



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

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### ***Abstract***

*This paper presents an analysis of the class average scores of Class A from two cohorts (2023 and 2024). Each cohort consists of four classes, namely A, B, C, and D. However, this study focuses only on Class A. The selection of Class A is based on data indicating a significant increase in the class average score. To ensure the credibility of the data, the researcher uses class average data from both cohorts. Therefore, a comparative analysis is conducted between the 2023 and 2024 cohorts. The findings of this study reveal that several factors influence the class average scores of the two cohorts, particularly in Class A of nursing students at Moluccas Christian University of Indonesia. In conclusion, Class A of the 2024 cohort achieved a higher class average score than that of the 2023 cohort.*

**Keywords:** *Comparison Class Average, Two Generations 2023 and 2024, A class*

### **I. INTRODUCTION**

In this study, the researcher aims to conduct a comparative analysis between two generations, namely the 2023 and 2024 cohorts. Each cohort consists of four classes, namely Classes A, B, C, and D. However, this research specifically focuses on the comparative analysis of Class A from both the 2023 and 2024 generations.

Generally, the class average is obtained after the teaching and learning process has been fully completed. It is unlikely for the class average to be determined at the beginning of the semester or during the Mid-Term Test. At the end of the semester, it is expected that lecturers calculate and analyze the results of the teaching and learning process in order to obtain the final scores. In this regard, the class average serves as an indicator for measuring the success of the teaching and learning process of a particular subject throughout the current semester.

The class average should not be viewed merely as a representation of numerical data. Rather, it functions as a form of feedback for lecturers, reflecting all the material that has been delivered during the semester. The teaching and learning process concludes at the end of the evaluation period, and the class average represents not only the outcome of this process but also the students' abilities. By obtaining the class average score as the achievement goal of the teaching and learning process, the results become measurable and concrete. These numerical outcomes enable lecturers to compare the performance of one class with that of other classes, as well as across different subjects. However, in practice, many lecturers tend to overlook the importance of analyzing and calculating the class average for a subject. It is often assumed that once students have received their final scores, the responsibilities of the semester have been fulfilled. In fact, the class average represents the final and highest stage of the teaching and learning process, which must be properly completed at the end of the current semester. Without any score, how can lecturers measure the success of the teaching and learning process or predict the system of teaching and learning evaluation (Nunan, 2003).

Therefore, scores play a fundamental role in the teaching and learning process. They cannot be separated from instruction; rather, they form a unified, inseparable, and interrelated whole. This relationship can be illustrated as two sides of a coin: one side represents the teaching and learning process, while the other represents the final result, as reflected in the



class average. Furthermore, all evaluation processes are directed toward the acquisition of scores, which serve as a standard for determining students' levels of achievement, typically represented by grades A, B, and C (pass), and D and E (fail).

When lecturers assign grades such as A, B, and C in students' records, they often assume that their tasks and obligations have been completed. However, there remains one essential final task that must be carried out, namely calculating and analyzing the class average. Therefore, the class average constitutes the final step that must be completed at the end of the semester. For some lecturers, completing the analysis of the current semester requires a considerable amount of time, effort, and mental energy, particularly in calculating and reporting the outcomes of the teaching process. Nevertheless, the class average remains one of the primary tools for assessing the English teaching process.

Although various techniques are available to evaluate the effectiveness of teaching English, the class average is widely regarded as one of the most effective due to its simplicity and lack of complexity. It is important to note that the class average is typically calculated at the end of the current semester and cannot be determined at the beginning of a new semester. Without any class average score, how can the effectiveness of the English teaching process be accurately assessed (Ur Penny, 1999).

The results of the current semester, as reflected in the class average, provide valuable insights to support the organization of new instructional materials and the preparation of teaching strategies for the subsequent semester. Furthermore, the class average enables lecturers to evaluate the success of the English teaching process and to reflect on whether they have fulfilled their responsibilities to the fullest extent.

