Meaningful work (Z)	0,638

Source: Primary data, 2025

A model is considered to have good discriminant validity if the Average Variance Extracted (AVE) value is higher than 0.5. Table 7 shows that the AVE values of the intrinsic motivation variables (X), innovative work behavior (Y), and meaningful work (Z) are 0,726, 0,708, and 0,638, where each AVE value is greater than 0,5, so the model can be said to be good.

Composite reliability is an index that indicates the extent to which a measurement instrument can be trusted to consistently measure the same construct. Indicators are considered reliable when the values of composite reliability and Cronbach's Alpha exceed 0,7. The result of the cross loading and Cronbach's Alpha can be seen in Table 8.

Table 8. Test Results Composite Reliability and Cronbach's Alpha

Research Variables	Composite Reliability	Cronbach's Alpha
Intrinsic motivation (X)	0,985	0,984
Innovative work behavior (Y)	0,956	0,954
Meaningful work (Z)	0,939	0,936

Source: Primary data, 2025

Test results composite reliability and Cronbach's Alpha on Table 8 it can be seen that the value composite reliability for the variables intrinsic motivation (X), innovative work behavior (Y), and meaningful work (Z) are 0,985, 0,956 and 0,939. Cronbach's Alpha the intrinsic motivation variables (X), innovative work behavior (Y), and meaningful work (Z) are 0,984, 0,954 and 0,936. Composite reliability and Cronbach's Alpha all variables are above 0.7 which means the variables have good reliability.

Inner Model Test Results

R-Square

The R-Square (R^2) value ranges from zero to one. When the R-Square (R^2) value approaches one, it indicates that the exogenous variables provide nearly all the information needed to predict the variation in the endogenous variable. Conversely, a smaller R-Square (R^2) value suggests that the exogenous variables have a more limited ability to explain the variation in the endogenous variable. The result of the R-Square can be seen in Table 9.

Table 9. Test Results *R-Square*(R^2)

Research Variables	<i>R-Square</i>(R^2)
Innovative work behavior (Y)	0,617
Meaningful work (Z)	0,514

Source: Primary data, 2025

Table 9 shows the R-Square (R^2) value of the innovative work behavior variable (Y) of 0,617, meaning that 61,7 percent of the variability of the innovative work behavior construct (Y) can be explained by the intrinsic motivation variable (X), while the remaining 38,3 percent is explained by other variables outside the model. The meaningful work variable (Z) has an R-Square (R^2) value of 0,514, meaning that 51,4 percent of the variability of the meaningful work construct (Z) can be explained by the intrinsic motivation variable (X), while the remaining 48,6 percent is explained by other variables outside the model.

Q-Square Predictive Relevance (Q^2)

Q-Square Predictive Relevance (Q^2) is a measure of how well the observed values are predicted by the research model. The Q-Square Predictive Relevance (Q^2) value ranges from zero to one. The closer it is to one, the better the research model. The calculation for Q-Square Predictive Relevance (Q^2) is as follows:

$$\begin{aligned}
 Q^2 &= 1 - (1 - R1^2)(1 - R2^2) \\
 Q^2 &= 1 - (1 - 0,617^2)(1 - 0,514^2) \\
 Q^2 &= 1 - (0,619)(0,736) \\
 Q^2 &= 1 - 0,456 \\
 Q^2 &= 0,544
 \end{aligned}$$

Based on the Q^2 calculation results of 0,544, which is closer to one, the model is classified as good. The Q^2 value of 0,544 means that 54,4 percent of the variation in the innovative work behavior variable can be explained directly and indirectly by the intrinsic motivation (X) and meaningful work (Z) variables in the research model, while the remaining 45,6 percent is explained by other models outside the research.

Hypothesis Testing

Hypothesis testing is performed using the p-statistic (p-value) test. If the p-value obtained in this test is $<0,05$, it means the test is significant. Conversely, if the p-

value is $>0,5$, it means it is not significant. The result of the hypothesis testing can be seen in Table 10.

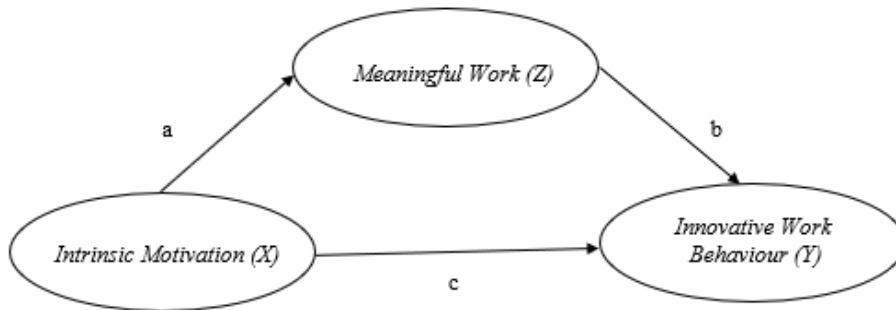


Figure 1. Mediation Model

Table 10. Hypothesis Testing Results

Hypothesis	Coefficient	T-Statistic	P-value	Information
Direct Effect				
intrinsic motivation (X) > innovative work behavior (Y)	0,761	12,790	0,000	Significant
intrinsic motivation (X) > meaningful work (Z)	0,720	8,902	0,000	Significant
meaningful work (Z) > innovative work behavior (Y)	0,279	2,051	0,040	Significant
Indirect Effect				
Intrinsic Motivation (X) > Meaningful Work (Z) > Innovative Work Behavior (Y)	0,200	1,967	0,049	Significant

