

Strategies for Enhancing Health Literacy Among Students Through Campus Radio Mass Communication at Polytechnic of The Ministry of Health in Padang

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ABSTRACT

The success indicators of health development are 80% determined by the health human resources. The ability of health literacy in students is a crucial component because students will eventually become role models for healthy living behaviors and provide healthcare services to the community. The purpose of this research is to determine the strategy for improving students' health literacy through campus radio mass communication at the Health Polytechnic of the Ministry of Health in Padang. The research employs a quantitative approach, using questionnaires to assess the level of health literacy among students through campus radio mass communication at the Health Polytechnic of the Ministry of Health in Padang. The sample size in this study consists of 153 students from the Health Polytechnic of the Ministry of Health in Padang, selected through non-random sampling using quota sampling techniques from each department or program. The research indicates a significant relationship between the variable of health information access and health literacy among students at the Health Polytechnic of the Ministry of Health in Padang (p-value < 0.05).

Keywords -- health literacy; students; radio

INTRODUCTION

Health is one of the indicators in the Human Development Index developed by the United Nations Development Programme (UNDP). To achieve a good level of health, an individual must have the ability to use written and printed health information that can be applied in society to reach their goals, as well as to develop knowledge and their potential, which is known as health literacy.. (Pusat Promosi Kesehatan, Departemen Kesehatan RI . Departemen Pendidikan Kesehatan dan Ilmu Perilaku, 2009)

Health literacy in every individual is important to be aware of because it relates to the ability to obtain health information, increase health knowledge, and assist individuals or communities in making informed decisions about their health in efforts to improve and maintain their well-being (Pipit Lestari, 2017). Health literacy encompasses how to access, comprehend, assess, and apply information to make decisions regarding health, disease prevention, and health promotion. (Wulansari et al., 2015).

College students are young individuals aged between 19 and 28 years old who are going through a transition from adolescence to adulthood. They are not only expected to be competent in their academic studies but are also required to have the ability to grow and develop independently, communicate effectively, establish a broad network, and make informed decisions.

Based on the research conducted by Putri NS and Nurjanah among students at Dian Nuswantoro University in Semarang, the results show that in the year 2016, out of a total of 327 respondents, 42 respondents (12.8%) had a low level of health literacy, 167 respondents (51.1%) had problematic health literacy, 103 respondents (31.5%) had a moderate level of health literacy, 15 respondents (4.6%) had a very good level of health literacy. (Putri & Nurjanah, 2016)

Information technology is a tool for disseminating health information, making an individual's access to information technology one of the determining factors for health literacy (5). This becomes increasingly evident with the rapid advancement of information technology. National Assessments of Adult Literacy provide data indicating that more individuals with low health literacy levels report not receiving health information from written or printed sources compared to those with higher health literacy levels. (Chew et al., 2004)

Access to health information plays a crucial role in health literacy. The limited availability of health information sources, especially on television and radio, makes it difficult for students to access information. On the other hand, there is an abundance of information available on the internet, but at times, it can be challenging to verify the accuracy of that information. Access to information is the initial step in improving the health literacy of students. By enhancing access to information and the capacity to use information effectively, health literacy becomes vital for empowerment. Media usage behavior is a crucial determinant of access to information. (Irmawati, 2018)

Community radio is a part of community media, referring to a radio station that operates within a community, serving the community's interests and managed by the community itself, while focusing on community-related topics as well (7). The use of community radio has been adopted by various parties, including students, who utilize it to provide information to their fellow students, share campus-related information, and serve as a practical platform for students to become broadcasters or information managers (8). Campus community radio provides a positive platform for students to develop their knowledge by combining theoretical and practical aspects, allowing for continuous and meaningful development. (Nurrohman et al., 2015)

Campus radio aims to facilitate the sharing of knowledge among the academic community in a relaxed and enjoyable atmosphere. This is made possible by the integration of play and emotion, learning, and work, which are no longer separable. If this kind of inner atmosphere can thrive in the educational process, the results can be highly positive, making learning a truly enjoyable experience. (Manizar, 2015).

