

The Influence of Achievement Motivation and Nurse's Career Development on Continuous Professional Development with Nurses' Beliefs About the Importance of Learning as a Mediation Variable at Bunda Margonda General Hospital

Ersida Saragih, Rian Adi Pamungkas, and Kemala Rita

ABSTRACT

Nurses are the largest human resources in hospitals and have an important role in maintaining and improving the quality of health services in hospitals. The behavior of nurses in professional development is important to study because nurses are an integral part in patient care and play an important role in improving the quality of hospitals, so nurses have the responsibility to ensure patient safety with adequate competence. The competence of nurses must be maintained through the development of continuous professional development (CPD). The purpose of this study was to analyze the effect of achievement motivation and nurses' career development on behavior in professional development with nurses' beliefs about the importance of learning at Bunda Margonda General Hospital Research Methods: This research is a quantitative study with cross-sectional time dimensions with data analysis method using regression. The population in this study was 125 people. The results showed the effect of achievement motivation and nurses' career development on behavior in professional development with nurses' beliefs about the importance of learning at Bunda Margonda General Hospital with a P-value of 0.000. Suggestion: Create a nursing professional development program that refers to PMK No. 40 of 2017, seeking to provide a reward system according to the achievements of nurses, and socialize career development ways to employees.

Keywords: Achievement Motivation, Nurse Career Development, Continuous Professional Development (CPD), Nurses' Beliefs.

Submitted: August 5, 2022

Published: September 27, 2022

ISSN: 2507-1076

DOI: 10.24018/ejbmr.2022.7.5.1615

E. Saragih*

Esa Unggul University, Indonesia.

(e-mail: saragih79@gmail.com)

R. A. Pamungkas

Esa Unggul University, Indonesia.

(e-mail: rian.adi@esaunggul.ac.id)

K. Rita

Esa Unggul University, Indonesia.

(e-mail: kemalarita410@gmail.com)

*Corresponding Author

I. INTRODUCTIONS

According to the Law of the Republic of Indonesia No. 44 of 2009 states that the Hospital is a health service institution that provides complete individual health services that provide inpatient, outpatient, and emergency services. In its development, the hospital has developed both in quality and quantity. In 2015-2019 the number of hospitals in Indonesia increased by 13.52%, namely in 2015 the number of hospitals was 2488 and increased to 2877 in 2019 (Ministry of Health, 2020). Thus it will be a separate competition so that it can become the choice of the community.

The success of the hospital in providing services is determined by the quality of human resources. Nurses are the

largest human resources in hospitals who have an important role in maintaining and improving the quality of health services in hospitals. According to data from the Agency for the Development and Empowerment of Health Human Resources (BPPSDMK) in 2019, the highest proportion of health workers was nursing personnel as much as 29.23% of the total health workers (KemKes RI., 2020).

Nurses as one of the health workers in hospitals play an important role in achieving health development goals. The success of health services depends on the health services of nurses in providing quality services for patients or sufferers. In order to improve the quality of service, one of which is the performance of nurses. Job success (performance) is influenced by career. Career is defined as a level obtained by an individual to be able to fulfill nurse job satisfaction, so

that in the end it will contribute to the chosen profession field.

The development of a nurse's career development has the meaning of competence to carry out nursing care according to the scope and level according to the competence of nurses in an effort to fulfill basic needs. Organizations or hospitals are required not only to provide jobs but to offer reward planning programs that benefit employees, with rewards in the form of promotions and increased income as a result of fulfilling the expected competencies.

The career development of nurses starts from the recruitment and development of nursing human resources who work in hospitals. The achievement of one's career goals and plans is not only determined by the career system established by the institution. Nurses as individuals who are human resources who work in a hospital health service organization, have a big role in achieving a nurse's career.

