

Analysis of Competencies of Semester VI Nursing Students Instituto Superior Cristal Polo Baucau (Isc-Pb) Based on Cognitive, Affective, and Psychomotor Domains During Clinical Practice at Eduardo Ximenes Regional Hospital (HoREX) Baucau Year 2025

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Background: Education is a consciously conducted and planned process for the nurturing of human resource development. Whereas development is defined as a change in a positive or better direction. Health colleges have basically implemented independent learning especially off-campus learning long before the Independent Campus policy was launched but still limited to one program of activities namely internship / work practice. It is a challenge for health studies programs to be able to design and implement an innovative off-campus learning process on the eight activities while still paying attention to learning achievement covering the domains of attitudes, knowledge, and skills optimally. This study aims to see the learning achievements covering cognitive, affective and psychomotor domains during conducting off-campus learning activities implemented by the Bachelor of Science in Nursing Study Program at the Faculty of Health Sciences Instituto Superior Cristal Polo Baucau.

Method: This study used the survey method by distributing the questionnaire to all supervisors or Clinical Instruction(CI) who supervised clinical practice students totaling 43 (total sampling) students during the clinical practice period at Eduardo Ximenes Regional Hospital (HoREX) Baucau. This survey study used a quantitative data analysis technique with a descriptive approach.

Results: The results of the study were obtained from cognitive domain majority poor by 19(44.2%), in affective domain majority good de by 16 (37.2%) and in psychomotor domain majority good and poor equally by 15(34.9%).

Conclusion: During the students implementing clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau based on the results of the survey was found to be less able to improve learning achievements covering cognitive, affective and psychomotor domains.

KEYWORDS: Off-Campus Learning, Cognitive, Affective, Psychomotor

INTRODUCTION

Education is a conscious and planned process for the development of human resources. Whereas development is defined as a change in a positive or better direction. By implementing education, man will make himself more qualified. Education has made many contributions to the development of knowledge and technology. With knowledge and technological development humans can solve problems that arise to meet human needs. Therefore education has a vital role for human life. Humans are required to keep improving the quality of human resources and the quality of education in line with the development of the times. It requires humans to continue to dig knowledge, not only master the material of knowledge but must be in line with skills or skills in order to be able to utilize the knowledge they have in everyday (Magdalena & Hidayah, 2021).

In reality now what is often developed is cognitive. Possibly because it is easy to implement and the evaluation given is also not difficult, so that learners only acquire knowledge. Thus, the responsibility or trust given is not carried out properly. The task of the educator is not only as a transferor of knowledge, but the task of the teacher is as an educator, motivator, guide to the better direction, especially in the formation of morality (attitude) of students. The expected education of a student who is intelligent, has good morals, and applies his intelligence by enacting or demonstrating good behavior(Prita Indrawati, Kiftian Hady Prasetya, Irma Ristivani, 2022). Teaching is an activity carried out by an educator with good planning and following prescribed learning steps so as to achieve the desired goal. Thus teaching should be done as best as possible in accordance with the procedures that have been determined, because the achievement or not of educational objectives is greatly influenced by the teaching activities carried out by educators (Sopiatun Nahwiyah, Kadar M. Yusuf, 2024).

Education is the conscious and planned effort to realize the atmosphere of learning and the learning process so that learners actively develop

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their potential to have spiritual strength, self-control, personality, intelligence, noble morals and skills necessary for themselves, society, nation and state (Nurbaya, Aiman Fikri, Amjad Salong, Muhammad Rifai, Andi Dewi Rieng Tati, Taufik Abdillah Syukur, I.M. Fatimah Zahro, Suhartono, 2024).

Related to cognitive, affective and psychomotor aspects constitute educational targets to be developed by teachers in the learning process. These three aspects constitute educational objectives to be achieved after undergoing the educational process. First. The cognitive aspect is the aspect that includes the science (intelligence) of students. Second. The affective aspect is the aspect that includes students' attitudes. Third. The psychomotor aspect is the aspect that includes the skills (actions) of students. The competencies of graduates of educational institutions in universities include all three aspects.

