

Improving health quality: does community-based education on health affected health quality?



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ABSTRACT

Introduction: Health is fundamental in everyday life; individuals can perform their activities without problems with a healthy body and mind. However, standard health procedures and knowledge might not have been known publicly by everyone without exception. Therefore, in this condition, experts such as academia, nurses, doctors, specialists, and practitioners are essential to educate and introduce basic health knowledge to people, especially those who live in rural areas. The importance of education is unlimited not only in the field of health but also in various and numerous fields of study and sectors; this paper empirically analyzes the importance of community-based education on health quality. Do people with primary education and knowledge have the same health quality as those without?

Methods: This paper is qualitative and uses case studies and a literature review. This paper obtains its data through numerous relevant empirical studies and empirical data.

Results: This study indicates that most people, especially in rural areas, need more basic health knowledge, explaining why they often use unfiltered river water and eat without washing their hands. Due to the habits the body has repeatedly endured, their health quality doesn't affect their performance.

Conclusion: The analysis does explain that those with primary health knowledge tend to have more capabilities in avoiding disease or common sickness and staying healthy for extended periods compared to those who don't have basic health knowledge.

Keywords: education; health; quality; sickness.

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INTRODUCTION

Education is an essential aspect of everyday life; some individuals often interpret education as formal education only in which students go to class and learn, but in reality, some form of education doesn't have to be held in class; many educational processes can be done outdoors, especially when the facility wasn't sufficient to support the learning process. Regardless of its process, education is needed by many people, including elders who weren't able to obtain education at a young age due to numerous limitations there are such as financial conditions, demand to work at an early age, and many other family-related reasons preventing them from engaging in formal educational activities. The rise of technology nowadays has managed to provide information worldwide through many devices such as laptops, computers, and smartphones. Still, some individuals

couldn't obtain an education even with this fancy facility. To disseminate knowledge, many practitioners and lecturers provide education through community service, which can also be called "Community-Based Education." According to Ahmad et.al¹ Community-based education refers to a program that integrates learning and community engagement; this form of education prepares students to face the actual conditions in the community; this form of learning also provides a community that includes not only children but also parents and locals from the area that becomes the location of the community-based education.

Community-based education is considered to be an effective form of education using coaching and close engagement with the community, illustrated by Huang et.al² that community-based education involves

group education sessions and coaching support interventions. The group education sessions will provide lecturers on the topic of choice to provide definitions and importance of the learning topic; meanwhile, coaching support interventions offer the community live coaching support to consult their progress on the learning material they obtain and implement in their everyday lives. The importance of community-based education is explained by Mahrous³ that community-based education is essential to both the community and the contributors; several reasons for why its importance are (1) Educational relevance to community needs; this form of education provides community with what they need to learn through observation and survey; (2) Broader professional perspectives, due to the community engagement, this learning process will integrate more experience

that will strengthen professional skill development; (3) Improved practical knowledge and skills, due to live activity on the site contributors will find this form learning as a way to improve skills; (4) Increased motivation to practice community care; and (5) Adapt and training rapidly for everchanging environments conditions.

Financial and family conditions often become challenging and prevent one from getting the necessary education; some individuals have to suffer conditions with less knowledge than others. Meanwhile, some knowledge is essential, such as health education, so people should know about primary health education, especially to live a healthy lifestyle. Community-based education also takes part in this matter; the importance of community-based education is explained by Thahirabanuibrhim & Logaraj⁴ Community-based education, especially on health, is crucial; it is important to form and develop preventive behavior toward unhealthy lifestyles and several known diseases; this education is also important to increase individual literacy and low awareness of health risks, especially since these two mainly were what causes importance of health often forgotten and ignored. Educational institution's strategies on how education can be implemented in rural areas are numerous, one of these being Community-Based Education and Service (COBES); these concepts are explained by Amalba et.al⁵ these forms of education are dedicated to the community, especially those in rural areas, and aim to address local communities' health needs; these programs were considered important since they mainly participate in developing countries' development with the disparity in the numbers of health workers. COBES have managed to provide several benefits, which are decreasing disease, increasing health knowledge, improving health-seeking behavior, and enhancing primary prevention and primary health care in rural communities.

