International Journal Administration, Business & Organization
Vol. 6 (2), 2025: 66-78 | E-ISSN 2721-5652
Available at https://ijabo.a3i.or.id/index.php/ijabo

The Relationship Between Training Satisfaction and Work Motivation of Employees in the Emergency Department (ED) Unit of Ciputra Hospital Surabaya

Denny Efendi
Master of Management Study Program
Postgraduate ARS University,
Bandung, Indonesia
E-mail: dennyefendi92@gmail.com

ABSTRACT

Training is one of the organizational efforts to enhance employee competence and work motivation. This study aims to examine the relationship between training satisfaction and work motivation among employees in the ED unit of Ciputra Hospital Surabaya. A quantitative approach with a cross-sectional design was employed. A total of 30 respondents were selected using total sampling. The instrument used was a Likert-scale questionnaire. Data were analyzed using Spearman's correlation test, as the data were not normally distributed ($p < 0.05$ in the Shapiro-Wilk test). The results revealed a strong and significant relationship between training satisfaction and work motivation ($\rho = 0.584$; $p < 0.001$). It can be concluded that higher training satisfaction correlates with higher work motivation. This study recommends improving training quality as part of human resource development strategies. This study provides both theoretical and practical implications. Theoretically, it supports the Two-Factor Theory of Herzberg and Self-Determination Theory by Deci and Ryan, showing that satisfaction with training can enhance intrinsic motivation. Practically, this research offers evidence for hospital HR departments to design more engaging and relevant training. The novelty of this research lies in its focus on the Emergency Department setting—a high-pressure work environment rarely studied in this context within Indonesian hospitals.

Keywords: Training Satisfaction; Work Motivation; Spearman's Correlation; Employee Training

Received: 18 May 2025
Accepted: 18 August 2025
Available online: 30 August 2025

DOI: 10.61242/ijabo.25.486

JEL Classifications: M53, M12, J24

 *Corresponding Author: dennyefendi92@gmail.com

INTRODUCTION

Human resources are the most vital asset in any organization, particularly in the healthcare sector. In high-pressure environments like the Emergency Department (ED), the combination of technical competence and high work motivation is essential for quality service delivery. Training serves not only to enhance skills but also to boost employee morale.

As McShane and Von Glinow (2021) emphasized, well-structured training significantly impacts employee satisfaction and motivation. However, suboptimal training outcomes are often linked to irrelevant content, poor delivery methods, or insufficient organizational support (Salas et al., 2021).

This study aims to explore the correlation between training satisfaction and work motivation among ED personnel at Ciputra Hospital Surabaya, addressing a gap in research focused on motivation in emergency medical settings in Indonesia.

Previous studies have explored the relationship between training satisfaction and work motivation, but their focus has largely been on general hospital staff or administrative roles (Nawaz & Pangil, 2016; Rahmawati & Putra, 2020). For example, Rahmawati and Putra (2020) identified a moderate positive correlation ($\rho = 0.42$) between training quality and nurses' motivation in a Jakarta-based hospital. However, these studies overlooked the unique pressures of ED environments such as exposure to trauma, rapid decision-making, and burnout risks which may significantly alter motivational dynamics (Kanfer et al., 2021). Furthermore, existing literature predominantly originates from Western contexts, raising questions about its applicability to Indonesia's distinct workplace culture and healthcare infrastructure.

This study bridges three critical gaps in the literature. First, there is a contextual gap: ED staff in Indonesian private hospitals remain understudied despite their distinct challenges, such as long shifts and high emotional demands. Second, a theoretical gap persists, as established frameworks like Herzberg's Two-Factor Theory and Self-Determination Theory (SDT) have rarely been applied to evaluate training outcomes in Indonesia's healthcare sector. Third, a methodological gap exists, as prior research often relied on parametric analyses with large samples, whereas this study employs non-parametric methods to accommodate non-normal data distributions common in small-scale, high-pressure settings.

The study aims to answer two key questions: (1) What is the relationship between training satisfaction and work motivation among ED staff at Ciputra Hospital Surabaya? and (2) Which factors—such as training quality, instructor competence, or organizational support—most strongly influence this relationship? By addressing these questions, the research seeks to provide actionable insights for improving training programs in high-stress healthcare environments.

