

THE EFFECT OF SKILLS ON NURSES' PERFORMANCE THROUGH WORK MOTIVATION AS A MEDIATING VARIABLE (A Study on Nurses at Primahusada Hospital Sukorejo)

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Abstract: Nurses' performance is vital for delivering high-quality healthcare services. Although skills and motivation have often been studied separately, research that explores their combined effect on nurses' performance remains limited, particularly in Type C hospitals in Indonesia. In practice, strong skills without sufficient motivation often fail to produce optimal outcomes, whereas motivation alone cannot ensure consistent service quality. This study aims to examine how skills influence nurses' performance, with work motivation serving as a mediating factor. A quantitative approach was applied by involving 100 nurses at Primahusada Hospital Sukorejo, selected through purposive sampling. Data were collected using structured questionnaires and analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that both skills and work motivation significantly and positively affect performance, with skills also enhancing motivation, which subsequently mediates their relationship with performance. These findings highlight that optimal nursing performance requires not only technical competence but also sufficient motivation. Therefore, hospital management should emphasize continuous training to strengthen nurses' skills while fostering a supportive work environment that boosts motivation, thereby ensuring sustained improvements in performance and healthcare service quality.

Keywords: Skills, Work Motivation, Nurses' Performance

1. Introduction

The global healthcare sector is undergoing significant changes, shaped by demographic shifts, advances in medical technology, and increasing public expectations for service quality, patient safety, and ethical standards of care (World Health Organization, 2023). These transformations place hospitals at the center of healthcare delivery, as they are responsible for providing comprehensive services, including inpatient, outpatient, and emergency care. Within this evolving landscape, the quality of human resources emerges as a decisive factor, influencing not only hospital performance but also overall competitiveness and the effectiveness of patient care (Armstrong & Taylor, 2020; Fernanda et al., 2021; Hermawati et al., 2019).

Prima Husada Sukorejo Hospital (RSPHS), a type C private hospital located in Sukorejo District, Pasuruan Regency, East Java, offers a full spectrum of healthcare services. Guided by its vision to be "a Leading Quality Hospital of Choice for All Community Layers," RSPHS places particular emphasis on human resource quality, with a special focus on nurses. This emphasis is based on the understanding that nurses play a pivotal role in ensuring service excellence, patient safety, and satisfaction across all levels of the community.

Nurses are the largest professional group in Indonesia's healthcare system, with approximately 563,739 individuals nationwide. Their role is essential, as they are directly involved in patient care, frequently serving as the primary point of contact between the healthcare system and patients. High nurse performance is therefore critical to the delivery of safe, effective, and

patient-centered services. Despite this, practical evidence indicates that nurse performance is often suboptimal. Patients commonly report issues such as delays in medication administration, slow responses to concerns, and insufficient individualized attention. These challenges underscore the urgent need to strengthen both nurses' skills and their work motivation, as both factors directly shape the quality of care delivered at RSPHS.

Nurse performance is best understood as the measurable outcome of work carried out in accordance with assigned roles and responsibilities. According to (M. S. Hasibuan, 2015), performance results from the combination of individual competence, effort, and the opportunities available to apply one's abilities. In the context of nursing, performance encompasses the capacity to provide care that is safe, professional, timely, and patient-centered. Nursalam (2017) identifies six practical dimensions of performance: caring, collaboration, empathy, response speed, courtesy, and sincerity. By evaluating performance across these dimensions, managers and researchers can gain a holistic understanding of nurses' capabilities and their ability to meet patient needs effectively.

Skills represent one of the most influential determinants of performance. Hasibuan (2000) categorizes work skills into three main types: technical, human, and conceptual abilities, which together enable individuals to seize opportunities, perform tasks accurately, and use resources efficiently. In nursing, Nursalam (2022) measures skills in terms of technical mastery, professional knowledge, and the ability to execute tasks precisely and according to established standards. This multidimensional view of skills highlights that technical competence alone is insufficient; effective performance also depends on interpersonal abilities and problem-solving capabilities.

