RISET
JURNAL APLIKASI EKONOMI AKUNTANSI DAN BISNIS
https://ejournal.ibik.ac.id/index.php/riset E-ISSN : 2656-7113 P-ISSN : 2797-4057 DOI : doi.org/10.37641/riset.v6i1.196

THE INFLUENCE OF COMPETENCY AND TRAINING ON PERFORMANCE WITH WORK MOTIVATION AS INTERVENING VARIABLE

Aprianes Wijaya[1)], Mulyanah[2)], Rokiah Kusumapradja[3)]

[1, 2, 3)] Esa Unggul University

E-mail : aprianes.wijaya@esaunggul.ac.id [1)], mulyanah@esaunggul.ac.id [2)], rokiah.kusumapradja@esaunggul.ac.id [3)]

ARTICLE INFO

THE INFLUENCE OF COMPETENCY AND TRAINING ON PERFORMANCE WITH WORK MOTIVATION AS INTERVENING VARIABLE

Submitted:
30 – November – 2022
Revised:
12 – December – 2022
Accepted:
11 – January – 2024

ABSTRACT

This study is focused on the dynamics of service quality issues in 2020–2021, which highlight issues with inpatient nurses' patient care performance. This study aimed to gather proof of the connection between competence and training and nursing performance, with job motivation as an intermediary variable. A cross-sectional study involving 135 inpatient nurses was used in the research design using a straightforward random sampling method. The sampling strategy used probability and saturation samples to sample the complete population. The study's findings demonstrate that competency and training have a direct, favorable, and significant impact on work motivation and performance and that work motivation positively mediates the relationship between competency and training and nurse performance. That performance directly favors and significantly impacts work motivation. If there is work motivation, competence, and training can be higher to improve nurse performance.

Keywords: Competence, Training, Performance, Work Motivation, Hospital

INTRODUCTION

One of the hospitals' primary roles is to provide high-quality medical care and public health services through the efforts of their health employees. Nursing is not error-free; sometimes, malpractice happens due to nurses' procedural mistakes when promoting

patient health. According to Robbins & Judge (2017), performance is the end achieved by individuals due to the efforts they put into their work; achieving work efficiency and effectiveness is a benchmark for quality performance. Performance results from the overall behavior of employees contribute to achieving organizational goals. It is by devoting their resources to the organization's success (Colquitt et al., 2018). Nurse performance is defined as an assessment carried out on the daily activities of nurses dealing with patients, mainly assessed from indicators of nursing quality (Duke, 2021). In measuring the performance of nurses, measuring the ability to provide care to patients, maximizing knowledge in nursing care, learning, and system-based improvement, communicating effectively, being professional at work, and carrying out system-based practice (Perry et al., 2021).

The ability of nurses in the health sector depends on their capacity to produce high-quality work, accept a variety of jobs, operate efficiently with few resources, and deliver clinical effectiveness according to management requirements (Cohen et al., 2016). Many factors can affect the achievement and improvement of nurses' performance in providing nursing care. Several studies empirically prove that work motivation is a reason for nurses to contribute to the achievement of performance demanded by the organization (Adjei et al., 2016; Alimi et al., 2020). In addition, the basis for achieving performance is proven by several studies due to the competence brought by nurses as the central provision in achieving the expected performance of the organization (Faraji et al., 2019) and training support nurses to be able to produce performance according to organizational expectations (Ivelia, 2018; Ongori et al., 2019; Sendawula et al., 2018).

Nurse performance is closely related to work motivation. Work motivation was conceptualized by an expert named Federick Irving Herzberg through the two-factor theory. The theory refers to intrinsic and extrinsic factors related to job satisfaction. According to him, intrinsic factors are related to the psychology of individuals who have the urge to work in an organization because they have motives based on their desires, and extrinsic factors are related to the work environment or the work context (Robbins & Judge, 2017). Motivation is a process that explains the fervor, focus, and perseverance with which people pursue their objectives (Robbins & Judge, 2017). A person can create, direct, and maintain behavior specific to the workplace with the help of work motivation (Reeve, 2015) because a person with high work motivation will try to do the best for his job because there are goals to be achieved in meeting needs through the results of his work (Ahmed et al., 2023).

Competence, an individual's ability, and capacity to complete their work based on their intellectual and physical capacity, is the principal asset nurses bring to carry out their functions as health workers. Performance-based competence refers to attitudes, skills, knowledge, experience, responsibility, and accountability (Robbins & Judge, 2017). Competence is a characteristic possessed by an individual. It is related to knowledge and skills (Dessler, 2017). Clinical competence aims to form the ability to provide standardized health services for patient safety using their knowledge. The importance of competence possessed by nurses as an essential capital that will encourage them to be able to carry out nursing practice well (Nayeri & Jafarpour, 2015; Parashakti et al., 2020) and with qualified competence, nurses can produce performance by organizational expectations (Faraji et al., 2019).