This study offers three novel contributions. First, it is the first to investigate training-motivation dynamics in the ED of an Indonesian private hospital, a setting characterized by resource constraints and cultural nuances like hierarchical organizational structures. Second, it tests the applicability of Western-origin theories (e.g., Herzberg's and SDT) in a non-Western context, enriching global HR management literature. Third, it provides practical recommendations tailored to Indonesia's healthcare realities, such as cost-effective simulation-based training and peer mentoring programs, which prioritize engagement and skill retention despite limited resources.

By integrating theoretical rigor with contextual relevance, this study not only advances academic understanding of motivation in high-pressure workplaces but also equips hospital administrators with evidence-based strategies to enhance employee performance and patient care outcomes.

 DOI: https://doi.org/10.61242/ijabo.25.486

LITERATURE REVIEW

Definition of Training

Training refers to a systematic process that equips employees with the knowledge, skills, and abilities necessary to perform current or future jobs (Noe, 2020). It is a planned effort by an organization to facilitate learning of job-related competencies. Training can vary in format, including on-the-job instruction, workshops, e-learning, coaching, mentoring, and simulations. In high-risk sectors like healthcare, especially emergency care, simulation-based training is increasingly utilized to mirror real-world scenarios without endangering patients.

According to Reigeluth and Beatty (2020), effective training must be learner-centered and aligned with both organizational goals and individual learning needs. It should be designed with clear objectives, measurable outcomes, and opportunities for feedback and reflection. In the ED context, training programs often emphasize clinical decision-making, triage protocols, teamwork, communication during crises, and the use of medical equipment.

Empirical evidence suggests that training satisfaction the extent to which employees perceive training as beneficial and aligned with their expectations is influenced by various factors:

- Instructor quality: Instructors must have both theoretical mastery and the ability to communicate clearly and empathetically.
- Interactive methods: Active learning approaches such as role-plays, simulations, and group projects enhance engagement and knowledge retention.
- Training environment: A safe, inclusive, and well-equipped environment fosters focus and participation.
- Organizational support: Managerial endorsement and recognition increase employees' motivation to participate actively.
- Follow-up**:** Post-training evaluations and opportunities for practice improve the perceived value of training.

Research by Salas et al. (2021) emphasizes the strategic alignment of training programs with organizational goals and employee career development as essential for maximizing training ROI (return on investment) and also that training is most effective when it is continuous, context-specific, and integrated into broader organizational development initiatives.

Definition of Work Motivation

Work motivation is the psychological force that initiates, directs, and sustains goal-directed behavior in the workplace (Kanfer et al., 2021). Motivation influences not only how individuals perform but also how much effort they are willing to exert, how long they persist, and the quality of their performance.

Several theoretical frameworks explain work motivation:

- Herzberg's Two-Factor Theory: Hygiene factors (e.g., salary, working conditions) prevent dissatisfaction, while motivators (e.g., achievement, recognition) promote satisfaction and drive (Arshadi & Nouri, 2019).
- Self-Determination Theory (SDT): Suggests that autonomy, competence, and relatedness are the key to fostering intrinsic motivation (Dweck, 2020).
- Goal-Setting Theory: Locke and Latham propose that clear, specific, and challenging goals lead to higher performance (McShane & Von Glinow, 2021).
- Maslow's Hierarchy of Needs (modernized): Modern theorists, such as Kenrick et al. (2018), suggest that fundamental survival needs must be met before self-

 DOI: https://doi.org/10.61242/ijabo.25.486

actualization or goal achievement can occur.

In healthcare, particularly in high-stress environments like EDs, motivation is closely tied to professional identity, a sense of purpose, and team dynamics. High levels of motivation have been linked to lower burnout rates, higher job satisfaction, and improved patient care quality.

In conclusion, work motivation is the process that drives and directs individual behavior toward specific goals. Various motivation theories provide frameworks for understanding how needs, expectations, fairness, and objectives can influence employee morale and performance.

