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Integrating task-based learning module to develop HOTS in hospital administration students

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ABSTRACT

Hospital administration students' learning needs for Higher Order Thinking Skills (HOTS) should be addressed through supportive instructional methods. This study aims to develop an English module that integrates Task-Based Learning (TBL) to improve HOTS among students at the Mataram Hospital Administration Academy. The developed module aims to help students acquire the knowledge required to serve as hospital administrators. This study is based on the Research and Design (RnD) model developed by Borg and Gall, which comprises several stages, including research and information gathering, planning, initial product development, and initial field testing. A mixed-methods approach was used to analyze the data. The analysis found that the developed English module received feasibility scores of 88% and 86% from English education and hospital administration experts, respectively. Based on the results of the initial field test, the module's aspects were rated "Very Good" and "Good" by hospital administration students. It can be concluded that the developed module is effective, practical, and suitable for students of hospital administration.

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ABSTRAK

Kebutuhan pembelajaran mahasiswa administrasi rumah sakit kepeakan Keterampilan Berpikir Tingkat Tinggi (HOTS) perlu diperhatikan dengan menghadirkan metode pembelajaran yang mendukung. Penelitian ini berupaya untuk mengembangkan modul Bahasa Inggris dengan mengintegrasikan Pembelajaran Berbasis Tugas (TBL) untuk meningkatkan HOTS bagi mahasiswa Akademi administrasi rumah sakit Mataram. Modul yang dikembangkan mempunyai tujuan untuk membantu mahasiswa mempelajari apa yang perlu mereka ketahui sebagai administrator rumah sakit. Penelitian ini berpedoman pada model Research and Design (RnD) yang dikembangkan oleh Borg dan Gall, yang melibatkan beberapa tahap seperti penelitian dan pengumpulan informasi, perencanaan, pengembangan bentuk awal produk dan uji lapangan awal. Pendekatan campuran (mixed-methods) digunakan dalam menganalisis data. Temuan analisis menunjukkan bahwa modul bahasa Inggris yang dikembangkan menerima nilai kelayakan masing-masing sebesar 88% dan 86% dari para ahli pendidikan Bahasa Inggris dan administrasi rumah sakit. Dari hasil uji lapangan awal, aspek-aspek di dalam modul dikategorikan dalam "Sangat Baik" dan "Baik" oleh mahasiswa administrasi rumah sakit. Dapat disimpulkan bahwa modul yang dikembangkan efektif, praktis dan cocok untuk mahasiswa administrasi rumah sakit.

Kata Kunci: *keterampilan berpikir tingkat tinggi; mahasiswa administrasi rumah sakit; modul Bahasa Inggris; pembelajaran berbasis tugas*

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INTRODUCTION

In the modern era, students are required to go beyond accumulating knowledge. As the world changes and the economy grows, students must prepare for better careers and more fulfilling lives by developing the skills they possess. These essential skills include critical thinking, communication, collaboration, and digital literacy (Nabila et al., 2024). Significantly, these abilities are closely associated with Higher-Order Thinking Skills (HOTS). HOTS refers to the skills of analysis, evaluation, and creation. While basic comprehension and memorization are important, HOTS go further by requiring students to think critically about information, evaluate it with proper judgment, and generate new ideas and concepts. HOT skills are essential for students, especially in higher education. They equip students to handle complex challenges and adapt to uncertain situations (Abdellatif & Gawad, 2020). Therefore, university curricula need to incorporate these skills. However, Akademi Administrasi Rumah Sakit Mataram still fails to incorporate these competencies into its curriculum design. This issue may arise from various factors.

One factor is the favoritism toward the traditional lecture-based method, which leads students to rely on basic memorization rather than critical thinking, thereby limiting their active participation in class and their development of problem-solving abilities. Regardless of the necessity of HOTS in curricular design, the actual class often lacks opportunities to develop these skills. Strengthening HOTS is benefiting students in higher education. It enhances critical thinking, creativity, and problem-solving, and equips students for real-life situations (Inayati, 2020; Srinivasa et al., 2023). Moreover, HOTS are beneficial in professional settings, including healthcare, business, and public service. Particularly in healthcare settings, HOTS helps students think critically and make evidence-based decisions, communicate effectively with patients and stakeholders, and manage high-pressure situations.

