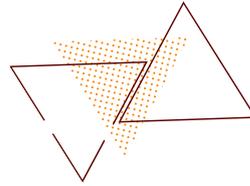


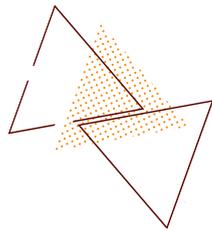


**FACULTY OF
ENGINEERING**

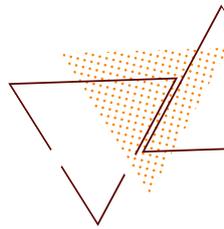


STUDENTS

WORKLOAD REPORTS



2024



Students' Workload Survey Bachelor of Mechanical Engineering Education

A. Mechanism

With respect to measuring students' workload, in December 2023 UNY has improved the regular students' monitoring and evaluating system by integrating new items to measure students' actual workload. The new system is aimed to measure students' workload for every course at the end of every semester. This monitoring and evaluating system is available online on (<http://survey.uny.ac.id/emonev-pbm/take-survey-akhir>)

The new system has been implemented since the end of the first semester of the academic year 2023/2024 (i.e. December 2023). The system is managed by the university and each study program has a team who responsible for monitoring and evaluating. The team holds an admin account to retrieve and analyze the survey data. The appearance of the system is shown in the following figure.

Hasil Pengisian Emonev

Filter Pencarian

Tahun Akademik Tahun 2023 Sem. Gasal

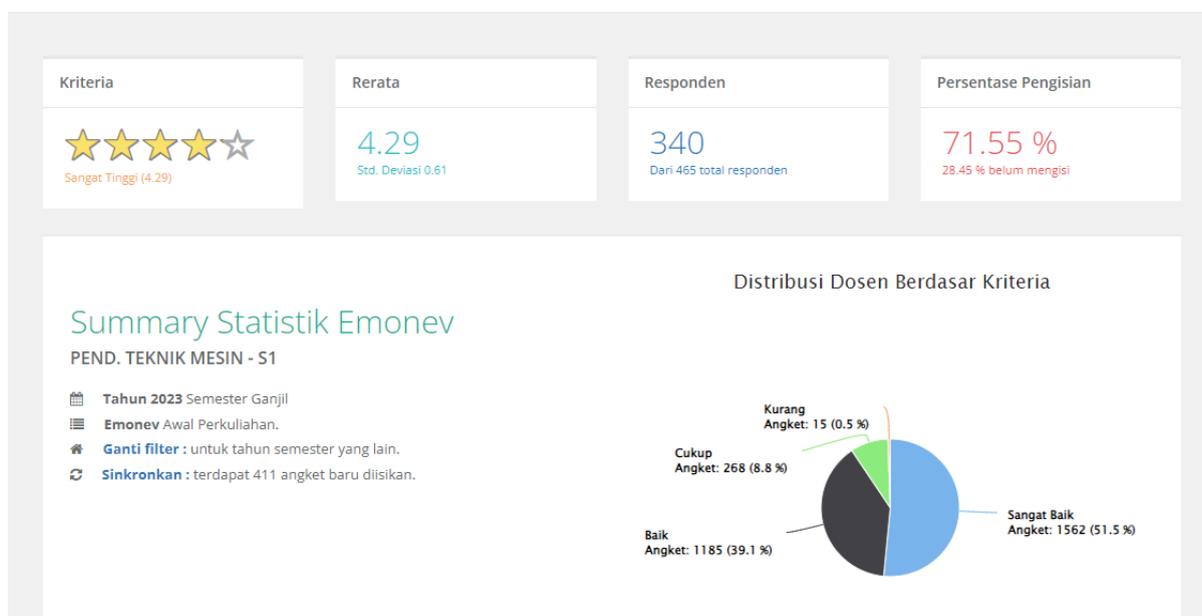
Awal Akhir Awal Semester

Fakultas Fakultas Teknik

Prodi PEND. TEKNIK MESIN - S1

Cari

Responden Emonev PBM Showing 1-20 of 3,031 items.



14.	Kesesuaian ujian dengan materi yang disampaikan Dosen	○5 ○4 ○3 ○2 ○1
15.	Kepedulian Dosen terhadap kesulitan mahasiswa	○5 ○4 ○3 ○2 ○1
16.	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai	○5 ○4 ○3 ○2 ○1
17.	Kemudahan mendapatkan akses tentang penilaian dan tugas-tugas matakuliah	○5 ○4 ○3 ○2 ○1
18.	Kejelasan informasi tentang penilaian	○5 ○4 ○3 ○2 ○1
19.	Dibandingkan dengan mata kuliah yang lainnya, jumlah waktu yang anda habiskan khusus untuk mata kuliah ini	○ Lebih Sedikit ○ Sama ○ Lebih Banyak
20.	Waktu efektif yang and habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam satuan menit)	<input style="width: 100px; height: 20px;" type="text"/>
B. Pembelajaran Masa Pandemi COVID-19 (Pembelajaran di Rumah/Kost/Luar Kampus)		
1.	Kesesuaian durasi waktu pembelajaran daring dengan jadwal kuliah	○5 ○4 ○3 ○2 ○1
2.	Ketercapaian tujuan perkuliahan melalui pembelajaran daring	○5 ○4 ○3 ○2 ○1
3.	Ketepatan metode perkuliahan yang diterapkan dalam pembelajaran daring	○5 ○4 ○3 ○2 ○1
4.	Ketepatan umpan balik yang diberikan dosen dalam pembelajaran daring	○5 ○4 ○3 ○2 ○1
5.	Kemudahan materi daring dipahami	○5 ○4 ○3 ○2 ○1
6.	Kesesuaian tugas yang diberikan dengan Capaian Pembelajaran	○5 ○4 ○3 ○2 ○1
7.	Kesesuaian media pembelajaran yang digunakan dengan karakteristik materi dalam pembelajaran daring	○5 ○4 ○3 ○2 ○1
8.	Kesesuaian teknik penilaian yang digunakan dosen	○5 ○4 ○3 ○2 ○1
9.	Kualitas secara umum perkuliahan ini melalui daring	○5 ○4 ○3 ○2 ○1