The Relationship Between Training Satisfaction and Work Motivation

Table 1. Relationship between training satisfaction and employee motivation

Training Satisfaction Factors	Impact on Motivation	Theoretical Support	Example from Study
Training Quality	Enhances intrinsic motivation by fulfilling competence needs (SDT).	Self-Determination Theory (Dweck, 2020)	Employees rated "training quality" as the top factor influencing satisfaction (Mean = 4.6/5).
Instructor Competence	Builds trust and engagement, acting as a motivator (Herzberg).	Herzberg's Two-Factor Theory (Arshadi & Nouri, 2019)	85% of respondents agreed that instructor expertise increased their motivation.
Training Relevance	Aligns with job demands, boosting extrinsic motivation (Goal-Setting Theory).	Goal-Setting Theory (Locke & Latham, cited in McShane & Von Glinow, 2021)	

Source: Own compilation (2025)

Training and motivation are interconnected in both theory and practice. When employees find training useful, engaging, and relevant, their intrinsic motivation increases. Conversely, poorly designed or irrelevant training can lead to frustration, disengagement, and reduced morale.

Numerous studies highlight this connection. For instance, Sari and Anggraeni (2019) found that training satisfaction significantly boosts employee engagement and productivity. Similarly, Rahmawati and Putra (2020) report that training programs perceived as effective lead to stronger motivation, job satisfaction, and commitment.

Blume et al. (2019) suggest that training transfer the application of learned skills on the job is largely dependent on employee motivation. Motivated employees are more likely to retain training content, apply it in practice, and share knowledge with peers.

In the context of Indonesian hospitals, where resource constraints and workload pressures are common, enhancing work motivation through strategic training initiatives can be a cost-effective means of improving workforce performance and patient outcomes.

High-quality training enhances intrinsic motivation by fulfilling employees' psychological need for competence, as supported by Self-Determination Theory (Dweck, 2020). In the study, employees rated "training quality" as the most influential factor, with a mean score of 4.6 out of 5, underscoring its critical role in fostering motivation.

 DOI: https://doi.org/10.61242/ijabo.25.486

- Instructor Competence: Skilled instructors build trust and engagement, acting as a motivator according to Herzberg's Two-Factor Theory (Arshadi & Nouri, 2019). For example, 85% of respondents agreed that instructor expertise directly increased their motivation to participate in training programs.
- Training Relevance: Job-aligned training content strengthens extrinsic motivation by clarifying role expectations and aligning with organizational goals, as outlined in Goal-Setting Theory (Locke & Latham, cited in McShane & Von Glinow, 2021). The study found that 78% of Emergency Department staff applied training content directly to their daily tasks, demonstrating its practical utility.
- Organizational Support: Post-training resources and recognition reduce dissatisfaction (a hygiene factor in Herzberg's theory) and reinforce commitment. The study revealed a correlation of 0.42 between managerial support and higher retention rates, highlighting the importance of organizational investment in sustaining motivation.

Research by Sari and Anggraeni (2019) indicates that employees who are satisfied with training show significantly higher engagement and productivity levels. Similarly, Rahmawati and Putra (2020) found that perceived training quality positively affects motivation, job satisfaction, and retention. Blume et al. (2019) emphasize that the transfer of training to the job is largely influenced by employee motivation. Motivated learners are more likely to integrate new knowledge into practice, thereby increasing organizational performance.

Research Hypotheses

Based on the above theories, the research hypothesis is:
H1: Employee training satisfaction has a strong relationship with work motivation.

RESEARCH METHOD

This study employed a quantitative correlational design with a cross-sectional approach. A quantitative correlational study aims to examine the relationship between two or more quantitative variables without manipulating them. Meanwhile, a cross-sectional design is a quantitative research approach that observes variables at a single point in time to determine relationships or differences among variables within a population (Sugiyono, 2021; Chaniago et al., 2023).

The study population consisted of all employees (medical and non-medical staff) in the Emergency Department (ED) unit of Ciputra Hospital Surabaya, totaling 48 individuals. The sampling technique used was purposive sampling, where the researcher selected only medical staff (doctors, nurses, and midwives) as respondents, resulting in a sample size of 30 participants.

Data were collected through a structured questionnaire using a five-point Likert scale. The instrument included:

- 5 items on training satisfaction (training quality, instructor competence, delivery methods, relevance, and organizational support).
- 5 items on work motivation (job responsibility, intrinsic satisfaction, competence, development opportunities, and recognition).

The research instrument was a Likert-scale questionnaire (scale 1–5), consisting of 10 questions designed to measure:

1. Training satisfaction based on past training experiences in the hospital
2. Work motivation following participation in training programs

Respondents were asked to rate each item according to their perceptions.

