

Reproductive Health Psychology Course Action Research: Increased Student Engagement through the Application of Case-Based Method (CBM) and Outcome-Based Assessment (OBA)

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ABSTRACT

This article discusses the course development of Reproductive Health Psychology through a Moodle-based learning management system known as iLearn Unand v2.0, an online platform utilized in Universitas Andalas. All learning materials like handouts are shared through iLearn Unand v2.0. We use Microsoft Teams Meeting and Zoom Meetings in implementing the synchronize learning. In this subject development, we use full online learning with combinations of synchronous methods using iLearn v2.0. The course is one of the mandatory subjects at the study program of the Undergraduate Public Health Sciences Study Program at the Faculty of Public Health at Universitas Andalas. We use the method of research and development (R & D) in this research. This result shows that synchronous and asynchronous methods in full online learning instrument and recorded video of learning process shared through Youtube may be used to support the flipped classroom, particularly asynchronous model in developing the learnability subject of Reproductive Health Psychology.

Keywords: *learnability subject, reproductive health, psychology*

1. INTRODUCTION

Reproductive Health Psychology (SKR362/2021) is one of the courses included in the field of interest of Reproductive Health Sciences in the Public Health Sciences Study Program. The course focuses on the relationship between psychology and health among behavioral medicine, health psychology, and healthcare psychology.

One of the health problems that has also been studied in psychology is the ones associated with reproductive problems. Psychology can play a role in explaining reproductive-related behaviors such as sexually transmitted diseases (STDs) that include a variety of venereal diseases, including AIDS, gender-specific reproductive problems such as premenstrual syndrome, and sex organ-related disorders such as impotence, premature ejaculation in men, as well as vaginismus and dyspareunia in women.

In some schools of psychology, there are some theories that are most often used to explain various social problems. One of them is Psychoanalysis or Freudian analysis developed by Sigmund Freud. Psychoanalysis states that human behavior is encouraged and sometimes

controlled by the subconscious. Reproductive health psychology also addresses several approaches that ignore the subconscious in psychoanalysis, such as stimulus-response shorts, cognitive approaches, internal and environmental approaches, and synthesis/operationalization approaches. In the synthesis/operationalization approach, healthy reproductive behavior or vice versa has an impact on a person's health status in addition to various external influences.

A blended learning-based model of the flipped classroom will be used for the development of this course. Links available both on and off campus will be utilized. Other achievements are the RPS/RPB update as well as research articles that will be presented in ICED-QA in 2021. Some media and applications such as video, voice, and pictorial slides (audiovisual slides), MS Teams Online Meeting, Zoom Online Meeting, and other related links are also utilized.

Learning delivery in undergraduate public health sciences study program at the Faculty of Public Health utilizes the moodle-based learning management system (LMS), iLearn v2.0. The status condition of the level of the enactment of restrictions on community

activities (PPKM) in the city of Padang caused the lecture system to be fully online learning. Lectures are conducted in sync with Zoom Online Meetings and Microsoft Teams Meeting. The combination of fully online learning and asynchronous models using LMS iLearn v2.0 is a class action research model. This research and program are planned to make the model fully online learning via Zoom / MS Teams and iLearn v2.0 in accordance with the expectations of KKNI, CPL, and the target competence of graduates of the study program.

The forms of teaching materials that have been available so far in the Reproductive Health Psychology course are power points, videos on Youtube, e-books, and e-journals. The model that will be offered is the provision of teaching materials for Reproductive Health Psychology course based on blended learning, especially the creation of learning videos and shareable content object reference model (SCORM) with the help of iLearn v2.0

Christensen et al. (2013) describe four hybrid learning (and blended) models, namely (a) rotation, (b) flex, (c) a la carte, and (d) enriched virtual. They show that most hybrid learning falls under one of these four models. The application of hybrid learning at Andalas University will pay attention to several things that include classroom considerations that will later be used in the learning process. Teachers/lecturers must pay attention to the capacity of classroom capacity. The number of students who attend face-to-face lectures is a maximum of 50 percent of the total capacity of classroom capacity.[1]

Reproductive Health Psychology course so far still applies small group discussion and peer learning methods based on SCL and KKNI that carry a case-based method model or case-based study. Each group is given related materials in accordance with RPS / RPB presented by group representatives with lecturer guidance as moderators.

The distribution of the final grades of the semester so far is far from ideal. This is likely due to the low interest of students to be involved in the learning process. Forms of intervention in increasing student engagement in the learning process are also still minimal. Alternative assessments, let alone blended learning-based ones, have not been used. In addition, the Midterm Examination (UTS) and the Final Semester Exam (UAS) in the form of writing exams (essays) are still dominant.