Complementing skills, work motivation serves as an internal driver that ensures competencies are applied consistently and effectively. Motivation arises from both intrinsic and extrinsic sources and guides individuals toward the achievement of organizational goals (Gibson, 2002; M. S. . Hasibuan, 2005; S. Robbins & Judge, 2007). In the nursing context, motivation is expressed through the intensity and persistence of effort dedicated to patient care and service objectives (Nursalam, 2022). Nurses who are highly motivated demonstrate greater dedication, responsiveness, and commitment to continuous improvement. In contrast, low motivation may limit the application of skills, reducing the overall quality of care.

The interplay between skills, motivation, and performance is therefore critical. While skills provide the technical foundation necessary for high-quality care, motivation ensures that these skills are consistently applied in practice, creating a dynamic synergy that enhances outcomes (Mangkunegara, 2013; Nursalam, 2017). Moreover, motivation can mediate the relationship between skills and performance, suggesting that the development of competence must be accompanied by strategies to enhance intrinsic drive in order to achieve optimal nurse performance.

From a human capital perspective, Becker & Stanley (1993) argues that individuals constitute valuable assets capable of generating returns through education, training, experience, and health. This perspective underscores the importance of human resource development as a strategic mechanism to improve organizational productivity and performance. Fitz-enz (2009) highlights that employees act as strategic partners in achieving organizational competitiveness, while Sukoco & Prameswari (2017) describe human capital as an intangible asset that can grow, transfer knowledge, and convert information into practical value. In nursing, deliberate investment in both skills and motivation is essential for fostering sustained high performance and ensuring that patient care meets both professional and ethical standards.

Empirical studies provide strong support for these relationships. Al'adli et al. (2025) found that clinical competence significantly influences nurse performance both directly and indirectly through motivation, with competence exerting the strongest effect and motivation functioning as a mediator. Similarly, Nugraha et al. (2025) demonstrated that training programs enhance both skills and motivation, with motivation playing a crucial role in translating skill development into improved performance. Additional studies Febriana et al. (2022) and Maydinar & Wibowo (2022) consistently indicate that skills and motivation are interrelated and jointly determine nurse performance. Nevertheless, comprehensive studies integrating all three variables in type C hospitals in Indonesia remain limited, highlighting a notable gap in the literature.

This study aims to address this gap by examining the effect of skills on nurse performance, with work motivation as a mediating variable at RSPHS. The research questions are: (1) Do skills influence nurse performance at RSPHS? (2) Do skills affect nurses' work motivation? (3) Does motivation affect nurse performance? and (4) Does motivation mediate the effect of skills on performance? By exploring these relationships in depth, the study seeks to provide both theoretical insight and practical guidance. Accordingly, the research is titled "The Effect of Skills on Nurse Performance through Work Motivation as a Mediating Variable: A Study of Nurses at Prima Husada Sukorejo Hospital." The findings are expected to enrich academic literature and serve as a practical reference for enhancing human resource quality and performance in type C hospitals.

2. Literature Review

The Concept of Human Capital

Becker & Stanley (1993) emphasizes that humans are a form of capital capable of generating returns through investments in education, training, experience, and health. This perspective underscores the strategic importance of human resource development as a means to enhance organizational productivity and overall performance. Similarly, Fitz-enz (2009) views employees not merely as administrative personnel but as strategic partners whose contributions directly influence organizational competitiveness through effective management and motivation practices.

Sukoco & Prameswari (2017) further argue that human capital qualifies as an intangible asset because it can grow when applied, convert data into meaningful information, and facilitate knowledge transfer across the organization. Expanding on this, Dae-Bong (2009) identifies three key aspects of human capital: the individual, the accumulation of skills and knowledge, and production orientation. In the context of nursing, these principles highlight that investing in nurses' skills and work motivation is crucial for enhancing their performance, which in turn determines the quality of healthcare services delivered.