Generally, the class average is obtained after the teaching and learning process has been fully completed. It is unlikely for the class average to be determined at the beginning of the semester or during the Mid-Term Test. Ideally, at the end of the semester, lecturers are expected to calculate and analyze the results of the teaching and learning process in order to obtain the final scores. The class average does not merely represent a series of numbers; rather, it provides feedback as a reflection of all the material that has been taught during the current semester (Muhammad, 2003).

The teaching and learning process concludes at the end of the semester. The class average does not only represent the outcome of the teaching and learning process, but also reflects students' abilities (Ur Penny, 1999). Without obtaining any score or grade, how can lecturers evaluate or predict the system of teaching evaluation at the end of the semester? Ultimately, the class average serves as a concrete benchmark for achieving a higher level of success in the teaching and learning process in subsequent semesters.

The following presents the class average data of four classes from two generations:

**DATA TABEL TAHUN AJARAN 2023—2024 NILAI BAHASA INGGRIS  
SEMESTER IV PRODI: Keperawatan (ANGKATAN 2022)**

| NO. | KELAS | JUMLAH MAHASISWA | TOTAL   | RATA-RATA |
|-----|-------|------------------|---------|-----------|
| 1.  | A     | 63 orang         | 4.184,2 | 66.41     |
| 2.  | B     | 60 orang         | 4.157   | 69.28     |
| 3.  | C     | 55 orang         | 3.741   | 68.01     |
| 4.  | D     | 31 orang         | 2.209   | 71.28     |



**DATA TABEL TAHUN AJARAN 2024---2025 NILAI BAHASA INGGRIS SEMESTER  
IV PRODI: Keperawatan (ANGKATAN 2023)**

| NO. | KELAS | JUMLAH MAHASISWA | TOTAL | RATA-RATA |
|-----|-------|------------------|-------|-----------|
| 1.  | A     | 63 orang         | 4.813 | 76.39     |
| 2.  | B     | 68 orang         | 4.924 | 72.41     |
| 3.  | C     | 59 orang         | 4.037 | 68.42     |
| 4.  | D     | 44 orang         | 2.766 | 62.86     |

The root word of *comparison* is the verb *compare*. The definitions of *compare* according to several dictionaries are presented as follows:

1. **Longman Dictionary** defines *compare* as examining or judging one thing against another in order to identify points of similarity or difference, as well as to show the relationship between one thing and another.
2. **Cambridge Dictionary** defines *compare* as examining or identifying the differences between two or more things.
3. **Merriam-Webster Dictionary** defines *compare* as representing something as similar, examining the character or quality of something in order to identify similarities or differences, and viewing something in relation to another.
4. **Oxford Dictionary** defines *compare* as examining two or more objects, ideas, or people in order to identify similarities and differences, for example, comparing two pieces of cloth or comparing the governments of two nations. It also refers to considering or describing something as similar, as in the expression: *Shall I compare thee to a summer's day?*
5. **E-Dictionary** defines *compare* as estimating, measuring, or noting the similarity or dissimilarity between two or more subjects, drawing an analogy between one thing and another for purposes of explanation or clarification, and identifying a specific relationship between entities in terms of nature or quality.

The word *compare* is a verb (*kata kerja*), which in Bahasa Indonesia means *membandingkan*. The noun form of *compare* is *comparison*, which means *perbandingan* in Bahasa Indonesia. The meaning refers to a subject, quality, or nature that surpasses all others of the same kind. According to the Etymology Dictionary, the word *compare* is derived from Old French *comparer*, meaning to compare or liken, and from Latin *comparare*, meaning “to liken” or “to compare,” which originates from *com* (“with, together”) and *par* (“equal”). Related forms include *compared* and *comparing*.

Furthermore, in the comparison process, at least two or more subjects are required to be compared. This process produces the result of comparison. To conduct a comparison, the existence of another object is essential. Examining only one object makes comparison impossible. Without the existence of other objects, the comparison process cannot be completed. Through the presence of two or more objects, individuals are able to measure, examine, judge, evaluate, and compare. The comparison process involves several aspects, including similarities and differences. In this research, the researcher analyzes the differences between two classes.