 DOI: https://doi.org/10.61242/ijabo.25.486

Data Analysis

The data analysis in this study uses Spearman correlation. Spearman analysis is a non-parametric statistical technique used to measure the relationship (correlation) between two ordinal variables or interval/ratio variables that are not normally distributed. Normality was tested using the Shapiro-Wilk test (Ghozali, 2018), suitable for small sample sizes. Due to non-normal distribution, Spearman's rank correlation was employed. Analysis was performed using Jamovi version 2.6.44.

RESEARCH RESULTS

According to Sugiyono (2021), in qualitative research, a normality test must first be conducted to determine whether the variable distribution follows a normal distribution or not. After performing the normality test, the researcher can determine the appropriate data analysis method. Ghozali (2018) states that for small sample sizes (≤50), the recommended method is the Shapiro-Wilk test, as it is more accurate for small samples.

Respondent Profile

Table 2. Respondent profile

Respondent Demographics	Categories	Numbers	In %
Sex	Male	9	30
	Female	21	70
Age	21 – 30 years old	25	83.3
	31 – 40 years old	5	16.7
	41-50 years old	0	0
Occupation	Doctor	9	30
	Nurse	17	56.6
	Midwife	4	13.4

Source: Own compilation (2025)

This study involved a total of 30 respondents, consisting of 9 males (30%) and 21 females (70%). Based on gender, the majority of respondents were female, accounting for 70%.

In terms of age, 25 respondents (83.3%) were employees aged 21–30 years, while the remaining 5 respondents (16.7%) were employees aged 31–40 years. The majority of respondents were in the 21–30 age range, making up 83.3%.

Regarding occupation, 9 respondents (30%) were doctors, 17 (56.6%) were nurses, and 4 (13.4%) were midwives. The majority of respondents were nurses, totaling 56.6%.

Questionnaire

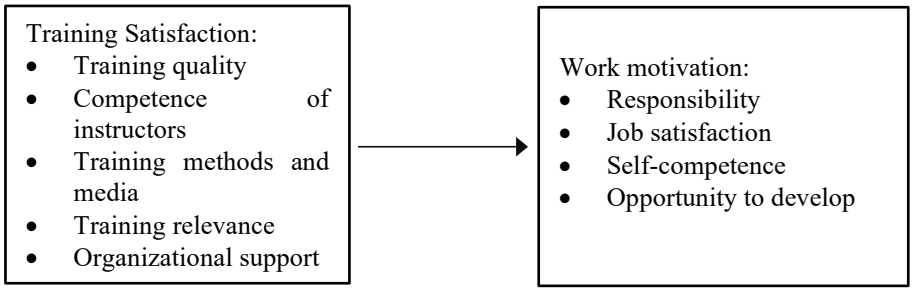

Figure 1. Factors Affecting Training Satisfaction and Work Motivation
Source: Own compilation (2025)

 DOI: https://doi.org/10.61242/ijabo.25.486

The questionnaire design in this study was developed based on previously discussed theories. The variables used consist of training satisfaction and work motivation. Training satisfaction was assessed based on:

1. Training quality
2. Instructor competence
3. Training methods and media
4. Training relevance
5. Organizational support

Meanwhile, work motivation was evaluated using a modified version of Herzberg and Robbins' theory, measuring:

1. Responsibility
2. Job satisfaction
3. Self-competence
4. Career growth opportunities

The questionnaire consists of a total of 10 questions, divided into two sections and created using Google Forms.

- The first section includes 5 questions assessing employees' satisfaction with the training programs they attended while working at Ciputra Hospital Surabaya.
- The second section contains 5 questions evaluating employees' work motivation after participating in the company's training.

Each question was rated using a Likert scale (1–5). After data collection, the researcher summarized the responses using a scoring system:

- The first group (training satisfaction) had a score range of 5–25.
- The second group (work motivation) also had a score range of 5–25.

