

Conference Proceedings
February 21-23, 2017

SINGAPORE



ICEASS |

International Conference on
Education and Social Sciences

APCBM |

Asia-Pacific Conference on
Business and Management

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Hee-Won Cha | *Ewha Womans University*

ICEASS-29941

Intermedia Agenda-Setting Influences on Source between New Media and Traditional Media: A Study of the 2010 Sudanese Presidential Elections

Saifeldin Hassan Elawad | *Omdurman Islamic University*

ICEASS-2145

Applying the Concept of Public Participation to Examine Taiwan's Private Participation in Infrastructure System

Po-Wen Huang | *National Taipei University of Technology*

Kuang-Hui Peng | *National Taipei University of Technology*

Kemo Sima | *National Taipei University of Technology*

ICEASS-2122

Donald Trump, His Media Relations and Future Impact on US Politics

Marian Ehret | *Stamford International University*

Ricardo Lucio Ortiz | *Stamford International University*

ICEASS-30012

Education of Determinants of Hyperthyroidism in Women of Reproductive Age Based on Authentic Assessment Model

Mutalazimah | *Universitas Muhammadiyah Surakarta*

Setya Asyanti | *Universitas Muhammadiyah Surakarta*

Education of Determinants of Hyperthyroidism in Women of Reproductive Age Based on Authentic Assessment Model

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Abstract

Several areas in Indonesia were stated as endemic area of iodine deficiency, and women of reproductive age have higher risk to suffering the diseases related thyroid disorder. So it was important to arrange education to improve their knowledge about determinants of thyroid disorder especially hyperthyroidism in women of reproductive age as audience. Traditional learning model frequently caused misleading perception in audience that supposed the learning topics was difficult, complicated, and boring, it results unsatisfactory knowledge improvement for the audience. This research developed a more active, recreative, and enjoyable learning model by using environmental approach around audience. The authentic assessment approach was initiated by developing the aims of learning process called standards, authentic assessment and scoring criteria called rubrics at each course. This research followed by 115 subjects at Sub-District Prambanan, Sleman, Yogyakarta. More spesific standard was developed. Task development arranged by researcher for five times lecture such as task to discuss, brainstorming and searching information based on several media. Learning strategy was develop consist of 5 strategies such as the power of two, i am a teacher, broken text, index card match and quiz team. Learning topics coverage of determinants of hyperthyroidism were geographic factors, socio-demographic factors, nutrient intake, anthropometry status, and biochemical marker related hyperthyroidism. Evaluation of learning effectiveness by assessing pretest-posttest comparison. There was a significant difference between pretest and posttest score ($p=0,038$). The authentic assessment model that implemented as the model of education of determinants of hyperthyroidism could be improve the knowledge in women of reproductive age.

Keywords: authentic assessment, determinants, hyperthyroidism, women

1. Background

Thyroid dysfunction associated with impaired iodine, still four major nutritional problem in Indonesia. The condition is at risk in all age groups, ranging from fetal, neonatal, children, adolescents, adults and the elderly. The impact of iodine deficiency include a very wide spectrum, such as: abortion, stillbirth, congenital defects, perinatal mortality, infant mortality,

cretin, goiter, hypothyroidism, decreased IQ, impaired mental function, impaired muscle function, growth retardation and iodine-induced hyperthyroidism or IIH (Dillon and Milliez, 2000; Verma and Raghuvanshi, 2001; Indonesian IDD Center, 2005; Sebotsa et al., 2009). These days increasing numbers of hyperthyroidism, including in areas endemic iodine deficiency. It is caused by various factors such as iodine deficiency, excess iodine, the use of contrast media, drugs containing iodine as well as a variety of mutagenic processes.

Based on research, Mutalazimah (2013) found cases of subclinical hypothyroidism in women of reproductive age in endemic areas of iodine deficiency in Indonesia (Sub District of Cangkringan, Sleman, Yogyakarta and Sub District of Selo, Boyolali, Central of Java of 26%. This study supports research Hermann et al. (2004) and Lamfon (2008) about the existence of subclinical hyperthyroidism, which is marked by the tendency of decrease in serum TSH on the subject in endemic areas of iodine deficiency. Even in the Sub District of Prambanan, Sleman, Yogyakarta found hyperthyroid reached 27% (Mutalazimah, 2015).