Critical thinking, clinical reasoning, and problem-solving abilities have been identified as the most critical HOTS in clinical settings (Kaur & Mahajan, 2023). HOTS are crucial, as they equip students to assess patients' situations and make effective clinical decisions (Koller et al., 2024). Therefore, healthcare students need to develop HOTS skills throughout their university studies. Healthcare students, such as midwifery students, demonstrated a high interest in English reading materials that fostered HOTS, such as analyzing, evaluating, and creating (Koller et al., 2024). It demonstrated that the students recognized the importance of HOTS for their future careers. The mastery of these skills is essential in midwifery, where professionals are required to integrate information and make thoughtful decisions (Baloyi, 2023). Even so, there remains a limited resource of English-language materials for English lecturers to acquire directly for a specific purpose, namely midwifery. High student interest in HOTS-based materials is pointless if there is no material to support it. The curricula for future healthcare practitioners must prioritize enhancing HOTS.

When HOTS are not effectively implemented in English classes, they can have adverse effects on students' cognitive competencies and study experiences. Students may struggle to think critically and creatively, which limits their ability to analyze, evaluate, and create (Setyarini et al., 2018). Therefore, students will struggle to address 21st-century challenges. Not only in clinical settings, but HOTS are also needed in administration roles, especially in hospital

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administration. HOTS are essential for hospital administrators, who must make regular decisions that affect patient safety, operational efficiency, and hospital policy. Unlike clinical settings, hospital administrators manage more complex systems, such as budgeting, staffing, logistics, and data analysis. These activities require more than basic knowledge and memorization. They require skills in analysis, evaluation, and creation, all components of HOTS, as defined in the revised version of Bloom's cognitive classification (Larsen et al., 2022). A hospital administrator requires specific skills, such as critical analysis, problem-solving, and effective decision-making. In addition, HOTS enable administrators to anticipate problems and implement innovative solutions, thereby enhancing the hospital's reputation (Wang, 2022).

As the healthcare system undergoes rapid change, the demand for hospital administrators proficient in HOTS is increasing. Hence, hospital administrators must require these skills. Improving HOTS can be achieved through numerous techniques. A specific method that supports students' development of HOTS is Task-Based Learning (TBL). TBL actively involves students in problem-solving activities, thereby fostering skills such as critical analysis, evaluation, and creativity. Furthermore, by implementing TBL in the curriculum, the class can encourage students to improve their HOTS skills. This approach enables them to participate more effectively with the learning materials. Moreover, engaging students with complex tasks enables them to handle real-world problems. It ensures that the learning outcomes closely align with the required skills and competencies. Therefore, the tasks must be consistent with the required skills and competencies of a hospital administrator. However, the currently available material is too general, lacking specific scenarios and challenges relevant to hospital administrators, resulting in a misalignment with the students' professional needs.

The development of a module or learning material for students should be oriented towards English for Specific Purposes (ESP). ESP focuses on teaching and learning English for those acquiring it as a second or foreign language who need to use it for a specific purpose (Umar & Basuki, 2023). This approach benefits students in the competitive job market by helping them communicate more effectively. ESP encompasses a range of fields, including Medical English, Business English, and Legal English, all designed to teach language relevant to specific professions. For example, students who are studying Medical English acquire the vocabulary and communication skills necessary for healthcare professionals (Fitria, 2020). In hospital administration, materials should align with the specialized terminology and communication needed for the field. To handle a hospital's challenges, administrators need strong decision-making and problem-solving abilities. It is consistent with the activity involved in TBL. There is a connection between decision-making and other administrative skills (Ndayishimiye et al., 2023).

