



THE COMPARISON CLASS AVERAGE OF TWO GENERATIONS OF NURSING STUDENTS AT MOLUCCAS CHRISTIAN UNIVERSITY OF INDONESIA

(Perbandingan nilai rata rata kelas 2 Angkatan pd mahasiswa Keperawatan di Universitas Kristen Indonesia Maluku)

Debora Harsono

Fakultas Kesehatan, Universitas Kristen Indonesia Maluku

deboraharsono15@gmail.com

(Diterima: 17 Maret; Direvisi 26 Maret; Disetujui: 26 Maret 2021)

Abstract

This paper presents a fact about the Class Average of Two Generations (2011 and 2012 generations). It consists of five classes, includes Extension, A, B, C, and D. But the writer would like to analyze one class only, namely D class. Because the average class data stated, there is a drastic increasing point. To achieve the credibility of this research, the researcher uses average class data from another generation. So, the writer does the comparison process between 2011 and 2012 generations. Finally, through this paper, we can prove that some factors influenced the class average of two generations from D classes on nursing students at the Moluccas Christian University of Indonesia. Shortly, we can conclude that the D class of the 2012 generation has a higher class average point than the 2011 generation.

Keywords: Comparison, Class Average, Two Generations, D class.

Abstrak

Makalah ini membahas sebuah fakta tentang Nilai Rata Rata Kelas dari 2 Angkatan, yaitu Angkatan 2011 dan 2012. Angkatan ini terdiri dari 5 kelas, yaitu kelas Esktensi, A, B, C, dan D. Tetapi penulis hendak menganalisa hanya satu kelas, yaitu kelas D. Karena nilai rata rata kelas pada kelas D Angkatan 2012 menunjukkan sebuah peningkatan yang drastis. Untuk mencapai kredibilitas data penelitian ini, peneliti menggunakan Data Nilai Rata Rata Kelas dari dua angkatan. Akhirnya, melalui makalah ini kita dapat membuktikan adanya beberapa faktor yang mempengaruhi rata rata kelas dari dua angkatan, khususnya di kelas D pada mahasiswa keperawatan di Universitas Kristen Indonesia Maluku. Ringkasnya, kami dapat menyimpulkan bahwa kelas D Angkatan 2012 mempunyai nilai rata rata kelas yang lebih tinggi daripada Angkatan 2011.

Kata kunci: Perbandingan, Rata Rata Kelas, Dua Angkatan, kelas D.

INTRODUCTION

In this research, the writer would like to compare two generations, including the ages of 2011 and 2012. Each generation consists of five classes: Extension, A, B, C, and D classes. In this research, the writer would like to describe the differences between the two types from the 2011 and 2012 generations. They are D classes.

The root word of comparison is to compare. The definitions of compare according to some dictionaries are :

1. Longman Dictionary: to examine or judge one thing against another to show the points of likeness or difference. To steer likeness or relationship of one thing and another.
2. Cambridge Dictionary : to examine or look for the difference between two or more things.

3. Merriam—Webster Dictionary: to represent as similar, to examine the character or quality of especially to discover or resemblances or differences. To view concerning.
4. Oxford Dictionary : to examine (two or more objects, ideas, people, etc.). To note similarities and differences: compare two pieces of cloth, to compare the governments of two nations. To consider or describe as similar, liken: Shall I compare thee to summer's day?
5. E-Dictionary: the estimate, measure, or note the similarity or dissimilarity between two or more subjects. To draw an analogy between one thing and another for explanation or clarification. To have a specific relationship with another item or person in terms of nature or quality.

The word compare is a verb (*kata kerja*). The meaning in Bahasa Indonesia is “*membandingkan*.” The meaning is quality or nature surpassing all others of the same kind. The noun of compare is comparison; the meaning in Bahasa Indonesia is *perbandingan*.

According to the Etymology Dictionary states that: The word compare comes from old French; comparer, compare, liken. From Latin comparable “to liken, to compare. From com “with together” (see com) + par “equal (see par(n)). We were related: compared, comparing. Furthermore, in the comparison process, at least we need two subjects or more to be compared. The process can produce the result of the comparison. To reach, we need the existence of another subject or object. Because examining only one thing, how could we compare one thing? Without the presence of others, we could not complete the comparison process. Through two items or more, we could measure, examine, judge, evaluate and compare. The Comparison process needs some aspects, including the likeness or differences. The writer needs to

analyze the differences between the two generations.

