

notes that the task motivation or work has two important elements: the basic attitude that the individual points to the task or work, and the individual's perception of the reasons for doing a task or work at a time. In addition, Amabile (1983) also explains that the basic attitude toward an assignment or work is formed when an individual performs a cognitive assessment of the task or work to see whether the task or work is equal or in line with his or her interests and priorities. According to Amabile (1983), the individual's response to the motivation to do something or work depends on social and environmental factors, especially those that exist or are not external obstacles that can control or perceive to be able to control the individual's performance in doing tasks or work.

Amabile (1983) has proposed a two-point hypothesis to explain how motivation can influence creativity: The intrinsic motivation is ideal for creativity, while extrinsic motivation will impede creativity. Collins & Amabile (1999) has defined intrinsic motivation as a motivation to do an activity because of its own activity, in which the individual assumes that the activity is as engaging, engaging, satisfying and challenging. Intrinsic motivation is characterized by the focus on challenges and fun. Instead, extrinsic motivation is defined as motivation to do any work or activity in meeting goals that are outside of work or activity itself such as to earn rewards, competition and recognition.

Nevertheless, in 1993, Amabile modified the hypothesis produced in 1983 when recent facts and studies have shown that some types of extrinsic motivation would have no negative effect on creativity. Amabile (1993) has identified two types of extrinsic motivation: synergistic extrinsic motivation that provides information or enables an individual to complete the task in a better way and can work with intrinsic motivation; and unincorporated extrinsic motivation that will make an individual feel that he is being controlled and incompatible with intrinsic motivation. The revised Intrinsic Motivation Hypothesis states: "Intrinsic motivation is in harmony with creativity, while the controlling eccentric motivation affects creativity but the extrinsic motivation that provides information can support creativity especially when the initial stage of intrinsic motivation is high" (Amabile, 1996). However, he noted that most studies have shown that carrying out tasks or work to earn rewards (Extrinsic motivation) especially in the classroom and daily office environment can affect intrinsic motivation and creativity (Hennessey & Amabile, 1998).

To support his hypothesis on the role played by intrinsic motivation in stimulating creativity, Amabile and his associates (Hennessey, Amabile & Martinage, 1989; Hennessey & Zbikowski, 1993) have done some experimental and non-experimental studies. Among their non-experimental studies is the study of individual motivation approaches to their work or work. The results of the twelve-year survey showed that there was a stable motivational approach to work or work (Amabile, 1996). In order to measure an individual's motivational approach to his or her work or work whether intrinsic or extrinsic Amabile (1993) has produced an inventory called Work Preference Inventory. This personality inventory serves to identify the main components of