In Indonesia, the number of COVID-19 cases has grown higher over time. Therefore, the Indonesian government issued several regulations to prevent its spread, including in the education sector. The Indonesian Ministry of Education and Culture has issued Circular Letter No. 15 of 2020 on guidelines for teaching and learning from home during the pandemic. As a result, all educational institutions in Indonesia are required to conduct distance learning by changing the traditional teaching system from face-to-face to online learning and relying on the use of technology. As a result, online learning is entirely dependent on technological devices and internet connections.[1]

Empirically, some of the challenges in implementing online learning in developing countries such as Indonesia are the lack of preparation in terms of school readiness, teacher ability in information and communication technology (ICT), availability of internet access, and the ability to self-regulate students in online learning. The reliance on online learning on certain equipment and platforms is also another issue for the educational aspect. The application of online learning from home has presented a range of problems, including the provision of school infrastructure. [2]

There are several problems in the achievement of student learning outcomes in terms of the selection and application of learning methods and assessment of current students. Even though SCL has been carried out, blended learning methods, both synchronous and asynchronous techniques have not been applied. For generation Z or millennials, this method is rather drab. Generally, students have switched to smartphones, while lecturers still use slides that are less creative.

The old method also has problems if there are disasters that occur. This was evident at the time of the COVID19 pandemic. Lucida (2020) stated that most lecturers are overwhelmed doing lectures. As also revealed by Lucida (2020), iLearn v2.0 Unand has not even been utilized to the maximum by Unand lecturers. Microsoft Teams and Zoom Meeting applications that are often used also have not been embedded with unand.ac.id site. It must have a serious impact on the achievements of the webometrics of Universitas Andalas.

After all, lecturers also have not utilized a lot of books that are updated in cyberspace. Some of them are even thrown out for free. Springer, for example, gave two hundred good books that can be utilized, including for courses in Disaster Epidemiology and Emergency Response.

In terms of assessment, so is it. Students are assessed in the middle and at the end of the course only. Essay exam placements at UTS and UAS seemed to only measure the cognitive aspect of students. The cognitive aspect, when measured from Bloom's taxonomy, is still the lowest aspect. Especially in undergraduate students whose demands are already at level 6 KKNI in DIKTI graduation standards. Undergraduate students at least master the theory of application of certain fields of knowledge and skills.

Based on these things, research and development of Reproductive Health Psychology course by utilizing blended learning with synchronous and asynchronous techniques by paying attention to SCL, CPL, KKNI and the hopes of the Minister of Education and Culture about the Merdeka Campus program. Merdeka Campus, according to the Ministry of Education (2020), places an assessment on not only the quality of knowledge, skills, and attitudes of students but also the result of learning processes, products, and outcomes.[3]

The role of reproductive health psychology for adolescents and adults is very clear in research conducted by Zia et al. (2021). According to Zia et al. (2021), adolescents, girls, and young women (AGYW) can

present an important opportunity to establish self-agency mechanisms and positive coping to withstand social pressures during the stigmatization associated with increased abortion cases among young girls and women. The same is also conveyed by Chrisler and Sagrestano (2020) in "Reproductive Justice, Psychology, and Human Rights" which is included in the book *The Cambridge Handbook of Psychology and Human Rights*, chapter 21, pp. 317-331[4].

2. METHODOLOGY

We use full online learning in this subject development of Reproductive Health Psychology with the combination between synchronous and asynchronous learning. In asynchronous learning, first we have to set up all materials into the learning management system, iLearn Unand v2.0. The students are asked to check and read all the subject materials before the synchronous learning start. Students form groups, and the students with their groups must prepare their paper tasks that fit the topic in RPS. They also prepare their slide presentation. In synchronous learning, we use MS Teams Meeting and Zoom Online Meeting, and all the learning process is recorded and shared through Youtube. Summative assessment completed through mid and final examination. Formative assessment completed through case study task adapted from Semester Learning Plan (RPS) topics. Every student must complete the case study task in a timely manner that is already set up. This task was an individual task and there also some tasks that the students must complete within their groups.

3. RESULTS AND DISCUSSION

By using these methods, student engagement in the learning process is very high. In every discussion in synchronous learning, the teacher provided some case studies related to the topic discussed. The students also gave support by asking questions that interested them in answering the question. The teacher picked case studies mostly related to the current reproductive health issues in the Covid-19 pandemic, like the increase in unsafe abortion, sex abuse, child abuse, sex offenders, etc.

Outcome-based assessment in this research, as a result of the summative evaluation, the student's grades are good, with an average midterm exam score of 80 / 100. From the formative assessment, as a result, the student's engagement and participation in learning is very high where they are capable of answering all of the questions that gave at the end of the case study task.

4. CONCLUSION

The use of synchronous and asynchronous in the course of Reproductive Health Psychology with case-based method approach proved to develop the blended learning-based model, particularly the flipped classroom under an asynchronous and synchronous technique. Both applications also used to do the formative evaluation and summative one and function to promote the learning delivery while becoming the material for assessment for

the lecturer to measure both success and effectiveness of the program planned in order that the lecturer, the policymaker set up a proper decision.

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