



# Learning Beyond the Classroom: An Effective Way Understanding the Hospital Health Promotion Among Hospital Administration Students

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**Abstract.** The role of health promotion in hospitals has changed, no longer related to providing additional lifestyle information to patients after completing clinical procedures. Health promotion is a comprehensive part of the health care process related to clinical, educational, behavioral, and organizational issues. Hospital Health Promotion Management is one of the subjects that is considered appropriate to use the Project-based learning model. This study uses a control group design. The research sample was all active students at the University of Muhammadiyah Lamongan Hospital Administration study program, the intervention group was 46 people, and the control group was 49. Our study shows a significant effect of team-based project learning outside the campus on student competence in knowledge ( $Z = -2.633$ ,  $\text{sig} = 0.008$ ). Team-based project learning outside the campus on student competence in the attitude domain ( $Z = -5.088$ ,  $\text{sig} = 0.000$ ). And Team-based project learning outside the campus on student competence in the skills domain ( $Z = -5.088$ ,  $\text{sig} = 0.000$ ). In addition, Team-based project learning outside the campus significantly affected student competence in the skills domain ( $Z = -5.088$ ,  $\text{sig} = 0.000$ ). Implementation of hospital health promotion is advantageous to add insight to patients and their families, as well as visitors at the hospital, about various types of diseases and what steps are needed to prevent them, besides that health promotion in hospitals is an effort by the hospital to improve the ability of patients, families, and hospital visitors so that they can play a positive role in healing and healing efforts.

## 1 Introduction

The International Network of Health Promoting Hospitals (HPH) was initiated more than ten years ago to review healthcare institutions integrating education and health promotion, disease prevention, and rehabilitation services into curative services [1]. The role of health promotion in hospitals has changed. No longer related to providing additional lifestyle information to patients after completing clinical procedures. Health promotion is a comprehensive part of the healthcare process related to clinical, educational,

behavioral, and organizational issues [2]. Hospitals are developed with the aim that all individuals can further improve their ability to control and improve their conditions and make the hospital itself a healthy workplace so that all hospitals can ensure and provide guarantees for the safety and health of patients, employees, visitors, and the community [3].

Hospitals are currently required to follow the standards set by the government through the SNARS (National Standard for Hospital Accreditation) to maintain the quality of hospital services in Indonesia. The standard contains the hospital's obligation to provide education to support the participation of patients and families in the care process [4]. Health promotion is included in the Communication and Education Management Standard (MKE), where the hospital provides education to support patient and family participation in the care process. So that hospital health promotion officers must be able to understand comprehensive hospital health promotion management that has been instilled since the education level [5, 6].

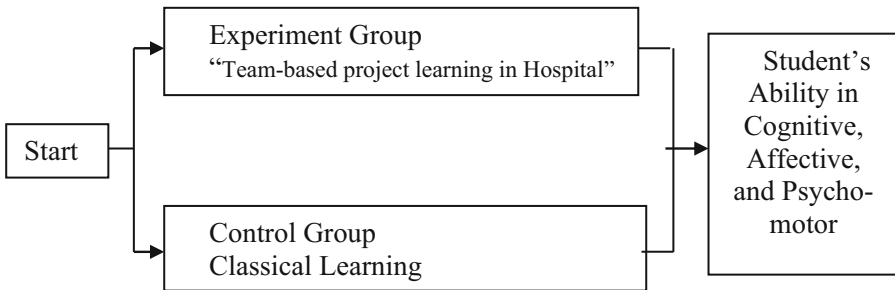
At the level of educational institutions, the implementation of HPH learning at the concentration of hospital management needs to consider a method that does not only focus on cognitive abilities. One method that can be done is team-based project learning. A team-based project is a method built on learning activities and project-based real tasks that provide challenges for students related to everyday life to be solved in groups. The team-based project method will encourage students to apply knowledge and skills because this learning method provides opportunities for students to expand their knowledge and develop skills through critical thinking in problem-solving and investigation [7–9]. They can practice decision-making based on real-life problems, then apply the knowledge to create a project that will solve the problem presented. Thus, project-based learning has great potential to create interesting and meaningful learning experiences for students in preparation for entering the workforce later.

Hospital Health Promotion Management is one of the subjects that is considered appropriate to use the project-based learning model. The core learning material for Hospital Health Promotion Management is the assessment, planning, implementation, monitoring, and evaluation of PKRS. Through team-based project learning, students will be sent directly to the hospital to conduct an assessment or identify the needs for hospital health promotion. Furthermore, students prepare hospital health promotion plans according to the assessment results and then carry out a hospital health promotion program after the implementation, monitoring, and evaluation are carried out.