The development of nurse career developments at Bunda Margonda General Hospital was developed in accordance with the policies of the Ministry of Health of the Republic of Indonesia and the accreditation policy of the Hospital Accreditation Committee. The implementation of career development that has been carried out by hospitals is perceived differently by hospital nurses, especially implementing nurses. The total number of nurses at Bunda Margonda General Hospital is 154 people, there are (26 people) 16% of nurses who have not met the criteria for developing a career development because their tenure is still under 1 year, but there are (22 people) 14% of nurses who should be in accordance with the clinical period based on the PMK already. PK1 but still Pre-PK, and (21 people) 14% according to clinical period based on PMK already PK 3 but still PK 2. PK 3 nurses only (23 people) 15%, should be if nurses are motivated to raise career levels according to clinical period of PK nurses 3 should be more than 15%.

The behavior of nurses in professional development is important to study because nurses are an integral part in patient care and play an important role in improving the quality of hospitals, so nurses have the responsibility to ensure patient safety with adequate competence and the availability of programs that can optimize the competence of nurses in providing care. competent and safe. The competence of nurses must be maintained through continuous professional development (CPD).

Ajzen (1985), in Theory of Planned Behavior explains that individual behavior is determined by the individual's desire or intention to perform or not perform a certain behavior or vice versa and is also influenced by factors that can inhibit or support the achievement of the intention to behave (perceived). behavioral control). Intention is a component in the individual that refers to the desire to perform certain behaviors. Behavior here is a behavior that will be carried out by nurses in the form of direct action or actual behavior

of nurses in participating in professional development activities.

The American Nurse Association (ANA, 2011) defines Continuous Professional Development (CPD) as a form of nurse activeness in learning activities that are useful for improving professional practice or as an alternative to supporting a nurse's career. Continuous professional development (CPD) for nurses is carried out in order to maintain and improve the competence of nurses so that they can continue to carry out process-oriented tasks and patient safety (PMK No. 40 of 2017). The impact of the decreasing behavior of nurses in maintaining competence and the lack of professional development activities will contribute to patient safety incidents.

There are several factors that influence individuals in carrying out professional development, such as research conducted by Khan & Kiran (2018) which explains that organizational factors (structural, social-psychological culture), and task factors (job pressure, emotional, autonomous and learning value functions) and its dimensions have a positive and significant impact on individual professional development and work skills.

At Bunda Hospital, the researcher conducted an open interview with CI Nursing in May 2022, he said that there were still many complaints from patients regarding nursing services and researchers also received reports from the customer service department who submitted complaints about nursing services. The current condition at Bunda Margonda Hospital for developing nursing competence is not well organized, where there are no guidelines for implementing CPD, and nurses are also not motivated to participate in training activities organized by HR. Management realizes that there are still many limitations to the behavior of nursing professional development carried out by hospitals. This situation triggers various complaints from patients and families.

Ryan & Deci (1985) explains that motivation is an encouragement or desire that comes from intrinsic motivation and extrinsic motivation which is also needed for nurses in increasing knowledge in improving their careers on an ongoing basis. Intrinsic motivation refers to activities where the motivation lies in the behavior itself (Deci, Olafsen & Ryan, 2017). Extrinsic motivation includes doing activities to achieve separate consequences, either tangible or otherwise. That is, extrinsic motivation includes all instrumental or forced behavior (Deci, 1972).

Nurse motivation is one of the most significant factors identified as contributing to participation in career development. In Brekelmans et al. (2016) stated that the motivation of nurses in the career development refers to the reasons for nurses to be involved in professional development activities that may arise from different needs.

Burrow et al. (2016) stated that the motivational factors for nurses to participate in career development programs

include personal and professional encouragement and influence in the workplace. In Brekelmans (2016) it is stated that there are 3 motivations for nurses to follow the development of career developments, namely Personal (career and desire to develop themselves), Professional (to improve clinical practice) and Organizational (to reduce turnover and improve quality of care). Some motives, such as "to deepen knowledge", have strong intrinsics, while "to fulfill requirements" have strong extrinsic properties (Pool et al. 2016).

At Bunda Margonda General Hospital, researchers found that nurses still had to be motivated to follow career development development and nursing professional development. This can be seen from the data of 154 nurses but 43 of them are still not motivated to increase their career development. Motivation is significantly related to critical thinking skills in pursuing professional education development and career development.