The comparison process is considered complete when there are at least two subjects or objects to be compared. It is not possible to compare only a single subject or problem. The comparison process requires time, which may vary depending on the nature of the subject or object being compared. Ultimately, the result of the comparison process must be concluded. Subsequently, the researcher describes comparison from another perspective. Comparison with other people plays a significant role in social life, as it provides meaning and self-relevant knowledge. How individuals perceive their own circumstances, abilities, and behaviors varies



depending on the types of social comparisons they make. Although in his seminal work, Festinger (1954) does not provide a precise definition of social comparison, it is generally conceptualized as the process of thinking about oneself in relation to others. Individuals frequently engage in social comparisons because objective information is often unavailable; therefore, they tend to rely more on social information, as it is often more diagnostic.

Furthermore, comparisons may involve real or imagined others and do not necessarily require personal contact or conscious awareness. Comparisons may also occur between one's own social group and another group. Although comparison information may be encountered naturally within the environment, individuals often deliberately seek out such comparisons.

In order to achieve the objectives of comparison, individuals may be selective in choosing comparison targets and strategic in interpreting, distorting, or disregarding comparison information. Comparison targets may include specific individuals (e.g., a particular classmate) as well as generalized targets (e.g., class or school averages). Additionally, the presence of different goals may result in different types of comparisons. Furthermore, individuals may select themselves as the comparison target when evaluating opposing identities or engage in dimensional comparison when comparing their abilities across different domains.

## **II. RESEARCH METHOD**

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

Observation in PTS activities refers to the process of observing activities carried out by the lecturer (researcher) during the teaching and learning process in the classroom. This activity is conducted by observers, who in this case are research partners. The form of observation activities carried out in this PTS uses an open observation model. Open observation refers to a situation in which the observer conducts observations by recording all events that occur in the classroom.

The results of observations from research partners are then used as field notes. This is in accordance with the opinion of Prof. Dr. Rochiati Wiriaatmaja (2005: 45), who states that “a very important source of information in this study (PTS) is field notes made by the researchers or research partners who conduct observations.”

Notes on the results of reflection refer to records obtained from reflective activities carried out through discussions between the researcher and the research partner. In addition to being used as material for preparing further action plans, the results of these reflections can also be used to determine whether the objectives of this research activity have been achieved.

In accordance with the data collection process carried out from the beginning, data analysis in this study is conducted step by step or cycle by cycle. This is in line with the opinion of Miles and Huberman in Rochiati Wiriaatmaja (2005: 69), who state 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 is carried out simultaneously from the outset.

Data analysis activities are conducted by referring to Rochiati Wiriaatmaja (2005: 95–97), particularly through reflective notes, which are thoughts that emerge during observation and result from the process of comparing and linking the displayed data with previous data or with relevant theories.



The focus of this research is the comparison of class averages between two generations. The variable used in this research consists of two variables, namely the class averages of the two generations. The error referred to in this research is related to the comparison of class averages between the two generations. The population in this study includes nursing students of UKIM from the 2023 and 2024 cohorts, specifically Class A.

#### **IV. FINDINGS AND DISCUSSIONS**

The data of the class average are obtained at the end of the semester. These data are derived from the combined results of personal assignments, group discussion presentations, mid-term examinations, and final examinations. All of these components are summed and subsequently divided by the total number of students in the class. This process is referred to as the calculation of the class average.

Accordingly, various factors may influence the class average, including psychological, physical, economic, and social aspects, among others. Psychological aspects encompass emotional, intellectual, and character-related factors. Physical aspects include biological and medical conditions. Economic aspects refer to financial conditions. In addition, social aspects, such as the status and background of students' families, also influence the outcomes of the teaching and learning process.

Presented herewith are the obtained data of English scores for the fourth semester of Class A from the 2023 generation.

The total number are 63 students.