According to several research and review articles used as an empirical data source, health education faced several challenges: (1) Financial and Resource Limitations. Financial support is crucial for continuing community-based health

education, especially in rural areas. It is needed to provide medical kits, food, and transportation; (2) Educational Barriers. There is a need for simple learning materials due to the presence of elders and less educated individuals who may need help understanding complex medical terms. Simple materials on improving sleep quality, eating healthy, and maintaining proper hygiene can significantly increase health knowledge; (3) Access to Education. Financial conditions and family situations often prevent individuals from obtaining necessary education, leading to a lack of fundamental health knowledge; (4) Limited Access to Health Workers and Facilities. Rural areas are often unreachable, with few educators or practitioners able to access these areas. Limited health facilities can lead to carelessness about health among the population; and (5) Cultural and Contextual Considerations. The cultural context of the target population should be considered to improve community-based health education.

According to the background and empirical research as data sources, this study aims to analyze how community-based education on health provides benefits that affect individuals' health-seeking behaviors to improve their health quality in the long term consciously. The study underscores the critical role of community-based health education, particularly in rural areas where healthcare access and basic health knowledge are often limited. The study implies that community-based education can significantly improve health literacy, awareness, and practices, ultimately contributing to better community health outcomes. Reflecting on this empirical evidence, health education is essential, which we can see in schools and universities, but what about rural areas? These areas are often unreachable, so only a few educators or practitioners can access them. Moreover, more than a limited number of health facilities can also cause people in certain regions to be careless about their health. This research aims to analyze how community-based education on health provides benefits that affect individuals' health-seeking behaviors to improve their health quality in the long term.

METHOD

This paper is qualitative research using the literature review approach; it obtains its primary data from numerous research and review papers accessed through online repositories and various sources for scientific research such as Google Scholar, Semantic Scholar, ScienceDirect, Emerald, and Jstor. Using keywords of Community-Based Health Education ranging from 2020-2024 resulted in 126.000 on Google Scholar, 211.000 on Semantic Scholar, 161,040 on ScienceDirect, 2.513 on Emerald, and 429 on JsTor. There are several inclusion used to filter the research and review articles used to formulate the result in this research; the inclusion includes (1) The article is either a research or review article; (2) The Article was published in the last ten years; (3) The article was discussing public health; (4) The research was conducted in either rural areas or village; and (5) The article was published in health, or social sciences scope journals.

Meanwhile, for the exclusion, there were only several vital points, including (1) The article was published more than last ten years; (2) The article is chapters, short communication, or working paper; and (3) The article wasn't talking about public health education. Several keywords used to explore research and review articles used in this paper are Education, Public Health, and Rural Areas. Extracting essential and significant findings that are most relevant to this paper's subject, 30 papers from research and review papers are used to formulate results reflecting the importance and impact of community-based education on health. To obtain a reasonable explanation of the result of this paper combining these papers, deductive reasoning is used to extract and explain relevant and significant information.

RESULT

Community-based education aligns with the result of this paper, which stated that several vital factors may influence health quality in rural areas that can be implemented through community-based education; these several vital factors include financial support, simple learning materials, and strong partnerships

Table 1. Relevant Research and Review Article Regarding Health Education (2015-2024)