Many factors are associated with a trend increase in the prevalence of hyperthyroidism, which theoretically need a more in depth about the transition from thyroid disorders. The determinant factors including geographical conditions such as water and soil iodine content (Djokomoeljanto 2008; Harijoko, 2009); demographic conditions such as age, education, and income (Johnston, 2012; Yadav, 2013) and a good nutritional status anthropometric factors such as body weight, or biochemical marker such as cholesterol level, hemoglobin and urinary iodine excretion (Zimmerman, 2009). All of this matter related increasing prevalence of hyperthyroidism can be diminish by education that develop based on active learning strategies such as authentic assessment model.

Authentic assessment as a result of the approach of the assessment can be used as an alternative solution to assess learning progress of audience more comprehensively and objectively considering the assessment of authentic more emphasis on the development of assessment tool that more accurately reflect and measure what we assess in education (Sapaat, 2006). Authentic assessment means a process to evaluate the achievements of learners who achieved based on the performance of realistic and in accordance with the objective conditions are achieved by learners (Ministry of National Education, 2006). According to Mueller (2006) is an authentic assessment that assigns ratings to the learners to work on real-world tasks that can show the actual application of knowledge and skills. Authentic assessment means assessing learners in different ways and meaningful, authentic assessment also showed an earnest to promote learning and make learning more relevant, learners are entitled to know why it is important to learn about something (Mc. Alister, 2006). Statements regarding the positive impact of an authentic assessment with teaching and learning are found from the literature. Another statement said that the model of authentic assessment can improve learning strategy.

All the repair process improvement of teaching and learning through a mechanism that is partly an authentic assessment has the following characteristics: 1) The learning experience is a reflection of real world activities more valid. This shows the validity of a more educational experience filled with meaning to push for improved learning; 2) Provide instructional tasks to students that require them to do construction meaning of each material; 3) Stimulates so that students have input and critical thinking as well as creating a learning approach based on cognitive and metacognitive abilities; 4) Provide authentic learning experiences to increase interest and improve the attitude of audiences in learning; 5) Promote the creation of a variety of methods for expressing and supporting collaboration attitude between students (Mc. Alister, 2006).

In brief, this research will be developed based learning model authentic assessment focused on the formulation of standards (as reference competencies to be achieved student), authentic task (as the translation tasks in real-world) and rubrics (as the assessment criteria that are related to the task).

2. Methods

This quasi experiment research arranged to pretest and posttest design through examine effectiveness of authentic assessment model to improve women of reproductive age knowledge before and after this model implemented. This research was conducted in Sub-District Prambanan, Sleman, Yogyakarta, while the implementation of the teaching model of learning based on authentic assessment model followed by 115 women of reproductive age as subjects. The topics of the lesson about determinants hyperthyroidism arranged by 5 topics, there were socio-demographic factors, geographic factors, nutrient intake factors, anthropometry status factors and biochemical marker related hyperthyroidism. The research object was the authentic learning model assessment which includes the development of audience performance standards, authentic tasks and assessment criteria that called rubrics. The data were analyzed descriptively and statistically include describe the data in a informative table and examine the differences in learning outcomes of pretest and posttest using dependent t test.

3. Result

3.1 Results of Authentic Assessment Model Development

Specifications of models of authentic assessment developed in the course of women of reproductive age is a model that focuses on the relationship between learning goals (standards), the task of authentic and rubrics (assessment criteria) insightful real world and integrated in a process learning through the application of a variety of active learning strategies. Thus this model begins by developing standards, authentic tasks and rubrics and chose active learning strategies that are tailored to the subject and tasks, so that the achievement of learning objectives become more leverage. Further explanation of the development of the model are as follows:

3.1.1 Standards Development

Standards are statements that include the knowledge and performance of what will be reached by the audience after the completion of the learning process. Standard developed adjusted rule will be visible to apply the model of authentic assessment because of its standard models of authentic assessment should be specific and easily measurable, as it will be the next guideline to develop authentic tasks and rubrics, so that the necessary development of standards more appropriate. The standard was conceived and developed by what will be known or that will be done by the audience after receiving the lesson. Standards are prepared at each lesson in accordance with the subject to be delivered. Examples of the development of a standard on the first lesson were presented: 1) Audience will be able to define about socio-demographic factors; 2) Audience will be able to explain about mechanism of education factor related to hyperthyroidism; 3) Audience will be able to explain about mechanism of age factor related to hyperthyroidism; 4) Audience will be able to explain about mechanism of occupation factor related to hyperthyroidism; 5) Audience will be able to explain about mechanism of income factor related to hyperthyroidism.