As time passes and patient expectations for better nursing care, nurses' essential competencies must be honed through organizational support through training. Training is

the process of teaching employees the basic skills they need that are useful in carrying out their jobs, and the effectiveness of training is reflected in the aspects of the instructor, participants, materials, methods, objectives, and evaluation of training results (Dessler, 2017). Training is needed to increase the individual competence of old and existing employees to master more in their field of work (Mathis & Jackson, 2016). Nurses need training as organizational support that functions to increase their competence and give them the ability to master their field of work and can change old habits in providing medical services into new habits that are more humanistic and have the spirit of excellent service (Biech, 2015), because the training will make nurses more motivated in carrying out their work providing nursing care to patients (Chahar et al., 2021; Momanyi et al., 2016), and the achievement of training effectiveness will be the basis for the nurse's ability to achieve increased performance (Ivelia, 2018; Ongori et al., 2019; Sendawula et al., 2018).

The problem of nurse performance that is interesting to study is in a regional general hospital located in Tegal City with type B. Based on the data obtained, there is a problem of decreasing the quality of nurse services in inpatient installations from 2020 to 2021, which is indicated by the increase in several cases. The following are the dynamics of service quality that can be expressed:

Table 1. Dynamics of Quality of Inpatient Installation Services

Case	Year		Fluctuation
	2020	2021	
Nosocomial infection	2	5	+3
Near injury incident	7	11	+4
Patient discharge delay	3	7	+4
Complaints about service friendliness	7	13	+6
Complaints about food delay	5	7	+2
Patients must wait because of informational lags in the availability of inpatient rooms.	3	8	+5
Patients tripping and falling in the hospital room	2	7	+5

Source: Service Quality Report, 2022

The performance issues for nurses can be seen based on the issues shown in the table above. These nurses should be able to provide nursing care focusing on patient safety culture, use their knowledge as a basis for nursing practice, correct past errors for further improvement, and communicate effectively so that it does not happen. Delays in handling patients in their care, acting professionally without discriminating against patients based on class, and adhering to standard nursing procedures set by management to explore the problems in the data above, interviews were conducted with ten nurses; they explained that there were problems regarding work motivation related to the payment of bonuses for services that could have been smoother, even though they considered it inappropriate for Karapan. They felt this at the end of 2020; they should have argued that, with their sacrifice during the pandemic, they got a bigger service bonus because they sacrificed their safety to serve patients. Because of that basis, it is predicted that an increase in cases will occur from 2020 to 2021. Referring to several previous studies, this is a causal relationship because work motivation is the basis for achieving performance (Adjei et al., 2016; Alimi et al., 2020). Even the role of work motivation can deliver higher competence in improving performance (Banin et al., 2020; Fahlevi, 2021; Parashakti et al., 2020) and able to intervene in the relationship between training and performance (Chahar et al., 2021; Guterresa et al., 2020).

Problems regarding competence related to the ability to provide nursing care experienced a significant increase in 12 cases of nosocomial infections, near misses, and patient falls. These problems should be avoided if nurses can correct nursing care errors based on previous experiences so that problems that have occurred can be avoided in the next service. This relationship has previously been proven through several studies, where it was concluded that competence is the basis of work motivation that encourages good nursing care (Nayeri & Jafarpour, 2015; Parashakti et al., 2020), and competence become the basis for improving nurse performance (Faraji et al., 2019).

Regarding the training, the R & D section stated that in 2019, training on communication, nursing administration, and wound care training had been carried out for nurses. Therefore, nosocomial infections should not increase in 2021 because wound nursing training was provided by management in 2019. Besides delays in returning patients, complaints about food delays and delays in information on the availability of inpatient rooms should not occur in 2020 or even increase in 2021 because training on nursing administration had been previously provided by management, as well as problems regarding the friendliness of nurses' hospitality services in serving patients did not occur or even increased in 2021 because previously communication training had been given so that nurses were able to communicate well with patients in their care. That is why training programs should be a source of motivation to carry out their role in the organization (Chahar et al., 2021; Momanyi et al., 2016), and practical training can improve nurse performance (Ivelia, 2018; Ongori et al., 2019; Sendawula et al., 2018).