***A+ = 0 student***

***A = 3 students***

***A- = 12 students***

***B+ = 20 students***

***B = 3 students***

***B- = 8 students***

***C+ = 4 students***

***C = 5 students***

***C- = 0 students***

***D = 3 students***

***E = 3 students***

Herewith the obtaining data point of English for the fourth semester of 2024 generations.

The total number are 63 students.

***A+ = 0***

***A = 12 students***

***A- = 16 students***

***B+ = 18 students***

***B = 4 students***

***B- = 6 students***

***C+ = 1 students***

***C = 1 students***

***C- = 0 students***

***D = 3 students***

***E = 1 students***



Herewith the percentage of two generations from 2023 and 2024 generations for A class.

Herewith the description of percentage of A class 2023 generation:

$$A = 3/63 \times 100 \% = 4.76 \%$$

$$B+ = 20/63 \times 100\% = 31.74 \%$$

$$A- = 12/ 63 \times 100 \% = 19.04 \%$$

$$B = 3/63 \times 100 \% = 4.76 \%$$

$$B- = 8/63 \times 100 \% = 12.69 \%$$

$$C+ = 4/63 \times 100 \% = 6.34 \%$$

$$D = 3/63 \times 100 \% = 4.76 \%$$

$$C = 5/63 \times 100 \% = 7.93 \%$$

$$E = 3/63 \times 100 \% = 4.76 \%$$

Herewith the description of percentage of A class 2024 generation:

$$A = 12 /63 \times 100 \% = 19.04. \%$$

$$B+ = 18 /63 \times 100\% = 28.57 \%$$

$$A- = 16/ 63 \times 100 \% = 25.39 \%$$

$$B = 4 /63 \times 100 \% = 6.34 \%$$

$$B- = 6 / 63 \times 100 \% = 9.52 \%$$

$$C+ = 1/63 \times 100 \% = 1.5 \%$$

$$D = 3/63 \times 100 \% = 4.76 \%$$

$$C = 1/63 \times 100 \% = 1.5 \%$$

$$E = 1/63 \times 100 \% = 1.5 \%$$

The data provides about the obtaining process of English point for the fourth semester of two generations in details. From this data, the researcher conducts the comparison process. On the 2023 generation of A class, there are 15 students obtain A point. It performs the significant point. On the contrary, the 2024 generation states, there are 28 students obtain A point. This data confirms about the contrast comparison from two generations. It includes contrary progress. We compare the obtaining point process with the others point from A, A-, B+ down to C point. Both generations show the similarity point from obtaining D and E point (small differences).

The total of obtaining B point of 2023 generation are 31 students. The total of obtaining B point of 2024 generation are 28 students. As matter of fact, the data proves the decreasing point between 2023 and 2024 generations to acquire B point. It will not be the interest side of this research.

The total of obtaining C point of 2023 generation are 9 students. The total of obtaining C point of 2024 generation are 2 students. It performs small differences of total obtaining between both generations to gain C point. Later, the reseacher does not have any desire to analyze.

Absolutely, the researcher does 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 2023 generation of A class shows 4.813 : 63 students is 76.39 point. Besides, the data Class Average of 2024 generation of A class performs 4.184: 63 students is 66.41 point.

As matter of fact, the diminution of  $76.39 - 66.41 = 9.98$  point. The data states that 2024 generation of A class has a higher point of Class Average than the 2023 generation of A class (76.39 point compares by 66.41 point).

There is a fact, it performs that the students of A class 2024 generation achieve higher total point of their class and attain higher of Class Average. It is done because 28 students had



achieved A point. Twenty--eight students are large numbers. Shortly, it will be effected the Class Average of A class 2024 generation

Later, the researcher tends to describe vividly about the Comparison Process how the students of both generations attain their point of English subject. There are some factors that will be effected and give impact of the drastic increasing point. From this analysis of questionnaire forms, it has performed the result. Herewith the description from this analysis.

From these data, the researcher realizes that the 2024 generations perform the first factor, it is study hard and seriously to obtain A point. In fact, they are 28 students have proved it. Of course, it must affect the Class Average of 2024 generations.

