

The Influence of Education Quality Management Strategies and Teachers' Intrinsic Motivation on Teaching Innovation in Public Elementary Schools in Semendawai Barat

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Abstract: This article examines the influence of education quality management strategies and teachers' intrinsic motivation on teaching innovation in public elementary schools in Semendawai Barat. The study was developed from a quantitative survey conducted in the context of elementary education, where schools are expected to improve learning quality while responding to curriculum change, technology development, and the need for student-centered pedagogy. The research focused on three variables: education quality management strategy as the first independent variable, teachers' intrinsic motivation as the second independent variable, and teaching innovation as the dependent variable. Data were collected from teacher respondents through questionnaires supported by observation and documentation. The instrument was organized using Likert-scale statements and tested for validity and reliability before being analyzed. Data analysis used prerequisite tests, simple regression, and multiple linear regression. The findings show that education quality management strategies have a positive and significant influence on teaching innovation. Teachers' intrinsic motivation also has a positive and significant influence on teaching innovation. Simultaneously, both variables contribute significantly to the development of innovative teaching practices. The multiple regression model indicates that the combined contribution of quality management strategies and teachers' intrinsic motivation explains 29.6% of the variation in teaching innovation, while the remaining proportion is influenced by other factors outside the research model. These findings indicate that teaching innovation cannot be built only through individual creativity or school policy alone. It requires an integrated relationship between systematic quality management, supportive leadership, continuous evaluation, professional development, and teachers' internal willingness to improve their teaching. The article concludes that the strengthening of school quality management and intrinsic teacher motivation is essential for building sustainable teaching innovation in elementary education.

Keywords: Education Quality Management Strategy, Intrinsic Teacher Motivation, Teaching Innovation

A. Introduction

Elementary education has a strategic position in shaping the foundation of students' knowledge, character, learning habits, and social competence. In the current educational context, schools are no longer expected only to provide basic literacy and numeracy. They are also required to create learning environments that encourage creativity, collaboration, problem solving, technological awareness, and meaningful participation. These expectations require teachers to develop teaching practices that are not monotonous, not limited to textbook explanation, and not centered only on routine assignments. Teaching needs to become more innovative, contextual, interactive, and responsive to the needs of learners. For this reason, teaching innovation is one of the important indicators of educational quality at the elementary school level (Turrado-Sevilla & Cantón-Mayo, 2022).

The demand for teaching innovation is closely related to the implementation of quality management in schools. A school cannot rely solely on individual teacher initiative if it wants innovation to grow consistently. Innovation needs direction, planning, supervision, facilities, evaluation, and follow-up. These elements are part of education quality management. Quality management in education refers to the systematic effort of a school to plan, implement, monitor, evaluate, and improve educational services so that learning processes and outcomes meet expected standards (Lucander & Christersson, 2020). In practice, education quality management includes the clarity of school vision, the quality of learning programs, the supervision of teaching, the development of teacher competence, the use of learning resources, and the creation of a culture of continuous improvement.

In elementary schools, quality management becomes more important because teachers often face complex classroom realities. Students differ in learning readiness, language background, family support, learning motivation, and access to technology. Without a strong school management system, teachers may find it difficult to design and sustain innovative learning. A school that manages quality effectively can provide professional support for teachers through training, peer discussion, academic supervision, reflective evaluation, and the provision of learning media. Quality management also helps the school identify weaknesses in teaching practice and transform them into improvement programs. Therefore, education quality management strategy can function as an institutional driver of teaching innovation (Gulden et al., 2020).

However, teaching innovation is not determined only by the school system. It is also influenced by the personal condition of the teacher. Teachers who have strong intrinsic motivation tend to show greater commitment to improving their teaching. Intrinsic motivation refers to the internal encouragement that makes teachers teach seriously because they believe teaching is meaningful, valuable, and related to their professional identity. A teacher with strong intrinsic motivation is more likely to

prepare learning materials carefully, search for new teaching strategies, adapt media to student needs, reflect on classroom challenges, and continue learning even when facilities are limited. In contrast, teachers with low intrinsic motivation may continue to teach conventionally even when the school provides management programs and resources (Suárez-Mesa & Gómez, 2024).