The writer analyzes the 2011 and 2012 generations because, in 2014 and 2015, I taught them on the English II subject course (seventh semester). I have really felt the dynamic of the study learning process from their classes. Finally, I was interested in comparing these generations and doing a deeper analysis of the research. This is the first reason why the writer would like to do this research.

According to the old curriculum, English subject is taken two times. English I is taken in the second semester. The value is 2 SKS (credit semester). English II is taken in the seventh semester, and the value is 3 sks. The students of the seventh semester know nursing completely, so when they learned more in English II, they can combine two knowledge as part of their assignment. Exactly, they perform a good result of group discussion/presentation and personal assignment. This is the second reason for the writer.

The last reason, there are some special factors if we compare both generations (2011 and 2012 generations). Both generations consist of five classes. They are Extension, A, B, C, and D classes. But the class average data perform a drastic increasing point of D class. The diminution of four classes of two generations shows a few different points. Still, it is performing quite differently, a drastic increasing point with the class average data of D class. The D class average data of 2011 generation presents = 69.75 points. The D class average data of 2012 generation performs = 77.72 points. The diminution of D classes from two generations is 7.97 points. In short, these are some special factors that influenced the writer to conduct the analysis research. It is presented increasing drastic point.

The diminution of A classes averages data from two generations shows 2.56 points. The diminution of B classes

averages data performs 0.10 point. From the diminution of C classes average data of two generations claim 2.16 point, and the last, the diminution of Extension classes averages data from two generations states 0.91 points.

In fact, there are two classes, includes Extension and B classes show the minimal / small point diminution of two generations (0.91 and 0.10). It means there is no drastic increasing point. As a matter of fact, from A and C classes averages data performs the diminution of around 2 points. Meaning, there is no drastic raising point aspect, too.

Shortly, the writer would like to describe deeper about D classes averages data of two generations. Because D class averages data results a drastic increasing point. The data performs of Class Averages by data table and graphic point.

Herewith the class average data of five classes from two generations.

Table 1. English II and VIII Scores in 2015-2016

No	Class	Students	TOTAL	Mean
1.	Extension	17	1.390,5	81,79
2.	A	50	3.718,5	74,37
3.	B	43	3.263,5	75,89
4.	C	48	3.581,5	74,61
5.	D	45	3.497,5	77,72

According to the data stated above, the writer would like to analyze deeper about some factors that influenced the Class Average data.

THEORETICAL REVIEW

The comparison process has done well if we have two or more subject or an object to be compared. Anyway, we could not compare only one thing or single problem. The comparison needs the process, it can be a long or short time of the process. It

depends on the kind of subject or an object. Finally, we must conclude the result of the comparison process. Next, the writer will describe comparison in another aspect.

Comparison with other people plays a significant role in social life, as they provide meaning and self-relevant knowledge. How people view their own circumstances, abilities, and behaviors varies according to the types of social comparisons they make. Although in his seminal work Festinger (1954) did not offer a precise definition of social comparison, it is generally conceptualized as the process of thinking about the self in relation to the other people. Individual frequently make social comparisons because no objective information is available, people are often more influenced by social information, as it is frequently more diagnostic. Further, comparisons can be with real or imagined others, and do not require personal contact or conscious thought. Comparison can also be made between one's own social group and another social group. Although comparison information can be encountered naturally in one's environment, people often intentionally seek out the comparison.

In order to achieve the goal of the comparison, individual can be selective in their choice of a comparison target and strategic in their interpreting, distorting, or disregarding comparison information. Comparison targets can include individual targets (e.g. specific classmate) and generalized other targets (e.g. class or school average). Additionally, the presence of varying goals may lead to different types of comparisons.

Furthermore, individuals can choose themselves as the comparison target when judging oppositional identities or make a dimensional comparison when they compare their ability in one domain to their ability in another.

RESEACH METHOD

Data collection techniques in this study were obtained through the observations and field data notes, interviews and notes on the results of reflections / discussions conducted by the researcher. The determination of these techniques is based on the availability of facilities and infrastructure and the capabilities of the researcher. Further descriptions of the data collection techniques are as follows :

Observation in PTS activities is an activity of observing the activities carried out by the lecturer (researcher) during carrying out teaching and learning activities in class. This activity is carried out by the observers who in this case are research partners.

The form of observation activities carried out in this PTS uses an open observation model. What is meant by open observation is when the observer or makes her observations by recording everything that happens in class.