According to numerous accounts of prior research, there does not appear to be any research combining competence, training, and job motivation to improve nurses' performance in a single study, making this research innovative. This study empirically explores the influence of competence and training on performance with work motivation as an intervening factor in inpatient installation nurses due to the growing dynamics of service quality in 2020–2021.

The Effect of Competence on Work Motivation

Competence, an individual's ability, and capacity to complete their work based on their intellectual and physical capacity, is the principal asset nurses bring to carry out their functions as health workers. Performance-based competence refers to attitudes, skills, knowledge, experience, responsibility, and accountability (Robbins & Judge, 2017). This opinion explains that their knowledge and skills as essential competencies will encourage nurses to be able to provide nursing care by applicable regulations. Previous studies have proven that competence is the basis of work motivation (Nayeri & Jafarpour, 2015; Parashakti et al., 2020). Hence, it is presumed that the research hypothesis is true:

H_1: Competence affects the work motivation of nurses in inpatient installations

The Effect of Training on Work Motivation

Training is the process of teaching employees the basic skills they need that are useful in carrying out their jobs, and the effectiveness of training is reflected in the aspects of the instructor, participants, materials, methods, objectives, and evaluation of training results (Dessler, 2017). This opinion illustrates that, with organizational support in the form of training, nurses gain new knowledge and skills to encourage them to provide nursing care in current circumstances. Several previous studies have proven that training is a driving force for nurses to be better able to provide good nursing care (Chahar et al., 2021; Momanyi et al., 2016). Hence, it is presumed that the research hypothesis is true:

H_2: Training affects the work motivation of nurses in inpatient installations

The Effect of Competence on Performance

Competence is a characteristic possessed by an individual. It is related to knowledge and skills (Dessler, 2017). Clinical competence aims to form the ability to provide standardized health services for patient safety using their knowledge. This opinion explains that, with competent competence, nurses can provide nursing care by organizational expectations through their performance. Previous studies have proven that competence can improve nurse performance (Faraji et al., 2019). Hence, it is presumed that the research hypothesis is true:

H_3: Competence affects the performance of nurses in inpatient installations

The Effect of Training on Performance

Training is needed to increase the individual competence of old and existing employees to master more in their field of work (Mathis & Jackson, 2016). Nurses need training as organizational support to increase their competence and allow them to master their field of work and change old habits in providing medical services into new habits that are more humanistic and have the spirit of excellent service (Biech, 2015). The opinion description illustrates that with training, nurses will be better able to carry out their functions in providing nursing care to the organization's demands. Several previous studies have proven that training can improve performance (Ivelia, 2018; Ongori et al., 2019; Sendawula et al., 2018), hence it is presumed that the research hypothesis is true:

H_4: Training affects the performance of nurses in inpatient installations

The Effect of Work, Motivation on Performance

Motivation is a process that explains the fervor, focus, and perseverance with which people pursue their objectives (Robbins & Judge, 2017). A person can create, direct, and maintain behavior specific to the workplace with the help of work motivation. (Reeve, 2015). According to the description, highly motivated people will try to sacrifice all their resources to advance the organization's objectives. Previous research has demonstrated that work motivation can enhance performance (Adjei et al., 2016; Alimi et al., 2020); hence, it is presumed that the research hypothesis is true:

H_5: Work motivation affects the performance of nurses in inpatient installations.

RESEARCH METHODS

Based on issues with the dynamics of service quality that arose in 2020–2021, this study was carried out using a cross-sectional study approach with a population of 135 inpatient installation nurses working at the Type B Regional General Hospital in Tegal City. In this study, the number of samples is determined by using a saturated sample, where the entire population is sampled.

Descriptive analysis is carried out using the three-box method, which refers to opinion Augusty's (2014) analysis by mapping three index range sizes, where the index range will describe conditions of high (H), medium (M), and low (L). The following is the determination of the quality range scale:

The upper limit of the Score range: (135x5)/3 = 135

The lower limit of the score range: (135x1)/4 = 33.75

The resulting index number shows a score of 135-33.75 = 101.25. By using the three-box method, the range of 101.25 is divided into three parts, resulting in a range of 33.75 for each part, which will be used as a list of index interpretations as follows:

33.75 – 67.50 : High (H)

> 67.50 – 101.25 : Medium (M)

> 101.25 – 135.00 : Low (L)

To test the hypothesis, we used path analysis. A questionnaire with a Likert scale from 1 to 4 was used to gather data. It was organized using operational definitions and measurement dimensions that were taken from professional judgments and pertinent research, as well as the structure of the research constellation:

