

NUTRITION AWARENESS THROUGH ENGLISH BLENDED LEARNING FOR NURSING STUDENTS IN THE CONTEXT OF HEALTH TOURISM EDUCATION

Si Putu Agung Ayu Pertiwi Dewi^{1*}, Ni Komang Purwaningsih²

^{1*}Sekolah Tinggi Ilmu Kesehatan Bina Usada Bali, Jl. Raya Padang Luwih, Tegal Jaya, Dalung, Kec. Kuta Utara, Kabupaten Badung, Bali 80361, Indonesia

²Sekolah Tinggi Ilmu Kesehatan Bina Usada Bali, Jl. Raya Padang Luwih, Tegal Jaya, Dalung, Kec. Kuta Utara, Kabupaten Badung, Bali 80361, Indonesia

*Corresponding author's email: gungayoe@gmail.com

Abstract

This study explores the integration of English blended learning in enhancing nutrition awareness among nursing students within the context of health tourism education in Bali. With the growing demand for healthcare professionals who are both linguistically competent and nutritionally literate, this research investigates how a hybrid approach to English for Specific Purposes (ESP) can simultaneously improve language skills and health education outcomes. A qualitative descriptive design was employed, analyzing essay responses from 14 nursing students at STIKES Bina Usada Bali through thematic content analysis. The findings reveal three major themes: (1) the perceived importance of English proficiency in accessing global nutrition knowledge and patient communication, (2) challenges in traditional language learning methods, including limited speaking practice and contextual relevance, and (3) strong student support for blended learning models combining online modules with interactive classroom sessions. Students emphasized that integrating nutrition topics into English instruction increased their engagement and awareness of dietary health, particularly in serving international health tourists. The study concludes that blended learning is a viable and effective strategy for achieving dual educational goals, language development, and nutrition literacy. It recommends the development of a structured ESP curriculum focused on health tourism, incorporating asynchronous video lessons, real-world case studies, and peer discussions. This approach aligns with national education affirmations and supports the cultivation of globally competent nursing graduates ready for Bali's evolving health and hospitality landscape.

Keywords: *blended learning; nutrition awareness; nursing education; english for specific purposes; health tourism*

1. INTRODUCTION

The practice of patients traveling internationally for healthcare, known as medical tourism, has grown into a significant sector of the global economy, spurred by factors like better pricing, higher quality, and access to superior technology. This consumer driven market demands that healthcare providers, particularly nurses who are the primary point of contact, possess skills beyond clinical proficiency (Chae & Park, 2019). Nurses in health tourism destinations must navigate interactions with patients from diverse cultural and linguistic backgrounds, making effective, culturally congruent communication essential for patient safety, satisfaction, and trust (Kim-Godwin et al., 2001; Sharifi et al., 2019). Language barriers represent a critical hurdle in transcultural nursing, potentially leading to miscommunication and adverse health outcomes (Crawford & Candlin, 2013; Maier-Lorentz, 2008). In Bali, a global tourism hub, this need is particularly acute. Nursing students recognize that English proficiency is vital to serve the large population of foreign tourists and to access the latest global health knowledge.

The educational challenge is twofold, equipping future nurses with specialized language skills and ensuring they have robust clinical knowledge in key areas like nutrition. English for Specific

Purposes (ESP) provides a targeted approach to language instruction, focusing on the professional vocabulary and communication strategies required in healthcare (Albiladi & Alshareef, 2019). This is particularly crucial as nursing students must learn both the English language and the technical "medical discourse" of their profession, a dual task that traditional language education often fails to address (Boughton et al., 2010; Crawford & Candlin, 2013). This is reflected in students' self-reported difficulties with "medical and nutrition terms that are difficult to understand". Concurrently, nutrition education in nursing is globally recognized as a critical component of patient care, influencing recovery rates and hospital stays (Kris-Etherton et al., 2014). However, nursing curricula often feature limited and fragmented nutrition content, leaving students unprepared for clinical practice (Laing & Crowley, 2021). The literature advocates for active, contextualized learning strategies to bridge this knowledge gap.

Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global language (Anggayana, Nitiasih & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). English is an example of a language regarded as a foreign language in Indonesia (Anggayana, 2023). It is done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa, Susanta, & Anggayana, 2020). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019). The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). Languages studied can contribute to the Language Development and another researcher around the world (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014).

Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). Produces rules relating to the use and use of language on hospitality students. It uses theories and other disciplines related to the use of language is essential (Anggayana, 2022). In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). Since Balinese people conduct many cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021).

The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, & Anggayana, 2020). Community-based tourism can be used as one of the solutions in increasing the participation and involvement of local communities in understanding the desires, needs, and listening to the aspirations of the community in the planning and development of community-based tourism is very fundamental because the community is the driving force and the main aspect in tourism (Wiramatika et al., 2024). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019).

The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

Bali is the center of tourism in Indonesia and one of the world's leading tourist destinations (Yanti & Anggayana, 2023). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022). The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country's foreign exchange (Osin, Pibriari & Anggayana, 2020). Everyday hospitality students on campus attend lectures and practice according to their respective majors. There are still many found that errors in writing. This is very important to study, considering that hospitality students will often communicate with foreign guests, using English (Anggayana & Wartana, 2022).

Technology in this era is increasingly growing, advanced and modern. This requires the existence of quality human resources. Qualified humans are expected to be able to participate in the development of a country (Sengkey, Osin, & Anggayana, 2022). English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Antara, Anggayana, DwiYanti, & Sengkey, 2023). Indonesia is better known internationally, as evidenced by the presence of tourist visits from various countries (Putra & Anggayana, 2023). The tourism sector is a dynamic and multicultural industry that heavily relies on effective communication to cater to diverse audiences (Anggayana, 2023).

Strong English skills allow professionals to confidently interact with senior management, participate in important meetings, and articulate their ideas and concerns (Asriyani & Anggayana, 2023). The rapid development of information and communication technology in this digital era has brought significant changes in various aspects of life, including in the field of education (Anggayana, 2024). In today's era of globalization, it is important for hospitality students who come from Balinese culture to gain a deep understanding of English as an important cross-cultural language in the hospitality industry (Anggayana, Osin, Wiramatika, Sumardani & Chandra, 2024). Education at the vocational level tends to receive English material that is identical to Academic Education in general, so that students who take Vocational Education receive material that is not in accordance with the Study Program when taking Higher Education (Anggayana, 2024). A core element of the hospitality industry, demands proficiency in English for communication and ensuring that service standards are met (Anggayana, Asriyani, & Lindawati, 2024).

Effective communication is a cornerstone of successful language learning, particularly in English as a Foreign Language (EFL) contexts (Lindawati et al., 2024). Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Anggayana et al., 2024). English also needs to be considered to support successful communication with foreign tourists, English is an important aspect in communication (Anggayana et al., 2025). Tourism has been proven to be able to bring economic benefits, create business opportunities, employment and the sustainability of tourism is very dependent on the sustainability of tourism resources (Wiramatika et al., 2025). Bali as one of Indonesia's top tourist destinations, is renowned not only for its cultural heritage but also for its unique natural landscapes (Anggayana, Osin, Wiramatika, Sumardani & Sengkey, 2025).

Blended learning, which combines face-to-face instruction with online learning, has emerged as a highly effective pedagogy in nursing education, shown to improve knowledge, skills, and student satisfaction (Liu et al., 2016; Leidl et al., 2020). This model offers flexibility and enhances student engagement by allowing for self-paced online learning and interactive in-person sessions (Leidl et al., 2020). The Community of Inquiry (CoI) framework explains this effectiveness through the interplay of teaching, social, and cognitive presence, which fosters a collaborative and meaningful learning experience (Garrison et al., 2000). This pedagogical structure is ideally suited to integrate ESP and nutrition education, allowing foundational concepts to be covered online while dedicating classroom time to practical, case-based applications.

Despite the established benefits of ESP, improved nutrition education, and blended learning individually, a significant research gap exists in their synergistic integration, particularly for the health tourism context. This study addresses this gap by exploring student perspectives at STIKES Bina Usada Bali. The students themselves identify the problem, they need English for their careers in Bali's tourism-driven economy, they struggle with the specialized language of their field, and they desire a more flexible, integrated, and practical learning model.

Therefore, the purpose of this article is to explore how an integrated English blended learning model can enhance nutrition awareness among nursing students within the specific context of health tourism education in Bali. By analyzing nursing students' essay responses, this study investigates their perceptions of the importance of English, the challenges they face, and the potential of a blended learning approach to meet the dual goals of language development and health literacy, preparing them for Bali's evolving health and hospitality landscape.