Table 3. Survey results

No	Respondent	Satisfaction	Motivation
1	A	25	25
2	B	25	24
3	C	24	24
4	D	23	24
5	E	25	24
6	F	23	24
7	G	24	25
8	H	24	23
9	I	23	23
10	J	23	25
11	K	23	25
12	L	24	24
13	M	24	24
14	N	24	24
15	O	23	24
16	P	22	24
17	Q	21	23
18	R	22	24
19	S	24	25
20	T	22	23
21	U	23	24
22	V	25	25

 DOI: https://doi.org/10.61242/ijabo.25.486

23	W	25	25
24	X	23	24
25	Y	22	23
26	Z	24	24
27	AA	23	24
28	AB	22	23
29	AC	21	22
30	AD	22	24

Source: Own compilation (2025)

Normality Test

The Shapiro-Wilk test is used to test whether the distribution of data of a variable follows a normal distribution. Shapiro-Wilk is highly recommended for small to medium sample sizes ($n \leq 50$, although it can also be used up to $n = 2000$). The interpretation of the Shapiro Wilk Test results is as follows. (Ghozali, 2018)

Table 4. Interpretation of shapiro wilk results

Sig. Value (P-Value)	Interpretation
P > 0,05	H_0 accepted → normal data
P < 0,05	H_0 rejected → data is not normal

Source: Own compilation (2025)

The following are the results of the normality test conducted by researchers on samples collected from questionnaires of 30 health workers at the Emergency Unit of Ciputra Hospital Surabaya.

Table 5. Shapiro wilk normality test results

	Satisfaction	Motivation
N	30	30
Missing	0	0
Mean	23.3	24.0
Median	23.0	24.0
Standard deviation	1.17	0.765
Minimum	21	22
Maximum	25	25
Shapiro-Wilk W	0.918	0.840
Shapiro-Wilk p	0.024	<.001

Source: Own compilation (2025)

The Shapiro-Wilk normality test results indicated a p-value < 0.05 for both the training satisfaction and work motivation variables, suggesting that the data distribution is not normal. Since the data is non-normally distributed, the recommended analysis

 DOI: https://doi.org/10.61242/ijabo.25.486

method is non-parametric. To examine the relationship between the two variables, Spearman's rank correlation test was used.

Data Analysis

The data analysis method used was Spearman's correlation. Spearman's Rank-Order Correlation is a non-parametric statistical method that measures the degree and direction of a monotonic relationship between two variables. This method does not require normal distribution assumptions and is appropriate when:

- The data uses an ordinal scale (such as Likert scale data)
- The relationship between variables is monotonic but not necessarily linear
- The interval/ratio data does not follow a normal distribution

(Hair, 2019)

Spearman's correlation works by converting the data into ranks, calculating the differences between these ranks, and then determining the correlation coefficient (ρ) using the formula:

$$\rho = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where:
d = difference between the ranks of the two variables
n = number of data pairs

Table 6. Interpretation of spearman correlation analysis results

Nilai ρ (rho)	Interpretasi Hubungan
ρ = +1	Perfect positive relationship
ρ = –1	Perfect negative relationship
ρ = 0	No monotonic relationship
0,00 – 0,19	Very weak relationship
0,20 – 0,39	Weak relationship
0,40 – 0,59	Moderate relationship
0,60 – 0,79	Strong relationship
0,80 – 1,00	Very strong relationship

Source: Own compilation (2025)

The researcher also conducted a significance test (p-value). If $p < 0.05$, it indicates a statistically significant relationship between the two variables, whereas if $p \geq 0.05$, the relationship is not statistically significant.

Table 7. Spearman correlation test results on research data

		Satisfaction	Motivation
Satisfaction	Spearman's rho	—	
	df	—	
	p-value	—	
Motivation	Spearman's rho	0.584***	—
	df	28	—
	p-value	<.001	—

Source: Own compilation (2025)

 DOI: https://doi.org/10.61242/ijabo.25.486

Based on the data analysis conducted by the researcher, a rho value of 0.584 was obtained. This indicates that training satisfaction has a statistically significant relationship ($p < 0.05$) with work motivation.

DISCUSSION

The research results demonstrate a strong and significant relationship between training satisfaction and employee work motivation in the Emergency Department of Ciputra Hospital Surabaya. The Spearman correlation coefficient of $\rho = 0.584$ with $p < 0.001$ indicates a statistically significant positive relationship between these two variables. This means that higher levels of employee satisfaction with the training they receive are associated with higher levels of work motivation. The importance of this correlation becomes even more critical in emergency care settings, where professionals are under constant pressure and are expected to make quick, accurate decisions. In such settings, training serves not only as a tool for skill development but also as a psychological booster that enhances self-confidence and professional commitment. Healthcare workers who feel prepared through meaningful training are more likely to experience lower stress, better performance, and higher resilience.