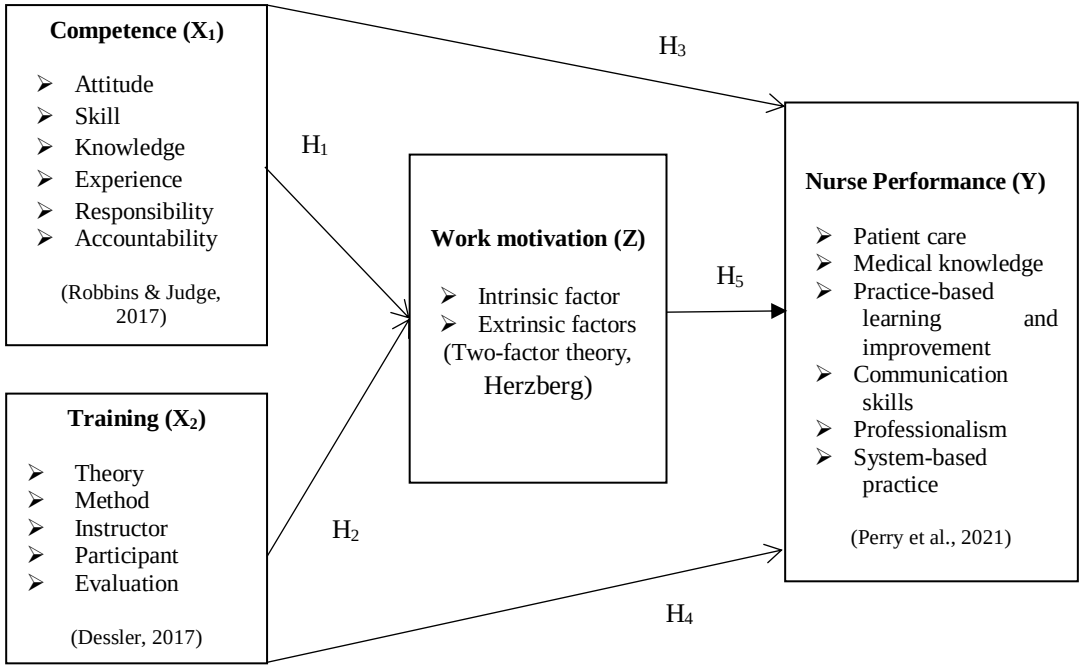

Figure 1. Research Constellation

RESULTS AND DISCUSSION

In this study, nurses who worked in inpatient facilities and as many as 135 respondents under the supervision of a nursing manager were asked for their opinions through a questionnaire. According to the study's findings, the following summarizes the traits of the respondents: Based on the findings of Ana and Lisa, it is known that women make up the majority of respondents (95%). In comparison, men have the least respondents (5%). According to age characteristics, it is known that the age range 25 years has the highest percentage of respondents (24%), while the age range > 40 years has the lowest percentage (14%). Regarding the features of the most recent education, it is known that 51% of respondents fell into the bachelor's education group, and 10% fell into the master's education category. The upper lavender room serviced the most

significant percentage of responders (36%), while the lower lavender room served the smallest percentage (16%), according to the treatment room's characteristics. Regarding tenure characteristics, it is well known that the proportion of respondents with working periods between one and five years is 36%, and the proportion with working periods of more than 20 years is 12%.

The following will explain the results of the descriptive analysis of this research as follows:

Table 2. Matrix Analysis of Three Box Method

Variable	Score	Information
Competence	88.02	M
Training	99.61	M
Work motivation	87.90	M
Performance	95.29	M

Source: Primary Data, 2022

The competency variable is in the moderate index, meaning that nurses are competent enough to give nursing care to patients based on their health needs and knowledge, according to the information in the table above. The fact that the training variable is in the medium index indicates that the training given to nurses significantly impacts their knowledge and abilities. The job motivation variable is medium, meaning nurses are strongly encouraged to deliver high-quality nursing care in inpatient facilities. Given that the nurse performance variable is at a moderate index, nurses can effectively provide nursing care in inpatient facilities.

In sub-structure analysis 1, X_1, and X_2 path analysis tests will be carried out concerning Z, with the following results.

Table 3. Output Analysis of Sub Structure 1

Variable	Path Coefficient	p_{-value}	Ad Rsquare
Competence	0.314	0.000	0.536
Training	0.491	0.000	

Source: Data Processed, 2022

The path analysis's findings indicate that ρzx1 = 0.314 and ρzx2 = 0.491, respectively, which suggests that if competency and training are each improved by one unit, the effect on work motivation will be 0.314 for competency and 0.491 for training. Different results with unstandardized coefficients happen where work motivation can improve by 0.538 through competence and 0.411 through training if competence and training are each enhanced by one unit.