In general, the questionnaire in the system is aimed to retrieve data about teaching and learning activities for one semester. Specifically, items related to students' workload are items in section A number 16, 19, and 20.

Table 1. Students' workload questionnaire

Item no.	Statements	Answer Choices
16	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai <i>The suitability of workload with the competencies to be achieved</i>	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
19	Dibandingkan dengan matakuliah yang lainnya, jumlah waktu yang Anda habiskan khusus untuk mata kuliah <i>Compared to other courses, the amount of time you spend specifically on this course is</i>	<input type="radio"/> sama <input type="radio"/> lebih sedikit <input type="radio"/> lebih banyak <input type="radio"/> equal <input type="radio"/> less than <input type="radio"/> more than
20	Waktu efektif yang Anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam menit) <i>The effective time you spend in a week (outside class hours) to study in this course (in minutes)</i>	... menit ... minutes

B. The result

The result of the students' workload survey, for item number 16 was described and converted into categories according to Table 2.

Table 2 Students' Workload Categorization

Score Interval	Score	Category
$X > X_i + 1,5 SB_i$	$X > 4,00$	Very Suitable
$X_i + SB_i < X \leq X_i + 1,5 SB_i$	$3,67 < X \leq 4,00$	Suitable
$X_i - 0,5 SB_i < X \leq X_i + SB_i$	$2,67 < X \leq 3,67$	Fair
$X_i - 1,5 SB_i < X \leq X_i - 0,5 SB_i$	$2 < X \leq 2,67$	Less Suitable
$X \leq X_i - 1,5 SB_i$	$X \leq 2$	Not Suitable

The result was presented in Figure 1.

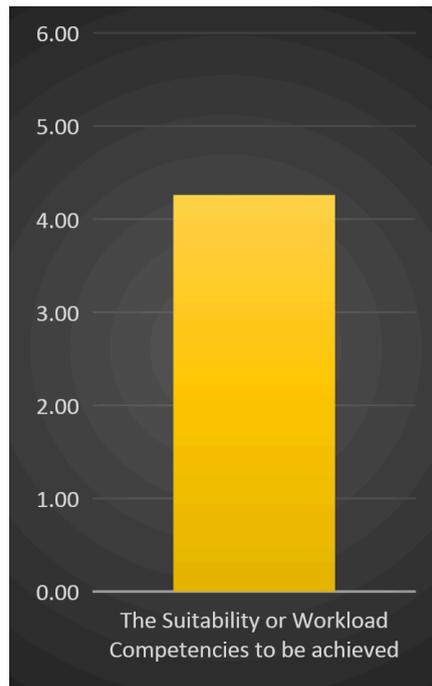


Figure 1. Student Responses Related to Workload Suitability

Based on the result represented in Figure 1, the workload suitability was in the very suitable category with an average of 4.26. This is in accordance with the standard workload of the university.

The result of the students' workload survey item number 19 was depicted in Table 3 and Figure 2. Students generally responded that the time they spent on other courses was the same as that course.

Table 3. Percentage of Student Responses to Item 19

Courses	More Than	Less Than	Equal
Machine Elements	2,08%	10,42%	87,50%
Advanced Machine Elements	10,81%	2,70%	86,49%
Mechanic Vibration	8,82%	5,88%	85,29%
Educational Science	3,88%	26,21%	69,90%
Creativity, Innovation, and Entrepreneurship	7,22%	8,25%	84,54%
Educational Management	7,29%	19,79%	72,92%
Engineering Mathematics	11,70%	10,64%	77,66%
Educational Research Methodology	13,54%	10,42%	76,04%
Islamic Education	6,59%	14,29%	79,12%
Catholic Education	0,00%	100,00%	0,00%
Protestant Christian Education	0,00%	0,00%	100,00%
Citizenship Education	6,32%	15,79%	77,89%

Vocational and Technology Education	0,97%	32,04%	66,99%
Vocational Learning Assessment	3,92%	16,67%	79,41%
Pumps and Compressors	10,53%	10,53%	78,95%
Educational Psychology	6,32%	12,63%	81,05%
Educational Sociology	5,26%	17,89%	76,84%
Vocational Learning Strategy	9,90%	9,90%	80,20%
Teory of Machining	7,45%	8,51%	84,04%
Teory of Welding	4,26%	6,38%	89,36%
Digital Transformation	5,10%	12,24%	82,65%