Higher education institutions play a significant role in the development of human resources (HR) and the enhancement of a nation's competitiveness. In order to effectively fulfill this strategic and substantial role, graduates of higher education institutions must possess excellent quality. The Health Polytechnic of the Ministry of Health, as a Technical Implementation Unit

(UPT) under the Ministry of Health, has the primary task of providing vocational education in the field of health at the Diploma III level and/or Diploma IV/S1 applied/science bachelor's degree programs, as well as other programs in accordance with prevailing regulations. In this context, the Health Polytechnic of the Ministry of Health is required to produce graduates with competencies that align with advancements in science, technology, the job market, the profession, and personal development, while still considering local wisdom.

Based on the data and the rationale of the research problem presented above, the researcher is interested in examining the strategy for improving the health literacy of students through campus radio mass communication at the Health Polytechnic of the Ministry of Health in Padang.

METHODS

The research employs a quantitative approach, which involves using questionnaires to assess the level of health literacy among students through campus radio mass communication at the Health Polytechnic of the Ministry of Health in Padang. The study sample comprises 153 students from the Health Polytechnic of the Ministry of Health in Padang, selected through non-random sampling using the quota sampling technique from each department or program. Data analysis is conducted through univariate and bivariate methods.

RESULT AND DISCUSSIONS

Univariate Analisis

The information obtained from the data collection results on the variable of access to information sources for respondents to obtain health information is categorized into three groups, as shown in Table 1.

Tabel 1. Distribution of Information Access Among Students at the Polytechnic of The Ministry of Health in Padang.

Information access	n	Presentation (%)
Less	31	20,1
enough	93	60,4
Good	29	18,8
Total	153	100

Table 1 shows that the distribution of information access among students at the Health Polytechnic of the Ministry of Health in Padang is primarily in the "moderate" category with 93 (60.4%) respondents, while the "low" category has 31 (20.1%) and the "good" category has 29 (18.8%).

Tabel 2. Distribution of Health Literacy Among Students at the Polytechnic of The Ministry of Health in Padang

<i>Health Literacy</i>	n	Presentation(%)
Less	31	20,1
problematic	64	41,6
enough	37	24,0
Very Good	21	13,6
Total	153	100

In Table 2, it can be observed that the distribution of health literacy levels among students at the Health Polytechnic of the Ministry of Health in Padang is as follows: problematic 64 (41.6%), moderate 37 (24%), low 31 (20.1%), and very good 21 (13.6%) respondents.

Tabel 3. Frequency Distribution of Information Access and Health Literacy Among Students at the Health Polytechnic of the Ministry of Health in Padang.

Variabel	n	Mean	Median	Minimun	Maximum
Information acces	153	61,0784	62,0000	1 (40,00)	3 (84,00)
Health Literacy	153	30,988	30,100	1(13,5)	4 (48,9)

Table 3 shows that the average Information Access is 61.0784 with a median of 62.0000, and the minimum value falls into the "low" category (with a value of 40.00), while the maximum value is in the "good" category (with a value of 84.00). On the other hand, the average Health Literacy is 30.988 with a median of 30.100, and the minimum value is in the "low" category (with a value of 13.5), while the maximum value is in the "very good" category (with a value of 48.9).

Bivariat Analysis

Tabel 4. The Relationship Between Information Access and Health Literacy Among Students at the Polytechnic of the Ministry of Health in Padang.

Akses informasi	Health Literacy				Total	<i>p value</i>
	Low	Problematic	Enough	Very good		
Low	10 (6,54%)	7 (4,58%)	7 (4,58%)	7 (4,58%)	31	0,004
enough	15 (9,8%)	49 (32,03%)	23 (15,03)	6 (3,92%)	93	
Good	6 (3,92%)	8 (5,22%)	7 (4,58%)	8 (5,22%)	29	
Total	31	64	37	21	153	

Table 4 indicates that the proportion of problematic health literacy is higher in the group with moderate information access, with 49 individuals (32.03%), compared to the group with good

information access, with 8 individuals (5.22%). The chi-square test results show a significant relationship between the level of health literacy and information access (p-value 0.004).

This research aims to examine the strategy for improving the health literacy of students through campus radio mass communication at the Health Polytechnic of the Ministry of Health in Padang. Therefore, the first step is to explore the relationship between information access and health literacy. After analyzing the data using the Chi-Square test with a 4 x 3 table and expected counts (Fh) less than 5 and not exceeding 20%, it was found that the p-value is 0.04, which is less than α (0.05). This means the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, indicating a relationship between information access and health literacy.