Later, study hard and seriously are the two side of one's coin. It is psychological side, and it has proved the unity, 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 does not well done and perfect (obtaining A point). They pass the competition of the class by this factor. The final result of semester proves it perfectly.

The second factor is diligent / psychological side. They study well by showing the result of highest point of Mid and Final Test. They must be presented 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 perform Mid and Final Test very good. Diligence is the basic and most important of someone's character. No success achieve without diligence.

Last but not the least. The last or third factor, it is psychological side too. 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.

There are some special factor if we compare the both generations, (2023 and 2024 generations). Both generations consists of four classes. Namely, A, B, C, and D classes. But the class average data performs significant increasing point of A class. The diminution four classes of two generations show few of differences, but it performs quiet different a drastic increasing point with the class average data of A class. The A class average data of 2023 generation presents = 66.41 point. A class average data of 2024 performs = 76.39 point. The diminution of two A classes from these generations is 9.98 point.

The diminution of B classes average data performs 3.13 point. From the diminution of C classes averages data of two generations claims 0.41 point, and the last, the diminution of D classes averages data from two generations states 8.42 point. So, the biggest point of diminution is point of A class 9,98 point. Shortly, the researcher tends to describe deeper about the A class average data of two generations. Because A class average data results a significant increasing point. The data per-forms of Class Averages by data table point. In short, these are some special factors that can be influenced by the researcher to conduct the analysis research. It is presents increasing significant point.

So, A class students obtain the higher of their class average 2024—2025 generations because of three factors that has explained above. It performs the Comparison Process. The Comparison Process includes some factors that has described vividly above. All the factors are inter related, always be effected for each other, unity as one. All factors work together, to create the result of higher point of class average than 2023 generation.

The total percentage of obtaining A point of 2023 generations are 23.8 %. And the total percentage of obtaining A point of 2024 generations are 44.43 %. It results the contrast



obtaining percentage of two generations. It is proved that 2024 generations performs more higher than 2023 generations. Finally, the class average and percentage of two generations has really proved and give the real impact of an increasing drastic point.

#### **IV. CONCLUSION**

Based on the data presented above, it can be concluded that the 2024 generation demonstrates a higher class average compared to the 2023 generation, including both the class average and total achievement. The data indicate that Class A of the 2024 generation achieved a higher class average score than Class A of the 2023 generation (66.41 compared to 76.39), with a difference of 9.98 points.

The findings also indicate that several factors influence the class average of the two generations. These factors include studying diligently and seriously in order to achieve an A grade, not being easily satisfied with achievements, maintaining a diligent attitude, and sustaining persistent motivation.

Furthermore, the class averages of other classes, namely Classes A, B, C, and D, are not considered significant for further analysis, as the differences among these classes are below three points. The highest difference is found in Class A, while the lowest difference is found in Class C. This indicates that grades D and E represent failure and do not meet the passing criteria.

The results of this study may serve as a source of reflection and reference for understanding how to calculate and clearly describe the class average. The class average plays a crucial role in the teaching and learning process and can be regarded as its core component. Through class average data, the effectiveness of the teaching and learning process can be measured, and the data provide insight into how the process is conducted and whether it achieves the established curriculum standards. It should be noted that the 2024 generation is presented solely as an example of nursing students at UKIM and does not represent all students within the Faculty of Health Sciences.

In addition, the presence of class average data significantly influences the achievement of curriculum standards and contributes to the final class average results obtained at the end of the semester. Finally, it is expected that the findings of this study will serve as a source of motivation for English language instructors to develop more effective instructional resources for their students. This may contribute to the creation of a dynamic, creative, and enjoyable teaching and learning environment. Provided that students remain consistent in their dedication to studying English, the subject may become a highly preferred academic field. Overall, strategic pedagogical improvements supported by active student engagement have the potential to enhance the quality of English language instruction and to create a more meaningful and rewarding learning experience.

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