Argues that the purpose of education should always refer to the three realms inherent in the learner, namely the realm of thinking process (cognitive), the realm of values or attitudes (affective), and the realm of skills (psychomotor).

The cognitive domain is the domain that includes mental activities (brain) that is the ability possessed by a student that includes memorize / remember (C1), understand / understand (C2), apply / apply (C3), analyze / analyze (C4), evaluate / evaluate (C5), and make / create (C6). The cognitive domain can be measured using tests developed from material that has been acquired in school (Resya, 2023).

The affective realm is visible learning outcomes in students in various behaviors such as paying attention, responding, appreciating, as well as organizing. The affective domain can be measured using a questionnaire. There are several types of categories of the affective realm according to Bloom as learning outcomes. The categories range from the basic or simple level to the complex level, namely: receiving / attending, which is a kind of sensitivity in receiving stimuli (stimulation), responding or answer, which is the reaction given by a person to stimulation that comes from outside. Valuing is concerned with the value and beliefs of symptoms or stimuli. Organization is the development of values into an organizational system, including the relationship of one value to another, the consolidation, and the prioritization of values that it has (Kognitif & Sabri, 2023).

The psychomotor realm is the realm that is concerned with the skill (skill) or ability to act after a person receives a certain learning experience. This realm was measured by observing and assessing students' skills while conducting the practicum. The assessment of psychomotor learning outcomes includes: the ability to use tools and work attitudes, the ability to analyze a job and organize sequences of work, the speed of doing tasks, the ability to read pictures and or symbols, the compatibility of shapes with expected and or specified sizes (Seminar et al., 2017). Learning outcomes cannot only be assessed from the cognitive realm, but students' experiences in the learning process are of paramount importance because the best learning is by experiencing (Nafiati, 2021).

In the learning process, teachers should implement learning guidance to improve the quality of education expected. Especially in the development of cognitive, affective and psychomotor aspects.

In terms of such cognitive aspects, still many students achieve low scores. The value associated with aspects of affective development, can be seen in terms of: Learning that emphasizes on skills related to the interests and attitudes of the students which can take the form of; responsibility, teamwork, discipline, commitment, self-confidence, honesty, respect for the opinions of others, and self-control. From the affective aspect, there are still many students who behave (behave) less polite, for example less polite in speaking, acting and there are still students who have an attitude of lying. The last one is the psychomotor aspect, which is related to the aspect can be reviewed in terms of: students' ability to practice by using movements (physical/muscular or moving with hands, feet and others) in doing something.

From the background of the above problems, then the formulation of the problem in this study, namely: Is there an improvement in the skills of nursing practice students of semester VI in the cognitive, affective, and psychomotor domains in the Regional Hospital Eduardo Ximenes (HoREX) Baucau in 2025? According to the above background and problem formulation, then the objectives of this study are to:

1. To know the ability of nursing practice students semester VI on the cognitive, affective, and psychomotor domains in the Regional Hospital Eduardo Ximenes (HoREX) Baucau in 2025.

From the results of this study is expected to be used as a useful guideline as

- 1) It gives an overview and helps the writer in understanding the theory that has been acquired during the lecture to be developed with practice in the field, which will then provide benefits in the development of science.
- 2) The results of this research are expected to be an input and contribution of thought to the campus in order to improve the quality of education especially for guardian lecturers or fields of study.
- 3) As an input material for the author to increase knowledge and experience as a prospective lecturer.

The hypothesis in this study is that there is an improvement in the ability of clinical practice students of semester VI in the cognitive, affective, and psychomotor realms in the Regional Hospital Eduardo Ximenes (HoREX) Baucau in 2025.