Strong decision-making also enhances a hospital administrator's ability to manage resources effectively. Students are exposed to real-world problems in hospital administration. An interactive teaching method that simulates real situations enhances both students' language and professional abilities (Tenieshvili, 2023). The current literature is primarily concerned with implementing English modules focused on HOTS in standard educational settings (Hikmah & Wibowo, 2020; Nafiah et al., 2025). It has also investigated how HOTS is applied specifically during reading lessons for EFL learners (Nurmaharaeni et al., 2022). Limited attention has been given to vocational or professional settings, particularly in hospital

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administration education. The novelty of the present study lies in the development of an integrated module that applies TBL within an ESP module for hospital administration. This integration addresses the need to link HOTS-based learning with task-based instruction in a vocational medical setting, with a focus on real-world communication, problem-solving, and decision-making. This research thus proposes a new model that improves learners' English proficiency while simultaneously developing their HOTS (analysis, evaluation, and creation) relevant to the hospital administration context. In light of this background, the study addressed the question "*How is the development of the English module for hospital administrator students by using task-based learning in improving students' higher-order thinking skills?*"

LITERATURE REVIEW

TBL in English for Specific Purposes (ESP)

Task-based learning (TBL) is an educational framework that emphasizes using tasks as the primary tool in the learning process. TBL is an organized approach to language acquisition in which learners complete tasks using clear goals and appropriate materials to achieve expected outcomes. The core of TBL lies in its emphasis on meaningful student tasks. It becomes a highly interactive, student-centric approach rather than a traditional method. When students engage in the learning process, they must make self-directed decisions about the language they choose to use, explore how they complete the task, evaluate the results, and master the language (Sholeh et al., 2021). Widely recognized TBL stages include the pre-task, task cycle, and post-task stages. Pre-preparation, or pre-task, involves introducing the topic or task and recalling students' prior knowledge. This stage sets a clear goal and expected results, ensuring alignment of the learning with the students' interests to foster their motivation in the learning process (Sohail & Dar, 2021). The task cycle is the essence of TBL. This stage involves planning, performing, and reporting. In language learning, the task cycle includes planning and reporting phases in order to foster metacognition and improve communication skills (Palanisamy & Rajasekaran, 2024).

Post-task, or the phase following task completion, is the stage for performance review. It includes self-reflection, feedback on language use, and practice with specific linguistic items used during the task. The emphasis on reflection and on specific language forms helps students solidify their understanding of how these carry meaning and transfer across different learning situations (Schug, 2020). TBL promotes authentic language use and the communicative tasks learners need; it has emerged as a primary method for teaching ESP (El Ouardi & Sakale, 2023). Previous studies have consistently demonstrated the effectiveness of implementing TBL in English language teaching across various contexts. For instance, TBL is effective in developing materials for hospitality students through the needs analysis phase, yielding vocabulary, communicative tasks, and workplace etiquette specific to the hospitality sector (Efendi et al., 2025). Furthermore, students show improvement in speaking skills, including fluency, grammar, vocabulary, and pronunciation, through TBL (Isnavira & Sujannah, 2023). The implementation of TBL in English instruction across various contexts has emerged as a central approach for teaching English to hospital administration students.

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HOTS in Vocational Education

HOTS are cognitive processes of analysis, evaluation, and creation. These skills are revised from Bloom's taxonomy (Larsen et al., 2022). HOTS are typically associated with tasks or assessments that require higher-order thinking, integrating knowledge, skills, and values, thereby improving problem-solving and decision-making (Anwar et al., 2023). The main goals of HOTS in education are to develop students' ability to think logically, evaluate various ideas, and formulate solutions to complex problems, which are needed to meet the demands of the modern era. Specifically, in vocational education, HOTS are essential to prepare students to solve complex workplace problems. Successfully integrating HOTS in vocational education requires instructional planning, appropriate assessment, and the design of a learning process that promotes critical, creative, and analytical thinking rather than merely basic memorization (Pamungkas et al., 2020). Mastering the core literacy of vocational mathematics supports both logical thinking and practical problem-solving, which are foundational to HOTS in STEM vocational subjects.

Furthermore, in chemistry and environmental studies, HOTS are effectively fostered through real-world tasks and field-based learning (Shen, 2023). Various studies highlight strategies for improving students' HOTS in vocational education, including TBL and problem-based learning (PBL). Both methods promote the analysis, evaluation, and creation of activities that enhance students' cognitive development. TBL, in particular, encourages students to engage in meaningful tasks that use language in a specific context, thereby promoting active participation and cognitive growth (Salavarría & García, 2025). In addition, task-centered methods enhance HOTS by providing structure, feedback, and real-world activities that support students' use of advanced thinking processes within TBL (Hariadi et al., 2021). Given evidence on the effectiveness of HOTS in vocational settings, it is essential to implement TBL as an instructional approach that encourages students to analyze, evaluate, and develop solutions to real-world problems.

