



Analysis of Effective Honesty Relationships With Interprofessional Attitudes Through Outbound Activities: Literature Review

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ABSTRACT

Education about interprofessional education is needed by every student, especially for students in the health sector. Collaborative skills can be done by using the outbound method. Doing outbound in nature, for example, is able to improve collaborative abilities in students without leaving their interprofessional nature as a student. Writing this article aims to analyze honesty as an interprofessional factor with outbound games in the form of ball games and trust walks. The writing of this article uses the literature review method with literature searches carried out through e-sources such as Google Scholar and ResearchGate. The articles obtained were analyzed using a simplified approach, namely by compiling the various articles obtained and simplifying each finding. The results of the literature review show that doing outbound in nature can improve students' collaborative abilities without leaving interprofessional traits. Through outbound activities, character building can also be carried out, one of which is honesty. Focusing on the application of honesty by playing ball games and trust walks in outbound activities can improve student honesty and collaborative skills.

KEYWORDS

Interprofessional, Outbound, Honesty

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INTRODUCTION

Education about interprofessional education is needed by every student, especially for students in the health sector (Damayanti & Bachtiar, 2020). Interprofessional has the notion that learning includes at least two or more health professionals who collaborate and are actively involved in achieving learning goals (Buchori et al., 2016; Putri et al., 2021; Ridar & Santoso, 2018; Marunung et al., 2023). It is very important that students understand roles, functions, and responsibilities to avoid negative views from society. According to (Mulyati & Trimarlina, 2017), interprofessional education is also beneficial for students in preparing them to the next level, such as practicing effective communication, increasing knowledge and understanding of professional practice, and being able to improve service quality in providing health services (Anwar & Rosa, 2016). According to WHO (2010), mentions the importance of applying this interprofessional education curriculum to students with the aim of improving treatment outcomes.

Forms of interprofessional education are building self-confidence, effective communication, training concentration, building leadership, being able to solve problems, teamwork, and practicing honesty (Petare & Landge, 2021; Sukawan et al., 2021). Honesty is one of the main aspects for students in building character (Saeful, 2021; Hadi & Muhid, 2022). Honesty is often associated with conscience and is a person's attitude in respecting others around him. Honesty is certainly very much needed in the world of work to provide information that is in accordance with the actual conditions to patients (Sirait et al., 2020). Not only that, by carrying out an honest attitude students can increase credibility and easily gain the trust of others to carry out a task. Conversely, if students already have bad credibility and do not apply the aspect of honesty, it will be difficult for others to believe them. This dishonest attitude makes other people's views negative and judges if the student is not trust worthy and responsible when carrying out a task. Professional relationships that are built on the basis of honesty will make others respect us and one of the paths to success (Lusiana, 2012).

Even though this interprofessional education has proven to be very effective in preparing health students in the future, not many health institutions have implemented it (Murdiany, 2021). Until now, there are still many who do not apply the aspect of honesty in carrying out their profession. We still encounter a culture of student dishonesty today, of course this will have a bad impact if it continues. As health students, of course we need to apply honesty as a form of professionalism in a profession, especially for students of public health workers. Based on this description, we want to train students' discipline, responsibility, and honest behavior in outbound games. Outbound is one of the modern learning methods that has the benefit of approaching each other by doing outdoor activities. This outbound will train the honesty of each team member and will be carried out in various ways, one of which is by playing a ball game and trust walk. It is hoped that by holding these games students can build trust and develop the ability to be honest with others.

MATERIALS AND METHODS

The method used in writing this article is literature review with a literature search carried out through-sources such as Google Scholar and ResearchGate. Literature review is a library research using the method of reading and reviewing various journals, books, and other manuscript publications related to research topics in order to produce writings related to a particular topic or issue (Triandini et al., 2019; Pratiwi et al., 2020; Setyowati & Kurniawan 2022). In the article search, 301 articles were obtained from 2017 to 2022 using the search phrase "outbound games





for honesty". The articles obtained will be checked to see if they meet the following requirements: open access to abstracts to a list of references, content according to the topic to be discussed and complete. The articles obtained will then be analyzed by means simplified approach to get results of existing data so that it can be used as a reference in compiling or making clear discussions according to the topic. Simplified approach is data analysis by compiling the various articles obtained and simplifying each finding. Articles are omitted if reportage and literature are grayed out.

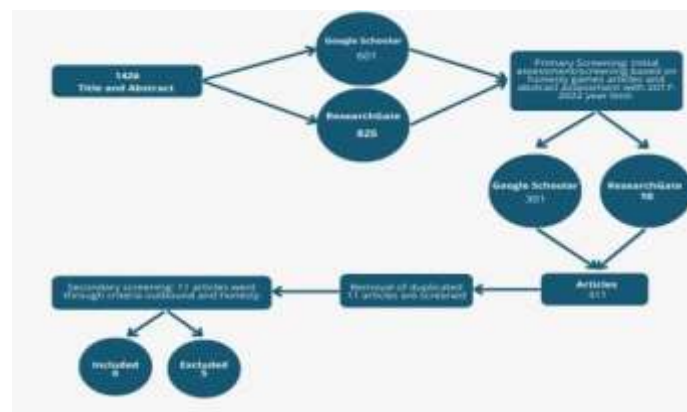


Fig. 1. Flowchart Literature Review

RESULTS

Of the 10 domestic and foreign journals used for literature review, the ten journals have a mutual relationship between integrity, cooperation, and professionalism. Health workers which include doctors, midwives, nurses, and others are required to work professionally. These three things greatly affect the running of an organization such as hospitals, clinics, and other health facilities.