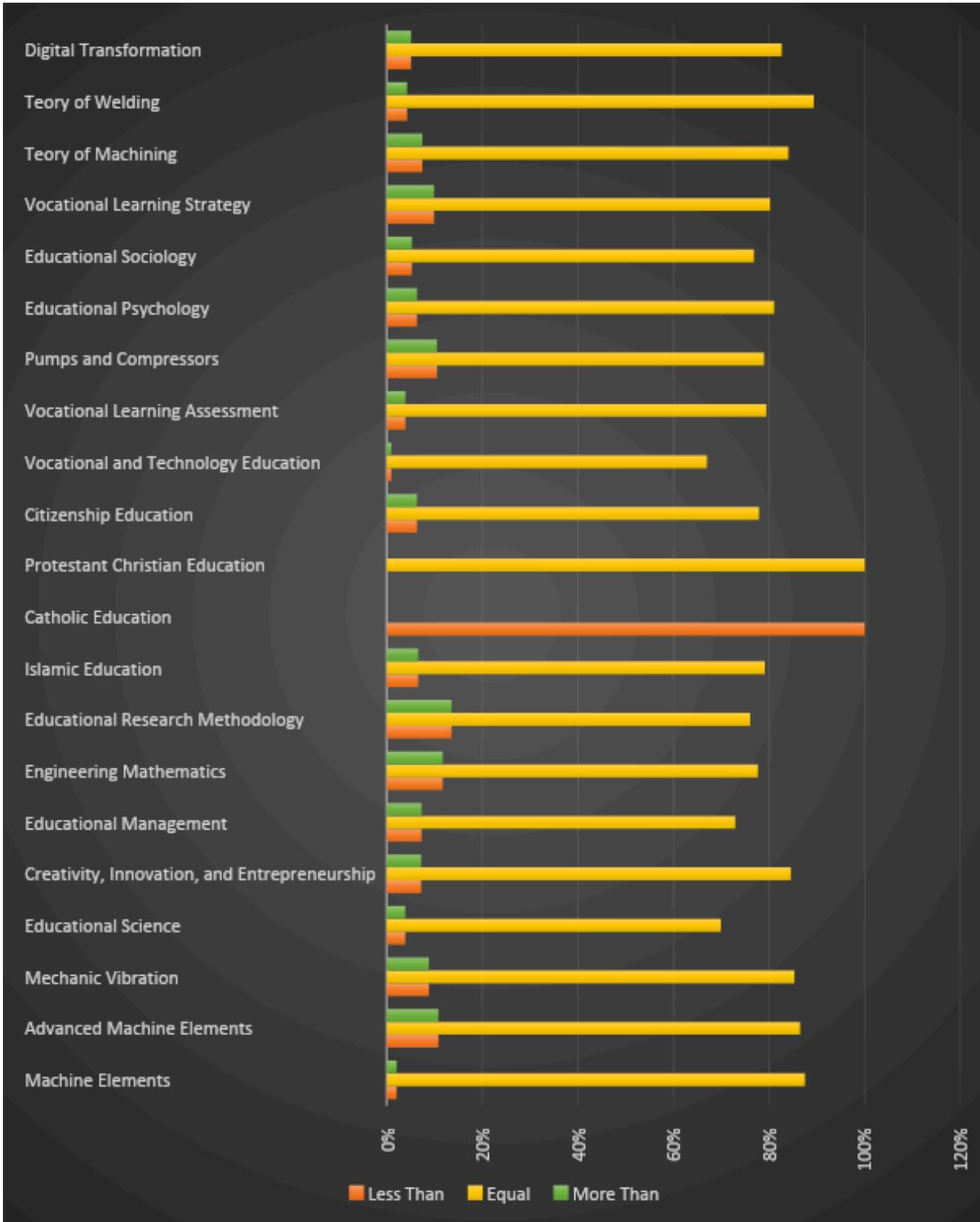


Figure 2. Percentage of Student Responses to Item 19

Based on the results of a survey related to item number 20 “*The effective time you spend in a week (outside class hours) to study this course (in minutes)*”, most of the courses get a dominant time spend of more than 180 minutes/week. The percentages are above 50%. The courses need to be studied outside of the classroom both education and mechanical courses.

The results also showed that all subjects with less than or equal to 60 minutes/week of study time were less than 20%. Courses that have study time outside between 61-120 minutes/week are around 11-33%. There is no course that has a study time between 121-180 minutes/week. Most courses have a study time of more than 180 minutes/week.