English for Hospital Administration

English for hospital administration is a specific branch of ESP that focuses on teaching hospital administrators the language skills necessary for effective communication in medical settings. Language proficiency is crucial to hospital administration, as it facilitates communication and understanding among patients, healthcare professionals, and stakeholders. Due to the specialized, formal, and precise nature of administrative language in hospitals, which requires specific vocabulary and an appropriate register for clarity and confidentiality, the bar for communication skills is already high. This demand is further intensified by the increasing globalization of healthcare and the implementation of international quality standards, making effective English communication a crucial skill for hospital staff. Therefore, to develop ESP materials, a needs analysis is required to identify the challenges hospital administration students often face and their actual needs. It relates to identifying the specific linguistic and communicative challenges faced by students in hospital administration and to aligning instruction with their real-world career requirements. Previous studies have revealed several key areas of difficulty. First, many hospital

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administration students report that their limited English vocabulary, particularly in specialized healthcare management terms, impedes their ability to understand and express themselves effectively in both writing and speaking (Simaremare et al., 2023; Syukur & Kismanto, 2023).

Second, pronunciation and grammar are key obstacles that limit learners' ability to speak English clearly and confidently (Syukur & Kismanto, 2023). Third, there is a lack of active learning and practice. By using action learning strategies to increase opportunities for speaking practice and improve overall classroom performance within hospital administration curricula (Ginting & Tinambunan, 2024). In addition, recent research emphasizes the importance of designing ESP materials that not only address language skills but also promote HOTS. In healthcare settings, administration students are expected to analyze patient data, evaluate cases, make informed decisions, and adapt messages to different audiences. Healthcare students demonstrated high motivation toward English material that encourages critical and creative thinking (Koller et al., 2024). Incorporating critical thinking activities into ESP courses significantly contributes to students' acquisition of vital 21st-century competencies (Zou & Hamzah, 2024). Moreover, the use of HOTS in ESP courses fosters deeper student engagement and discussion, thereby developing critical thinking and problem-solving skills (Barseghyan & Hovakimyan, 2024).

In this regard, TBL offers an effective educational strategy for attaining a combination of linguistic competence and higher-level cognitive skills. TBL is an ideal pedagogical method for ESP because it fulfills the discipline's central goal of translating authentic workplace activities into classroom tasks. This is achieved by centering lessons around tasks that involve real-world professional communication (Putri et al., 2021). The TBL approach is well-suited to hospital administrative contexts, using real-world activities such as scheduling appointments, maintaining patient records, drafting simple reports, and so on. Combining TBL with ESP courseware yields results that are either comparable to or superior to traditional teaching methods. This is particularly true when developing students' problem-solving and HOTS within ESP contexts (Tsai, 2011). Given this information, the next step is to develop materials and activities that highlight the valuable insights provided by these studies. Since TBL promotes meaningful tasks that reflect real-world problems, the material focuses on the context of hospital administration. Thus, integrating task-based activities relevant to hospital contexts is essential to improve their English proficiency.

Integration of TBL and HOTS in Module Development

Module development involves synthesizing knowledge from specific disciplines into coherent learning materials. This is important because it ensures that educational materials are up to date, effective, and adaptable to current students' needs. Furthermore, it helps educators improve instruction by providing constructed learning modules (Shaifuddin & Nashir, 2022). In developing a module, numerous models can be used. They include ADDIE, 4D, the Borg & Gall model, and others. In particular, Borg and Gall has widely recognized ten steps such as 1) Research and information gathering; 2) Planning; 3) Developing a preliminary product form; 4) Preliminary field testing; 5) Revising the product; 6) Main field testing; 7) Product revision; 8) Operational field testing; 9) Final product revision; and (10) Dissemination/implementation. It offers a broader, more research-focused approach

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compared to the general steps of the ADDIE cycle (Azami & Rahmawati, 2023). Many researchers tailor the Borg & Gall model to their specific local needs, often by cutting down the number of steps or restructuring the existing stages.