The probability value comparison for the significance test on the effect of X_1 on Z is 0.000 <0.050, which indicates that competence significantly and directly influences work motivation and falls inside the H_1 acceptance category. It is known that the comparison of probability values of 0.000 <0.050, which indicates that training has a significant direct effect on work motivation, is included in the acceptance of H_2 in the test of the significance of the effect of X_2 on Z.

The determination test shows a coefficient of determination of 0.536, which means that competence and training contribute as much as 53.600% in increasing work motivation, and the remaining 46.400% is influenced by other factors not examined. The residual value is obtained through the following calculation: $1 = \sqrt{1 - 0.536} \in= 0.681$.

The residual value concludes that work motivation can increase as much as 0.681 through other factors outside of competence and training, so it is found that the equation for the path of sub-structure 1 is $\rho zx_1+\rho zx_2+\epsilon_1$= 0.314+0.491+0.681.

In the analysis of the sub-structure, two will be tested for path analysis: X_1, X_2, and Z to Y, with the following results:

Table 4. Output Analysis of Sub Structure 2

Variable	Path Coefficient	$p_{\text{-value}}$	Ad Rsquare
Competence	0.192	0.001	
Training	0.159	0.007	0.800
Work motivation	0.637	0.000	

Source: Data Processed, 2022

A nurse's performance will increase by 0.159 through competence, 0.159 through training, and 0.637 through work motivation if competence, training, and motivation are all increased by 1 unit, according to the path analysis's results, which are ρyx_1=0.192, ρyx_2=0.159, and ρyz=0.637. Different results with unstandardized coefficients, where the nurse's performance can increase by 0.382 via competence, 0.115 through training, and 0.740 through work motivation if any of these factors are enhanced by one unit.

The probability value comparison for the significance test on the effect of X_1 on Y is 0.001 <0.050, which indicates that competence significantly influences nursing performance directly and falls into the H_3 acceptability group. It is known that the comparison of probability values in the test of the significance of the effect of X_2 on Y is 0.007 <0.050, indicating that training significantly affects nurse performance directly and is thus included in the acceptance category of H_4. It is known that the comparison of the probability value of 0.000 <0.050 in the test of the significance of the influence of Z on Y indicates that work motivation has a substantial direct effect on performance.

The determination test shows a coefficient of determination of 0.800, which means that competence, training, and work motivation contribute as much as 80% in improving the performance of nurses; the remaining 20% is influenced by other factors not examined. The residual value is obtained through the following calculation: $\in 2 = \sqrt{1 - 0{,}800} = 0{,}447$. The residual value concludes that the nurse's performance can increase as much as 0.447 through other factors outside of competence, training, and work motivation, so it is found that the equation for path substructure 2 is $\rho yx_1+\rho yx_2+\rho yz+\epsilon_1$= 0.192+0.159+0.637+0.447.

Indirect Effect

Is known that ρzx_1=0.314 and ρyz=0.637 then an indirect effect is found ρzx_1 X ρyz = 0.314 x 0,637= 0.200. These findings suggest that the association between competence and nursing performance is positively mediated by job motivation by 0.200. It is known that $\rho zx2$=0.491 and ρyz=0.637 then an indirect effect is found ρzx_2 X ρyz = 0.491 x 0.637= 0,313. According to these findings, work motivation mediates the association between training and nursing performance by 0.313.

Total Effect

Based on the results of the analysis of direct and indirect effects, it is found that the total effect is found with the equation $\rho yx_1+(\rho zx_1$ X $\rho yz)$ + $\rho yx_2+(\rho zx_2$ X $\rho yz)$= 0.392 + 0.472, which means that if the competence and training first through work motivation,

then the performance of nurses will increase by 0.392 through competence, and 0.472 through training.

Table 5. Summary of Hypothesis Testing

Connection	Coefficient	Conclusion
X1» Z	0.314	Accepted
X2» Z	0.491	Accepted
X1» Y	0.192	Accepted
X2» Y	0.159	Accepted
Z1» Y	0.637	Accepted

Source: Data Processed, 2022

The Effect of Competence on Work Motivation

The analysis's findings show that the path coefficient is ρzx_1=0.314, meaning that a one-unit improvement in competence will result in a 0.314 unit increase in work motivation. Because of the comparison result of 0.000 <0.050 in the significance test, hypothesis 1 can be accepted since competence significantly affects work motivation. These findings corroborate earlier research showing that competence significantly affects work motivation (Nayeri & Jafarpour, 2015; Parashakti et al., 2020).