Table 4. Percentage of Study Time Outside Class Hours (in minutes)

Courses	0-60 Minutes	61-120 Minutes	121-180 Minutes	> 180 Minutes
Engineering Material	64.29%	18.37%	7.14%	10.20%
2D CADs	44.33%	22.68%	13.40%	19.59%
Machine Elements	78.95%	10.53%	2.63%	7.89%
Advanced Machine Elements	70.27%	27.03%	0.00%	2.70%
Engineering Physics	55.10%	26.53%	9.18%	9.18%
Engineering Drawings	51.02%	22.45%	7.14%	19.39%
Mechanic Vibration	70.59%	26.47%	2.94%	0.00%
Educational Science	66.02%	26.21%	1.94%	5.83%
Workbench	73.68%	9.47%	3.16%	13.68%
Community Service Program	45.45%	27.27%	0.00%	27.27%
Creativity, Innovation, and Entrepreneurship	58.76%	27.84%	5.15%	8.25%
Educational Management	59.38%	27.08%	4.17%	9.38%
Engineering Mathematics	62.77%	22.34%	5.32%	9.57%
Welding Metalurgy	52.38%	19.05%	9.52%	19.05%
Educational Research Methodology	57.29%	29.17%	2.08%	11.46%
Welding Inspection	54.17%	25.00%	4.17%	16.67%
Machining of Jig and Fixtures	39.47%	34.21%	10.53%	15.79%
Machining of Complicated Product	65.98%	16.49%	3.09%	14.43%
Non-Conventional Machining	50.00%	31.58%	5.26%	13.16%
Islamic Education	70.33%	19.78%	6.59%	3.30%
Catholic Education	100.00%	0.00%	0.00%	0.00%
Protestant Christian Education	33.33%	66.67%	0.00%	0.00%
Citizenship Education	69.47%	21.05%	4.21%	5.26%
Vocational and Technology Education	45.63%	47.57%	1.94%	4.85%
Microteaching	51.02%	25.51%	10.20%	13.27%
Vocational Learning Assessment	63.73%	27.45%	1.96%	6.86%

Product Design	47.22%	33.33%	5.56%	13.89%
Pumps and Compressors	62.11%	27.37%	2.11%	8.42%
Industrial Internship	45.59%	17.65%	7.35%	29.41%
Construction Application	52.00%	20.00%	4.00%	24.00%
Educational Psychology	61.05%	27.37%	3.16%	8.42%
Educational Sociology	63.16%	26.32%	3.16%	7.37%
Vocational Learning Strategy	54.46%	33.66%	4.95%	6.93%
CNC Machining Technology	47.42%	17.53%	16.49%	18.56%
Teory of Machining	68.09%	19.15%	4.26%	8.51%
Teory of Welding	64.89%	19.15%	6.38%	9.57%
Digital Transformation	62.24%	26.53%	3.06%	8.16%
Educational Practices	31.25%	31.25%	2.08%	35.42%