2. RESEARCH & METHODOLOGY

This study employed a qualitative descriptive design to explore the perceptions and experiences of nursing students regarding the integration of English language learning and nutrition education. This approach was chosen for its suitability in capturing rich, detailed insights directly from the participants in their own words. The participants were 14 undergraduate nursing students from STIKES Bina Usada Bali. This cohort was selected via purposive sampling, targeting students who had exposure to both English language and nutrition courses within their curriculum and could provide informed perspectives on the research topic. Data were collected through a structured questionnaire consisting of 20 open-ended, essay-style questions. The questions were designed to elicit detailed responses on several key areas, the perceived importance of English in nursing and nutrition, challenges in learning nutrition concepts in English, desired content for an ESP curriculum, views on the effectiveness of blended learning, and the application of integrated knowledge in clinical settings. The collected essay responses were analyzed using thematic content analysis. The process involved several stages: first, the researchers familiarized themselves with the data by reading all responses multiple times. Second, initial codes were generated by identifying recurring words, phrases, and concepts related to the research questions. Third, these codes were grouped into potential themes. These themes were then reviewed, refined, and clearly defined. This systematic process allowed for the identification of the major themes presented in the findings section, reflecting the collective voice of the student participants.

3. FINDINGS AND DISCUSSION

The thematic analysis of the 14 student essay responses revealed three overarching themes that encapsulate their perspectives on the integration of English and nutrition education: (1) The Professional Imperative of English Proficiency, (2) Pedagogical Challenges in Curriculum, and (3) Overwhelming Support for an Integrated Blended Learning Model.

Theme 1, the Professional Imperative of English Proficiency, a unanimous and resounding theme was the students' recognition of English proficiency as a non-negotiable professional requirement. This perception was rooted in two practical realities: the demands of the local health tourism market and the need for continuous professional development through access to global information. Students directly linked English skills to their future careers in Bali. As Student 2 stated, proficiency is *"very important because in the current era, basic English is very necessary for communication, especially since Bali has many foreign tourists"*. This sentiment was echoed by Student 3, who emphasized the need to be able to *"serve Foreign Nationals (WNA)"* during clinical practice. This highlights an acute awareness that their professional environment is inherently international. Beyond direct patient communication, students viewed English as the primary gateway to evidence-based practice. Student 1 noted that English *"helps access the latest knowledge,"* while Student 7 specified that *"many literatures, research, and international guidelines are written in English"*. The ability to access and understand resources like WHO guidelines was frequently cited as a key benefit. Student 2 articulated this clearly *"Many journals, clinical guidelines, and nutrition*

standards are written in English. By understanding nutrition terms in English, I can read and apply evidence-based practice".

Discussion, these findings strongly align with the principles of English for Specific Purposes (ESP), which posits that language instruction should be tailored to the specific needs of a learner's professional context (Albiladi & Alshareef, 2019). The students' desire to communicate with international patients and access specialized literature confirms the inadequacy of general English training. These experiences clearly demonstrate the need to master 'medical discourse,' understood as the unique language and communication style specific to healthcare professionals. In the context of health tourism, this communicative competence is not merely an academic skill but a critical component of delivering culturally congruent care, which is proven to enhance patient satisfaction and improve health outcomes (Jongen et al., 2018; Kim-Godwin et al., 2001). The students' perspectives validate that for nursing in Bali, ESP is an essential tool for professional success and quality patient care.

Theme 2, pedagogical Challenges in Curriculum, the second major theme centered on the specific difficulties students face in their current learning environment. Their challenges were not with English in general, but with the specialized, technical language of their field, indicating a disconnect between their language instruction and their core nursing curriculum. The most frequently cited obstacle was vocabulary. Students reported that *"many medical and nutrition terms are difficult to understand"* (Student 1), and they struggled with *"kosakata yang cukup sulit, seperti istilah ilmiah dan nutrisi yang jarang digunakan dalam percakapan sehari-hari"* (difficult vocabulary, such as scientific and nutritional terms that are rarely used in daily conversation) (Student 6). This lexical gap made it difficult to engage with authentic materials, with Student 1 noting the challenge of *"translating English-language articles/journals"*. This difficulty points to a larger pedagogical issue, the separation of language learning from clinical content. When asked what they needed in their English courses, students did not ask for more grammar drills but for practical, relevant material. They requested *"kosakata medis, membaca jurnal ilmiah, dan komunikasi klinis"* (medical vocabulary, reading scientific journals, and clinical communication) (Student 1) and *"simulasi komunikasi dengan pasien menggunakan bahasa Inggris"* (simulation of communication with patients using English) (Student 1). This demonstrates a clear demand for an integrated curriculum where language is taught through the content of nursing and nutrition.