Source: Primary data, 2025

Table 10 shows the magnitude of the influence of intrinsic motivation (X) on innovative work behavior (Y) is 0,761 with a p-value of $0,000 < 0,05$ and a t-statistic of $12,790 > 1,96$, which indicates that intrinsic motivation (X) has a positive effect on innovative work behavior (Y) in teachers. This result means that if intrinsic motivation increases, there will be an increase in innovative work behavior in teachers, so that the first hypothesis in this study is accepted.

Table 10 shows the magnitude of the influence of intrinsic motivation (X) on meaningful work (Z) is 0,720 with a p-value of $0,000 < 0,05$ and a t-statistic of $8,902 > 1,96$, which indicates that intrinsic motivation (X) has a positive effect on meaningful work (Z) on teachers. This result means that if intrinsic motivation increases, the meaningfulness of work felt by teachers will also increase, so the second hypothesis in this study is accepted.

Table 10 shows the magnitude of the influence of meaningful work (Z) on innovative work behavior is 0,279 with a p-value of $0,040 < 0,05$ and a t-statistic of $2,051 > 1,96$, which indicates that meaningful work (Z) has a positive effect on

innovative work behavior (Y) in teachers. This result means that the higher the level of meaningfulness of teachers' work, the more innovative they will behave. The third hypothesis of this study is accepted.

Table 10 shows the results of the indirect influence analysis showing that the p-value results $0,049 < 0,05$ and t-statistic $1,967 > 1,96$ with a coefficient of 0,200, which means that the meaningful work variable (Z) is a mediator between the influence of intrinsic motivation (X) on innovative work behavior (Y). Based on the mediation test criteria, this indicates that meaningful work (Z) partially mediates the influence of intrinsic motivation (X) on innovative work behavior (Y) (complementary mediation). Therefore, the fourth hypothesis of this study is accepted.

The total effect is the sum of the direct effect (c) and indirect effect (a) x (b). In Table 10, it can be seen that the direct influence of intrinsic motivation on innovative work behavior is 0,761 and the indirect influence of intrinsic motivation, meaningful work and innovative work behavior is 0,200. Therefore, the total effect of all existing influences is $0,761 + 0,200 = 0,961$, which means the relationship between intrinsic motivation and innovative work behavior directly and through meaningful work is very strong.

Discussion

The results of the first hypothesis test, the influence of intrinsic motivation on innovative work behavior, show that intrinsic motivation has a positive and significant effect on innovative work behavior in teachers. This proves that the higher the intrinsic motivation possessed by teachers, the higher their tendency to display innovative work behavior in the work process and complete their tasks and obligations as teachers. The results of this study are strengthened and in line with previous research conducted by Ryan & Deci (2017) which explained that individuals who have intrinsic motivation will be more flexible in thinking, more open in absorbing information, and tend to be encouraged to be actively involved in the creative process. In addition, research by Di-Domenico & Ryan (2017) also revealed that intrinsic motivation plays an important role in encouraging innovative behavior, because people tend to be curious, challenged, and enjoy developing their knowledge and skills. Therefore, if someone is less innovative, there is a possibility that they are less interested or less intrinsically motivated.

The results of the second hypothesis test indicate that intrinsic motivation has a positive and significant effect on meaningful work among teachers. This finding indicates that the higher the intrinsic motivation of teachers, the higher their perception of the meaningfulness of their work and the extent to which this work is meaningful to them. The results of this study align with the research of Bawuro et al., (2019) which shows that intrinsic motivation has a significant positive effect on meaningful work. Research by Ryan & Deci (2017) also states that when individuals experience intrinsic interest, they will feel more satisfied and realize the value of their work more deeply. Individuals who are intrinsically motivated will be more emotionally and psychologically involved in their work, so they tend not only to work to complete tasks and obligations, but also to find personal meaning and fulfillment of life values through these activities. This can be seen

from the enthusiasm to create a pleasant learning atmosphere, concern for student development, and the desire to make a greater contribution to the world of education among teachers.