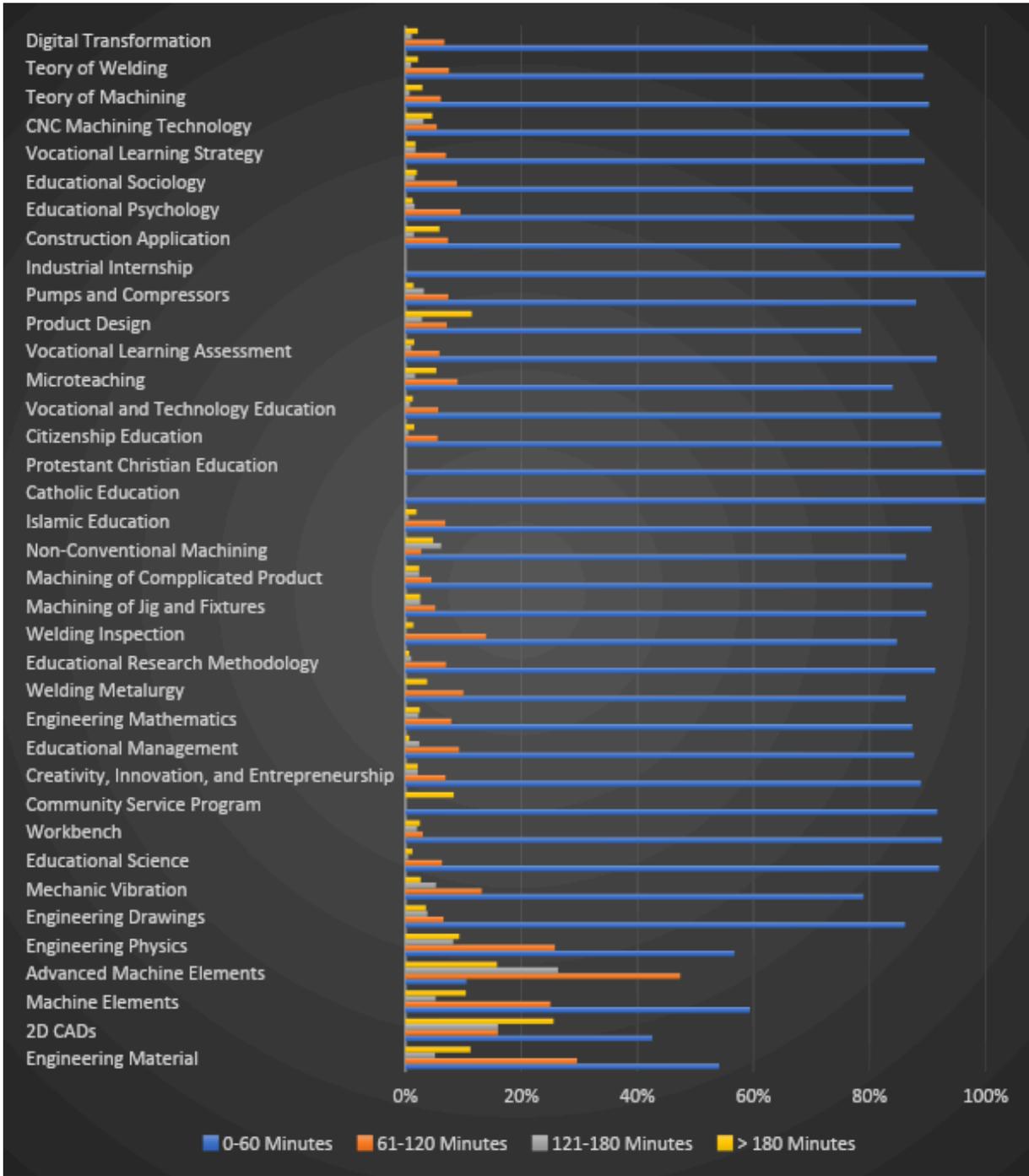


Figure 3. Percentage of Study Time Outside Class Hours

Overall, the result of this survey shows that in general students’ factual workload was in accordance with the standard workload as mentioned in the Academic Regulation. Nevertheless, the survey revealed that students spent less self-study time than standard workload for the University Common Courses.

C. Suggestions

Here are some suggestions which are obtained from the survey.

In relation to *The suitability of workload with the competencies to be achieved*

Student responses related to the suitability of workloads with the competencies to be achieved have been very good. This needs to be maintained. For some courses that have not suitable, the suitability needs to be improved so that students get a satisfactory quality of service.

In relation to *Compared to other courses, the amount of time you spend specifically on this course is*

In general, the amount of time students spend on education courses as well as technical and vocational of mechanical courses is more than or equal to the others. This needs to be maintained. One and another courses support each other to produce students who have good Program Objectives.

In relation to *The effective time you spend in a week (outside class hours) to study in this course (in minutes)*

Effective self-study time for all courses is almost the same. Students use effective self-study time in a week of more than 180 minutes. The gap in independent study time for students is quite small. Students have enough awareness to learn independently. This needs to be maintained.

D. Action plans

With these suggestions, the study program plans to take the following action.

No	Category	Action Plan
1	Increase student' motivation to spend more time on self-study	Carrying out routine evaluation through conducting discussion and sharing information between lecturers, especially between lecturers whose students are less active on self-study
2	Less self-study time than standard workload for the University Common Courses	Emphasizing the importance of University Common Courses through academic activities carried out by each course and lecturer. It is used to increase students' awareness of self-study.
3	Maintaining positive responses from students on the suitability of workloads with competencies	Updating the learning process in accordance with technological advances, especially in the field of mechanical engineering during the COVID-19 pandemic. This will have implications for student responses because what

will be learned is in accordance with the
expected competencies.

Students' Workload Survey Bachelor of Automotive Engineering Education

A. Mechanism

With respect to measuring students' workload, in December 2023 UNY has improved the regular students' monitoring and evaluating system by integrating new items to measure students' actual workload. The new system is aimed to measure students' workload for every course at the end of every semester. This monitoring and evaluating system is available online on (<http://survey.uny.ac.id/emonev-pbm/take-survey-akhir>)

The new system has been implemented since the end of the first semester of the academic year 2023/2024 (i.e. December 2023). The system is managed by the university and each study program has a team who responsible for monitoring and evaluating. The team holds an admin account to retrieve and analyze the survey data. The appearance of the system is shown in the following figure.

The screenshot displays the 'Setting Tahun Semester' page in the SIMONA UNY system. The page features a header with a menu icon and the text 'SIMONA UNY'. Below the header, the breadcrumb 'Home / Emonev PBM / Setting Filter' is visible. The main content area contains a form with the following fields:

- Tahun: 2023
- Semester: Semester Gasal
- Awal/Akhir: Awal Semester
- Fakultas: Fakultas Teknik
- Prodi: Pendidikan Teknik Otomotif - S1

At the bottom of the page, there are three buttons: 'Set Statistik Emonev', 'Rapat Tinjauan Manajemen', and 'Rapat Monitoring Hasil Tindak Lanjut'.



Kriteria



Rerata

4.33
Std. Deviasi 0.61

Responden

337
Dari 505 total responden

Persentase Pengisian

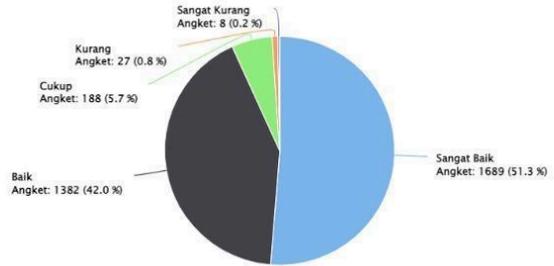
84.27 %
15.73 % belum mengisi

Summary Statistik Emonev

PEND. TEKNIK OTOMOTIF - S1

- Tahun 2023 Semester Ganjil
- Emonev Awal Perkuliahan.
- Ganti filter : untuk tahun semester yang lain.
- Up to date : terdapat 0 angket baru diisikan.