While Brekelmans (2016) mentions the motivation of nurses, the importance of CPD activities and learning in the workplace are factors that influence nurses in carrying out career development. For this study, the researcher believes that nurses' motivation, nurses' beliefs about the importance of learning activities in the workplace, and continuous development of the nursing profession are factors that can influence nurses in developing Career developments.

"Nurses' beliefs about the importance of learning activities in the workplace" are related to the activities of nurses in providing daily services in hospitals which are believed to increase their knowledge. Baert (1998) explains that learning in the workplace is informal learning which is an important channel for improving the competence of social groups and is influenced by the characteristics of the learner, the characteristics of the learning and training process and the context of the learning process. Individual characteristics are important to know to form a good learning climate.

Workplace learning is the best approach to learning and fills the gaps in knowledge and skills that cannot be filled by formal learning (Puteh et al. 2015). Similarly, Adanu (2017) states that workplace learning is claimed to be the best and is accurately described as lifelong learning. Valuable learning occurs informally at work, in groups, or through conversation (Huber, 2002).

According to PMK No. 40 of 2017 article 1 which discusses the development of nurse professional career developments, it aims to: a. improve work morale and reduce career dead ends (dead end jobs/careers); b. reduce the number of nurses who leave their jobs (turn over); c. organize a promotion system based on the requirements and criteria that have been set so that career mobility functions properly and correctly; d. improve the professionalism of nurses who are able to provide safe, effective and efficient nursing care; and e. increase individual satisfaction of nurses with the field of work of the profession they are engaged in.

The behavior of nurses and the motivation and belief (belief) of nurses about the importance of learning activities in the workplace can affect the career development of nurses themselves. Then research conducted by Coldwell (2017) entitled "Exploring the influence of professional development on teacher careers: A path model approach", suggests that there is evidence of the influence of professional development on outcomes in the model and some evidence of influence on career development development.

Baert (1998) explains when an individual realizes that there is a competency gap (knowledge, understanding, skill, attitude) he has with the competencies that must be possessed, this becomes an important thing to meet the educational needs (educational need). To be able to participate in learning, an individual must have the intention to participate in education before he formulates educational demands and participates in learning (educational participation). During the decision-making process for learning, individuals decide what is already known about learning and education.

Researchers found that at Bunda Margonda General Hospital, there was still a competency gap between nurses. Knowledge comes in part from one's experience with previously observed behavior. Whether a person intends to participate in learning activities in the workplace or not, depends on his attitudes and beliefs towards learning, which in turn is influenced by several further variables such as job involvement, abilities, and situational factors.

Brekelmans (2016) explained that when nurses believe that career development development is important, nurses will pursue it. There are several studies that explain that beliefs affect a person's behavior, including research conducted by Nazri (2016), it was found that attitudes towards the benefits of activities greatly affect the frequency of individual participation.

Bunda Margonda Hospital is a class C private hospital located in the Depok area, West Java. This hospital was established in 2005. The services provided are health services for general patients, BPJS insurance and private insurance. Bunda Margonda General Hospital is now fully accredited by the Hospital Accreditation Commission (KARS) in November 2017.

Data from the HRD of Bunda Margonda General Hospital in 2021, currently the hospital has 154 nurses with 52% nursing education background, 48% D3. Meanwhile for the competency level: Pre PK 30%, PK I 34%, PK II 21%, and PK III 15%. It can be concluded that the number of nursing staff in the hospital is 154 nurses with the most educational backgrounds being nurses and PK I is the most at this time. The high number of nurses who are still Pre PK and PK I, is feared to be an obstacle in guaranteeing service quality. Based on education, the number of nurses at Bunda Margonda General Hospital is currently higher than D3

nurses, but competence or training and work experience are still lacking. This is in accordance with the results of research from Djalla (2018) concluded that education, training, work experience, and position can affect the professionalism of health workers.