These findings demonstrate the idea's validity, which contends that competence is a personal trait connected to knowledge and abilities (Dessler, 2017). Each competence will establish its benchmark in order to improve hospital performance. It means that if nurses are competent at their jobs, it will motivate them to give patients in inpatient facilities the best nursing care possible and prevent them from giving patients subpar treatment.

The path coefficient of competence on work motivation is smaller than that of training; this situation is because, based on the three-box method analysis, competence has a lower index y compared to training, in addition to the aspect of attitude in competence being the weakest aspect compared to other aspects, thus making the situation worse. Competence is lower than training, influencing nurses' work motivation in inpatient installations. Suppose nurses can prioritize a humane attitude and show caring behavior to patients in better nursing care. In that case, the impact that will be felt is increasing their motivation to provide better nursing care in inpatient installations.

The Effect of Training on Work Motivation

The analysis's findings show that the path coefficient is ρzx_2=0.491, meaning that if training is increased by one unit, performance will improve by 0.491. The proposed hypothesis 2 can be accepted because the significance test yields a comparison value of 0.000 < 0.050, indicating that training significantly affects work motivation. These findings corroborate earlier research showing that competence significantly affects work motivation. (Chahar et al., 2021; Momanyi et al., 2016).

These findings demonstrate the validity of the idea, which holds that, in general, training is required to improve individual competency so that individuals can become more knowledgeable in their line of work (Mathis & Jackson, 2016). Work motivation is an impulse that occurs within the individual so that it results in an action (Mathis & Jackson, 2016). It means that when management is sensitive to the needs of nurses for training that suits their needs, the training results will be a driving force for nurses to be better able to provide better nursing care than before. According to the results of the

analysis, it is proven that higher training increases work motivation compared to competence because, based on competence, it can be built through training.

The three-box method analysis's training index was more significant than the competence index, which concluded that training substantially influences work motivation. The evaluation component, however, is the least important compared to the other components, which could more effectively train nurses to be better able to implement a patient safety culture and understand patient characteristics after attending training so that there is a more decisive impetus for them to be able to provide the best nursing care to inpatients.

The Effect of Competence on Performance

The analysis's findings show that the path coefficient is ρyx_1=0,192, meaning that a one-unit improvement in competence will result in a 0.192 unit rise in nursing performance. The formulated hypothesis 3 can be accepted because the significance test reveals a value comparison of 0.001 < 0.050, indicating that competence significantly affects nurses' ability to function in inpatient facilities. These findings corroborate earlier research showing that competence significantly affects work motivation. (Fahlevi, 2021; Faraji et al., 2019; Parashakti et al., 2020).

These findings support the premise that competence is a trait that people possess and is connected to knowledge and abilities (Dessler, 2017). Performance is closely tied to the outcomes that people achieve as a result of the efforts they put forth for their work, and the achievement of work efficiency and effectiveness serves as a benchmark for quality performance (Robbins & Judge, 2017). It means that with the provision of knowledge and skills, nurses will be able to provide nursing care, use their knowledge, correct errors on an ongoing basis based on their experience, be able to communicate well, be professional at work, and comply with applicable nursing regulations, and this illustrates the creation of effectiveness and efficiency in using resources in nursing care activities.

From the resulting path coefficients, competence is more dominant than training in influencing the performance of nurses in inpatient installations. It is because even though the attitude aspect is the lowest among others, nurses can understand cross-disciplinary nursing with experience at the highest level compared to other aspects. Culture in serving patients impacts the ability of competence to influence the performance of nurses in inpatient installations, which is higher than training.

The Effect of Training on Performance

The analysis's findings show that the path coefficient is ρyx_2 = 0,159, indicating that an increase in training of one unit will result in a 0.159 improvement in nurses' performance. The proposed hypothesis 4 can be accepted because the significance test results reveal a comparison value of 0.007 < 0.050, indicating that the training significantly improves the performance of nurses in inpatient facilities. These findings validate earlier research showing a strong impact of training on performance. (Ivelia, 2018; Ongori et al., 2019; Sendawula et al., 2018).

These findings support the premise that training is a process for teaching staff the fundamental competencies they require and find helpful in performing their jobs (Dessler, 2017). For management to provide nursing care in inpatient facilities, they must get training to develop nurse competence.

Due to flaws in the evaluation of training's relation to creating a culture of patient safety and comprehending patient characteristics, training is shown by the path coefficients to be the least important factor in enhancing the performance of nurses in nursing units. This instance demonstrates how management's overall training program could be more effective in enhancing nurses' capacity to enhance their performance through nursing care for inpatients.