Distribusi Dosen Berdasar Kriteria



14.	Kesesuaian ujian dengan materi yang disampaikan Dosen	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
15.	Kepedulian Dosen terhadap kesulitan mahasiswa	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
16.	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
17.	Kemudahan mendapatkan akses tentang penilaian dan tugas-tugas matakuliah	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
18.	Kejelasan informasi tentang penilaian	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
19.	Dibandingkan dengan mata kuliah yang lainnya, jumlah waktu yang anda habiskan khusus untuk mata kuliah ini	<input type="radio"/> Lebih Sedikit <input type="radio"/> Sama <input type="radio"/> Lebih Banyak
20.	Waktu efektif yang anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam satuan menit)	<input type="text"/>
B. Pembelajaran Masa Pandemi COVID-19 (Pembelajaran di Rumah/Kost/Luar Kampus)		
1.	Kesesuaian durasi waktu pembelajaran daring dengan jadwal kuliah	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
2.	Ketercapaian tujuan perkuliahan melalui pembelajaran daring	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
3.	Ketepatan metode perkuliahan yang diterapkan dalam pembelajaran daring	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
4.	Ketepatan umpan balik yang diberikan dosen dalam pembelajaran daring	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
5.	Kemudahan materi daring dipahami	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
6.	Kesesuaian tugas yang diberikan dengan Capaian Pembelajaran	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
7.	Kesesuaian media pembelajaran yang digunakan dengan karakteristik materi dalam pembelajaran daring	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
8.	Kesesuaian teknik penilaian yang digunakan dosen	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
9.	Kualitas secara umum perkuliahan ini melalui daring	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1

In general, the questionnaire in the system is aimed to retrieve data about teaching and learning activities for one semester. Specifically, items related to students' workload are items in section A number 16, 19, and 20.

Table 1. Students' workload questionnaire

Item no.	Statements	Answer Choices
16	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai <i>The suitability of workload with the competencies to be achieved</i>	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
19	Dibandingkan dengan matakuliah yang lainnya, jumlah waktu yang Anda habiskan khusus untuk mata kuliah <i>Compared to other courses, the amount of time you spend specifically on this course is</i>	<input type="radio"/> sama <input type="radio"/> lebih sedikit <input type="radio"/> lebih banyak <input type="radio"/> equal <input type="radio"/> less than <input type="radio"/> more than
20	Waktu efektif yang Anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam menit) <i>The effective time you spend in a week (outside class hours) to study in this course (in minutes)</i>	... menit ... minutes

B. Result

Workload suitability with the competencies to be achieved

The result of the students' workload survey, for item number 16 was described and converted into categories according to Table 2.

Table 2 Students' Workload Categorization

Score Interval	Score	Category
$X > X_i + 1,5 SB_i$	$X > 4,00$	Very Suitable
$X_i + SB_i < X \leq X_i + 1,5 SB_i$	$3,67 < X \leq 4,00$	Suitable
$X_i - 0,5 SB_i < X \leq X_i + SB_i$	$2,67 < X \leq 3,67$	Fair
$X_i - 1,5 SB_i < X \leq X_i - 0,5 SB_i$	$2 < X \leq 2,67$	Less Suitable
$X \leq X_i - 1,5 SB_i$	$X \leq 2$	Not Suitable

The result was presented in Figure 1.

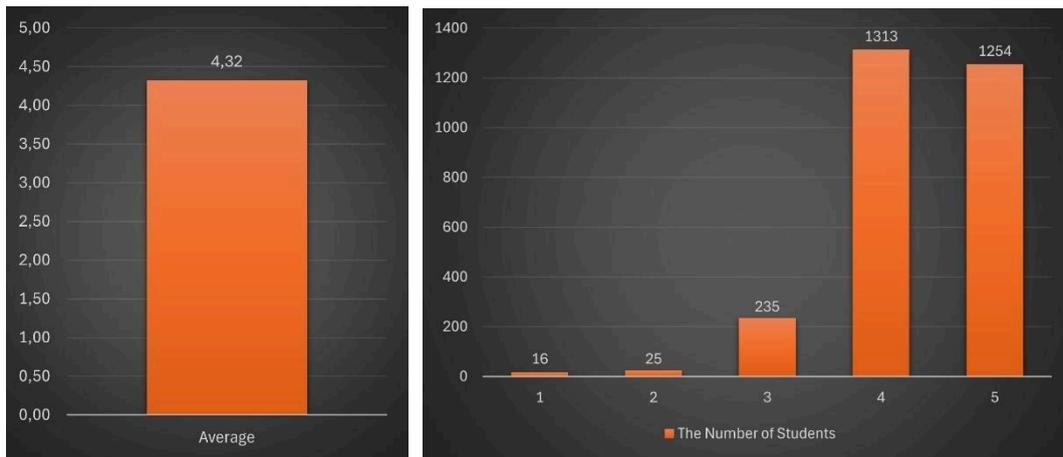


Figure 1. Student Responses Related to Workload Suitability

Based on the result represented in Figure 1, the workload suitability was in the **very suitable category** with an average score 4.32. It indicates that the student's workload is in accordance with the competencies to be achieved.

Time spent on each course

The result of the students' workload especially on time the students spend on each course compared to another course based on survey item number 19 was depicted in Table 3 and Figure 2.