The integration of TBL and HOTS in module development benefits students by enabling them not only to engage with real-world tasks but also to engage in higher-order thinking. This approach creates an environment that boosts understanding and the practical use of knowledge. The TBL module was found to be effective in boosting students' computational skills, particularly in their problem-solving and decision-making abilities (Anives & Ching, 2022). In addition, students valued the organization of the learning process, specifically noting that the sequence of pre-task, task, and feedback improved their learning. In vocational education, TBL improved students' grades and simultaneously boosted their interest in the pharmaceutical engineering course (Lingzi & Jamaludin, 2024). Research has shown that an HOTS-based module was highly effective in improving Indonesian EFL learners' reading skills (Fitria & Nafiah, 2025). Given the information on effectiveness, it is essential to integrate TBL and HOTS within a module.

METHODS

Research Design

As the study aimed to develop an English module, it employed a Research and Development (R&D) design. The educational products of R&D for the development of an English module for hospital administration students. This study followed the R&D design model, which initially comprised 10 procedures. For this study, the development step was focused on the first four steps, conducted in sequence: 1) Research and information collecting; 2) Planning; 3) Developing a preliminary form of product; and 4) Preliminary field testing.

The first step is research and information collecting. The primary activity at this stage is conducting a needs analysis to determine whether the module is suitable for students in hospital administration. This will be done through observation and interview. The researcher then prepares teaching materials based on the data collected. The second step is planning. Here, the researcher designs learning tools, including *Rencana Pembelajaran Semester* (RPS) and a module. RPS outlines competencies and learning objectives to be achieved through modules, which is currently only a design. The module will be developed based on the principles of ESP. The module structure is also designed at this stage.

The third phase involves creating a preliminary version of the product. Using the design developed from the needs analysis process, the researcher develops the module, organizing it into units and task-oriented learning activities that integrate HOTS. At this stage, the researcher creates a validation sheet to solicit feedback from an English Education expert and the hospital administration, and a questionnaire to collect students' opinions on the module. The final stage is preliminary field testing. First, the researcher revises the module based on expert validation. Then, a limited trial is conducted with 10 students from the hospital administration to evaluate the module's effectiveness, using questionnaires and interviews.

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Participants

The participants in this study were students enrolled in the Medical Office English class in the fifth semester at the Faculty of Hospital Administration, Mataram. The participant was selected through purposive sampling, and only 10 students were included in the preliminary field testing.

Instruments

Four research instruments were used in this study. The first is observation, recorded as a field note. This was used when conducting need analysis. The researcher observes by taking notes in class and analyzes gaps in students' learning to identify their needs within the module. The second research tool was a semi-structured interview. This type of interview often yields a richer understanding of a topic, as it allows additional questions to elicit more detailed responses from participants. The interview was conducted twice, once for need analysis and again for field testing. The third instrument is a validation sheet. The researcher seeks suggestions and criticism from experts in English Education and hospital administration regarding the module before testing it with students. The last one is a questionnaire. The researcher distributes the questionnaire to hospital students to elicit their opinions and perspectives on the module. The questionnaire consists of a four-point Likert scale. Students will receive a score of 1-4 for each statement; subsequently, the scores will be interpreted to assess the quality of the English module.

Data Analysis

The questionnaire was analyzed quantitatively by calculating mean scores and percentages; however, the researcher‘s analysis was limited to percentages, as it employed a descriptive technique. In contrast, data from field notes and semi-structured interviews were analyzed thematically to identify themes and patterns. Thematic analysis is not merely about identifying themes; it also involves a deeper understanding of the data to reveal patterns that explain the complexities of the phenomena under study. By employing both quantitative and qualitative analyses, the study developed a comprehensive understanding of the module's effectiveness and practicality.

RESULTS AND DISCUSSION

The findings of this study are organized into four stages of Borg and Gall’s development model: needs analysis, planning, product development, and preliminary field testing. The results and discussion indicate that the integration of TBL contributed to improvements in HOTS among students in hospital administration.