Intrinsic motivation is especially relevant in the context of elementary schools because innovation often requires patience and persistence. Elementary students need learning activities that are concrete, enjoyable, and age-appropriate. Teachers must translate curriculum goals into activities that students can understand and experience. This process demands creativity, emotional energy, and professional responsibility. The use of digital media, project-based learning, contextual examples, educational games, formative feedback, and varied classroom interaction cannot be sustained if teachers do not have an internal drive to improve. Thus, intrinsic motivation is a psychological factor that strengthens the implementation of school quality management (Berkovich & Hassan, 2024).

The thesis on which this article is based was conducted in the context of public elementary schools in Semendawai Barat, with a specific focus on teaching innovation at SD Negeri 1 Sukanegeri Semendawai Barat. The school context is important because elementary schools outside large urban centers often face limitations in learning facilities, access to professional development, and technological infrastructure (Ahiaku et al., 2025). At the same time, they are required to implement learning approaches that are relevant to modern educational demands. This creates a practical problem: how can schools improve teaching innovation when resources are limited and teacher motivation varies? One possible answer lies in the relationship between quality management strategy and intrinsic teacher motivation.

The research problem emerged from the need to understand whether education quality management strategies and teachers' intrinsic motivation influence teaching innovation, both partially and simultaneously (Vidergor, 2023). Previous discussions about educational quality often emphasize school policy, accreditation, curriculum planning, or learning outcomes. Other discussions focus on teacher motivation or teacher performance. However, in the practical life of an elementary school, these aspects work together. A good quality management strategy may guide the teacher, but without internal motivation the teacher may not use the opportunity creatively. On the other hand, a motivated teacher may be creative, but without school support the innovation may remain individual and unsustainable. Therefore, an integrated model is needed to examine how management and motivation contribute to teaching innovation (Li et al., 2025).

The novelty of this article lies in its attempt to connect managerial and psychological factors in explaining teaching innovation at the elementary school level. Education quality management strategy represents the organizational dimension, while intrinsic

teacher motivation represents the personal dimension. Teaching innovation becomes the outcome of the interaction between these two dimensions. This perspective is useful for school leaders because it shows that improving teaching innovation requires more than instructing teachers to be creative. It requires a school system that supports innovation and a motivational climate that encourages teachers to act from professional commitment (Al-Zu'bi et al., 2024).

Based on this background, this article is guided by three research questions. First, does education quality management strategy influence teaching innovation at SD Negeri 1 Sukanegeri Semendawai Barat? Second, does teachers' intrinsic motivation influence teaching innovation at the school? Third, do education quality management strategy and teachers' intrinsic motivation simultaneously influence teaching innovation? These questions are directed to provide empirical evidence for school improvement and to support decision making in educational management. Another reason this issue is important is that teaching innovation in elementary schools is often interpreted narrowly. Some teachers regard innovation as the use of digital devices, while others regard it as the use of new learning models (Matzavela & Alepis, 2021). In reality, innovation is broader. It includes any deliberate improvement that makes learning more meaningful and effective. For example, a teacher who changes a lesson from a lecture into a guided inquiry activity has made an innovation. A teacher who uses local environmental problems as learning material has also made an innovation. Therefore, this study treats teaching innovation as a practical classroom behavior that can be supported through management and motivation (Cents-Boonstra et al., 2021).

The study is also relevant because school improvement programs are sometimes separated from teacher psychological development. Schools may prepare plans, standards, and reports, but teachers may not always feel personally involved in the innovation process. Conversely, some teachers may have strong commitment but lack institutional support. This separation can weaken the impact of improvement programs. By examining education quality management strategy and intrinsic motivation in one model, this article emphasizes that teaching innovation requires a balance between system and person, policy and practice, structure and agency (Laufer et al., 2025).