Table 3. Percentage of Student Responses to Item 19

No	Courses	Answer Count		
		Less Than (%)	Equal (%)	More Than (%)
1	Social and Humanitarian Literacy (MKU6216)	5,59	81,01	13,41
2	Engineering Physics (OTO6206)	5,77	78,85	15,38
3	Education (MDK6201)	7,08	76,11	16,81
4	Islam Education (MKU6201)	20,43	77,42	2,15
5	Engineering Mathematics (OTO6205)	7,77	84,47	7,77
6	Automotive Technical Tools and Measurements (OTO6302)	5,00	87,00	8,00
7	Basic Formation Technology (OTO6303)	11,65	77,67	10,68
8	Electricity and Basic Electronics (OTO6404)	5,88	78,43	15,69
9	Civic Education (MKU6207)	11,36	87,50	1,14
10	Pancasila (MKU6208)	7,69	86,81	5,49
11	Thermodynamics (OTO6212)	2,15	87,10	10,75
12	Statics and Material Strength (OTO6221)	2,20	91,21	6,59
13	Steering, Brake, and Suspension (OTO6420)	6,38	73,40	20,21

No	Courses	Answer Count		
		Less Than (%)	Equal (%)	More Than (%)
14	Educational Psychology (MDK6202)	21,57	75,49	2,94
15	Gasoline Motor Technology (OTO6411)	2,17	72,83	25,00
16	Electricity and Automotive Electronics (OTO6418)	3,30	79,12	17,58
17	Educational Research Methodology (MKP6301)	4,00	76,00	20,00
18	Socio-Educational Anthropology (MDK6204)	12,07	85,34	2,59
19	Vocational Education Management (MDK6203)	7,76	89,66	2,59
20	Micro Teaching (PEN6201)	0,00	100,00	0,00
21	Transportation Management Regulation (OTO6200)	5,77	91,35	2,88
22	Vocational Learning Assessment (FTE6205)	8,47	85,59	5,93
23	Creativity, Innovation and Entrepreneurship (MKU6213)	5,31	91,15	3,54
24	Engine Management System (OTO6423)	6,36	56,36	37,27
25	Automotive Industry Management (OTO6227)	0,00	75,00	25,00
26	Vocational Education Curriculum (FTE6202)	4,26	90,43	5,32
27	Statistics (MKU6210)	0,00	100,00	0,00
28	English (MKU6211)	13,54	83,33	3,13
29	Christian Education (MKU6203)	50,00	50,00	0,00
30	Catholic Education (MKU6202)	0,00	80,00	20,00
31	Motorcycle Technology (OTO6432)	7,69	74,36	17,95
32	Automotive Mechanical Elements (OTO6214)	0,00	62,50	37,50
33	Hindu Education (MKU6205)	0,00	50,00	50,00
34	Safety, Occupational Health and Environment (FTE6207)	11,88	80,20	7,92
35	Vocational Guidance (KTF6210)	0,00	66,67	33,33
Average		7,77	81,32	10,90

Based on the data shown on Table 3, the highest percentage of student answers that they spent time “more than” other courses were Automotive Mechanical Elements (37.50%), Engine Management Systems (37.27%), and Vocational Guidance (33.33%). The data indicates that students need more time to study these courses compared to other courses.

Meanwhile, the highest percentage of student answers that they spend time “less than” other courses were Islamic Education (20.43%), Educational Psychology (21.57%), and English (13.54%). It indicates that the student does not need more time to study these courses.

Additionally, 81.32% of students stated that they spent the same amount of time on each course. It shows that the distribution of student workload is evenly distributed in almost all courses. The exception is for Christian

Education and Hindu Education courses, because the number of students who join this course is only 2 students.