The Effect of Work Motivation on Performance

The analysis's findings show that the path coefficient is ρyz = 0,637, meaning that if work motivation is raised in one unit, nursing performance will rise by 0.637 units. The formulated hypothesis No. 5 can be accepted because the significance test reveals a value comparison of 0.000 <0.050, indicating that work motivation significantly affects nurses' ability to perform in inpatient facilities. These findings corroborate other studies that found a substantial connection between work motivation and performance (Adjei et al., 2016; Alimi et al., 2020).

These findings support the hypothesis that a person's motivation for their work can create, influence, and sustain behavior connected to their working environment (Reeve, 2015). It means that someone in the organization can produce exceptional work results if they are highly motivated since it motivates them to fulfill organizational goals. However, highly motivated employees require the primary capital of competence and support. It will maximize the performance of nurses in inpatient facilities, given management through training.

In terms of its impact on the performance of nurses in inpatient installations, work motivation is the strongest compared to competence and training because intrinsic factors are higher than extrinsic factors based on the three-box method analysis. It means that psychological factors driven by need are the primary basis for nurses to work optimally in providing nursing care in inpatient installations as a form of performance. This circumstance is consistent with Herzberg's two-factor motivation hypothesis, which states that intrinsic factors are factors related to the psychology of the individual who has the urge to work in an organization because he has a motive based on his desire and is related to responsibility, progress, the work itself, achievement and recognition. It means that a sense of responsibility, a desire to gain achievement and recognition, and the work environment demands encouraging nurses to achieve maximum work results through nursing care in inpatient installations.

CONCLUSION

Competence and training programs provided by the organization will have an impact on increasing higher performance if there are motives from nurses in the form of responsibility, expectations for progress, the work itself, achievement and recognition, the existence of organizational support related to the work context as the basis for driving their willingness to carry out the tasks assigned to him. It is hoped that management will encourage nurses to be careful in providing nursing care because of organizational demands, establish effective communication with interprofessional because of the demands of the task in implementing patient safety culture, provide safe nursing care due to applicable rules, establish effective communication with patients due to orders from the head of the room, and trying to be a model nurse in order to get a promotion soon. It

is recommended that management provide organizational support for nurses related to aspects of their work so that the motivation of nurses will further encourage them to maximize the competencies and training results they get in achieving the expected performance of the organization. This study has limitations, as it only assesses performance from an organizational perspective, while actual performance is what patients feel about the work behavior of nurses. For further research, it is recommended to assess performance from a patient perspective based on the quality of service that can be provided to patients.

REFERENCES

Adjei, K. A., Emmanuel, O., & Forster, O. M. (2016). The Impact of Motivation on The Work Performance of Health Workers (Korle Bu Teaching Hospital): Evidence from Ghana. *Hospital Practices and Research*, *1*(2), 45–50. https://doi.org/10.20286/hpr-010245

Ahmed, S., Islam, R., & Asheq, A. Al. (2023). Analysis of Employee Motivation in the Service and Manufacturing Organizations: The Case of a Developing Economy. *International Journal of Business and Systems Research*, *17*(3), 309–325. https://doi.org/10.1504/IJBSR.2022.10039933

Alimi, B. G., Ismaila, U., Isa, R., & Garba, A. (2020). Consequences of Motivation on Medical Staff Performance of Some Selected Public Hospitals in Maiduguri, Borno State, Nigeria. *SSAAR (JASUD); Journal of African Sustainable Development*, *19*(6), 255–306. https://www.africanscholarpublications.com/wp-content/uploads/2021/04/AJHSS_VOL19_NO6_DEC2020-19.pdf

Augusty, F. (2014). *Management Research Methods*. Semarang: BP Universitas Diponegoro.

Banin, Q. Al, Eliyana, A., & Latifiyah, E. R. (2020). Enhancing Employee Performance with Work Motivation as A Mediation Variable. *Systematic Reviews in Pharmacy*, *11*(9), 333–346. https://scholar.unair.ac.id/en/publications/enhancing-employee-performance-with-work-motivation-as-a-mediatio

Biech, E. (2015). *Training & Development For Dummies*. New York: CRC Press.