Literature Review

Teaching innovation is a process of renewing classroom practice so that learning becomes more effective, meaningful, attractive, and relevant to the needs of students. Innovation does not always mean using advanced technology or completely replacing existing methods. In many elementary classrooms, innovation may appear in simple but meaningful changes, such as using concrete media, organizing group discussion, presenting contextual problems, using educational games, encouraging students to ask questions, giving immediate feedback, or linking learning materials with daily

life. The essence of teaching innovation is the teacher's ability to adjust teaching practices to improve student engagement and learning quality (Xiong, 2025).

In the context of elementary education, teaching innovation must consider the developmental characteristics of children. Students need visual, concrete, and interactive learning experiences. They learn more effectively when they are involved physically, cognitively, socially, and emotionally. Therefore, innovative teaching may include project activities, experiments, storytelling, role play, digital quizzes, visual presentations, learning corners, peer collaboration, and formative assessment. These practices encourage students not only to receive information but also to explore, discuss, create, and reflect. Innovation also helps teachers avoid repetitive teaching patterns that can reduce student motivation (Yang et al., 2023).

Education quality management strategy is the second key concept in this study. It refers to the planned and systematic actions taken by schools to improve the quality of educational processes. In the school setting, quality management includes planning school programs, setting learning standards, organizing teacher tasks, supporting professional development, monitoring classroom activities, evaluating outcomes, and conducting continuous improvement. Quality management also involves collaboration between the principal, teachers, students, parents, and other stakeholders. When quality management works well, teachers receive clearer direction and stronger support for improving learning (Gulden et al., 2020).

There are several dimensions of education quality management that are relevant to teaching innovation (Sciarelli et al., 2020). The first is learning-oriented planning. The school needs to ensure that quality programs are not only administrative documents but are connected to classroom needs. The second is academic supervision. Supervision should not be understood as fault finding; it should help teachers reflect on teaching strengths and weaknesses. The third is professional development. Teachers need opportunities to learn new methods, use technology, and share good practices. The fourth is resource management. Innovation requires media, time, space, and access to learning materials. The fifth is evaluation and follow-up. A quality-oriented school analyzes learning results and uses the data to improve teaching strategies (Chen et al., 2025).

Teachers' intrinsic motivation is the internal desire to teach well because the teacher feels responsible, satisfied, and personally connected to the teaching profession (Namaziandost et al., 2024). It is different from motivation that depends only on salary, promotion, external pressure, or administrative obligation. Intrinsic motivation appears when teachers enjoy helping students understand, feel proud when students progress, have curiosity about new teaching methods, and show commitment to professional growth. Teachers with strong intrinsic motivation usually have higher persistence, creativity, and readiness to face classroom difficulties.

Intrinsic motivation can influence teaching innovation in several ways. First, it encourages teachers to prepare learning more seriously. Preparation is important because innovative teaching requires planning, not spontaneous improvisation alone (Lamb et al., 2025). Second, it encourages teachers to learn from experience. A motivated teacher tends to reflect after teaching and ask what can be improved. Third, it encourages teachers to search for alternative methods when students do not understand. Fourth, it strengthens teachers' willingness to use media and technology even when the process is not easy. Fifth, it supports collaboration because motivated teachers are usually willing to share ideas with colleagues.

The relationship between quality management, intrinsic motivation, and teaching innovation can be understood as a mutually reinforcing process. Quality management provides the structure, while intrinsic motivation provides the internal energy. The structure includes policy, planning, supervision, training, and evaluation. The internal energy includes commitment, curiosity, responsibility, and professional pride. When both are present, teachers have a stronger possibility to create innovative teaching. When one of them is weak, innovation may still occur, but it may not be consistent. A school may have a good program, but teachers may implement it only administratively. A teacher may be motivated, but without support the innovation may be limited by resources and workload (Meyer et al., 2023).