The results of observations from research partners were then used as field data notes. This is accordance with the opinion of Prof. Dr. Rochiati Wiriaatmaja (2005 : 125) which states : “A very important source of information in this study (PTS) is field notes made by the researchers / research partners who make observations”.

What is meant by notes on the results of reflection are notes obtained from the results of reflections carried out through discussion activities between researchers and the research partner. A part from being used as material in the preparation of further action plans, the results of this reflection can also be used as a means of knowing whether the objectives of this research activity have been achieved.

In accordance with the data carried out from the start, meaning that data analysis is carried out step by step or cycle by cycle. This is accordance with the opinion of Miles and Huberman in Rochiati Wiriaatmaja

(2005 : 139) that “...the ideal model for data collection and analysis is one that interweaves them from the beginning”. This means that the ideal model of data collection and analysis is one that alternates from the start.

Data analysis activities will be carried out referring to Rochiati Wiriaatmaja's opinion, (2005 : 135—151) by taking notes on reflection, namely thoughts that arise when observing and are the result of the process of comparing, linking or linking the data displayed with previous data or with theories, which is relevant.

Things that are described in this research are the Comparison Class Average of two generations. The variable used in this research is double variables that are the Class Average of two generations. Error referred to in this research, namely the Comparison Class Average of two generations. The population in this study included the nursing students Of UKIM of 2011 and 2012, only D classes.

RESULTS AND DISCUSION

Actually, we have this data of the Class Average on the final semester. It must be combined from the result of Personal Assignment, Group Discussion / Presentation, Mid Term Test and Final Test. We add all the result, later it is divided with totaling student number of the class. So, we say this process by the Class Average. Absolutely, many aspects can influence the Class Average.

Namely : psychological, physically, economically, social aspects and others. Psychological aspects include the emotional, intellectual, characters. Physically sides consist of biological, medical. Economical describes as the financial aspects. Social status or background of the student family must affect the result of learning studying process.

Herewith the obtaining data point of English II for the seventh semester of 2011

generations. The total number are 48 students.

A+ = 2 students **B + = 5 students**
C+ = 5 students **D = 3 students**
A = 1 student **B = 5 students** **C**
= 4 students **E = 0**
A- = 4 students **B- = 10 students** **C-**
= 9 students

Herewith the obtaining data point of English II for the seventh semester of 2012 generations. The total number are 47 students.

A+ = 0 **B+ = 3 students**
C+ = 6 students **D = 3 students**
A = 13 students **B = 3 students** **C**
= 4 students **E = 1 students** **A- = 4**
students **B- = 5 students** **C- = 5**
students

From the above data provides about the obtaining process of English II point for the seventh semester of two generations in details. From this data, the writer can conduct the comparison process.

On the 2012 generation, there are 13 students obtain A point. It performs the increasing drastic point. On the contrary, the 2011 generation states, there is only one student obtain A point. This data confirms about the contrast comparison from two generations. It includes contrary progress. We could compare the obtaining point process with the others point from A+, A-, B+ up to C-. Both generations shows the similarity point from obtaining D and E point (small differences).

Furthermore, the writer would like to describe vividly about the Comparison Process how the students of both generations attain their point of English II subject. From this obtaining the points, we can conclude and result the class average of two generations.

The total of obtaining A point of 2011 generation are 7 students. The total of obtaining A point of 2012 generation are 17

students. The contrast data of obtaining A point performs from 2012. It means showing the drastic increasing point. The data states 7 compare with the 17 students to obtain A point of the English II subject. The drastic increasing point would be interesting aspects for the writer to analyze.

The total of obtaining B point of 2011 generation are 20 students. The total of obtaining B point of 2012 generation are 11 students.

As matter of fact, the data proves the decreasing point between 2011 and 2012 generations to acquire B point. It would not be the interest side of this research.

The total of obtaining C point of 2011 generation are 18 students. The total of obtaining C point of 2012 generation are 15 students. It performs small differences of total obtaining between both generations to gain C point. So, we could not analyze deeper anymore.

Absolutely, the writer would not discuss in details of obtaining D and E point. Because of getting both these point means fail or no success of passing grade.

In fact, herewith the data Class Average of 2011 generation of D class shows 3.348 : 48 students is 69.75 point. Besides, the data Class Average of 2012 generation of D class performs 3.497,5 : 45 students is 77.72 point.