Authors	Years	Similar Findings	Differences
1. Getahun, Genanew Kassie et.al ⁶	1. 2023	1. Most of this research stated that education is a crucial factor in terms of health.	1. The method to deliver learning material is different in each research.
2. Li, Benyan et.al ⁷	2. 2023		2. The population in each research is also different due to different locations and demographics
3. Ezeonwu, Mabel ⁸	3. 2019		3. Approach in terms of obstacles is different; meanwhile, some highlight the importance of education, while others emphasize the importance of health facility
4. Demissie, Bekele & Negeri, Keneni Gutema ⁹	4. 2020	2. Most of this research used more than one approach to disseminate health knowledge to improve health quality	4. Usage of technology was also found to be different due to differences in population and health workers involved
5. Prom-Woemley, Elizabeth C. et.al ¹⁰	5. 2021	3. All of this research stated similarly the importance of suitable learning material to maximize health education	
6. Martin, Jamela M. ¹¹	6. 2020		
1. Shahriyamoghadam, Shiva et.al ¹²	1. 2022	1. Effective health education involves a combination of individual and group work and also a good form of community-based learning	1. Differences can be seen in population, form of content, and media format used in the learning process.
2. Nickel, Stefa & Knesebeck, Olaf von dem ¹³	2. 2020		2. The form of intervention and measurement in each learning process is different
3. Nickel, Stefa & Knesebeck, Olaf von dem ¹⁴	3. 2020	2. Health education is viewed as a robust and reliable instrument to increase health awareness in a community	
4. Shi, Ya et.al ¹⁵	4. 2024		
5. Khanal, Mahesh Kumar et.al ¹⁶	5. 2021		
6. Dodd, Waren et.al ¹⁷	6. 2022		
1. Contreras, Dawn. A & Anderson, Laura. A ¹⁸	1. 2020	1. This research highlights the importance of health education and the community's role in enhancing health awareness.	1. The context of health or specific types of disease prevention is a different topic in each research.
2. Chen, Yijuan et.al ¹⁹	2. 2022		2. The focus of this research is different while still focusing on the diversity of approaches in health education
3. Nyangi, Chacha et.al ²⁰	3. 2024	2. Sustainable education, strong partnerships, and many other aids to run a health-based program are considered to be essential elements in health education	
4. Paudel, Prakash et.al ²¹	4. 2022		
5. Vaiyapuri, Sathivel et.al ²²	5. 2023		
6. Shrivastava, Ritu et.al ²³	6. 2023		
1. Reilly, Siobhan T. et.al ²⁴	1. 2020	Self-efficacy is considered to be the most critical factor in health education. Moreover, both types of research also reflected situational and interpersonal factors in health education.	Factors that may affect health education effectiveness are considered to be highly varied; therefore, the results of each study might be different
2. Chen, Hsuan-Hui & Hsieh, Pei-Lin ²⁵	2. 2021		

Sources: Empirical Research

between participants and health workers, these results were based several empirical research used in this study by extracting the essential and relevant data divided into several sections. These results are illustrated in the table, which can be seen as follows:

Community-based education is essential, especially in the context of health education; aside from the fact that health is one of the most important aspects of everyday life, health education can also influence healthy lifestyles, which potentially increase the quality of life and become the factors that could contribute for long-lasting healthy life. Several empirical studies have explained

this form of education and considered it to be fundamentally important in general, Mohammad et.al²⁶ Explain that community-based health education is crucial for improving health quality, particularly in areas prone to natural disasters; such education is effective in enhancing knowledge, attitudes, and preventive practices related to flood-related communicable diseases among affected communities. Meanwhile, Dawood & Abdeldafie²⁷ Improvement in knowledge can lead to better health practices, in which community-based health education potentially enhances health knowledge and practices, which explains why community-based health

education is essential for promoting health quality by empowering individuals with the knowledge and skills needed to adopt healthier behaviors and practices.

Question may arise of why education has to be focused on community; the answer is provided by Kurniawan et.al²⁸ Explaining that community-based education plays a crucial role in enhancing the quality of education lead to human resources development, some key points on why this form of education is essential include (1) Community-based education provides mutual support and cooperation; (2) Community-based education positively influences society; (3) Community-based education becomes a foundational frame

for holistic educational environments; (4) Community-based education focuses on addressing educational needs of the community, and (5) Community-based education serves as a reference to improve educational quality. In the context of health education, according to Supriyatno et.al²⁹ community-based health education is crucial in improving health quality by increasing knowledge and influencing attitudes towards health practices. This type of education also positively impacted attitudes towards health practices; the numerous methods used in the rural community, especially the use of various media, such as posters and audiovisual tools, can enhance the effectiveness of health education by facilitating the delivery of messages. These arguments were also seconded by Azlina et.al³⁰ community-based health education is important for improving health quality as it can significantly change knowledge, awareness, and attitudes toward health issues. Additionally, community-based health education can reach a broad population and facilitate discussions and interchange among participants, which can lead to positive attitude changes toward health behaviors.