Discussion, the students' experiences are a textbook illustration of the challenges faced by ESL learners in nursing education, who must learn two languages simultaneously: English and the technical language of healthcare (Boughton et al., 2010). The literature confirms that a lack of proficiency in specialized medical terminology compromises both academic performance and clinical competency (Boughton et al., 2010; Crawford & Candlin, 2013). The students' call for integrated, practical learning activities aligns with recommendations to reform nursing nutrition education, which is often criticized for being overly theoretical and disconnected from clinical practice (Laing & Crowley, 2021). Integrating nutritional science into an English for Specific Purposes (ESP) curriculum enables educators to concurrently tackle two objectives. This approach not only enhances the relevance of language acquisition but also facilitates the delivery of nutrition information through the active, context-based methods supported by educational research.

Theme 3, overwhelming Support for an Integrated Blended Learning Model, the final theme reveals a strong and unified student preference for blended learning as the ideal delivery model for this integrated curriculum. Students valued its combination of flexibility, interactivity, and effectiveness in mastering complex material. The flexibility of the online component was a major draw. Student 7 praised the model for *"combining online learning that is flexible with face-to-face that is interactive,"* allowing them to access material anytime. This ability to review material independently was seen as crucial for difficult subjects. As Student 8 explained, *"Materi gizi yang kompleks bisa dipelajari kembali melalui platform online (video, modul digital, e-book) kapan saja"* (Complex nutritional material can be restudied through online platforms (videos, digital modules, e-books) at any time). However, students did not want a purely online experience. They equally valued the in-person component for its interactive nature. Student 2 highlighted the benefit of offline

sessions where "we can have group discussions" while Student 7 noted the importance of being able to "berdiskusi langsung untuk memperdalam pemahaman" (discuss directly to deepen understanding). This desire for a hybrid model was summarized by Student 5, who called it the "kombinasi terbaik antara fleksibilitas, kedalaman teori, dan praktik langsung" (the best combination of flexibility, theoretical depth, and direct practice).

Discussion, the students' enthusiastic endorsement of blended learning is strongly supported by a large body of research demonstrating its effectiveness in nursing education. Meta-analyses have shown that blended learning leads to significant improvements in knowledge acquisition, skill performance, and student satisfaction when compared to traditional methods (Liu et al., 2016). The students' appreciation for both flexibility and interaction can be understood through the Community of Inquiry (CoI) framework, which argues that a successful learning environment requires a balance of Teaching Presence (course design), Social Presence (peer collaboration), and Cognitive Presence (meaning construction) (Garrison et al., 2000). A well-designed blended course leverages the online environment for content delivery and asynchronous discussion (fostering cognitive presence) and uses face-to-face time for collaborative, interactive activities that build community (fostering social presence) (Garrison et al., 2000). This model is perfectly suited for the dual goals of this study, enabling a "flipped classroom" approach where students master vocabulary and theory online, freeing up class time for the high-value, practical communication simulations they explicitly requested.

4. CONCLUSION

This study confirms that nursing students in Bali perceive a critical need for an educational model that integrates English language proficiency with specialized nutrition knowledge to meet the demands of the region's health tourism industry. The findings highlight a clear disconnect in the current curriculum, where decontextualized language learning fails to equip students with the specific medical and nutritional terminology required for professional practice. The students' challenges are not with English itself, but with its practical application in a clinical context. The research concludes that a blended learning approach is a viable and highly effective strategy to address this pedagogical gap. Students overwhelmingly support this model for its ability to combine the flexibility of online, self-paced learning with the interactive, collaborative benefits of in-person instruction. This approach allows for the simultaneous achievement of dual educational goals, developing specialized communicative competence through an ESP framework and enhancing nutrition literacy through contextualized, case-based learning. Based on these findings, this study recommends the development and implementation of a structured ESP curriculum for nursing students that is specifically focused on the context of health tourism. This curriculum should be delivered via a blended learning model that incorporates asynchronous video lessons for foundational knowledge, real-world case studies for analysis, and interactive peer discussions and simulations for practical application. Such an approach will not only increase student engagement and satisfaction but will also better support the cultivation of globally competent nursing graduates who are prepared to excel in Bali's dynamic health and hospitality landscape.

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