In the implementation of nursing professional development and career development development is not an easy thing, according to Obwoye et al. (2017) the main challenges in participating in the CPD program include lack of staff, lack of time due to heavy workloads, lack of finance, night shifts, lack of information on the availability of CPD, lack of written policies for CPD, lack of available guidelines for CPD and lack of coordination with CPD. another coordinator.

A preliminary study was conducted by the researcher through an interview with the Person in Charge of the Nursing Unit in January 2022, with the result that nurses in developing their own professionalism seemed less motivated, especially if learning activities were at their own expense. While the hospital can only finance according to existing capabilities. The motivation of nurses in pursuing professional development is only limited to pursuing the number of Professional Credit Units (SKP) required for STR re-registration, so that the quantity of SKP has been fulfilled but in terms of quality it has not been fulfilled.

The next problem is the lack of knowledge of nurses about the importance of learning activities in the workplace such as morning reports or case discussions that are currently not going well, this is indicated by the absence of participants who do not match the number of participants who come. Currently, hospitals do not have guidelines for nursing professional development and also guidelines governing professional career development, so it appears that there is no difference in terms of competency-based awards (clarity of career developments or financial recognition) obtained between nurses who have carried out professional development and those who have done professional development. nurses who have minimal professional development. The current condition is that career advancement is only based on years of service, not based on competence.

Furthermore, in the observation it was also found that the limited number of nursing human resources resulted in the distribution of nurses according to their competencies still not evenly distributed, this caused nurses to provide nursing care not in accordance with their competencies. For example, PK I is doing the tasks of PK II, and vice versa, it is feared that this will have an impact on the quality of services provided. The limited number of nursing human resources also has an impact on the lack of interest of nurses to attend professional development activities such as morning reports, case discussions and others, this causes nurses to not be able to linger in these activities or just leave them absent on the grounds that they will go to shifts. to the next watch.

Seeing the phenomena and data above, the researcher believes that there are conditions that stem from the desire or intention of individual nurses to take part in professional development activities and career developments in order to increase knowledge and careers, outside of organizational constraint factors. This study uses the Theory of Planned Behavior (TPB) as a grand theory in predicting the behavior of nurses in continuous professional development (CPD). However, research related to TPB and the medical profession, especially the nursing profession, is currently limited. For this reason, researchers are interested in conducting a study entitled:

“The Influence of Nurses Achievement Motivation and Career developments on Behavior in Professional Development with Nurses' Beliefs About the Importance of Learning at Bunda Margonda General Hospital”.

II. METHOD

A. Design

This study uses a survey method, namely research that takes a sample from a population by using a questionnaire as the main data collection tool to examine the observed symptoms or phenomena. This study uses a causality design based on cross-sectional time dimensions, ie measurements of the independent and dependent variables are carried out at the same time.

This type of research is research with an associative quantitative approach, namely the type of research with causality. The independent variables include Achievement Motivation (X1), Nurse Career Development (X2), the intervening variable is Belief in the Importance of Learning Activities (Z) with the dependent variable is Behavior in Professional Development (Y).

B. Sample

The population in this study were all 154 nurses at Bunda Margonda General Hospital. Based on the sample criteria, the number of samples based on the inclusion criteria is 125 people.

C. Research Instrument

Primary data collection was carried out using a questionnaire in the form of an online form (google form) which was filled in by each respondent and used employee documents (secondary data).

Researchers are assisted by research assistants in collecting research data, namely the person in charge of the nursing unit in charge of assisting in distributing questionnaires until the research needs are met.

A demographic data questionnaire was used to see the characteristics of respondents. This instrument consists of age, gender, career development status, years of service, and education.

With regard to the measurement scale in the preparation of the questionnaire, the researcher used a modified Likert scale with an interval scale of 1 to 4, 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Based on the results of the validity test on 125 respondents, a total of 8 statements about achievement motivation, 9 statements about nurse career developments, 11 statements about beliefs about the importance of learning activities and 16 statements about behavior in professional development. While the results of the reliability test obtained the alpha value of all variables greater than the value of 0.60. Therefore, it can be concluded that all questionnaires in this study are reliable or consistent, in measuring each variable, so they can be used as research instruments.