The conceptual framework of this study places teaching innovation as the dependent variable influenced by two independent variables. Education quality management strategy is expected to affect teaching innovation because the school system shapes the conditions in which teachers work (Mincu, 2022). Teachers' intrinsic motivation is expected to affect teaching innovation because the teacher's internal drive shapes the willingness to create, try, and improve. Both variables are also expected to simultaneously influence teaching innovation because educational practice is formed by organizational and personal factors together. The framework is presented in Figure 1.

In addition, teaching innovation can be seen through three interconnected dimensions. The first dimension is methodological innovation, which refers to the renewal of teaching methods, learning models, and classroom interaction patterns. The second dimension is media innovation, which refers to the teacher's ability to select and use learning resources, including printed, concrete, visual, and digital media. The third dimension is assessment innovation, which refers to feedback, formative assessment, performance tasks, and reflection that help students understand their progress. These dimensions are important because teaching innovation is not complete when a teacher only changes the media without changing the learning process, or changes the method without evaluating student understanding (Burbules et al., 2020).

Quality management in education also has a cultural dimension. A school with a quality culture encourages teachers to learn from data, share problems openly, and improve gradually (Ghamrawi et al., 2024). In such a culture, mistakes are not treated only as weaknesses, but as information for improvement. This is important for teaching innovation because trying new strategies always involves uncertainty. Teachers need to feel that experimentation is supported, evaluated fairly, and connected with professional learning. Without a quality culture, teachers may avoid innovation because they fear failure or criticism.

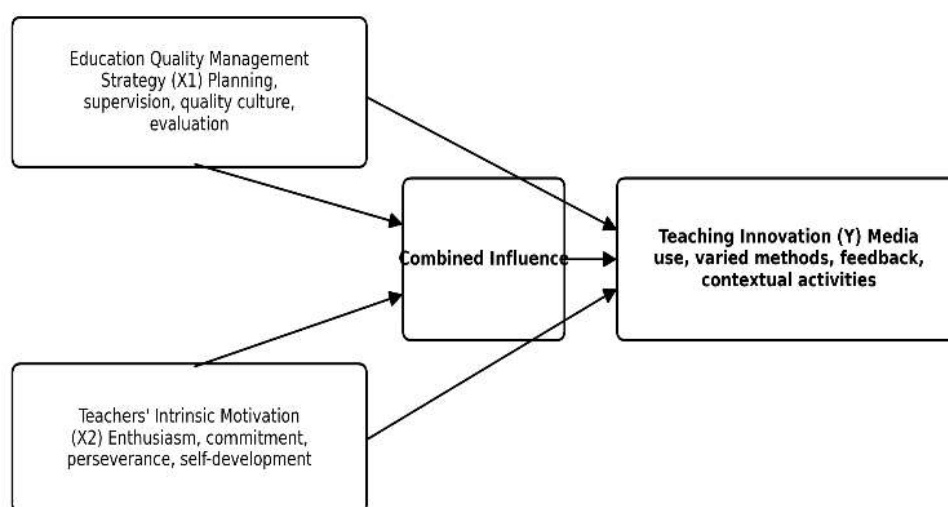


Figure 1. Framework of Education Quality Management Strategy, Intrinsic Motivation, And Teaching Innovation

B. Methods

This article was developed from a quantitative survey study conducted at SD Negeri 1 Sukanegeri Semendawai Barat. A quantitative approach was appropriate because the study aimed to test the influence of education quality management strategies and teachers' intrinsic motivation on teaching innovation. The survey method was used to obtain data from teacher respondents through structured questionnaires (Kulal & Nayak, 2020). This method enabled the researcher to describe the condition of each variable and examine the statistical relationship among variables.

