



ANALYSIS OF FACTORS INFLUENCING NURSES' MOTIVATION BASED ON SELF-DETERMINATION THEORY ON THE IMPLEMENTATION OF HEALTH EDUCATION TO PRE-OPERATION PATIENTS

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ABSTRACT

Low motivation can affect the quality of nurses' performance, especially in carrying out the duties and roles of nurses in hospitals. One of the hospital personnel who is vulnerable to decreased motivation is nurses. Therefore, support is needed to increase motivation in nurses so that they can improve nurse performance, especially in providing health education to patients in hospitals. Objective: To analyze factors that influence nurse motivation based on self-determinant theory towards the implementation of health education to pre-operative patients at Dr. Soetomo Hospital, Surabaya. Methods: This study used a correlation analytic design with a cross-sectional approach. The sample in the study was 115 nurses taken using a simple random sampling technique. The instruments used were intrinsic and extrinsic motivation questionnaires, as well as a questionnaire on the implementation of health education. Data were analyzed using a logistic regression test. Results: There is a significant relationship between extrinsic factors including: rewards, awards, punishments, internal rules, external rules towards nurse motivation in providing health education to pre-operative patients with a significant p-value of the extrinsic motivation variable of 0.003. Conclusions: Nurses' motivation in providing health education to pre-operative patients is influenced by various intrinsic and extrinsic factors, therefore hospitals should provide interventions that can increase nurses' motivation so that health education to patients can be carried out properly.

Keywords: health education; nurse motivation; pre-operation; self-determination theory

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INTRODUCTION

Motivation is a spirit that arises in an individual to take action to achieve the desired goal (Gopalan et al., 2017). Low motivation can affect the quality of nurse performance, especially in carrying out the duties and roles of nurses in hospitals (Saleh et al., 2022). Therefore, support is needed to increase motivation in nurses so that they can improve nurse performance, especially in providing health education to patients in hospitals (Karmadi, 2019). One of the hospital personnel who is vulnerable to decreased motivation is nurses. Low motivation of nurses is influenced by several factors including: low salary, no job promotion, lack of supervision by nursing managers, lack of benefits received by nurses, lack of appreciation from superiors, less supportive coworkers, ineffective communication and working conditions (R. A. Baljoon et al., 2019).

The results of a preliminary study conducted by researchers in the operating room of Dr. Soetomo Hospital, Surabaya, on 10 nurses regarding nurse motivation in providing health education to preoperative patients showed that most nurses experienced decreased motivation.

This is evidenced by the results of interviews conducted by researchers, it was found that 1 nurse answered that they forgot to provide health education, 4 nurses answered that there were many actions that had to be done so that they were less attentive in providing pre-operative education to patients, 3 nurses answered that they did not understand about pre-operative patient preparation, 2 nurses answered that health education had been carried out by doctors so that it did not need to be carried out by nurses. If the ward nurse does not provide health education to pre-operative patients, until now there have been no sanctions applied, but the nurse will receive a warning, regarding the salary at Dr. Soetomo Hospital adjusted to the group and position of the nurse.

One of the roles of nurses in hospitals is as an educator or educator. Educator is the role of nurses in helping patients improve their health by providing knowledge about the care and medical actions received so that patients or families get better knowledge (Nursalam, 2020). Nurses have an important role in providing health information to patients before undergoing surgery (Gheshlaghi et al., 2021). In providing health education to patients, of course, there must be strong motivation from nurses so that the health education delivered to pre-operative patients can be optimal. The impact felt by patients from not providing health education to patients before undergoing pre-operative procedures is anxiety (Feninets et al., 2022). The results of a meta-analysis showed that fear of complications, gender, fear of medical errors, fear of procedures during surgery and fear of post-operative pain are the strongest predictors of anxiety that occurs in pre-operative patients. This is also proven by the results of the researcher's observations of 10 patients who were treated in the operating room of Dr. Soetomo Hospital, it was found that the 10 patients experienced anxiety and it was proven from the patient's medical records that all of these patients were diagnosed with anxiety. So it is hoped that health workers, especially nurses, can provide pre-operative education services and information about perioperative situations so that they can reduce patient anxiety (Abate et al., 2020).