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RESEARCH METHODOLOGY

This study was conducted using the survey method by disseminating a questionnaire to the entire Clinical Instruction (CI) at the Eduardo Ximenes Regional Hospital (HoREX) Baucau to assess undergraduate Nursing students during implementing clinical practice on learning achievements covering cognitive, affective and psychomotor domains. The sampling method used is a total sample of 43 clinical nursing practice students in the hospital. Interviews were conducted to the clinical supervisors in the hospital regarding the results of the achievement observation of the cognitive, affective and psychomotor domains. The data were further analyzed to obtain the learning achievements during conducting clinical practice on the cognitive, affective and psychomotor domains of students of the Bachelor of Science in Nursing study program of Instituto Superior Cristal Polo Baucau. This survey study used a quantitative data analysis technique with a descriptive approach (Yama P. Sumbodo, S.Ikom et al., 2024).

RESEARCH RESULTS AND DISCUSSION

Based on the data of cognitive ability test results, affective ability questionnaire and psychomotor ability observation of 23 students, the following results were obtained:

Table 1. Data Ability of Clinical Practice Students at Eduardo Ximenes Regional Hospital (HoREX) Baucau Based on Cognitive Domain.

Cognitive Domain		
Category (%)	Frequency	%
Very Good	6	14,0
Good	11	25,6
Less Good	19	44,2
Not Good	7	16,3
Bad	0	0
Total	43	100

Description:

Affective/Cognitive Realm: BS: Very Good; B: Good; KB: Poor Good, TB: Not Good; B: Bad. Psychomotor Realm: TS:Once Skilled; T: Skilled; KT: Less Skilled; TT: Unskilled; TB: Bad Skills.

Based on Table 1. The results of statistical tests found that in the cognitive ability of nursing students semester VI during clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau majority of cognitive ability is poor with a total of 19 (44.2%), cognitive ability is good with a total of 11 (25%), cognitive ability is good with a total of 11 (25%) and cognitive ability is not good. 7(16.3%) and the last cognitive ability was good with a total of 6(14.0%).

Table 2. Data Ability of Clinical Practice Students at Eduardo Ximenes Regional Hospital (HoREX) Baucau Based on Affective Domain

Affective Domain		
Category (%)	Frequency	%
Very Good	7	16,3
Good	16	37,2
Less Good	12	27,9
Not Good	8	18,6
Bad	0	0
Total	43	100

Based on Table 2. The results of the statistical test found that in the cognitive ability of nursing students semester VI during clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau majority of affective ability is good with a total of 16 (37.2%), followed by affective ability is poor with a total of 16 (37.2%), total 8(18.6%) and lastly affective ability very good with total 7(16.3%).

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Table 3. Data Ability of Clinical Practice Students at Eduardo Ximenes Regional Hospital (HoREX) Baucau Based on Psychomotor Domain

Psychomotor Domain		
Category (%)	Frequency	%
Skilled Once	5	11,6
Well Skilled	15	34,9
Poorly less Skilled	15	34,9
Poorly not Skilled	8	18,6
Bad Skills	0	0
Total	43	100

Based on Table 3. Statistical test results found that in the psychomotor ability in nursing students semester VI during clinical practice at the Eduardo Ximenes Regional Hospital (HoREX) Baucau majority of psychomotor ability Good Skilled and Poor Skilled equal to Good Skilled (15%, 95%) and Poorly Skilled (34.9%). Next was psychomotor ability Skilled Not Well with a total of 8 (18.6%) and lastly psychomotor ability Skilled Well Once with a total of 5(11.6%).

DISCUSSION

Based on the data of the descriptive statistical test of cognitive ability obtained data that the cognitive ability of the majority of students is poor with a total of 19 (44.2%) good cognitive ability with a total of 11 (25.6%) and poor cognitive ability with a total of 7 (16.3%) and the last cognitive ability is good with a total of 6 (14.0%).

The results of the statistical descriptive test revealed that in the cognitive ability of nursing students semester VI during clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau majority of affective ability is good with a total of 16 (37.2%), followed by affective ability is poor with a total of 12 (27.9%) and affective ability is not good with a total of 12 (27.9%) 8(18.6%) and lastly affective ability was excellent with a total of 7(16.3%).