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Need Analysis Findings

A needs analysis was conducted through observation in the English for the Medical Office of Hospital Administration class and through semi-structured interviews with students. The findings indicate that the learning process remains traditional, mainly, with lecturers playing a dominant role in classroom activities. Students tend to act as passive recipients, primarily listening to explanations and completing follow-up assignments, thereby limiting opportunities for active engagement. In addition, the skills addressed in the classroom appear limited, as the lessons focus primarily on reading and writing without incorporating essential speaking and listening activities for developing comprehensive communicative competence. Although the teaching materials are already aligned with hospital administration themes such as the medical office environment and telephone procedures, they are presented mainly at the theoretical level. As a result, students have few opportunities to apply these concepts in practical contexts, thereby limiting the development of HOTS, including analysis, evaluation, and creation.

The interview with students confirmed these findings. Students stated they want the material to be more practical, such as making and receiving calls, scheduling appointments, writing documents, handling patients' records, and so on, which can be beneficial for them when they become hospital administrators. They want to practice more with authentic materials. Students feel that learning that emphasizes practice prepares them for the job by providing directly relevant skills and experiences they can use in their careers. Furthermore, students also emphasized the need for vocabulary related to hospital administration. To manage teams and resources efficiently, hospital administrators must be proficient in vocabulary from organizational effectiveness and behavioral sciences (Giovanelli et al., 2024). So, they will be familiar with the terminology used by hospital administrators. These findings highlight the need to develop a module that prioritizes authentic materials and student engagement through active tasks while also integrating HOTS.

Planning Outcomes

The information from the needs analysis is used to design the RPS and the module's raw structure for hospital administration students. Based on the needs analysis, the planning focused on designing a module that integrates TBL and activities to improve HOTS. The material is designed to be oriented toward ESP, TBL, and HOTS. The following **Table 1** is the module design:

Table 1. Module Design

Units	Topics	Learning Objectives
1	Medical Office Environment	Design a layout for an efficient and patient-friendly medical office
2	Telephone Techniques	Handle incoming and outgoing calls with clarity and politeness
3	Appointments Scheduling	Design a simple appointment schedule template

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Units	Topics	Learning Objectives
4	Written Office Communication	Create a letter to the patient with the appropriate language
5	Medical Record Management	Create an appropriate medical record management plan for a clinic

Source: Research, 2025

Each topic is derived from the needs analysis process and designed to suit hospital administration students. Needs analysis is the essential first step in creating materials for Speaking for Academic Purposes (SAP) (Misesani et al., 2020). Their study specifically tested the reliability of the Analyze phase in the ADDIE model, confirming that a thorough needs analysis is central to ensuring that materials align with learners' and contextual requirements. The learning objectives above were developed to promote HOTS. Each unit comprises learning objectives that focus not only on developing skills but also on analyzing and evaluating them. In successfully integrating HOTS into a curriculum, learning objectives and assessments must clearly state the required cognitive demand. This requires designing tasks that actively encourage analysis, evaluation, and creation, and that use authentic, real-world problems and inquiry-based activities to help learners transfer their knowledge (Li et al., 2025; Utomo et al., 2019).

Table 2. Parts of the Module

Parts of the Module	Description
Pre-Task	Giving students introductory input related to the topic, including background information, vocabulary, and functional expressions
Task Cycle	Core activities where students perform communicative task, which consists of tasks, planning, and reporting
Feedback and Reflection	Allowing students to review other students' work and reflect on their own learning performance

Source: Research, 2025

For instance, in the written office communication topic, students not only draft a letter to a patient but also revise it for clarity and correctness, and evaluate each other's letters in the context of hospital administration. During the planning stage, the module's components are also designed. These are reflections on TBL as a theoretical concept (see **Table 2**).

Preliminary Product

The preliminary product is an English module designed for hospital administration students, in which each unit applies the principles of TBL to engage students in practical activities that reflect authentic situations in hospital administration. The activities in the module are shown in **Table 3**.