The research variables consisted of two independent variables and one dependent variable (Lee et al., 2020). The first independent variable was education quality management strategy (X1). This variable referred to the extent to which quality management principles were perceived to be implemented in the school, including improvement of student learning outcomes, stakeholder satisfaction, operational efficiency, teaching quality, fulfillment of standards, technology integration, and organizational quality culture. The second independent variable was teachers' intrinsic motivation (X2). This variable referred to teachers' internal encouragement to prepare and implement learning, show enthusiasm, develop themselves, guide

students, and maintain work discipline. The dependent variable was teaching innovation (Y), which referred to the teacher's ability to use appropriate media, plan attractive strategies, provide feedback, develop professionally, and integrate relevant learning activities.

The population mapping in the thesis included public elementary school teachers in Semendawai Barat. The research sample used in the analysis consisted of 21 teachers at SD Negeri 1 Sukanegeri Semendawai Barat. The sample consisted of 4 male teachers and 17 female teachers. Data were collected through questionnaires arranged using a Likert scale (Pescaroli et al., 2020). Documentation and observation were used to support the quantitative data and to provide contextual understanding of the school condition. The questionnaire for each variable consisted of 30 statement items.

Before hypothesis testing, the instruments were examined through validity and reliability tests. The validity test was conducted using item correlation, while reliability was examined using Cronbach's Alpha. The reliability coefficients were 0.968 for the education quality management strategy instrument, 0.953 for the teachers' intrinsic motivation instrument, and 0.929 for the teaching innovation instrument. These results indicated that the instruments were reliable for measuring the research variables (Lenferink et al., 2022). Data prerequisite tests included normality, homogeneity, and linearity tests. The hypothesis testing used simple linear regression to examine the partial influence of X1 on Y and X2 on Y, and multiple linear regression to examine the simultaneous influence of X1 and X2 on Y. The analysis was conducted using statistical software.

The analysis procedure followed several stages. First, the questionnaire responses were tabulated and checked for completeness. Second, descriptive statistics were reviewed to understand the general tendency of each variable. Third, validity and reliability tests were used to ensure that the instruments were suitable for measuring the intended constructs. Fourth, prerequisite tests were conducted before inferential analysis. Fifth, simple regression was used to test the effect of each independent variable separately, and multiple regression was used to test their simultaneous effect. The decision rule used a significance level of 0.05. If the significance value was lower than 0.05, the hypothesis was accepted as statistically significant.

Although the study used numerical analysis, the interpretation was placed in the context of school management and classroom teaching. This means that regression results were not treated merely as statistical numbers. They were interpreted as evidence of how school systems and teacher motivation can support practical teaching renewal. The use of observation and documentation helped the researcher understand the educational setting and avoid interpreting the questionnaire data outside the school context (Xu & Zammit, 2020).

C. Results and Discussion

The results are presented in several parts: respondent and instrument information, prerequisite testing, partial regression testing, and simultaneous regression testing. The research involved 21 teacher respondents at SD Negeri 1 Sukanegeri Semendawai Barat. The data were obtained through questionnaires measuring education quality management strategy, teachers' intrinsic motivation, and teaching innovation. The instruments for the three variables were reliable because each Cronbach's Alpha value exceeded the commonly accepted reliability threshold (Hussey et al., 2025).

Table 1 summarizes the research variables, indicators, and number of questionnaire items. The table shows that each variable was measured through 30 items. The indicators of education quality management strategy focused on school-level quality improvement, while the indicators of teachers' intrinsic motivation focused on internal teacher commitment. The indicators of teaching innovation focused on the practical renewal of classroom teaching (Yakavets et al., 2023).