Based on the results of the study on the cognitive and affective domain showed an inconsistency between the ability in the cognitive domain with the ability of the affective domain, where the percentage is greater in the cognitive domain that is poor with 19 (44.2%), but in the affective domain where the presentation is greater that is good with 16 (37.2%). Based on that it can be explained that a student will have good affective ability even if the student has poor cognitive ability. The results showed a difference of opinion from (Hunain & Maghfiroh, 2024) that “One’s attitude can be predictably changed, once one has high-level cognitive mastery”. This opinion suggests that there is a close disconnect between cognitive realm abilities and affective realm abilities. However, a student's affective realm and learning success are greatly influenced by his environmental conditions. So it does not exclude the possibility that a student who has poor cognitive characteristics but good affective skills.

Based on the results of statistical tests found that in the psychomotor ability of nursing students semester VI during clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau majority of psychomotor ability Good Skilled and Poor Skilled equal to Good Skilled 15 (34, 195%) and Poor Skilled 195 (34.9%). Next was psychomotor ability Skilled Not Well with a total of 8 (18.6%) and lastly psychomotor ability Skilled Well Once with a total of 5(11.6%).

Based on the above description, it can be known that students of semester VI still experience difficulties in knowledge on the material and practices that have been learned during implementing the teaching learning process in the campus. Because the percentage of achievement in the cognitive domain is only 25.6%, or it can be said that most students do not understand and master the material.

Based on Tables 1 and 2 shows no relationship between cognitive ability and affective ability, where the percentage of the two domains showed different results where the cognitive domain in the good category with 25.6% while in the affective domain with good category there is 37.2%. Based on that it can be explained that a student has low cognitive ability it is unlikely that the student also has low affective ability. One's attitude cannot be predicted to change, if one has low level cognitive mastery does not necessarily also have low affective abilities. This opinion suggests that there is a close disconnect between cognitive realm abilities and affective realm abilities. However, a student's affective realm and learning success are greatly influenced by his environmental conditions. So it does not exclude the possibility that a student who has poor cognitive characteristics but good affective skills.

Tables 2 and 3 show that the unrelatedness between affective ability and psychomotor ability, where the percentage of relatedness in the affective domain in the good category with 37.2% but in the psychomotor domain in the good category with 34.9%. This is in line with the opinion (P. Fatturahman:2012) that “A student’s positive attitude, especially towards you and the subject you teach, is a good start to the learning process”.

Thus, from the above statements of research findings it can be concluded that the abilities that one has achieved are the result of a teaching learning process that results in changes in cognitive, affective, and psychomotor abilities. Learning outcomes are obtained

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by students after the occurrence of the learning process indicated by the test scores given by the teacher after completing the lesson material.

As for the factors that affect learning outcomes according to Aminah Ekawati and Sinta Wulandari (2011: 21) namely internal factors consist of physical factors, psychological factors, and physical and psychological maturity factors. The second, external factors consist of social factors, cultural factors such as customs, science, technology, and arts, physical environmental factors, and spiritual and religious environmental factors. From the above factors it can be concluded that physiological and psychological 4 factors can cause differences in students' learning achievement.

CONCLUSION

Based on the above discussion can be concluded that the data of the results of the ability test of nursing students semester VI during clinical practice at the Regional Hospital Eduardo Ximenes (HoREX) Baucau in the cognitive field obtained cognitive ability of students is in the category of poor, then in the affective ability there is ability in the category of good well. Thus, from the above statements of research findings it can be concluded that the abilities that one has achieved are the result of a teaching learning process that results in changes in cognitive, affective, and psychomotor abilities. Learning outcomes were obtained by the students after the occurrence of the guidance process indicated by the test scores given by the Clinical Instruction (CI) after the completion of the clinical practice at the Eduardo Ximenes Regional Hospital (HoREX) Baucau.

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