D. Research Hypothesis

Based on the research constellation, the research hypotheses are formulated as follows:

- 1) H₁: The Influence of Achievement Motivation and Nurse's Career development on Behavior in Professional Development with Nurses' Beliefs about the Importance of Learning
- 2) H₂: The Effect of Achievement Motivation on Behavior in Professional Development
- 3) H₃: The Influence of Nurse Career development on Behavior in Professional Development
- 4) H₄: The Effect of Achievement Motivation on Nurses' Beliefs about the Importance of Learning
- 5) H₅: The Effect of Career developments on Nurses' Beliefs about the Importance of Learning
- 6) H₆: The Influence of Nurses' Beliefs about the Importance of Learning on Behavior in Professional Development

III. RESULT

The characteristics of this study indicate that of the 125 respondents studied, the number of distributions and characteristics based on gender found that the female sex as a larger proportion than male employees, namely 92% female (113 people) and 8% male (12 person). While the characteristics of respondents aged 21-30 years were 56 people (44.8%), those aged 31-40 years were 55 people (44%), and those aged 41-50 years were 14 people (11.2%). Characteristics of respondents based on career development status PK1 was 69 people (55.2%), PK2 was 34 people (27.2%), and PK3 was 22 people (17.6%). Characteristics of respondents with a working period of 1-5 years were 55 people (44%), 34 people worked 6-10 years (27.2%) and 36 people (28.2%) had worked over 10 years. And the characteristics of respondents with S1 Professional education are 68 people (54.4%) and D3 education is 57 people (45.6%).

From Table I, the behavioral variable in professional development shows an average value of 97.51 while the achievement motivation variable shows an average value of 97.1, and the nurse career development variable shows an average value of 95.4, which means all three These variables show numbers above 95 or fall into the high category. While the belief variable about the importance of learning activities has an average value of 81.9, meaning that it is included in the medium category.

After that, the hypothesis testing proposed in this study will be carried out using the coefficient of determination test, t-test, and F test. Meanwhile, the intervening test is carried out by analyzing the indirect effect and the total effect between variables.

The results of the research instrument hypothesis testing are shown in Table II.

TABLE I: RESPONDENT RESPONSE MATRIX

No.	Variable	Index Average	Category	Behaviour
1	Behavior in Professional Development (Y)	97,51	High	Nurses have a high initiative in the continuous development of the nursing profession in hospitals
2	Achievement Motivation (X1)	97,1	High	Nurses have a desire to excel in their work, but do not like competition
3	Nurse Career development (X2)	95,4	High	Nurses feel that the hospital does not carry out transparency in promotions and is not treated fairly in their careers
4	Beliefs About the Importance of Learning Activities (Z)	81,9	Medium	Nurses have confidence that hospitals and nursing care activities carried out can increase their knowledge and work skills

TABLE II: PARTIAL HYPOTHESIS TEST (T TEST)

	Model	Std. Coef. Beta	T	Sig.	Description
1	Achievement Motivation (X1)	0.466	6.120	0.000	H2: Accepted
2	Nurse Career development (X2)	0.135	2.015	0.046	H3: Accepted
3	Beliefs About the Importance of Learning Activities (Z)	0.309	3.874	0.000	H6: Accepted
	Adjusted R Square				0,627

Dependent Variable: Behavior in Professional Development

TABLE III: PARTIAL HYPOTHESIS TEST (T TEST)

Model	Std. Coef. Beta	t	Sig.	Description
1 Achievement Motivation (X1)	0.540	7.555	0.000	H ₄ : Accepted
2 Jenjang Karir Perawat (X2)	0.282	3.949	0.000	H ₅ : Accepted
Adjusted R Square			0,516	

Dependent Variable: Beliefs About the Importance of Learning Activities.