Table 1. Research Variables and Operational Indicators

Variable	Main indicators	Number of items
Education Quality Management Strategy (X1)	Student learning outcomes; stakeholder satisfaction; operational efficiency; teaching quality; fulfillment of standards; technology integration; organizational quality culture.	30
Teachers' Intrinsic Motivation (X2)	Persistence in preparing and implementing learning; enthusiasm in teaching; willingness to develop and innovate; dedication in guiding student's; consistency in work discipline.	30
Teaching Innovation (Y)	Selection and use of appropriate media; planning attractive methods and strategies; improvement of feedback; teacher self-development; integration of relevant learning activities.	30

The validity test showed that all items in the three instruments were categorized as valid because the Pearson correlation values exceeded the standard value used in the thesis. The reliability test strengthened this finding. The Cronbach's Alpha value for education quality management strategy was 0.968, for teachers' intrinsic motivation was 0.953, and for teaching innovation was 0.929. These coefficients indicate very high internal consistency. Therefore, the research instruments were considered appropriate for regression analysis (Pisică et al., 2022).

Before regression testing, the study examined the prerequisite assumptions. The normality test using Kolmogorov-Smirnov showed significance values of 0.718 for education quality management strategy, 0.693 for teachers' intrinsic motivation, and 0.643 for teaching innovation. Since all values were greater than 0.05, the data were considered normally distributed. The homogeneity test also showed values greater than 0.05, namely 0.211, 0.442, and 0.081. Thus, the data fulfilled the homogeneity requirement. The linearity test showed that the relationships between the independent

variables and the dependent variable were linear, with deviation from linearity values of 0.367 for X1-Y, 0.807 for X2-Y, and 0.758 for the simultaneous model.

Table 2. Summary of Prerequisite Test Results

Test	X1	X2	Y / Simultaneous model	Interpretation
Normality (Kolmogorov-Smirnov Sig.)	0.718	0.693	0.643	All variables were normally distributed.
Homogeneity (Sig.)	0.211	0.442	0.081	The data met the homogeneity requirement.
Linearity (Deviation from Linearity Sig.)	0.367	0.807	0.758	The relationships among variables were linear.

The first hypothesis examined the influence of education quality management strategy on teaching innovation (Yirga & Beshir, 2025). The simple regression output showed a positive relationship between X1 and Y. The reported R value was 0.402, indicating a moderate relationship. The reported coefficient of determination was 0.262, meaning that education quality management strategy contributed 26.2% to teaching innovation. The regression coefficient was positive, with the equation $Y = 1.892 + 0.350X_1$. This indicates that improvement in education quality management strategy tends to be followed by improvement in teaching innovation. The significance value was below 0.05, so the first hypothesis was accepted.

The second hypothesis examined the influence of teachers' intrinsic motivation on teaching innovation. The simple regression output also showed a positive relationship between X2 and Y. The reported R value was 0.411, indicating a moderate relationship. The reported coefficient of determination was 0.369, meaning that teachers' intrinsic motivation contributed 36.9% to teaching innovation. The regression coefficient was positive, with the equation $Y = 1.716 + 0.382X_2$. This result indicates that teachers with stronger intrinsic motivation tend to demonstrate higher teaching innovation (Layek & Koodamara, 2024). The significance value was below 0.05, so the second hypothesis was accepted.

The third hypothesis examined the simultaneous influence of education quality management strategy and teachers' intrinsic motivation on teaching innovation. The multiple regression result showed the equation $Y = 0.873 + 0.313X_1 + 0.343X_2$. Both coefficients were positive, which means that both variables move in the same direction as teaching innovation. The simultaneous model produced $R = 0.544$ and $R\text{ Square} = 0.296$. This means that education quality management strategy and teachers' intrinsic motivation together explained 29.6% of the variation in teaching innovation, while 70.4% was explained by other variables outside the model. The F value was 14.903 with a significance value of 0.000, indicating that the simultaneous effect was significant.

Table 2 presents the prerequisite test summary, while Table 3 presents the hypothesis testing summary. These tables show that the data fulfilled statistical assumptions and that all three research hypotheses were supported by the analysis. The overall pattern of the results confirms that teaching innovation in the school is influenced by both organizational and personal factors (Hosseini & Haghighi Shirazi, 2021).