Nurses are health workers who interact with patients 24 hours a day in the room, but most nurses do not provide pre-operative health education to patients, causing feelings of anxiety. Lack of motivation of nurses in providing health education is one of the factors that causes this to happen. Motivation within an individual is influenced by two factors, namely intrinsic factors and extrinsic factors (Ryan & Deci, 2000). Intrinsic motivation is a source of motivation that comes from within the individual himself without any external encouragement to do or achieve certain goals, while extrinsic motivation is a source of motivation that comes from outside the individual, this motivation arises as a result of encouragement from outside the individual such as calls, invitations so that it raises the individual's interest in achieving certain goals (Dyah et al., 2020). Intrinsic motivation consists of pure individual interest, curiosity, challenges and satisfaction, while extrinsic motivation consists of rewards, awards, punishments, internal rules and organizational goals (Ryan et al., 2017). The purpose of this study was to analyze the factors that influence nurses' motivation in providing health education to patients before surgery at the Dr. Soetomo Regional General Hospital, Surabaya using the Deci & Ryan theory approach.

METHOD

This study used a correlation analytic design with a cross-sectional approach. The sample in the study was 115 nurses who worked in the operating room of Dr. Soetomo Regional Hospital, Surabaya in 2024, which were taken using a simple random sampling technique. The instruments used were the Intrinsic Motivation Inventory (IMI) questionnaire and the work extrinsic and intrinsic motivation scale questionnaire, as well as the health education implementation

questionnaire. This questionnaire has been tested for validity and reliability on 30 nurses before being used as a research instrument with valid and reliable questionnaire results because the calculated $r > r$ table and the Cronbach's alpha coefficient result is 0.865. The data were analyzed using the logistic regression test. This study has also passed the ethical test from the Ethics Committee of Dr. Soetomo Regional Hospital, Surabaya.

RESULTS

Table 1.
Characteristics of Respondents

Variable	f	%
Gender		
Male	19	16,5
Female	96	83,5
Education		
Diploma of Nursing	81	70,4
Bachelor of Nursing	33	28,7
Master of Nursing	1	0,9
Income		
<4.530.000	14	12,2
≥4.530.000	101	87,8
Length of Work		
2-3 years	15	13,1
4-5 years	5	4,3
>5 years	95	82,6

Table 1 shows that the majority of 96 (83.5%) nurses are female, 81 (70.4%) nurses have a D3 nursing education, 101 (87.8%) nurses have an income of > 4,530,000 including above the Surabaya UMK, and 95 (82.6%) nurses have a work period of > 5 years.

Table 2.
Frequency Distribution of Respondents' Age

Variable	Mean	SD	Min - Max
Age	40,16	8,162	23 – 58

Table 2 shows that the respondents' age range is 23 – 58 years.

Table 3.
Indicators of Intrinsic Motivation of Respondents

Indicator	Score	Category
Interest	136	Good
Competence	118	Enough
Perceived choice	113	Enough
Pressure	99	Enough

Tabel 4.
Indicators of Extrinsic Motivation of Respondents

Indicator	Score	Category
Rewards	85,2	Enough
Awards	84,5	Enough
Punishments	83,4	Enough
Internal rules	80,2	Enough
External rules	64,8	Enough
Organizational goals	61,2	Less

Table 3 shows that the value of the questionnaire indicator of nurses' intrinsic motivation in providing health education to pre-operative patients is influenced by nurses' interests with a

good category with a score of 136. Table 4 shows that the value of the extrinsic motivation questionnaire indicator for nurses in providing health education to pre-operative patients is influenced by rewards in the sufficient category with a score of 85.2.

Table 5.
Cross Tabulation of the Relationship between Intrinsic Motivation and the Implementation of Health Education for Pre-Operative Patients

Intrinsic Motivation	Health Education				Total	
	Good		Less			
	f	%	f	%	f	%
Good	22	19,1	3	2,6	25	21,7
Enough	70	60,9	19	16,5	89	77,4
Less	0	0	1	0,9	1	0,9

Table 5 shows that of the 115 respondents, the majority had sufficient intrinsic motivation, namely 89 (77.4%) respondents, and 70 (60.9%) of them were good at providing health education to pre-operative patients.