The standard setting is done with consideration of the description of the subjects and issues that exist in the topics about determinants of hyperthyroidism, and begins by identifying what competencies will be accomplished audience. This is comply with the opinion of Zainul (2001) that set the standards prefixed by involving students to identify the knowledge and skills expected to be owned by the students after work or completing tasks.

3.1.2 Authentic Task Development

Besides the standard setting in this study also considers aspects of ease to measure the level of achievement audience only work on the problems without knowing the process of getting the data. Traditionally, before the development of authentic tasks, the tasks given to the students was limited to the questions that the data has been provided by the lecturer, so audience become less active and less able to understand because it depends on the questions of the lecturer.

So it is necessary to develop a real task through measurement data directly into the field. Authentic tasks developed specified to the subject, standards and other subjects that have been taken, the assignment was also chosen such that it allows audience to do the work and get the information properly. The authentic tasks conceived and developed namely: 1) concept map arrangement about relation socio-demographic factors to hyperthyroidism; 2) brainstorming about association geographic factors to hyperthyroidism; 3) focus group discussion about nutrient intake related to hyperthyroidism; 4) take question and give answer about anthropometry measurement and the relation to hyperthyroidism; 5) searching information based on several media about biochemical marker related to hyperthyroidism.

In accordance with the theory of Mueller (2006) that in addition to considering aspects of the breadth of coverage illustrates the preparation of a statement on what should know or what to do when a learners has graduated, standard setting should also consider the ease to measure the level of achievement. The use of this standard because it is accountable, is an important tool as a reference for the formulation tasks. Authentic tasks on health course especially hyperthyroidism were aimed to make the audience closer to the real world, so that learning becomes more active and recreational, audience are also expected to more quickly understand the lessons because process of looking for the information by themselves directly.

Zainul (2001) who argued that the tasks given to the students to be a very common thing in the learning process, the task should be prepared structured and integrated in the learning process as well as referring to real world in society, a task that needs requires a multidisciplinary approach. The authentic tasks compiled in this study is also considering the standards that have been developed previously which covers aspects of knowledge and skills that will be accomplished audience after the study is completed by providing sufficient time, according Zainul (2001) designing tasks to assessment of authenticity must include the notion that audience can demonstrate the ability to think and skill and it can be done taking into account that these tasks must be completed.

3.1.3 Rubrics Development

Rubric is one alternative to pass judgment on the performance of audience. Development of rubrics based on standards that were developed earlier. Rubric developed includes assessment criteria that include cognitive, affective and psychomotor with a range of values for each item 0-4. Assessment of audience worksheet on this section done by the lecturer after a learning process at each lesson the assessment process is complete and authentic task development has accomplished audience in the rubrics book. The example of the development section at the first lesson is shown in Table 1.

Tabel 1. The example of rubric on the first lesson

Lesson 1	criteria	Score				
		0	1	2	3	4
I	Defining socio-demographic factors					
	Explaining relation education and hyperthyroidism					
	Explaining relation age and hyperthyroidism					
	Explaining relation income and hyperthyroidism					
	Explaining relation occupation and hyperthyroidism					

With the following score explanation: 0 = No response; value 1 = The response given did not answer the task, a lot of information is lost, there is no conclusion interpretations, the overall response is not accurate and complete; 2 = Response value less satisfactory, although the information is accurate, but no conclusion (interpretation less precise), reasoning was illogical; 3 = Response for answering a given task, the information provided is accurate. Response done in writing smoothly but the interpretation rambling and less precise; 4 = Response to a very specific task. The information provided is accurate and shows a whole. The response proposed in writing properly, direct answer to the question asked, logic conclusions and interpretations. In general, audience have a complete response and very satisfying.