The results also show that intrinsic motivation needs serious attention in school improvement programs. Although quality management strategy had a significant influence, teachers' internal drive contributed strongly to the tendency to innovate. This indicates that the school should not only develop administrative quality programs but also create an atmosphere that strengthens teacher confidence, enthusiasm, and professional pride. Recognition, supportive communication, and opportunities to participate in decision making can help teachers feel that innovation belongs to them, not only to school management (Fix et al., 2021).

Another important result is that the simultaneous effect was significant but did not explain all variation in teaching innovation. This is useful because it prevents an overly simple interpretation. Teaching innovation is a complex outcome. It is shaped by management strategy and motivation, but it is also shaped by teacher competence, training access, technology availability, student readiness, peer collaboration, workload, and school leadership style. Therefore, the results should be read as evidence of important influence, not as a complete explanation of all factors affecting innovation (Rampersad, 2020).

Table 3. Summary of Hypothesis Testing

Hypothesis	Model / equation	R	R Square	Significance	Decision
H1: X1 -> Y	$Y = 1.892 + 0.350X_1$	0.402	0.262	< 0.05	Accepted
H2: X2 -> Y	$Y = 1.716 + 0.382X_2$	0.411	0.369	< 0.05	Accepted
H3: X1 and X2 -> Y	$Y = 0.873 + 0.313X_1 + 0.343X_2$; F = 14.903	0.544	0.296	0.000	Accepted

Discussion

The findings show that education quality management strategy has a positive and significant influence on teaching innovation. This means that when the school manages educational quality in a more planned, systematic, and continuous way, teachers are more likely to develop innovative teaching practices. Quality management provides a clear direction for teachers because it connects school goals with classroom implementation. In a school where quality management is active, teachers are not left to work individually without guidance. They receive expectations, feedback, and institutional support that help them improve teaching (Reynders et al., 2020).

The contribution of education quality management strategy to teaching innovation can be understood through several mechanisms. First, quality management

encourages teachers to align learning activities with school standards and student needs. Second, it promotes academic supervision, which can help teachers identify areas for improvement. Third, it supports professional development, allowing teachers to learn new pedagogical strategies. Fourth, it builds a culture of evaluation, where teaching practice is not only conducted but also reflected upon. These mechanisms create conditions that make innovation possible (Castro-Arce & Vanclay, 2020). Innovation becomes part of the school quality agenda rather than merely the personal initiative of individual teachers.

The study also found that teachers' intrinsic motivation has a positive and significant influence on teaching innovation. This finding is important because innovation requires internal willingness. Even when a school provides quality programs, teachers still need personal motivation to transform plans into classroom action. Intrinsic motivation encourages teachers to see teaching as meaningful work. Teachers who have strong internal motivation tend to be more enthusiastic, more patient in facing difficulties, and more willing to try new methods. In elementary schools, this is especially important because students need learning activities that are varied and concrete. A teacher who is internally motivated is more likely to use learning media, design interactive activities, provide feedback, and adjust strategies according to student responses (Zhang & Crawford, 2024).

The contribution of intrinsic motivation in this study was stronger than the contribution of quality management strategy in the partial model. This suggests that the psychological dimension of the teacher is a very important factor in teaching innovation. However, this does not mean that school management is less important. Rather, the result indicates that school management and teacher motivation need to support each other. A motivated teacher will be more effective if the school provides direction, resources, and a culture of quality. A good quality management system will also be more effective if teachers have internal motivation to implement it sincerely and creatively (Rahimi et al., 2024).

The simultaneous regression result confirms the importance of integrating organizational and individual factors. The combined contribution of 29.6% indicates that education quality management strategy and intrinsic teacher motivation explain a meaningful part of teaching innovation. However, the remaining 70.4% also shows that teaching innovation is influenced by other factors. These may include teacher competence, leadership style, technological infrastructure, workload, school climate, peer collaboration, student characteristics, parental support, and access to training. Therefore, the findings should not be interpreted as saying that only two variables determine teaching innovation. Instead, the study shows that these two variables are important starting points for school improvement (Blömeke et al., 2022).