TABLE IV: SIMULTANEOUS HYPOTHESIS TEST (F TEST)

Model	Sum of Squares	df	Mean Square	F	Sig.	Description
1 Regression	1412.631	3	470.877	67.718	0.000 ^b	H ₁ : Accepted
2 Residual	841.369	121	6.953	-	-	

Dependent Variable: Behavior in Professional Development

Predictors: (Constant) Achievement Motivation, Nurse Career development, and Belief About the Importance of Learning Activities (Z)

From Table II, it is obtained that the value of Sig. for Achievement Motivation (X1) is 0.000 ($p < 0.05$) therefore it means that H₀ is rejected and H_a is accepted which means that there is an influence between Achievement Motivation (X1) on Behavior in Professional Development (Y).

It is obtained that the value of Sig. for Nurse Career Development (X2) is 0.046 ($p < 0.05$) therefore it means that H₀ is accepted, and H_a is rejected, which means that there is an influence between Nurse Career Development (X2) on Behavior in Professional Development (Y).

It is obtained that the value of Sig. for Beliefs About the Importance of Learning Activities (Z) is 0.000 ($p < 0.05$) therefore it means that H₀ is rejected, and H_a is accepted which means that there is an influence between Beliefs About the Importance of Learning Activities (Z) on Behavior in Professional Development (Y).

It is known that the coefficient of determination or R Square is 0.627 or equal to 62%. This figure means that the variable Achievement Motivation (X1), Nurse Career Development (X2), and Beliefs About the Importance of Learning Activities (Z) affect the Behavioral variable in Professional Development (Y) 62%, while the remaining 38% is influenced by other variables in which are not examined by the authors for example compensation, workload, teamwork, leadership, and job satisfaction.

From Table III, it is obtained that the value of Sig. for Achievement Motivation (X1) is 0.000 ($p < 0.05$) therefore it means that H₀ is rejected and H_a is accepted which means that there is an influence between Achievement Motivation (X1) on Beliefs About the Importance of Learning Activities (Z). It is obtained that the value of Sig. for Anxiety (X2) is 0.000 ($p < 0.05$), therefore it means that H₀ is rejected, and H_a is accepted, which means that there is an influence between Nurse Career Development (X2) on Beliefs About the Importance of Learning Activities (Z).

It is known that the coefficient of determination or R Square is 0.516 or equal to 51%. This figure means that the variable of Achievement Motivation (X1), Nurse Career Development (X2), has an effect on the variable Belief About the Importance of Learning Activities (Z) by 51%,

while the remaining 49% is influenced by other variables not examined by the author.

Based on the table above, it is known that the value of Sig. of (0.000) and the value because the value of sig. 0.000 < 0.05. So it can be concluded that the hypothesis (H₁) is accepted in other words achievement motivation, nurse career development, and beliefs about the importance of learning activities simultaneously affect Behavior in Professional Development at Bunda Margonda General Hospital.

IV. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the results and discussion of hypothesis testing and research findings, the conclusions of this study are as follows:

- 1) The results of the partial influence test between Achievement Motivation (X1) on the Behavioral variable in Professional Development (Y) have a positive and significant effect. This means that a good sense of achievement motivation can contribute to group goals or various responsibilities for achieving goals.
- 2) The results of the partial influence test between career development (X2) on the Behavioral variable in Professional Development (Y) have a positive and significant effect. This means that the leader gives consideration and intellectual stimulation that is individualized, and who has the charisma to motivate work so that it can improve performance and better career developments.
- 3) The results of the test of the influence between Achievement Motivation (X1), Career development (X2), and Beliefs about the Importance of Learning Activities (Z) both simultaneously and partially affect the Behavioral variable in Professional Development (Y). This means that with strong achievement motivation, career developments supported by hospitals and good nurses' beliefs about the importance of learning in hospitals, it is easy for

hospital leaders to increase motivation and quality of service, so that they can produce quality services with good performance.

B. Managerial Implications

1) Achievement motivation variables (X1)

This study helps hospital management to develop programs to increase employee achievement motivation by increasing extrinsic motivation factors in employees. Extrinsic work motivation includes salary, hospital policies, and job security. As for the rewards that can be given, for example, compensation for expertise or skills.