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Table 3. Practical Activities

Unit	Activities
Telephone Techniques	1. Practicing a presented dialogue, one acts as a receptionist and the other acts as a patient 2. Changing direct questions to indirect questions to make it more polite 3. Listening activity where students have to take a note or a message from a patient 4. Role-playing using scenario cards

Source: Research, 2025

Each task in the module started with structured practice and gradually moved to more open-ended activities. This indicates that arranging tasks from easy to hard can influence how learners evaluate their own thinking and affect their emotions throughout the learning process. These internal changes can ultimately affect their persistence and the effort they invest. Furthermore, this progression helped students apply their language skills in increasingly complex situations, integrating linguistic proficiency with higher-order thinking to prepare them to solve authentic problems in a hospital administration setting.

Validation Results

Two experts validate the preliminary product. The first is an English Education expert who focuses on language, content, practicality, and ESP. The second expert is a hospital administration expert focused on authentic materials and professional practices in the field. The validation results from experts are presented in Table 4.

Table 4. Validation Results

English Education Expert		Hospital Administration Expert	
Indicators	**Score**	**Indicators**	**Score**
Aligned with learning goals	4	Relevance to hospital administration	4
Appropriateness of TBL application	4	Accuracy of administrative tasks presented (telephone techniques, appointment scheduling, etc.)	4
Appropriateness of HOTS application	3	Authenticity of workplace scenarios	3
Engaging and well-designed	3	Integration of professional standards in hospital administration	3
Accessible to the target audience	4	Clarity and appropriateness of instructions	3
Clarity of instructions, assessments, and reflections	3	Usefulness of learning activities for preparing for real job responsibilities	4
Consistency of format, visual design, and module organization	4	Suitability of vocabulary and expression	3
Innovation and creativity	4	Alignment with the competencies required by hospital administration staff	4
Practical for implementation	3	Practical for implementation	3
Total Score (Eligibility)	**88%**		**86%**

Source: Research, 2025

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The module was validated as "Valid" with an eligibility of 88% and 86% (see **Table 4**). This indicates that the module is a suitable and effective tool for teaching English to students in hospital administration. In particular, both experts make excellent points about the task's relevance to the hospital administration context and the appropriate use of TBL. TBL is an educational strategy where students develop language proficiency by completing meaningful tasks that mirror real-world activities (Agustin & Widiarini, 2021). However, some areas of the module require improvement: the instructions in some units are not sufficiently clear, and the vocabulary related to hospital administration is insufficient. These expert recommendations were incorporated during the revision to make the module more straightforward.

Preliminary Field Testing

Preliminary field testing was carried out with a small group of students to evaluate the module's practicality and effectiveness. The data were obtained through questionnaires and semi-structured interviews. The results of the questionnaire are presented in **Table 5**.

Table 5. Result of Questionnaires

Aspects	Mean Score	Standard Deviations	Category
Content and learning outcomes	3.5	0.48	Very good
Language level and difficulty	3.3	0.52	Good
Task design and learning activity	3.4	0.50	Good
Media, materials, and assessment	3.6	0.47	Very good
Design and attractiveness	3.4	0.51	Good
Practicality and recommendation	3.6	0.45	Very good

Source: Research 2025

The questionnaire was analyzed using descriptive statistics. It consists of 20 statements covering content and learning outcomes, language level and difficulty, task design and learning, media, materials, and assessment, design and attractiveness, practicality, and recommendation. The results indicated that all aspects of the module were rated in the "Very good" and "Good" categories. The highest scores were obtained in the media, materials, and assessment aspects (M = 3.6, SD = 0.47) and in the practicality and recommendation aspects (M = 3.6, SD = 0.45). In contrast, the language level and difficulty aspects received the lowest scores (M = 3.3, SD = 0.52). The TBL module on engineering tasks demonstrates that a strong focus on tasks enhances students' practical skills (Zou & Hamzah, 2024). This finding confirms that well-structured task modules are effective tools for achieving practical mastery. Furthermore, a semi-structured interview with students highlights these findings; they stated that the module was good, challenging, interesting, and practical. They found the audio clear and at a comfortable speed. A minor suggestion concerned the scan barcode, which students recommended should be larger. The information required in preliminary testing was used to revise the English module.