The positive coefficient in the multiple regression equation indicates that increasing either education quality management strategy or teachers' intrinsic motivation is

associated with higher teaching innovation. This has practical implications for school leaders. The principal should not only focus on administrative quality documents. The quality management strategy must be translated into real classroom support, such as coaching, collaborative lesson planning, provision of learning media, and reflective meetings. At the same time, the principal needs to create a motivational climate that appreciates teacher initiative, provides recognition, reduces unnecessary administrative burdens, and encourages professional autonomy (Berhanu, 2025).

For teachers, the findings indicate that innovation begins with self-awareness and professional responsibility. Teachers need to view innovation not as an additional burden but as part of improving student learning experiences. Simple innovations can be meaningful if they respond to students' needs. For example, using local examples in lessons, asking reflective questions, using visual aids, organizing peer discussion, or providing formative feedback can improve learning quality. Teachers do not need to wait for complete facilities before innovating (Karolčík & Marková, 2025). However, their efforts will be more sustainable if supported by school quality management.

The findings also have implications for educational policy at the elementary school level. Programs to improve teaching innovation should combine management strengthening and teacher motivation development. Training should not only teach methods but also build teacher confidence, professional identity, and commitment (van Lankveld et al., 2021). School quality assurance should not only evaluate documents but also observe learning processes and support improvement. Moreover, professional learning communities can become a bridge between quality management and intrinsic motivation because they allow teachers to learn collaboratively, share successful practices, and solve classroom problems together.

The study has limitations. The sample was limited to 21 teachers in one school context, so the findings cannot be generalized broadly without caution. The study used questionnaires, so the results depended on respondent perceptions. Teaching innovation was measured quantitatively and may not fully capture the complexity of classroom practice. Future research can involve larger samples, compare several schools, use classroom observation more intensively, or apply mixed methods to explore how quality management and intrinsic motivation are experienced by teachers in daily teaching. Despite these limitations, the study provides useful evidence that school systems and teacher motivation are both necessary for improving teaching innovation (Vermeulen et al., 2022).

D. Conclusions

This study concludes that teaching innovation at SD Negeri 1 Sukanegeri Semendawai Barat is influenced by both education quality management strategies and teachers' intrinsic motivation. The partial analysis shows that education quality management strategies have a positive and significant effect on teaching innovation. This means

that better planning, supervision, evaluation, professional development, and quality-oriented school culture can encourage teachers to design and implement more creative learning activities. The second finding shows that teachers' intrinsic motivation also has a positive and significant effect on teaching innovation. Teachers who have internal enthusiasm, responsibility, perseverance, and commitment to student progress tend to be more willing to use varied methods, learning media, feedback, and contextual activities in the classroom. The simultaneous analysis confirms that the two independent variables together make a significant contribution to teaching innovation. The multiple regression model indicates that education quality management strategies and teachers' intrinsic motivation explain 29.6% of the variation in teaching innovation, while other factors outside this study explain the remaining 70.4%. This result shows that innovation is not produced by school policy alone and is not produced by teacher motivation alone. Innovation grows when the school provides a strong quality management system and teachers have the inner drive to improve their professional practice. Therefore, schools need to strengthen quality management in a practical and continuous manner, especially through learning supervision, collaborative planning, reflective evaluation, and support for teacher development. At the same time, teachers need to maintain intrinsic motivation by viewing teaching as meaningful professional work. The findings suggest that principals and educational stakeholders should integrate organizational support with motivational reinforcement. Such integration can create a school environment where teachers are encouraged, supported, and empowered to develop sustainable teaching innovation that improves elementary education and responds to learners' needs. This matters greatly for schools.

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