## 2 Method

This study used a control group design. The research sample was all active students of the Hospital Administration S1 Study Program of the University of Muhammadiyah Lamongan. The intervention group was 46 people, and the control group was 49 people. The research stages include 1) the preparation stage, providing information on team-based project learning; 2) team-based project learning process stages: (a) group formation and project selection, (b) information gathering, and (c) project work steps, including six stages as follows: Stage 1: identification of real problems in the hospital; Stages 2: formulation of strategy or alternative problem solving; Stage 3: product design. At this

stage, the project proposal was equipped with a product design or design in the form of a chart to solve the problem, equipped with a PKRS program plan (RPP), media, and equipment needed for the implementation of PKRS. In stage 4 of PKRS implementation, students in each group implemented the PKRS program according to the plans that had been prepared. Moreover, stage 5 is the evaluation stage. Students evaluated the resulting performance. Then stage 6 is the presentation of results. 3) Evaluation stage or Post Experimental Measurement, where the researchers measured the mastery or competence of students on the projects that have been done, covering the cognitive, affective, and psychomotor domains data processed and analyzed with the Mann-Whitney test using the SPSS.



The study was conducted at Babat Hospital, Lamongan regency, and the Muhammadiyah University of Lamongan. Data collection was carried out from September 2021-January 2022.

### 3 Result

#### Cognitive Ability

The scores of students learning using team-based project learning methods outside the campus were significantly different compared to students given non-team-based project learning in class (on campus). The differences in results can be seen in Table 1.

Table 1 shows that students given team-based project learning outside campus have a higher PKRS management knowledge value, which is 84.13 on average, compared to students only given learning in class (on campus), with an average score of 78.98. The results of the Mann-Whitney test found that there was a significant effect of team-based

**Table 1.** Cognitive ability measurement of control and intervention groups

Group	N	Min	Max	Mean	Std. Deviation
Intervention	46	6.00	10.00	84.13	.83203
Control	49	6.00	10.00	78.98	.87190

Z = -2.633 sig = 0.008

project learning outside the campus on student competence in the realm of knowledge ( $Z = -2.633$  with the  $\text{sig} = 0.008$ ).

### Affective Ability

The values of students given learning using the team-based project learning method outside the campus were significantly different compared to students given non-team-based project learning in the classroom (on campus). The differences in results can be seen in Table 2.

Based on Table 2, it is known that students given team-based project learning in the campus had a higher PKRS management attitude value, which is 31.35 on average, compared to students only given learning in class (on campus) with an average value of 20.10. The results of the Mann-Whitney test found that there was a significant effect of team-based project learning outside the campus on student competence in the attitude domain ( $Z = -5.088$  with the  $\text{sig} = 0.000$ ).

### Psychomotor Ability

The value of student skills learning using team-based project learning outside campus was significantly different from students given non-team-based project learning in class (on campus). The difference in results can be seen in Table 3.

Based on Table 3, it is known that students given team-based project learning outside campus had a higher PKRS management skill value, with an average of 25.72, compared to students only given learning in class (on campus), with an average value of 19.98. The results of the Mann-Whitney test found that there was a significant effect of team-based project learning outside the campus on student competence in the skills domain ( $Z = -5.088$  with  $\text{sig} = 0.000$ ).

**Table 2.** Affective ability measurement of control and intervention groups

Group	N	Min	Max	Mean	Std. Deviation
Intervention	46	11.00	50.00	31.35	11.15391
Control	49	10.00	37.00	20.10	6.53913

$Z = -5.088$  sig = 0.000

**Table 3.** Psychomotor ability measurement of control and intervention groups

Group	N	Min	Max	Mean	Std. Deviation
Intervention	46	23.00	28.00	25.72	1.51530
Control	49	15.00	26.00	19.98	2.95444

$Z = -7.816$  sig = 0.000

## 4 Discussion

The implementation of hospital health promotion is very useful to add insight to patients and their families, and visitors at the hospital about various types of diseases and what steps are needed to prevent them. Besides, health promotion in hospitals is an effort to improve the ability of patients, families, and hospital visitors. So, they can play a positive role in healing and healing efforts and preventing disease; so that they can accelerate the healing and rehabilitation process, improve health, prevent disease, and develop various efforts to improve public health through learning according to their respective social and culture independently [3].

The team-based project learning method has improved students' cognitive, affective, and psychomotor abilities in hospital health promotion management courses [10, 11]. The team-based project learning method allows students to gain direct or real experience by doing and actively participating in the learning process so that abilities in the cognitive, affective, and psychomotor domains will be better when compared to classroom learning; because in project-based learning, students learn in real problem situations, which can give birth to permanent knowledge and organize projects in learning [12]. Previous research also showed that after students leave the hospital, they will become more active in learning. Many skills have been successfully built from their projects, such as team building skills, cooperative decision making, group problem solving, and team management. These skills are of great value when they enter the work environment and are difficult to teach through traditional learning [13–15].

## 5 Conclusion

Based on the results of research and data analysis, it can be concluded that the implementation of "Team-Based Project Learning" in Hospital Health Promotion Management carried out outside campus or in hospitals has a positive impact on increasing student competence in the realm of cognitive, attitudes, and psychomotor. Team-based project learning on Hospital Health Promotion Management carried out outside campus or in hospitals impacts other sectors, including the students' personal relationships with the hospital. Constraints or obstacles in implementing team-based project learning in Hospital Health Promotion Management carried out outside campus or in hospitals, among others, require a fairly high cost and lecturers in providing guidance and supervision to hospitals to monitor the extent of competence obtained by students.

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