According to Zarcadoolas et al. (2006), low health literacy contributes to several health-related problems such as improper medication use, inadequate healthcare services, poor management of chronic conditions, delayed response to critical conditions, poor health status, low self-confidence and self-esteem, financial strain on individuals and communities, and social discrimination. (purwanti, hadiswi, 2017).

Poor health literacy is considered a "strong predictor of an individual's health compared to age, income, employment status, education level, and race." Individuals with low health literacy may struggle with the health challenges they face because their skills and abilities are insufficient to meet the demands and complexities required. Given the potential negative consequences associated with health literacy, it is essential to understand the actual level of health literacy in the community to address various possibilities promptly. (purwanti, hadiswi, 2017).

Health literacy secara fungsional, yaitu menekankan pada kemampuan masyarakat untuk mengakses, memahami dan menggunakan informasi kesehatan dalam konteks pelayanan kesehatan (Istighosah, 2021). Berdasarkan penelitian ini responden memiliki *health literacy* kurang 31 responden (20,1%), memiliki *health literacy* bermasalah 64 responden (41,6%), memiliki *health literacy* cukup 37 responden (24%) dan memiliki *health literacy* sangat baik 21 responden (13,6%).

This study is in line with the research conducted by Putri and Syecha Novierni in 2016 in Semarang, which stated that the percentage of health literacy levels among students at Dian Nuswantoro University, Semarang, in that year was as follows: 42 respondents (12.8%) had a low level of health literacy, 167 respondents (51.1%) had problematic health literacy, 103 respondents (31.5%) had a moderate level of health literacy, and 15 respondents (4.6%) had a very good level of health literacy. (Putri & Nurjanah, 2016).

After analyzing the data from all the health literacy questionnaire statements, the lowest score was obtained for the statement regarding "assessing if health information from the media can be trusted." This suggests that students have difficulty finding accurate health information on social media. In social media, anyone can share information, and there is often no filter between accurate and inaccurate information. Most respondents reported having an Android phone, but they rarely

use it to access health information. In addition, the highest score was obtained for the statement about "following the doctor's instructions." This is because doctor's instructions are often received during medical appointments or consultations.

There are four competencies in health literacy, and each of these competencies represents important dimensions of health literacy, requiring specific cognitive qualities and depending on the quality of available information. One of the competencies of health literacy is information access (13). Information access refers to the ability to seek, find, and obtain health information (14). Based on this research, respondents have limited information access, with 31 respondents (20.1%), while 93 respondents (60.4%) have moderate information access, and 29 respondents (18.8%) have good information access.

This study is consistent with the research conducted by Putri and Syecha Novierni in 2016 in Semarang, which stated that the percentage of health information access levels among students at Dian Nuswantoro University, Semarang, in that year was as follows: 74 respondents (22.6%) had low health information access, 182 respondents (55.7%) had moderate health information access, and 71 respondents (21.7%) had good health information access. (Putri & Nurjanah, 2016).

According to the World Health Organization (WHO), access to health information plays a crucial role in health literacy. Information access is the first step in enhancing the health literacy of students. By increasing access to information and the capacity to use information effectively, health literacy becomes essential for empowerment (15). Media usage behavior is a determining factor in information access. Currently, there is a vast amount of information available and easily accessible. Students mention that they can easily find the information they're looking for on the internet. However, they still find it challenging to assess whether the health information they obtain can be trusted. Given this situation, universities can create more reliable sources of information and disseminate them through the media commonly accessed by students, including campus radio. Therefore, campus radio is one of the media that universities can use to deliver information and as a strategy to enhance the health literacy of students at the Health Polytechnic of Padang. (Nurjanah et al., 2016).

CONCLUSION

The percentage of health literacy levels among students at the Health Polytechnic of the Ministry of Health in Padang in 2018 was as follows: problematic 64 (41.6%), moderate 37 (24%), low 31 (20.1%), and very good 21 (13.6%) respondents. The percentage of health information access levels among students at the Health Polytechnic of the Ministry of Health in Padang in 2018 was as follows: moderate 93 (60.4%) respondents, while the low category had 31 (20.1%) and the good category had 29 (18.8%).

There is a relationship between health information access and the level of health literacy among students at the Health Polytechnic of the Ministry of Health in Padang in 2018. The chi-square test results show a significant relationship between health literacy levels and information access (p-value 0.004).

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