Table 6.
Cross Tabulation of the Relationship between Extrinsic Motivation and the Implementation of Health Education for Pre-Operative Patients

Extrinsic Motivation	Health Education					
	Good		Less		Good	
	f	%	f	%	f	%
Good	46	40,0	3	2,6	49	42,6
Enough	46	40,0	18	15,7	64	55,7
Less	0	0	2	1,7	2	1,7
Total	92	80.0	23	20.0	115	100%

Table 6 shows that of the 115 respondents, the majority had sufficient extrinsic motivation, namely 64 (55.7%) respondents, and 46 (40%) of them were good at providing health education to pre-operative patients.

Table 7.
Multivariate Test of Analysis of Intrinsic and Extrinsic Motivation Factors Affecting the Implementation of Health Education to Pre-Operative Patients

Variable	Constants	p-value	Exp (B)
Intrinsic Motivation	5,126	0,870	0,134
Extrinsic Motivation		0,003	0,754

Based on table 7 is the main table of data analysis using logistic regression. The significant p-value of the extrinsic motivation variable is $0.003 < 0.05$, so H1 is accepted, and it can be concluded that there is a relationship between extrinsic motivation and the implementation of health education to preoperative patients. The insignificant p-value of the extrinsic motivation variable is $0.870 > 0.05$, so H1 is rejected, and it can be concluded that there is no relationship between intrinsic motivation and the implementation of health education to preoperative patients.

DISCUSSION

Nurses' Intrinsic Motivation Factors Affecting the Implementation of Health Education to Pre-Operative Patients

Based on the results of the study, it shows that most of the intrinsic motivation of nurses to conduct health education to pre-operative patients is in the sufficient category (77.4%). According to Notoatmodjo (2012), if someone is going to do something or behave, there is always a drive that influences it. This drive is called motivation, so knowledge is also one of

the factors that influences a person's motivation. Respondents who have sufficient and good motivation in conducting health education to pre-operative patients will encourage themselves to take action or behavior that health education is a duty and obligation as a nurse. The results of the study showed that the value of the questionnaire indicator for the intrinsic motivation of nurses who conduct health education to pre-operative patients is influenced by the good interest of nurses with a score of 136. The motivation in nurses is based on cognitive abilities and thought processes based on the knowledge they have. Nurses who have an interest in their work will be able to understand their knowledge that health education is an important thing that must be done. Recognition of achievement is a fairly powerful motivational tool, even exceeding the satisfaction that comes from compensation (Faridah et al., 2022). Compensation adjustment, meaning that the results of the performance assessment are used for the purpose of compensation adjustment, for those whose performance increases, there will be a compensation adjustment. Improved performance results are the result of work motivation, which pushes nurses to perform hard in line with their duties. The implementation of appropriate supervision to increase motivation and the creation of a supportive work environment are two ways to improve nursing performance (Mohamad As'ad Efendy & Mega Puspita, 2023).

Another factor that influences the intrinsic motivation of nurses in providing health education to pre-operative patients is sufficient competence possessed by a nurse with a score of 118. Nurse competence is a core ability that nurses must have to fulfill their responsibilities in providing nursing services to patients (Nopita Wati et al., 2019). A high level of health education competency (knowledge, attitude, and skills) must be possessed by nurses in providing health education to patients so that the results can be maximized, therefore personal and professional factors that influence nurse competence in the health education process are very important to consider and develop to ensure that nurses are competent in providing health education to patients (Khazhymurat et al., 2023). Another factor that influences the intrinsic motivation of nurses in providing health education to pre-operative patients is a choice felt by nurses with a score of 113 in the sufficient motivation category. Intrinsic motivation is motivation that comes from the individual themselves. A person's motivation will arise because of the individual's desire to choose an option that is in accordance with his/her decision, in this case choosing an option that is felt that health education is his/her own responsibility and duty that must be done (Dyah et al., 2020). Respondents have sufficient intrinsic motivation because health education is a responsibility and duty that must be done, so that respondents have motivation that comes from themselves.