2) Nurse Career Development variables (X2)

This research helps hospital management to increase employees' understanding that promotion or career advancement is not only a structural position. However, an increase in functional positions is also a form of promotion and career development given by the hospital to employees. By increasing understanding of the career development of functional positions, it will be able to increase job satisfaction and competitiveness of employees.

3) Belief variables about the importance of learning activities (Z)

This research helps hospital management to be able to increase Beliefs about the Importance of Learning Activities in Hospitals. Several research results explain the importance of learning in the workplace. Learning in the workplace is claimed to be the best lifelong learning, for that it needs to be a concern for management and employees so that members can work together in learning something so that the learning culture in the workplace can develop well within the organization, one of which is by optimizing a good learning network between employees, in order to create a conducive learning culture in the work environment. In addition, to improve teamwork, team building training can be carried out to form a solid team and a conducive work environment so that efforts to improve service quality can be achieved.

4) Nurse behavior variables in the continuing development of the nursing profession (Y)

The researcher as the head of the nursing field maximizes the implementation of the latest competency standard No. 032-I/SK/MD/VI/2022 issued by the Managing Director of PT BMHS. Management facilitates nurses to carry out competency development by holding scientific meetings, and case discussions.

C. Suggestions

From the results of the analysis and conclusions, the researcher tries to propose some input or suggestions:

1) Management

- a. Regarding the motivation of nurses, hospitals can strive to provide a reward system according to the achievements of nurses who have carried out self-

development according to their competencies. The award can be in the form of promotion, professional career advancement, or financial recognition for nurses who have carried out professional development. That way nurses will have a high spirit to continue to learn and the competence of nurses will increase.

- b. Hospital management needs to socialize career development ways to employees by emphasizing career developments in functional positions. Management also makes the promotion stage as transparent as possible.
- c. Create a nursing professional development program that refers to PMK No. 40 of 2017 and socialize to nurses about activities in the program so that nurses can know the competencies that must be possessed according to the level of each PK by adjusting the competency standards made by PT BMHS.
- d. Hospital management needs to give awards for every achievement made by employees. The award does not have to be in the form of money or goods, it can be in the form of praise in front of the employee's co-workers or in official forums, even in the form of recognition as employee of the month.
- e. Hospital leadership is expected to be able to realize a reward system for nurses who have carried out professional development, namely in the form of increasing the level of professional career developments based on the level of competence they have, so that nurses will be motivated to continue to carry out professional development because of the recognition from management for their achievements. he has done.

D. For Further Researchers

- a. Further research can conduct research by testing other variables outside the variables that have been studied.
- b. Further researchers can conduct research using the mix method to explore the rationality of the relationship between each variable
- c. SEM approach with larger variables needs to be done to prove the consistency of the influence of each variable.

ACKNOWLEDGEMENT

Thank you to Dr. P.H Rian Adi Pamungkas, S.Kep. Ns., M.N.S and Dr. Kemala Rita W, SKp., Sp.Kep.Onk., ETN., MARS for her guidance and direction, as well as to Dr. Rokiah Kusumapradja, SKM, MHA.