DISCUSSION

The Contribution of Community-Based Health Education on Health Quality

Community-based education on health education is essential and contributes directly to the community and the individuals. It is actually quite simple to live a healthy lifestyle, but in rural areas, many of its resources are often not filtered and questioned on their quality toward the impact it may deliver on the human body; this condition highlights the importance of community-based education, especially in rural areas, several empirical evidence provides us with an insight on what it potentially contributes toward health quality in general, research by Paudel et.al²¹ states that community-based health education interventions have significantly improved health literacy and awareness among participants. This study also found that people living in urban areas and those with secondary or higher education are likelier to have better health literacy and

service utilization. Another example is provided by Chen et.al¹⁹ indicates that community-based education significantly improved awareness toward known diseases; in this research, the context was influenza, pneumonia, and related vaccines for chronic diseases, and the research tested that participants' awareness significantly increased after a year-long health education program. Research by Nyangi et.al²⁰ Community-based health education's contribution to health quality is significant as it aims to improve the health and economic situation of the infected population through a structured approach. Long-term change in health quality can only be successful if community participation accompanies health education programs. This indicated that community-based education, especially health education, needed the critical role of the Government and other supporting parties to ensure its success.

Community-based health education contributes to health quality by improving the quality of non-pharmacological health and social care interventions.²⁴ This can only be achieved by engaging communities and providing them with necessary yet straightforward explanations of the known disease and what are the first steps to take during emergencies; this form of simple yet fundamental education is effective in increasing knowledge and awareness of many health conditions that could potentially happen to anyone in the community. Contributions of community-based education are also explained by Shrivastava et.al²³ Community-based health education contributes significantly to health quality by establishing trust within the community and delivering a range of services. These services include preventive care, educating community members, supporting the ongoing management of chronic conditions, and acting as a crucial link between community settings and primary healthcare facilities. Following this, research by Nickel & Knesebeck¹⁴ states that such interventions (Community-based health education) can be planned, implemented, and evaluated over the long term and in a participative manner with various sociodemographic groups and

stakeholders of the neighborhood. These interventions should aim at proximal outcomes, such as risk behavior and a sense of community, rather than distal outcomes, like health status and life satisfaction.

Community-based education on health education can't only be taught; it needs any other aspect to ensure its success, such as tools and financial support. Financial support can contribute to continuing community-based health education, especially in rural areas. Financial support would be helpful to provide medical kits, food, and transportation.¹¹ Simple steps can also be essential in learning because rural communities might include elders and less educated people who may need to learn more complex words and terms in a medical context. Simple learning materials such as improving sleep quality, eating healthy, and maintaining proper hygiene are enough to increase health knowledge, significantly leading to better lifestyles.²⁵ Another essential aspect of achieving the maximum potential of community-based education contribution toward health quality is to provide a partnership between participants and health workers for consult sessions, providing tips, and even hold other workshops or seminars related to health education in more in-depth learning materials, considering the improvement of technology, partnerships between participants and health workers won't be limited by physical absence, the participant can also consult through phone or laptops.¹⁸ Research by Prom-Wormley et.al¹⁰ explained that health education is needed through community-based learning; this is due to the knowledge one may obtain from the learning process providing them with the capability to identify diseases that may have been genetics, which is very important, mainly to acquire medical help as soon as possible. In summary, community-based health education is critical and has contributed to the community, especially communities in rural areas.