As matter of fact, the diminution of $3.497,5 - 3.348 = 149,5$ point. The total achieving point of 2012 -- D class, describes a higher point than the total achieving point of 2011 D class (3.497,5 point compare with 3.348 point).

The data states that 2012 generation of D class has a higher point of Class Average than the 2011 generation of D class (77.72 point compare with 69.75 point).

The writer has described in details how to get the Class Average. There is a fact, it performs that the students of D class 2012 generation achieve a higher total point of their class and attain a higher of Class

Average. It is done because the 17 students had achieved A point. Seventeen students are large numbers. Shortly, it would be effected the Class Average of D class 2012 generation.

Later, the writer would like to explain vividly about some factors that will be effected the drastic increasing point.

From these data, the writer realized that the 2012 generations performs the first factor, it is study hard and seriously to obtain A point. In fact, they are 17 students can prove it. Of course, it must affect the Class Average of 2012 generations.

Study hard and seriously are the two side of one's coin. It is unity, it is inter-related and inseparable. When someone studies hard, he or she must do it seriously, stay firm in focus. It is related automatically. Without doing everything seriously, something could not done well and perfect (obtaining A point). They can pass the competition of the class by this factor. The final result of semester proves it perfectly.

The proverb says : No pain no gain. There is a will there is a way. It means the students of 2012 generations must have strong will to get the best point (A point). So, they found a way to achieve it. No laziness and study hard.

The second factor is not easy to feel satisfy of getting their reward. Herewith we can check clearly the progress how they can get A point. There were preparing the Assignment Group by present the drama about the history of national hero, such as Pattimura, Tjuk Nyak Dhien, R.A. Kartini, etc. They had practice and practice for having the best performance of Group Presentation. Satisfy is simple and short word but difficult to prove and measure it. But the 2012 generations confirm not fast to feel satisfy of doing their assignment and homework. By doing step by step, little by little, they reach out the higher point of their Group Presentation.

The third factor is diligent. They study well by showing the result of highest point

of Mid Test and Final Test. They must be present all the class schedules, it means no absence. By attending the whole one semester, they have full note the material of one semester. By studying it well, they can perform a Mid and Final Test very well. Diligence is the basic and most important of someone's character. No success can achieve without diligence.

Last but not the least. The last factor, they have strong defense of their point until the end semester. From starting early semester up to the end of semester, they persistent their strong motivations to study well. They never decrease their spirit, persistent until the end of semester. It does not an easy factor. As young people, they can consider what kind of the life priority at that time. Meaning, they must focus on study, no more time for having fun. They must control this attitude through their life. They are strong defense to confirm their principle of life.

CLOSING

From many data confirm above, the writer can conclude some conclusions.

First, the 2012 generations performs a higher Class Average than 2011 generation, include Class Average, and Total Achieving. The data states that 2012 generation of D class has a higher point of Class Average than the 2011 generation of D class (77.72 point compare with 69.75 point).

Total Achieving of two classes (D class of two generations). As matter of fact, the diminution of $3.497,5 - 3.348 = 149,5$ point. The total achieving point of 2012 -- D class, describes a higher point than the total achieving point of 2011 D class (3.497,5 point compare with 3.348 point).

Second, there are some factors that influenced Class Average of two generations. The factors are :

1. Study hard and seriously to obtain A point.

2. It is not easy / fast to feel satisfy of their reward.
3. Diligence attitude.
4. Persistence their motivation.

Third, the Class Average of other classes, namely Extension, A, B, and C do not interesting aspect for the writer to analyze anymore. Because their diminution of forth classes confirms rate under three scores. (See the explanation diminution of forth classes describes on page 4). The highest diminution score shows on A class. The lowest diminution score states on B class.

It means D and E point are fail, no success of passing grade.

Thus the content if this Journal, might be the material as a reflection and resources for all of us, how to count and describe vividly about the Class Average. The Class Average plays an important role of teaching learning process. It is a “heart” of its. From the data of Class Average, we can measure the successfulness of teaching learning. The data can explain what kind and how the teaching learning process happens once time. Does the teaching learning process can achieve the curriculum of standard ? How the process it happens ?

In addition, the 2012 generation solely as the example of nursing students of UKIM. Absolutely, this is not as the representative of all the students of Health Faculty.

Meanwhile, the presence of Class Average will greatly affect to the achievement of curriculum standard and all of its will give an impact for the Class Average grade achievement at the end of semester.

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