Another factor obtained from the indicator value that influences intrinsic motivation is pressure with a score of 99 in the sufficient category. Nurses often experience pressure at work due to several things, including; related to the patient's life, demands to provide fast and optimal service, dealing with sick patients, grief, and death, inadequate preparation to deal with the emotional needs of patients and families, and heavy workloads (Waryantini & Maya, 2020). The results of previous studies showed that nurses with a heavy workload experience mild stress, low motivation, and poor performance (Hakman et al., 2021). Work stress, work motivation, and workload affect the performance of nurses, therefore it is important to provide support and appreciation for the results of nurses' work so that it can further increase motivation in carrying out nursing care better, in addition, hospital management needs to plan nurse rotation to adjust the workload so that there is no saturation that has an impact on less than optimal performance and also plan the training needed to improve and adjust nurse competencies for maximum service (Basalamah, 2021).

Nurses' Extrinsic Motivation Factors Affecting the Implementation of Health Education to Pre-Operative Patients

The results of the study showed that most of the nurses' extrinsic motivation in conducting health education to preoperative patients was in the sufficient category (55.7%). However, there were still a small number of respondents who were in the good category and lacking in extrinsic motivation. Motivation is the drive to carry out an action or behavior that comes from within (Wirati et al., 2020). The average work motivation of nurses at Dr. Soetomo Hospital, Surabaya is in the sufficient category. This is evidenced by the extrinsic motivation indicator obtained in the good category, namely the reward factor. Respondents have sufficient extrinsic motivation because they get rewards that are in accordance with their performance in the room, so they think that health education to preoperative patients is their duty and obligation that must be done. The reward factor is a factor that motivates nurses to do health education to preoperative patients with a score of 85.2 in the sufficient category. Someone will do something or behave, so there is always an external drive that influences it, one of which is a reward. Previous studies have shown that strong motivation will encourage someone to take action because of the appropriate reward (Mukrimaa et al., 2020). The perception of nursing performance is significantly impacted by working motivation and reward systems, which are mediated by organisational commitment (Novita et al., 2022).

The results of the study showed that the extrinsic factor that had a sufficient influence on the implementation of health education to preoperative patients was appreciation with a score of 84.5 in the sufficient category. Everyone wants to be included and wants to be recognized as a potential person and this recognition will create self-confidence and readiness to bear greater responsibility (Mito Julianto, 2016). In carrying out the duties and responsibilities of nurses, their duties need to be considered. Health education is a basic thing that needs to be done by nurses when providing information to preoperative patients (Putra et al., 2021). Nurses' duties are activities carried out by nurses on the basis of giving or having appreciation and authority in order to meet client needs according to the area of practice. A person who has duties and authority must be free to make decisions about the activities included in their duties. Every time they carry out a task, a nurse must be clear about their responsibilities. Nurses provide health education due to extrinsic motivational factors in the form of punishment.

The punishment indicator obtained a score of 83.4 in the sufficient category. Nurses who violate regulations, both legally and in the code of ethics, can be subject to administrative, civil, criminal, or moral sanctions (Romadhoni & Pudjirahardjo, 2016). The duties of nurses in providing health education to patients and their families are; providing information about the patient's health condition, providing information about self-care, providing information about preventive measures, providing information about preventive, promotive, curative, and rehabilitative efforts (Priyoto, 2018). Respondents provide health education to pre-operative patients because there are hospital standardized rules that if not carried out will receive a warning/sanction in accordance with hospital policy, so nurses are aware of this which makes nurses continue to provide health education in accordance with SOP. Nurses provide health education to pre-operative patients because they realize that this activity is an internal rule that must be carried out with a score of 80.2 in the sufficient category. The task of nurses as providers of nursing care, nurses help clients regain their health through the healing process. Nurses focus care on the client's holistic health needs, including efforts to restore emotional, spiritual and social health and maintain patient safety (Dwi Fibriansari et al., 2022). Caregivers provide assistance to clients and their families using minimal energy and time. In addition, in their role as nursing caregivers, nurses provide care by paying attention to the state of basic human needs that are needed through the provision of nursing services using the

nursing process so that a nursing diagnosis can be determined so that appropriate actions can be planned and implemented in accordance with the level of basic human needs, then the patient's development level can be evaluated. In the hospital emergency room, there is a strong correlation between nurse performance and affiliation, rewards, and punishments on work motivation (Alfi & Darajat, 2024)