Chahar, B., Rana Jain, S., & Hatwal, V. (2021). Mediating Role of Employee Motivation for Training, Commitment, Retention, and Performance in Higher Education Institutions. *Problems and Perspectives in Management*, *19*(3), 95–106. https://doi.org/10.21511/ppm.19(3).2021.09

Cohen, J. F., Coleman, E., & Kangethe, M. J. (2016). An Importance Performance Analysis of Hospital Information System Attributes: A Nurses' Perspective. *International Journal of Medical Informatics*, *86*(3), 82–90. https://doi.org/10.1016/j.ijmedinf.2015.10.010

Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2018). *Organizational Behavior : Improving Performance and Commitment in The Workplace*. New York: McGraw-Hill. https://lib.ui.ac.id/detail.jsp?id=20399405

Dessler, G. (2017). *Human Resource Management* (8th ed.). New Jersey: Prentice Hall. https://www.amazon.com/Human-Resource-Management-Gary-Dessler/dp/0130141240

Duke, M. L. (2021). *The McPherson Principle: An Innovative Approach to Hitting The Bullseye of Revenue Cycle Performance* (White River Press (ed.)). USA: White River Press. https://www.abebooks.it/9781887043991/McPherson-Principle-Innovative-Approach-Hitting-1887043993/plp

Fahlevi, M. (2021). Mediating Effect of Motivation on Employees' Performance in a Private Hospital, Indonesia. *IOP Conference Series: Earth and Environmental Science*, *729*, 1–6. https://doi.org/10.1088/1755-1315/729/1/012001

Faraji, A., Karimi, M., Azizi, S. M., Janatolmakan, M., & Khatony, A. (2019). Evaluation of Clinical Competence and Its Related Factors Among ICU Nurses in Kermanshah-Iran: A Cross-Sectional Study. *International Journal of Nursing Sciences*, *6*(4), 421–425. https://doi.org/10.1016/j.ijnss.2019.09.007

Guterresa, L. F. D. C., Armanu, A., & Rofiaty, R. (2020). The Role of Work Motivation as A Mediator on The Influence of Education Training and Leadership Style on Employee Performance. *Management Science Letters*, *10*, 1497–1504. https://doi.org/10.5267/j.msl.2019.12.017

Ivelia, L. S. (2018). Influence of Training on Performance of Health Workers at Kakamega County General Teaching and Referral Hospital, Kenya. *International Journal of Physical and Social Sciences*, *8*(11), 100–115. https://www.ijmra.us/project doc/2018/IJPSS_NOVEMBER2018/IJMRA-14591.pdf

Mathis, R. L., & Jackson, J. H. (2016). *Human Resource Management*. Jakarta: Salemba Empat.

Momanyi, G. O., Adoyo, M. A., Mwangi, E. M., & Mokua, D. O. (2016). Value of Training on Motivation Among Health Workers in Narok County, Kenya. *Pan African Medical Journal*, *23*(61), 1–12. https://doi.org/10.11604/pamj.2016.23.261.8414

Nayeri, N. D., & Jafarpour, H. (2015). Relationship Between Clinical Competence and Motivation Needs of Nurses Based on The McClelland Theory. *Nurse Practice Today*, *1*(2), 86–92. https://npt.tums.ac.ir/index.php/npt/article/view/13

Ongori, J. M., Oluoch, M., & Adoyo, M. A. (2019). Influence of Training on The Performance of Nursing Officers, in Nyeri County, Kenya. *Journal of Health, Medicine and Nursing*, *14*(3), 45–56. https://www.iprjb.org/journals/index.php/JHMN/article/view/956/1060

Parashakti, R. D., Fahlevi, M., Ekhsan, M., & Hadinata, A. (2020). The Influence of Work Environment and Competence on Motivation and Its Impact on Employee Performance in Health Sector. *Proceedings of the 3rd Asia Pacific International Conference of Management and Business Science (AICMBS 2019)*, *135*, 259–267. https://doi.org/10.2991/aebmr.k.200410.040

Perry, A. G., Potter, P. A., Ostendorf, W. R., & Laplante, N. (2021). *Skills Performance Checklists for Clinical Nursing Skills and Techniques* (10th ed.). Netherland: Elsevier.

Reeve, J. (2015). *Understanding Motivation and Emotion*. New Jersey: John Wiley & Sons.

Robbins, S. P., & Judge, T. A. (2017). *Organizational Behavior* (5th ed.). New Jersey: Pearson Education. https://www.academia.edu/50945037/Organizational_Behavior_By_Stephen_P_Robbins_Timothy_A_Judge_5th_Ed

Sendawula, K., Kimmuli, S. N., Bananuka, J., & Muganga, G. N. (2018). Training, Employee Engagement and Employee Performance: Evidence from Uganda's Health Sector. *Cogent Business & Management*, *5*, 1–12. https://doi.org/10.1080/23311975.2018.1470891