Strategies to Improve Community-Based Education on Health Education Health Education, as with any other education, also improves over time. namely community-based health education, the

methods, the tools, and the approach should constantly be improved from time to time; several empirical evidence provides strategies to improve the quality of health education which research by Demissie & Negeri⁹ The most critical aspect of improving community-based health education quality is addressing the factors contributing to lower enrolment in the Community-Based Health Insurance (CBHI) scheme and the quality issues of healthcare services at the scheme-contracted public health facilities. Lower contribution in CBHI showed that most individuals didn't fully understand or prioritize their health and well-being or chose to ignore it. Research by Vaiyapuri et.al²² explained that The most crucial aspect of improving community-based health education quality is the engagement and empowerment of local communities with the correct information on the prevention and awareness of disease and poor health conditions, especially factors that may cause it, one of many approaches to improve the quality of community-based education is to design and develop people-centered approaches to enhance the impact and ensure that the interventions are tailored to meet the needs of the target populations. Another take on this by Nickel & Knesebeck¹³ states that the most essential aspect of improving community-based health education quality is ensuring that interventions are delivered in an adequate "dose" to stimulate or support health changes. Meanwhile, Getahun et al.⁶ focus more on planning, explaining that data quality is essential to improve health education quality. This involves using structured questionnaires adopted from different literature with slight modifications, conducting face-to-face interviews, and ensuring data quality through training data collectors and supervisors and pre-testing questionnaires.

Empirical evidence also provides us with explanations as to why health education needs constant improvement, research by Shahriyarmoghadam et al.¹² states that Community-based health education needs to be improved because it is one of the most applicable ways of reducing health-related issues. Effective educational programs can influence

perceived attitudes, subjective norms, and behavioral control, leading to fewer physical, mental, and social adverse effects of many bad influences, especially ones harmful to health. Also explained by Ezeonwu⁸ Community-based health education needs to be improved because it promotes students' understanding of disease prevention and health promotion as critical elements of primary care, which can improve health outcomes for underserved global populations. Additionally, it enhances the credibility and visibility of Community-Based Organizations (CBOs) as essential contributors to training global public health professionals and leaders, thereby advancing access to health care in rural areas. Meanwhile, Dodd et al¹⁷ states that community-based health education needs to be improved because the lived experiences of community-based health actors who have provided health education, promotion, referrals, and services are often not well understood, and improvement is needed to better the quality of health services one can provide to the community in the future.

Health education, like any other thing, may produce outcomes, especially if improvements are made constantly; research by Khanal et al¹⁶ states that community-based health education improvement can lead to several potential outcomes, such as improving health knowledge on many diseases and raising awareness. Moreover, benefits such as a healthy lifestyle and body are a product of effective health education with numerous improvements over time. Most importantly, health literacy is also one of the most critical outcomes of improving health education. To successfully achieve this, the need for education programs tailored to fit the cultural context of the target population should be considered.⁷ Another take on this, explained by Shi et.al¹⁵ that community-based health education improvement can lead to several potential outcomes. For instance, it can enhance participants' motivation to engage in health-promoting activities, such as exercise interventions, as suggested by experts who recommended presenting health education videos before implementing exercise interventions. Additionally, targeted educational

strategies can increase knowledge about preventing specific conditions, such as sarcopenia, improving individuals' willingness to combat these conditions. Furthermore, health education has been shown to encourage participation in preventive measures, as participants reported concentrating more on exercise to prevent sarcopenia after viewing health education videos.

CONCLUSION

This paper underscores the critical role of community-based health education, particularly in rural areas where healthcare access and basic health knowledge are often limited. It calls for financial support, simple learning materials, and strong partnerships between participants and health workers to enhance health education. Critical strategies for improvement include addressing low enrolment in health insurance schemes, engaging and empowering local communities, delivering adequate interventions, ensuring data quality, and continuously refining education programs. Effective community-based health education can significantly boost health knowledge, awareness, lifestyle, and literacy, improving health outcomes and quality of life. Studies indicate that such interventions have a substantial impact on health literacy, disease awareness, and the utilization of health services, ultimately promoting healthier behaviors and better health quality in communities.

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CONFLICT OF INTEREST

There is no conflict of interest in this study, either among the author or anyone possibly involved in the research process.

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AUTHOR CONTRIBUTION

MMA: Substantial contribution to the main idea of the manuscript, providing intellectual input, drafting, and approval.

AA: Provide sources of relevant literature, summarize every piece of literature, and provide supporting intellectual input.

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