Nurse Performance

Performance refers to the actual outcomes of work carried out by an individual in accordance with assigned roles and responsibilities. Hasibuan (2015) defines performance as the results achieved through a combination of competence, effort, and the opportunities available to apply one's abilities. Simamora (1997) adds that good employee performance enables the organization to function effectively, while Robbins (2016) emphasizes performance as the real effort applied by individuals to complete assigned tasks. Mathis & Jackson (2015) further describe performance as encompassing all actions, behaviors, and results executed in line with job responsibilities.

In nursing, performance reflects the capacity to provide care that is safe, professional, timely, and responsive to patients' needs. Yani et al. (2019) argue that high-quality performance depends on the nurse's professional ability to execute each stage thoroughly and in accordance with practice standards, demonstrating that service quality is determined not only by the outcomes but also by the process itself.

For this study, nurse performance is evaluated using six dimensions proposed by Nursalam (2017). Caring refers to attentiveness and responsiveness to patient needs. Collaboration indicates the ability to work effectively with patients, families, and healthcare teams. Empathy reflects understanding of patients' emotional and personal needs. Response speed relates to timeliness and prompt service delivery. Courtesy encompasses politeness, respect, and maintaining positive relationships with all stakeholders. Finally, Sincerity involves honesty, dedication, and accountability in performing duties. These dimensions together provide a comprehensive framework for assessing nurses' overall performance.

Skills

Skills represent an individual's capabilities, developed internally, which are essential for performing tasks with diligence, accuracy, and critical thinking. Hasibuan (2000) explains that work skills include technical, human, and conceptual abilities, involving the capacity to seize opportunities, maintain precision, and utilize tools effectively to achieve objectives.

In the context of this study, skills are measured using two key indicators Nursalam (2022), mastery of technical and professional knowledge, and the ability to carry out tasks accurately according to established standards. Together, these indicators reflect nurses' professionalism and their readiness to deliver high-quality care.

Motivation

The term motivation originates from the Latin word *movere*, meaning to move or drive Hasibuan (2005). In management, motivation is understood as the effort to direct individuals' potential and energy productively toward achieving organizational goals. Gibson (2002) describe motivation as an internal drive that initiates and guides behavior, while Robbins & Judge (2007) defines it as the willingness to exert maximum effort to accomplish organizational objectives, closely linked to the satisfaction of personal needs.

According to Nawawi (2003), motivation arises from motives conscious reasons underlying an individual's actions. In essence, motivation stems from personal needs and the desire for fulfillment, serving as a driving force that channels behavior toward desired goals. In nursing, motivation is assessed using two main indicators (Nursalam, 2022). The first is the intensity and drive to achieve service objectives, reflecting the nurse's determination to provide optimal care. The second is perseverance and commitment to patient care, showing the nurse's dedication to maintaining consistency and quality despite challenges. These indicators demonstrate that motivation acts as an internal force, ensuring that nurses apply maximum effort to achieve both organizational goals and patient-centered outcomes.

3. Method

This study uses a quantitative approach with an explanatory research design, chosen to explore and explain the relationships between variables through hypothesis testing using numerical data (Malhotra & Dash, 2016). The study specifically investigates how nurses' skills influence their performance, with work motivation serving as a mediating factor. This approach helps

clarify not only whether skills affect performance but also how motivation plays a role in enhancing the effective application of these skills.

Data were analyzed using Partial Least Squares – Structural Equation Modeling (PLS-SEM) with the support of SmartPLS 3 software. PLS-SEM was selected because it allows for the simultaneous evaluation of measurement and structural models, which is especially useful for testing mediating variables and understanding the strength and direction of relationships (Abdillah & Jogiyanto, 2015; Hair et al., 2017). This method ensures a clear analysis of both direct and indirect effects between skills, motivation, and performance.