Development of rubrics sections on the hyperthyroidism learning achieved by identifying in advance the knowledge and skills of what will be accomplished in accordance with the standards that have been developed previously, because the rubric serves as an assessment tool, the preparation in addition to identifying the appropriate criteria also consider assessment scores which portray the quality of achievement criteria. This is in line with the opinion of Zainul (2001) who argued that as the criteria and assessment tools, a section comprising a list of criteria which are embodied with dimensions of performance, the aspects to be assessed and graded quality, ranging from the most perfect until the level the worst.

3.1.4 Learning Methods

During the 5 times lecturing have been implemented 5 learning methods, with the following process: The power of two, I am a teacher, Broken text, Index Card Match and Quiz Team. Learning strategy “the power of two” selected because the topics has not been received to the audience so that they need to explore the concepts of hyperthyroidism through knowledge sharing with friends next to it with the philosophy that the power to think two people would be excavated as compared to one person. Audience are paired two by two, lecturers then read the questions and answered by each pair of audience alternately so on each pair will present the results of their discussions, give inputs, after their presentation, the lecturer to provide clarification.

Learning strategies “broken text” prefer because the topics regarding geographic factors related hyperthyroidism learned any form of stages that must be sorted sequentially. Women of reproductive age are divided into six groups, each got the same deck of cards, each group sort out the cards on the board and explain the reason for the order, then taken up by other groups and so on alternating ends with clarification by lecturer.

Learning strategies “I am a teacher” and so every audience is a teacher here since the topics of nutrient intake related hyperthyroidism previously has been shared and audience are required to learn first, and then each other makes one question, lecturer collect these questions and share back to ensure that the question did not come back to the author, if you have questions the

same audience who receive the same questions complementary answer, and every audience suggests the answer and clarified by lecturer.

Learning strategy “index card match” selected for the strategy on the topic lesson about anthropometry status related to hyperthyroidism has been shared before learning so it is possible half of the number of audience who receive a card containing questions, and the other half contains the answer. Lecturers arrange the card a number of audience, half of them accept the questions, half accept the answers, randomized card is then divided so that each audience gets a card. Audience who get a questions card will be looking for another audience who holds the answer card, and so on every audience will find their partner. Each partner will stick the cards on the board and explain the questions and answers so on and lecturers provide clarification. Audience choose and match questions and answers, then pasted on the board and presented and lecturer explain the right answers.

Quiz team learning strategy aims to make audience more focused about biochemical marker as indicators to diagnose hyperthyroidism. The audience divided into three groups and each group gets one sub subject studied in focus discussion. Furthermore, the lecturer explains the material as a whole, and each group (A, B, C) prepared for questions from sub topic of lesson and the other group giving the answers.

3.2 Statistical Analysis

There are significant differences between the final scores before and after the applied model of authentic assessment ($p = 0.038$). This result supports earlier studies such as by Mc. Alister (2006) which states that the model of authentic assessment can improve the outcome of learning, improving teaching and learning through a mechanism that is partly due learning experience is a reflection of the activity of the real world is more valid, giving tasks instructional to audience who require they do construction meaning of each material, stimulating so that students have ideas and inputs are critical as well as creating a learning approach based on cognitive abilities and metacognitive, provide a learning experience that is authentic to increase interest and improve audience attitudes to learning and encourage the creation of a variety of methods to express and support attitude of teamwork skill between audience.

Effectiveness of authentic assessment learning outcomes also expressed by Jacob in Sapaat (2004) and Hayat (2004) that the assessment is authentic as a result of the approach of the assessment can be used as a solution in assessing learning outcomes and learning progress more comprehensively and objectively considering the assessment of authentic more emphasis on the development of assessment tools that more accurately reflect and measure what we value in education. Authentic assessment is also a process of gathering information by the educator/lecturer to the development and learning achievements of audience through a variety

of techniques are able to express, to prove, or demonstrate precisely that the learning objectives.

Conclusion of this research are: 1) the education of determinants of hyperthyroidism produced authentic assessment model which include the development of standards, authentic tasks and rubrics can be implemented through a variety of active learning strategies; 2) The mean of knowledge score on pretest of 64.00 was increased on posttest of 87.00; 3) There is significant difference in learning outcomes before and after the model of authentic assessment implemented.

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