Author (year), country	Article Title	Design	Purpose	Result
Mulyati & Trimarlina, (2017). Indonesia	Model Pendidikan Interprofesional dalam Upaya Peningkatan Kemampuan Kolaboratif Mahasiswa Kesehatan	Study Action research with mixed methods between quantitative and qualitative. Sample: 20 students	To develop and implement interprofessiona l education within the curriculum part of the institution.	Based on the post-learning evaluation, students stated that learning Interprofessional skills are very effective for enhancing collaborative skills health students and PBL are the





				pedagogical strategies that are considered the best for classroom learning.
Prihanti et al., (2022). Indonesia	Evaluasi Persepsi dan Kompetensi Pendidikan Interprofesional Mahasiswa di Rotasi Klinik	Research with cross-sectional studies and sampling methods consecutive sampling with 278 students.	Knowing the IPE perceptions and competencies of medical and health students before and after undergoing a clinical rotation IPE.	Based on statistical test results paired T-test, all students experienced an increase in IPE perception and competency scores. The results of the multivariate analysis showed that age and perception before the IPE program affected competence at the start of IPE.
Lasher & Stinson, (2020).	Built on Respect and Good Honest Communicaton” : A Study of Partnerships Between Health Providers and Community Corrections	Research by method the parent study with a total sample of 38 people.	To know about the functional interprofessiona l relationship between mental health and community supervision providers.	The thematic analysis identified five main related themes with communication and collaboration between MHP data, and four major themes in the CSP data.
Dewi & Handayani, (2019)	Penanaman Nilai Karakter Melalui Permainan Outdoor bagi Anak-Anak Usia Dini di Wilayah RW 01 Kelurahan Pekayon, Kecamatan Pasar Rebo, Jakarta Timur	Implementatio n of community service activities using lecture, simulation, and discussion methods.	Provide training and assistance implementation of outdoor games for teachers and students of PAUD RW 01 Pekayon Village.	Planting student character can through outdoor games that are educational in nature because they can provide opportunities for students to learn to work together, cohesiveness, tolerance, honesty, discipline, hard work, increase creativity,



independence, democracy, curiosity, national spirit, respect, leadership, cooperation, care for the environment, social care, responsibility, religious, and fond of reading.

Rosa & Retnaningsih (2022).	Pelatihan Permainan Tradisional Melayu Pada Guru Ra Se-Kota Tanjungpinang Sebagai Media Penanaman Karakter Anak Usia Dini	The method used is Asset Based Community-Driven Development (ABCD), namely empowering the community by recognizing its material and immaterial assets.	To improve the abilities and skills of PAUD teachers in implementing Malay traditional game training, so that they can answer solutions to problems experienced by teachers in implementing learning activities in schools.	The teacher's knowledge and ability to apply the game traditional malay increased. The children are getting excited in carrying out learning activities, togetherness in doing the game accustoms children to learn about the rules made and mutually agreed to play utilizing the surrounding environment, it makes it easier for teachers to instill character education for children.
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DISCUSSION

Learning related to interprofessional students, including health students, is very effective in improving students' interprofessional collaborative skills. One of the methods that can be applied in increasing the collaboration of health students is using the interprofessional education method which is more effective with small group discussions or PBL (Mulyati & Trimarlina, 2017). According to (Prihanti et al., 2022) the interprofessional education (IPE) program involving scenarios and clinical presentations makes IPE effective so as to bring out the common perception and competence of IPE in students. In addition, the gender factor also influences the achievement





of IPE competence. It is hoped that with the IPE learning method, male students can participate more actively and intensively. Interprofessional collaboration can enhance the value and ethics of interprofessional practice; roles and responsibilities; interprofessional communication; and teamwork (Prihanti et al., 2022).

Collaborative skills can be done by using the outbound method. Doing outbound in nature, for example, is able to improve collaborative abilities in students without leaving their interprofessional nature as a student. Outbound is a form of providing direct experience to trainees that can cultivate intellectual, emotional, and physical experiences (Budiarti et al., 2022; Lita et al., 2023). According to (Dewi & Handayani, 2019) Playing games in nature can teach us to work together, improve discipline, creativity, care for the environment and society, responsibility, bring up a sense of leadership, and so on (Umar, 2011; Lawasi & Triatmanto, 2017). Through outbound activities, character building can also be carried out, one of which is honesty. Focusing on the application of honesty by playing ball games and trust walks in outbound activities carried out outdoors, is expected to improve student honesty and collaborative abilities.

CONCLUSIONS

Based on the results of research conducted there is a link between outbound and training students in interprofessional honesty. Meanwhile, inter-professional learning for students, including health students, is very effective in improving students' inter-professional collaborative skills. One of the methods that can be applied in increasing the collaboration of health students is using the interprofessional education method which is more effective with small group discussions or PBL. By involving scenarios and clinical presentations, IPE is effective so as to bring out common perceptions and IPE competencies among students. Outbound activities for students, especially health students, can be done by playing games. Through outbound activities by playing ball games and trust walks in outbound activities carried out outside the room can improve the honesty of students and the ability to collaborate.

Conflict of Interest

The authors declare that they have no known financial or interpersonal conflicts that might have looked to have influenced the research presented in this study.

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