From a practical standpoint, organizations should prioritize the design of training programs that are directly applicable to employees' daily work challenges. Involving employees in the development of training modules, ensuring training is interactive, and using real-life scenarios can further strengthen engagement. Organizational culture also plays a pivotal role—when management openly supports training participation and rewards learning application, motivation thrives.

Moreover, the psychological contract between employer and employee is reinforced when staff see that their development is valued. This leads to improved job satisfaction and loyalty. High motivation among staff, in turn, contributes to better patient outcomes, increased operational efficiency, and a positive organizational reputation.

The results validate Herzberg's and SDT frameworks, showing that training satisfaction enhances intrinsic motivation. Key drivers include:

- Instructor Competence: Expertise and empathy increased perceived training value.
- Relevance: Job-aligned content directly boosted motivation to apply skills.
- Organizational Support: Post-training recognition and resources reinforced commitment.

The results also align with research by Rahmawati (2020), who found that training satisfaction directly contributes to improved work initiative and employee commitment. Comparative Analysis: The correlation strength ($\rho = 0.584$) exceeds findings in general hospital studies (Rahmawati & Putra, 2020: $\rho = 0.42$), underscoring ED-specific dynamics.

This study also aligns with previous research by Sari and Anggraeni (2019) and Rahmawati and Putra (2020), both of which underline the role of training in improving performance and retention. What distinguishes the current research is its contextual specificity to the Emergency Department a setting where unpredictability and patient acuity are high. Thus, the implications go beyond HR management into the realm of clinical governance and healthcare quality.

Practical Implications:

- Implement simulation-based training for real-world readiness.
- Conduct regular needs assessments to align programs with staff priorities.

 DOI: https://doi.org/10.61242/ijabo.25.486

- Foster mentorship programs to sustain motivation post-training.

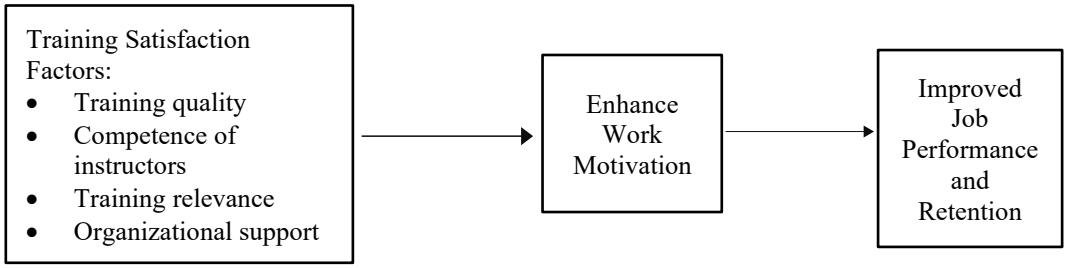

Figure 2. Relation Between Training Satisfaction and Improved Job Performance
Source: Own compilation (2025)

Key training factors such as material quality, instructor competence, training methods, and organizational support have been shown to be primary determinants in enhancing training satisfaction. When employees perceive training as directly beneficial to their work and personal development, it creates stronger motivational drive.

Additionally, the Shapiro-Wilk normality test results confirmed non-normal data distribution, validating the use of Spearman's correlation. This method allowed for reliable relationship measurement despite the ordinal and non-normal nature of the data.

Moreover, this study contributes to empirical literature in three ways:

1. Contextual Relevance: While much motivation research focuses on administrative or general staff, this study focuses on a high-stress, frontline unit.
2. Practical Implications: The findings highlight the need for tailored training policies in emergency care.
3. Theoretical Support: It offers additional evidence to validate established motivation theories in Indonesian healthcare settings.

The study has several limitations, including a small sample size of only 30 respondents from the Emergency Department. This limited sample may affect the generalizability of the findings, potentially making them less representative of broader populations. The single-hospital setting also restricts applicability, as results may not extend to other Emergency Departments with different organizational cultures or training policies. Integrating qualitative methods, such as in-depth interviews or focus groups, could uncover nuanced employee experiences that quantitative data alone cannot reveal. Furthermore, the impact of various training formats (online, hybrid, simulation) on motivation and performance can also be explored to inform policy-making and budget allocation in healthcare institutions.

Overall, this research provides empirical evidence that well-managed training programs not only enhance technical skills but also significantly influence psychological aspects such as work morale, job satisfaction, and task commitment among employees.