REFERENCES

- Adanu, F. (2017). The influence of motivation on job satisfaction of nurses at Cape Coast Metropolitan Hospital. Dissertation submitted to the Department of Management, School of Business of the College of Humanities and Legal Studies, University of Cape Coast. Digitized by UCC, Library.
- Ajzen, I. (1985). *From Intention to Action: A Theory of Planned Behavior*. New York: Springer.
- American Nurses Association (ANA). 2011. Nursing: Scope and Standards of Practice, 2nd Edition. Silver Spring, MD: Nursesbook.org.
- Baert, P. (1998). *Social Theory in the Twentieth Century*. NYU Press.
- Brekelmans, G., Maassen, S., Poell, R., Weststrate, J., Geurdes, E. (2016). Factors influencing nurse participation in continuing professional development activities: Survey results from the Netherlands. *Nurse Education Today*, 40, 13–19.
- Burrow, S., Mairs, H., Pusey, H., Bradshaw, T., Keady, J. (2016). Continuing Professional Education: Motivations and Experiences of Health and Social Care Professionals' Part-Time Study In Higher Education. A Qualitative Literature Review, *International Journal of Nursing Studies*, 63, 139-145, ISSN 0020-7489. <https://doi.org/10.1016/j.ijnurstu.2016.08.011>.
- Coldwell, M., (2017). Exploring The Influence of Professional Development on Teacher Careers: A Path Model Approach, *Teaching and Teacher Education*, 61, 189-198, ISSN 0742-051X, <https://doi.org/10.1016/j.tate.2016.10.015>.
- Deci, E. L. (1972). The Effects of Contingent and Noncontingent Rewards and Controls on Intrinsic Motivation. *Organizational Behavior and Human Performance*, 8(2), 217-229.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York: Plenum.
- Deci, E. L., Olafsen, H. A., & Ryan, R. M. (2017). Self Determination Theory in Work Organizations: The State of a Science. The Annual Review of Organizational Psychology and Organizational Behavior, 4:19–43.
- Djalla, A., Hafidza, R. N., & Patintingana, A. (2018). Faktor-Faktor Yang Mempengaruhi Profesionalisme Petugas Kesehatan Di Puskesmas Baroko Kabupaten Enrekang. *Jurnal Ilmiah Manusia Dan Kesehatan*, 1(1). <https://doi.org/10.31850/makes.v1i1.97>.
- Huber, D. (2002). *Leadership for nursing care management. Second Edition*. Philadelphia: W.B. Saunders Company.
- Jaya, I. (2021). Penguatan Sistem Kesehatan dalam Pengendalian COVID-19. *Kementerian Kesehatan Republik Indonesia*, Direktorat Jenderal Pencegahan dan Pengendalian Penyakit, P2P 24/7: Cegah-Deteksi-Respon. <http://p2p.kemkes.go.id>.
- Kementerian Kesehatan, R. I. (2021). *Sekretariat Jenderal: Profil Kesehatan Indonesia Tahun 2020*. Jakarta: Kementerian Kesehatan RI. ISBN 978-623-301-218-8.
- Khan, M. A. & Kiran, A. (2018). Mark Boylan (Reviewing editor). Organizational and Task Factors Aimed at Enhancing Occupational Expertise Through Teachers' Professional Development, *Cogent Education*, 5(1), DOI: 10.1080/2331186X.2018.1465324.
- Nazri, M. A., Aroosha, H., & Omar, N. A. (2016). Examination of Factors Affecting Youths' Entrepreneurial Intention: A Cross-Sectional Study. *Information Management and Business Review*, 8(5), 14-24. <https://doi.org/10.22610/imbr.v8i5.1456>.
- Obwoye, R. O., Mosol, J. P., Mohamed, E. A., Keraro, F. N., Kangethe, S. (2017). Medical Students' KCSE Grade and Their Relationship to Academic Performance: A Case of Egerton and Moi Universities, Kenya. *Science Journal of Education*. 5(2), 34-44. doi: 10.11648/j.sjedu.20170502.11.
- Permenkes, R. I. (2017). *Peraturan Menteri Kesehatan Republik Indonesia Nomor 40 Tahun*. Tentang Pengembangan Jenjang Karir Profesional Perawat Klinis.
- Pool, I. A., Poell, R. F., Berings, M. G., & ten Cate, O. (2016, March). Motives and activities for continuing professional development: An exploration of their relationships by integrating literature and interview data. *Nurse Education Today*, 38, 22–28. <https://doi.org/10.1016/j.nedt.2016.01.004>.
- Puteh, F., Kaliannan, M., Alam, N. (2015). Learning for Professional Development via Peers: A System Theory Approach. *Procedia* - DOI: <http://dx.doi.org/10.24018/ejbmr.2022.7.5.1615>
- Social and Behavioral Sciences*, 172, 88–95. <https://doi.org/10.1016/j.sbspro.2015.01.340>.
- Undang-Undang, R.I. (2009) *Nomor 44 Tahun*. tentang Rumah Sakit. Jakarta.