The research participants included nurses working at Prima Husada Sukorejo Hospital, while the research objects were three main variables: skills, work motivation, and nurse performance. The hospital was chosen because it has a sufficiently large and diverse nursing staff, making it a suitable representation of real-world nursing practices (Sugiyono, 2018).

Data were collected in two ways. Primary data were obtained through questionnaires distributed to nurses, using a five-point Likert scale to measure skills, work motivation, and performance according to research indicators. Secondary data were gathered from hospital documents, internal reports, and relevant literature to strengthen the analysis and provide additional context (Sugiyono, 2018).

The population consisted of all 180 nurses at the hospital. Using Slovin's formula with a 5% margin of error, the minimum required sample size was 125 respondents. After applying inclusion criteria, such as a minimum of one year of work experience and willingness to participate, 100 valid responses were analyzed. Purposive sampling was applied to ensure that participants matched the research objectives and provided relevant information (Sugiyono, 2018). The research instruments were adapted from previous studies by (Nursalam, 2017). Skills were measured using two indicators: mastery of technical skills and the ability to perform tasks according to established standards. Work motivation was assessed through two dimensions: the intensity and drive to achieve service objectives, and perseverance and commitment to patient care. Nurse performance was measured across six dimensions: caring, collaboration, empathy, response speed, courtesy, and sincerity. All indicators used a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

Data analysis followed a structured and sequential procedure to ensure alignment with the study's conceptual model. First, validity and reliability tests were conducted using outer loadings, Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha to ensure that each variable was measured accurately (Ghozali, 2014). Next, the structural model was evaluated by examining R-square, Q-square, and path coefficients, which provided information on the strength and significance of relationships between skills, motivation, and performance. Finally, hypothesis testing was conducted using bootstrapping to assess both direct and indirect effects, allowing for a clear evaluation of the mediating role of work motivation (Hayes, 2013).

This methodological approach ensures a smooth connection between data collection, analysis, and the conceptual model, making it clear how skills influence performance both directly and through motivation. By following this structured approach, the study provides a coherent and logical framework for understanding the mechanisms that drive nurses' performance.

4. Result and Discussion

The characteristics of the respondents in this study include age, gender, highest educational level, and length of work experience. These characteristics are summarized in Table 1 below:

Table 1. Characteristics of Respondents

Characteristic	Category	Frequency	Percent	Total
Age	< 25 Years	27	27%	100%
	25 – 34 Years	72	72%	
	34 – 45 Years	1	1%	
Gender	Pria	23	23%	100%
	Wanita	77	77%	
	D3	40	40%	
Education Level	Profesi	50	50%	100%
	S1	10	10%	
	< 1 Year	16	16%	
Work Experience	> 5 Years	1	1%	100%
	>3 – 5 Years	32	32%	
	1 – 3 Years	51	51%	

Source: Data Processed (2025)

The respondents in this study were mostly aged between 25 and 34 years (72%), while those under 25 years made up 27%, and only a small proportion were between 35 and 45 years old (1%). The sample was predominantly female (77%), with males accounting for 23%. Regarding education, half of the participants held a professional nursing qualification, 40% had a Diploma III, and the remaining 10% held a bachelor's degree. Work experience varied, with the largest group having 1–3 years of service (51%), followed by 3–5 years (32%), less than one year (16%), and more than five years (1%).

Following the description of the Characteristics of Respondents, a descriptive analysis was conducted for the research variables, including skills, work motivation, and nurse performance, as presented in the Table below.