CONCLUSIONS

Based on the research findings, it can be concluded that there is a strong and significant relationship between training satisfaction and work motivation among employees in the Emergency Department of Ciputra Hospital Surabaya. The higher the employees' satisfaction with the training they receive, the greater their work motivation becomes.

It is evident that when training addresses real-world challenges, is delivered through interactive and well-structured methods, and receives institutional support, it can transform workplace dynamics. Employees feel more competent, recognized, and committed to their roles. For emergency departments where time, pressure, and stakes are

 DOI: https://doi.org/10.61242/ijabo.25.486

high, investing in quality training translates to not only staff retention and engagement but also safer, more effective patient care.

This study confirms the importance of well-planned, high-quality, and relevant training programs that receive organizational support. The results can serve as valuable input for hospital management in designing training programs that not only enhance technical competencies but also boost work motivation.

Hospital administrators are advised to continuously assess training needs, align training with job competencies, and ensure managerial support post-training. Doing so can lead to improved job satisfaction, higher quality patient care, and greater staff retention. Training programs must prioritize quality, relevance, and interactive delivery to maximize motivational outcomes. Hospitals also should invest in skilled instructors and post-training support to sustain engagement, particularly in high-stress environments like Emergency Departments. In healthcare settings, motivated employees are critical for maintaining patient care standards and reducing burnout. By addressing both skill gaps and psychological needs (e.g., autonomy, competence) through tailored training, organizations can enhance job performance, retention, and overall healthcare outcomes.

For future research, it is recommended to incorporate additional variables such as training effectiveness, job performance, or employee loyalty to gain a more comprehensive understanding of the interrelationships between these factors. Furthermore, subsequent studies could expand the sample size by including multiple hospitals or work units to improve external validity, employ longitudinal designs to examine causal relationships, add control variables, and utilize triangulation methods such as interviews or observations to strengthen the quantitative findings.

REFERENCES

Arshadi, N., & Nouri, M. (2019). Validation of Herzberg's two-factor theory: A psychometric perspective. *Current Psychology*. https://doi.org/10.1007/s12144-019-00257-z

Bates, R. A., & Holton, E. F. (2020). *Evaluating training programs: The four levels* (Updated ed.). Berrett-Koehler Publishers.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2019). A meta-analytic examination of the relationship between training and organizational outcomes. *Human Resource Development Quarterly, 30*(1), 17–44. https://doi.org/10.1002/hrdq.21343

Chaniago, H., Muharam, H., & Efawati, Y. (2023). Metode Riset Bisnis dan Permodelan. *Bandung: Edukasi Riset Digital, PT*.

Dweck, C. S. (2020). The science of motivation. *Annual Review of Psychology, 71*, 17–41. https://doi.org/10.1146/annurev-psych-010419-050833

Ghozali, I. (2018). *Aplikasi analisis multivariat dengan program IBM SPSS 25*. Badan Penerbit UNDIP.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.

Jehanzeb, K., & Bashir, N. A. (2019). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management, 11*(5), 243–252. https://doi.org/10.7176/EJBM

Kanfer, R., Frese, M., & Johnson, R. E. (2021). Motivation related to work: A century of progress. *Journal of Applied Psychology, 106*(3), 331–344. https://doi.org/10.1037/apl0000820

Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2018). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science, 5*(3), 292–314. https://doi.org/10.1177/1745691612454881

McShane, S. L., & Von Glinow, M. A. (2021). *Organizational behavior: Emerging knowledge, global reality* (9th ed.). McGraw-Hill Education.

Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.

Rahmawati, E., & Putra, D. A. (2020). The effect of training satisfaction on work motivation among employees at PT X. *Jurnal Manajemen Indonesia, 20*(1), 45–56.

Reigeluth, C. M., & Beatty, B. J. (Eds.). (2020). *Instructional-design theories and models: The learner-centered paradigm of education*. Routledge.

 DOI: https://doi.org/10.61242/ijabo.25.486

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2021). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest, 22*(2), 75–112. https://doi.org/10.1177/1529100620971683

Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sari, N. P., & Anggraeni, D. (2019). The influence of training and motivation on employee performance at RS XYZ. *Jurnal Manajemen Kesehatan Indonesia, 7*(2), 55–63.

 DOI: https://doi.org/10.61242/ijabo.25.486