The results of the third hypothesis test in this study indicate that meaningful work has a positive and significant effect on innovative work behavior. This indicates that the higher the level of meaningfulness of work perceived by teachers, the higher their tendency to demonstrate innovative behavior in their daily work processes. These results also align with research conducted by Nardo & Hasymi (2024) and Islammiyanti & Sulisty (2022), which stated that an individual's perception of meaningfulness of work is positively correlated with the ability to innovate in their work. When teachers perceive that their work has a significant impact on student development and results in good grades, they tend to experience personal satisfaction and are more enthusiastic about seeking new, enjoyable, and adaptive ways to educate. The role of teachers is not only as educators but also as creators of innovations that shape the future. Therefore, a strong sense of meaning in work will provide a psychological foundation for supporting innovative actions.

The results of the fourth hypothesis test indicate that meaningful work is proven to mediate the influence of intrinsic motivation on innovative work behavior in teachers, where the role of meaningful work is a partial mediator (partial complementary mediation). This indicates that high intrinsic motivation will encourage teachers to feel meaningful in their work, when the feeling of meaningfulness increases, then the tendency of teachers to demonstrate innovative work behavior will also increase. Intrinsic motivation encourages teachers to find meaning in their work. The meaning of work can emerge naturally as a form of self-actualization which then becomes a psychological drive to engage more deeply in creative and innovative work processes. The results of this study support the statement of Nardo & Hasymi (2024) who explained that meaningful work plays an important role as a bridge between intrinsic motivation and innovative behavior. Teachers who have internal drives such as interest, passion, and autonomy in teaching are more likely to feel that what they do is important and useful. When teachers feel their work has great value and purpose, they are more willing to contribute ideas, take creative risks, and persist in facing existing challenges.

Implications of Research Results

The theoretical implications of this study expand existing knowledge and provide valuable insights that can serve as a reference for future research. This study supports the self-determination theory and contributes to the literature on innovative work behavior, intrinsic motivation, and meaningful work. The self-determination theory explains that intrinsic motivation enhances autonomy, increases the sense of competence, and strengthens social relationships, which in turn foster meaningful work and naturally drive individuals to engage in innovative behavior. The theoretical implications of this research highlight the importance of intrinsic motivation and meaningful work in promoting innovative work behavior, as explained by the self-determination theory. Teachers who are

intrinsically motivated tend to experience greater work meaningfulness, which ultimately leads them to exhibit behaviors that exceed ordinary work standards.

The practical implications of this research are expected to be utilized by the management of Cipta Dharma Elementary School to improve teachers' innovative work behavior through a psychological approach. The results of the study indicate that intrinsic motivation, meaningful work, and innovative work behavior are quite high. However, to maintain and improve educational standards at Cipta Dharma Elementary School, continuous innovation is needed. Based on these research results, the school management can consider developing policies or implementing activities that can foster intrinsic motivation among teachers. The theory explains that three basic human needs are autonomy, competence, and social engagement. Schools can create new activities that can support the fulfillment of these needs, including the need for autonomy, achievement, and good relationships with colleagues, students, and the social environment.

Conclusions

Based on the research results obtained, several conclusions can be drawn as follows. 1) Intrinsic motivation has a positive and significant effect on innovative work behavior. This means, the higher the intrinsic motivation of teachers, the more their innovative work behavior will increase. 2) Intrinsic motivation has a positive and significant effect on meaningful work. This means that the more teachers are intrinsically motivated, the higher their perception of the meaningfulness of their work will be. 3) Meaningful work has a positive and significant effect on innovative work behavior. This means that the more teachers feel their work is meaningful to themselves and their environment, the more they tend to behave more innovatively in completing their tasks and roles as teachers. 4) The results of the analysis show that meaningful work partially mediates and is complementary to the effect of intrinsic motivation on innovative work behavior. This means that high intrinsic motivation can increase the sense of meaningfulness of work, with increased meaningfulness of work, the innovative work behavior of teachers can increase.

Recommendations

Based on the conclusions of the research that have been explained, suggestions can be submitted that are appropriate to this research. The management of Cipta Dharma Elementary School can improve the innovative work behavior of teachers, as can be considered as follows. 1) The management of Cipta Dharma Elementary School is expected to make teachers at Cipta Dharma Elementary School pay more attention to things outside their daily work as teachers. This is because by paying attention to problems/opportunities outside of daily work, it is possible to have higher innovative work behavior because many new things will be discovered. 2) The management is expected to create policies or activities that can train teachers to increase concentration while carrying out their duties at school. 3) The management can provide more autonomy to teachers because autonomy can help teachers understand themselves better. Thus, the school can support the creation of innovative work behavior from teachers that arises from a sense of greater meaningfulness of work. 4) Future researchers are expected to expand the

scale of the research to avoid bias in the research results. In addition, this study only discusses the variables of intrinsic motivation and meaningful work as influences on innovative work behavior. Future researchers are expected to explore more about the factors or variables that can influence innovative work behavior.

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