Table 2. Descriptive Statistics

Variable	Indicator	Frequency					N	Min.	Max.	Mean	Std. Deviasi
		STS	TS	CS	S	SS					
Skills (X)	X1.1.1	-	-	7	59	34	100	3	5	4.27	.584
	X1.1.2	-	-	4	61	35	100	3	5	4.31	.545
	X1.2.1	-	-	4	61	35	100	3	5	4.31	.545
	X1.2.2	-	-	4	60	36	100	3	5	4.32	.548
		Mean								4.30	0.556
Work Motivation (Z)	Z1.1.1	-	-	2	75	23	100	3	5	4.21	.456
	Z1.1.2	-	-	5	73	22	100	3	5	4.17	.493
	Z1.2.1	-	-	10	65	25	100	3	5	4.15	.575
	Z1.2.2	-	-	7	68	25	100	3	5	4.18	.539
		Mean								4.18	0.516
Nurse Performance (Y)	Y1.1.1	-	-	8	64	28	100	3	5	4.20	.569
	Y1.1.2	-	-	9	61	30	100	3	5	4.21	.591
	Y1.2.1	-	-	11	62	27	100	3	5	4.16	.598
	Y1.2.2	-	-	8	64	28	100	3	5	4.20	.569
	Y1.3.1	-	-	9	63	28	100	3	5	4.19	.581
	Y1.3.2	-	-	5	64	31	100	3	5	4.26	.543
	Y1.4.1	-	-	1	70	29	100	3	5	4.28	.473
	Y1.4.2	-	1	3	66	30	100	2	5	4.25	.557
	Y1.5.1	-	-	2	68	30	100	3	5	4.28	.494
	Y1.5.2	-	-	4	64	32	100	3	5	4.28	.533
	Y1.6.1	-	-	4	65	31	100	3	5	4.27	.529
	Y1.6.2	-	-	-	61	39	100	4	5	4.39	.490
		Mean								4.25	0.544

The descriptive analysis presented in Table 2 indicates that all three research variables fall within the high category. The skills variable obtained a mean score of 4.30 with a standard deviation of 0.556, suggesting that respondents generally rated nurses' skills as good and relatively consistent. The work motivation variable had a mean of 4.18 and a standard deviation of 0.516, reflecting a positive level of motivation among respondents. Meanwhile, the nurse performance variable achieved the highest mean score of 4.25 with a standard deviation of 0.544, indicating that respondents assessed nurses' performance as good.

Following the descriptive analysis, the next step was to test the construct validity using outer loading values for each indicator within the respective variables, as presented in the Table below:

Table 3. Outer Loading Test Results

Item	Nurse Performance		
	Skills (X)	(Y)	Work Motivation (Z)
X1.1.1	0.881		
X1.1.2	0.870		
X1.2.1	0.922		
X1.2.2	0.905		
Y1.1.1		0.833	
Y1.1.2		0.82	
Y1.2.1		0.873	
Y1.2.2		0.788	
Y1.3.1		0.826	
Y1.3.2		0.788	
Y1.4.1		0.819	
Y1.4.2		0.802	
Y1.5.1		0.887	
Y1.5.2		0.858	
Y1.6.1		0.869	
Y1.6.2		0.780	
Z1.1.1			0.924
Z1.1.2			0.924
Z1.2.1			0.908
Z1.2.2			0.943

Source: Data Processed (2025)

The construct validity test using outer loading values indicated that all indicators for the variables of skills, work motivation, and nurse performance had values above 0.70. This suggests that each indicator meets the criteria for convergent validity and is therefore suitable for measuring the research variables. Furthermore, Figure 2 below presents the outer loading values of each indicator for both the outer and inner models, as obtained after processing the data using SmartPLS software.

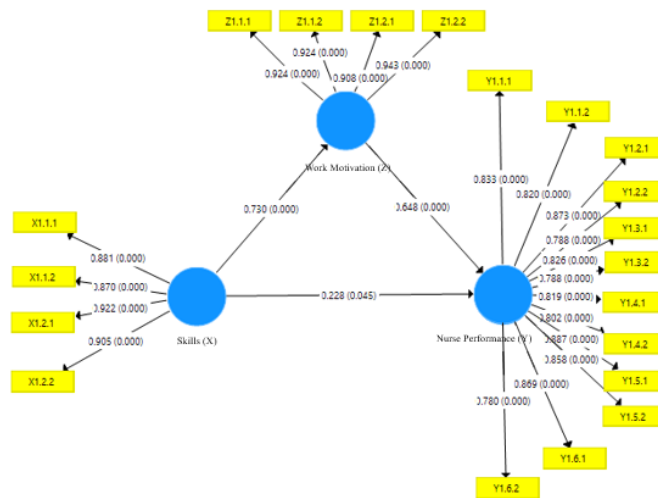


Figure 2. Inner and Outer Model
 Source: Data Processed (2025)