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Discussion

Based on the results of validation and preliminary testing, the English module proved valuable, practical, and relevant to the hospital administration setting. Before education products are widely used, it is important to evaluate them through expert validation and preliminary testing. Expert validations ensure that educational products consistently meet quality standards, an important factor in improving product effectiveness (Vishnevetsky et al., 2018). Moreover, preliminary testing is no less important when developing an educational product. Preliminary testing provides insights that inform larger, more conclusive trials. The integration of TBL into the module was also effective in engaging students with authentic and communicative materials. The model comprises the pre-task, task cycle, and feedback and recommendation stages, reflecting the TBL learning cycle. Students find it more challenging when completing tasks in the module. The tasks include role-playing, reading, listening, writing, speaking, creating, designing, group work, error detection, and more.

When students participate in meaningful tasks, they become more deeply engaged, leading to a better understanding of the language (Hassan et al., 2021). It is also improving students' HOTS. TBL creates a structured setting that helps students not only improve their language skills but also develop critical thinking and problem-solving abilities as they work with others to understand and express meaning (Sholeh et al., 2021). To improve students' HOTS, the module provides numerous activities that engage them in analysis, evaluation, and creation. To improve analytical skills, the module provides tasks; for instance, students are asked to compare manual and computerized scheduling and identify their advantages and disadvantages. Additionally, students are asked how each system can improve hospital efficiency. The analysis level of thinking involves more complex comparison-and-contrast questions. To evaluate skill, most tasks require students to assess their classmates' work against specific criteria or standards.

For example, in the written office communication unit, students are asked to review their friend's letter to the patient using the criteria they have learned previously. Additionally, for creating skills, every main task in all units in the module involves designing or creating tasks. One example is that students are asked to design a medical office layout and describe each area, including the role of the staff. All three HOTS skills are presented in the English module for hospital students. Hospital administration students generally demonstrated passive engagement prior to using the module. It creates a teacher-led setting that offers little room for authentic communication or practical problem-solving. Consequently, the students' HOTS, such as analysis, evaluation, and creation, were weak. These findings implied that previous English classes focused narrowly on lower-order thinking, thereby limiting students' opportunities to apply their knowledge beyond familiar settings. To overcome this, intervening in passive learning behaviors to promote engagement and the subsequent advancement of higher-order thinking (Jusik, 2021).

Moreover, the needs analysis phase indicated that the material taught in the class is already covered in hospital administration themes, such as the medical office environment and telephone use, but it is not practical. These problems demonstrated that the students' linguistic competence was insufficient to meet the communicative requirements inherent in hospital administration roles. Preliminary field testing of the TBL-based English module was

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conducted with a small group of hospital administration students to evaluate the module's practicality and initial effectiveness. Although no standardized HOTS assessment was administered, qualitative observations and student feedback from the trial provided useful insights into HOTS development. Overall, the results of the preliminary field testing demonstrated that the module was both practical and pedagogically beneficial, offering potential to enhance students' language proficiency while gradually developing their HOTS. Following the integration of TBL into the module, its main strength is its real-world authenticity.

The module was developed using the principles of ESP, which engage students in the competencies they need to become hospital administrators, including the medical office environment, telephone techniques, appointment scheduling, written office communication, and medical record management. By learning actual hospital administration, students can improve their higher-order thinking and problem-solving skills. Providing students with authentic materials in their lessons facilitates their consideration of scientific reasoning and improves their HOTS (Noor et al., 2023). Another strength is that the module provides all integrative skills, including reading, writing, speaking, and listening, which the previous lesson failed to present equally in the class. TBL is effective since it blends all four language skills, making learning more engaging and effective (Dinh & Hoang, 2022). However, the present study is limited in that it covered only the four stages of Borg and Gall's R&D model. Therefore, the effectiveness has not been confirmed in a larger sample over a longer period. Future studies should test the module more broadly to assess its consistency, scalability, and effectiveness in various educational settings.

CONCLUSION

The development of the English module, which integrates TBL for hospital administration students, aims to improve their HOTS. This study followed Borg and Gall's R&D model, which involves research and information collection, planning, product development, and preliminary field testing. Based on the results, the developed module received positive evaluations from both experts and students in preliminary testing. The module is effective and practical for students of hospital administration. The recommendation for future researchers is to test the module with a larger sample over a more extended period to assess its effectiveness and consistency across different educational settings.

AUTHOR'S NOTE

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