External regulation factors are one of the factors that motivate nurses in providing health education to pre-operative patients with a score of 64.8 in the sufficient category. External hospital regulations that need to be considered are regulations from the Ministry of Health of the Republic of Indonesia, provincial health services, and district/city health services, as well as developments in government regulations, such as laws and government regulations also need to be considered (Ryan et al., 2017). Nursing care standards can be achieved well if the implementation of nursing care is perceived as a commitment owned by each nurse in showing their right to provide humane, safe care, and in accordance with professional standards and ethics (Juniarti et al., 2020). There are a number of organisational and human elements that influence nurses' work motivation. Age, years of experience, autonomy, educational attainment, and administrative roles were identified as personal traits that influence nurses' degree of motivation at work. Also, the literature found that organisational elements influencing nurses' work motivation included their empowerment, job engagement, compensation and financial advantages, supervision, advancement, contingent rewards, supporting relationships, communication, and the nature of their work (R. Baljoon et al., 2018).

The last factor that influences the extrinsic motivation of nurses is the purpose of the organization with a score of 61.2 in the less category. The purpose of the hospital organization is to provide quality, safe, effective, and efficient health services to the community. Some other goals of the hospital organization are to facilitate public access to health services, provide protection for the safety of patients, the community, the hospital environment, and human resources in the hospital, improve quality and maintain hospital service standards (Tamaka et al., 2019). This study suggested that effective education and training and supportive organizational cultures are key to enhance nurses' health education competence (Pueyo-Garrigues et al., 2022). To achieve these goals, Dr. Soetomo Hospital Surabaya has done several things, such as; credentialing all medical staff and health workers including nurses, maintaining professional quality, maintaining discipline, ethics, and professional behavior, preparing technical policies related to medical care and nursing care, analyzing minimum service standard activities in the service section periodically, supervising, controlling, monitoring, and coaching as well as assessing the performance of functional staff in the service section.

Analysis of Intrinsic and Extrinsic Motivation Factors Affecting the Implementation of Health Education to Preoperative Patients.

The results of the study were obtained from the significant p-value of the extrinsic motivation variable of $0.003 < 0.05$, then H1 is accepted, and it can be concluded that there is a relationship between extrinsic motivation and the implementation of health education to preoperative patients. The insignificant p-value of the extrinsic motivation variable of $0.870 > 0.05$, then H1 is rejected, and it can be concluded that there is no relationship between intrinsic motivation and the implementation of health education to preoperative patients. The term patient education in this study refers to formal and informal interactive activities carried out by health care professionals, which aim to achieve a better degree of patient health

through providing information, formation, knowledge and skills needed for health management and concerns felt by patients (Febriani & Handiyani, 2019). The implementation of health education according to implementing nurses at Dr. Soetomo Hospital, Surabaya as a whole is in the good range, the identification results show that preoperative patient health education activities are often carried out. This is influenced by the intrinsic factor of nurse motivation. Interpretation can be done by looking at the value of $\exp(B)$ or the OR value. The extrinsic motivation variable with OR 0.754 means that nurses who have good motivation will be able to provide health education to pre-operative patients by 75.4% compared to nurses who have less motivation. Previous research found that implementing nurses stated that factors that influence health education include environmental factors, resources and patient attitudes towards health education, but the factors of nurse attitudes and beliefs and preparation for health education were perceived to have less influence on the implementation of health education (Jum'atina, 2016).

The environment and resources at Dr. Soetomo Hospital Surabaya are good but there are still some that are not good, and need to be improved, because health education with a good environment and resources will improve patient recovery. A good patient attitude when implementing health education can provide enthusiasm for both parties, nurses and patients, in addition nurses can evaluate themselves, directly and can see patient responses such as boredom, discomfort and lack of interest and, lack of understanding of the material given. Previous research found that good preparation for implementing health education has the potential to increase the implementation of good health education by 6.87 times compared to poor preparation for implementing health education, after being controlled by variables such as length of service, gender, age, attitudes and beliefs of nurses, environment and resources and nurse beliefs (Febriani & Handiyani, 2019). So if the preparation for implementing health education for health education is improved to be even better, the implementation of health education in hospitals will be carried out well. The implementation of health education carried out by implementing nurses properly is very beneficial.

CONCLUSION

There is a significant relationship between extrinsic factors of nurse motivation and the implementation of health education to preoperative patients.

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