Following the outer loading analysis, discriminant validity was tested using cross-loading. The results for each indicator across the variables are presented in the Table below:

Table 4. Cross-Loading Test Results

Item	Nurse Performance		
	Skills (X)	(Y)	Work Motivation (Z)
X1.1.1	0.881	0.648	0.676
X1.1.2	0.870	0.624	0.605
X1.2.1	0.922	0.628	0.661
X1.2.2	0.905	0.607	0.668
Y1.1.1	0.517	0.833	0.629
Y1.1.2	0.374	0.820	0.616
Y1.2.1	0.583	0.873	0.702
Y1.2.2	0.607	0.788	0.602
Y1.3.1	0.517	0.826	0.694
Y1.3.2	0.490	0.788	0.628
Y1.4.1	0.646	0.819	0.685
Y1.4.2	0.555	0.802	0.657
Y1.5.1	0.660	0.887	0.773
Y1.5.2	0.717	0.858	0.746
Y1.6.1	0.579	0.869	0.728
Y1.6.2	0.672	0.780	0.601
Z1.1.1	0.653	0.743	0.924
Z1.1.2	0.622	0.697	0.924
Z1.2.1	0.680	0.779	0.908
Z1.2.2	0.739	0.787	0.943

Source: Data Processed (2025)

The discriminant validity test using cross-loading showed that all indicators had higher loadings on their respective constructs than on other constructs. Therefore, each indicator is considered valid in reflecting the variables of skills, work motivation, and nurse performance.

Following the discriminant validity assessment, the next step was to evaluate construct reliability using Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). The results of these reliability tests are presented in the Table below.

Tabel 5. Construct Reliability and Validity

Konstruk	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Skills (X)	0.917	0.941	0.800
Nurse Performance (Y)	0.959	0.963	0.688
Work Motivation (Z)	0.944	0.960	0.856

Source: Data Processed (2025)

The reliability test presented in Table 5 indicates that all constructs achieved Cronbach's Alpha and Composite Reliability values above 0.70, with AVE values exceeding 0.50. This confirms that the indicators used are reliable and consistently measure the variables of skills, work motivation, and nurse performance.

Subsequently, a path analysis was conducted to examine both the direct and indirect effects among the variables. The results of this analysis are presented in Table 6.

Table 6. Hypothesis Testing Results

No.	Path	Original Sample	T Statistics	P Values	Decision
1.	Skills (X) -> Nurse Performance (Y)	0.228	2.014	0.045	Accepted
2.	Skills (X) -> Work Motivation (Z)	0.730	13.814	0.000	Accepted
3.	Work Motivation (Z) -> Nurse Performance (Y)	0.648	5.874	0.000	Accepted
4.	Skills (X) -> Work Motivation (Z) -> Nurse Performance (Y)	0.473	5.770	0.000	Accepted

Source: Data Processed (2025)

The results of this study show that nurses' skills have a positive and significant impact on nurse performance, with a path coefficient of 0.228 ($p = 0.045$). Descriptive analysis of the skills variable yielded a mean score of 4.30 and a standard deviation of 0.556, indicating that nurses generally demonstrate strong technical competence and be able to perform their tasks according to professional standards and guidelines. Skills, including technical ability and accuracy in task execution, form the basis for various aspects of nurse performance, such as caring, collaboration, empathy, response speed, courtesy, and sincerity, as outlined by Nursalam (2017). These results align with Febriana et al. (2022) who found that nurses' technical and clinical skills play a significant role in improving service quality and patient satisfaction. However, Bakri (2017) emphasized that skills alone do not guarantee optimal performance; supporting factors, particularly work motivation, are also crucial, as reflected in variations in performance observed in practice.

Nurses' skills were also shown to have a strong positive effect on work motivation, with a path coefficient of 0.730 ($p < 0.001$). Descriptive analysis indicated a mean score of 4.18 and a standard deviation of 0.516, suggesting that nurses with higher skills tend to be more motivated to perform their duties effectively. Motivation was assessed through the intensity and drive to achieve service goals, as well as perseverance and commitment in patient care, highlighting it as an internal force that supports consistent application of technical competence. These findings support Nursalam (2022), who described motivation as an internal and external force guiding individuals toward their objectives, and resonate with Becker & Stanley (1993) human capital

perspective, which emphasizes that individual productivity improves when skills and motivation work together. Al'adli et al. (2025) similarly reported that clinical competence strongly affects nurses' performance, both directly and through motivation, demonstrating that skillful nurses are more likely to consistently apply their abilities. Additionally, Nugraha et al. (2025) found that training enhances both skills and motivation, confirming that skill development is a key driver of work motivation.

Work motivation was found to have a significant positive effect on nurse performance, with a path coefficient of 0.648 ($p < 0.001$). Descriptive analysis of performance showed a mean score of 4.25 and a standard deviation of 0.544, indicating high levels across all performance dimensions. This suggests that motivated nurses consistently apply their technical skills, resulting in optimal service quality. These findings are consistent with Maydinar & Wibowo (2022), who reported that high motivation improves the quality of services in institutions such as hospitals, as it encourages staff to perform tasks consistently, respond promptly to needs, and engage effectively with clients or patients and with Handayani et al. (2023), who found that low motivation reduces service quality. Suryani et al. (2018) also highlighted the importance of a supportive work environment in optimizing motivation, enabling nurses to perform effectively. At Prima Husada Sukorejo Hospital, motivated nurses supported by a conducive environment demonstrate consistently high-quality performance, including timely care and strong interpersonal relationships with patients and the healthcare team.

Mediation analysis showed that work motivation significantly mediates the relationship between skills and nurse performance, with a path coefficient of 0.473 ($p < 0.001$). This indicates that the impact of skills on performance is enhanced when supported by high motivation. The findings suggest that technical skills alone are not sufficient for optimal performance; when combined with strong motivation, these skills are applied consistently in practice. This supports Nursalam (2022), who emphasized motivation as a driving force for consistent application of technical skills, and Maydinar & Wibowo (2022), who highlighted its role in enhancing empathy, care, and responsiveness. Suryani et al. (2018) added that a supportive work environment strengthens motivation, bridging the effect of skills on actual performance. Practically, these findings indicate that improving nurse performance requires more than technical training; it also demands strategies to strengthen motivation through recognition, incentives, and a supportive workplace, ensuring that skills are consistently applied and service quality is optimized.

5. Conclusions

The conclusion of this study summarizes the main findings, implications, and limitations. The results show that nurses' skills have a positive direct effect on performance, indicating that nurses with higher skills are able to carry out their tasks accurately and consistently in accordance with established standards. In addition, skills were found to positively influence work motivation, suggesting that more skilled nurses tend to demonstrate greater drive and commitment in delivering healthcare services. Work motivation itself also has a significant positive impact on nurse performance, emphasizing the role of both internal and external factors in ensuring that skills are effectively applied. Furthermore, the study confirms that work motivation serves as a mediator, strengthening the influence of skills on nurse performance. In practical terms, these findings highlight the importance of continuous skill development through training programs, combined with a work environment that fosters motivation, as essential strategies for enhancing the quality of healthcare services. A notable limitation of this study is that the sample was drawn from a single hospital, which may limit the generalizability of the results to other type C hospitals.

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