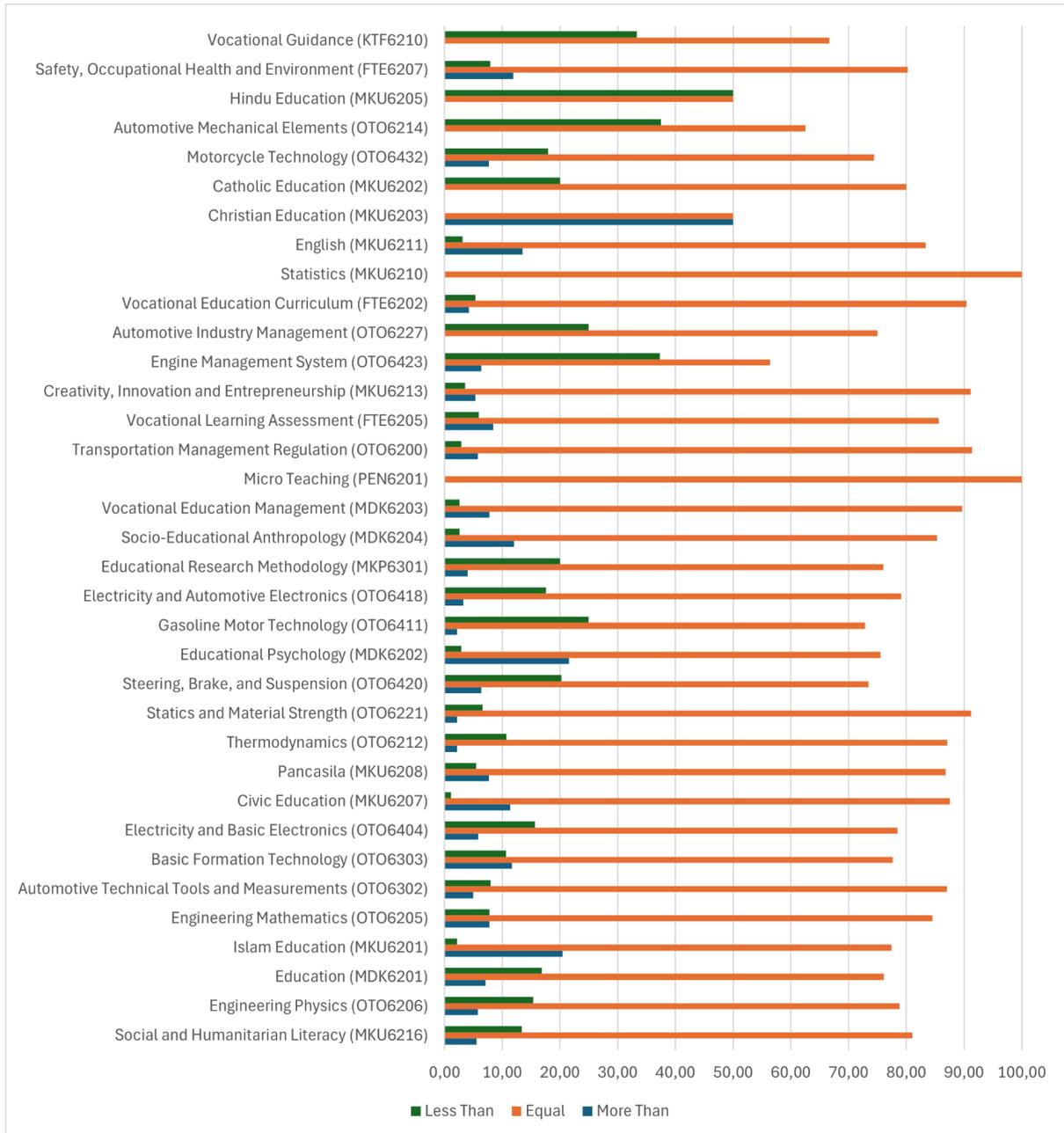


Figure 2. Percentage of Student Responses to Item 19

Time spent for learning outside classroom for each course per week

Based on the results of a survey related to item number 20 “The effective time you spend in a week (outside class hours) to study this course (in minutes)”, most of the courses get a dominant time spend of more than 180 minutes/week. The percentages are above 50%. The courses need to be studied outside of the classroom both education and mechanical courses.

The results also showed that all subjects with less than or equal to 60 minutes/week of study time were less than 20%. Courses that have study time outside between 61-120 minutes/week are around 11-33%. There is no course that has a study time between 121-180 minutes/week. Most courses have a study time of more than 180 minutes/week.

Table 4. Percentage of Study Time Outside Class Hours (in minutes)

Courses	0-60	61-120	121-180	>180
Automotive Technical Tools and Measurement (OTO6302)	52%	31%	4%	13%
English (MKU6211)	33%	33%	0%	33%
Automotive Mechanical Elements (OTO6214)	35%	50%	9%	6%
Engine Management System (OTO6423)	32%	38%	15%	15%
Engineering Physics (OTO6206)	48%	30%	6%	16%
Education (MDK6201)	46%	28%	3%	23%
Steering, Brake, and Suspension (OTO6420)	56%	32%	8%	4%
Safety, Occupational Health and Environment (FTE6207)	35%	45%	8%	12%
Creativity, Innovation and Entrepreneurship (MKU6213)	46%	35%	7%	13%
Vocational Education Curriculum (FTE6202)	45%	40%	10%	5%
Electricity and Basic Electronics (OTO6404)	46%	30%	8%	16%
Electricity and Automotive Electronics (OTO6418)	49%	34%	6%	12%
Social and Humanitarian Literacy (MKU6216)	50%	28%	5%	17%
Vocational Education Management (MDK6203)	52%	33%	6%	10%
Engineering Mathematics (OTO6205)	45%	31%	4%	20%
Educational Research Methodology (MKP6301)	43%	39%	10%	9%
Pancasila (MKU6208)	63%	32%	3%	2%
Islam Education (MKU6201)	55%	28%	6%	10%

Civic Education (MKU6207)	64 %	31%	3%	2%
Vocational Learning Assessment (FTE6205)	45 %	37%	7%	11%
Educational Psychology (MDK6202)	61 %	32%	2%	5%
Transportation Management Regulation (OTO6200)	51 %	35%	5%	10 %
Socio-Educational Anthropology (MDK6204)	54 %	34%	4%	8%
Statics and Material Strength (OTO6221)	57 %	35%	7%	2%
Gasoline Motor Technology (OTO6411)	55 %	38%	5%	2%
Basic Formation Technology (OTO6303)	56 %	28%	5%	10 %
Motorcycle Technology (OTO6432)	50 %	30%	15%	5%
Thermodynamics (OTO6212)	57 %	34%	4%	5%
Average	49 %	34%	6%	11 %

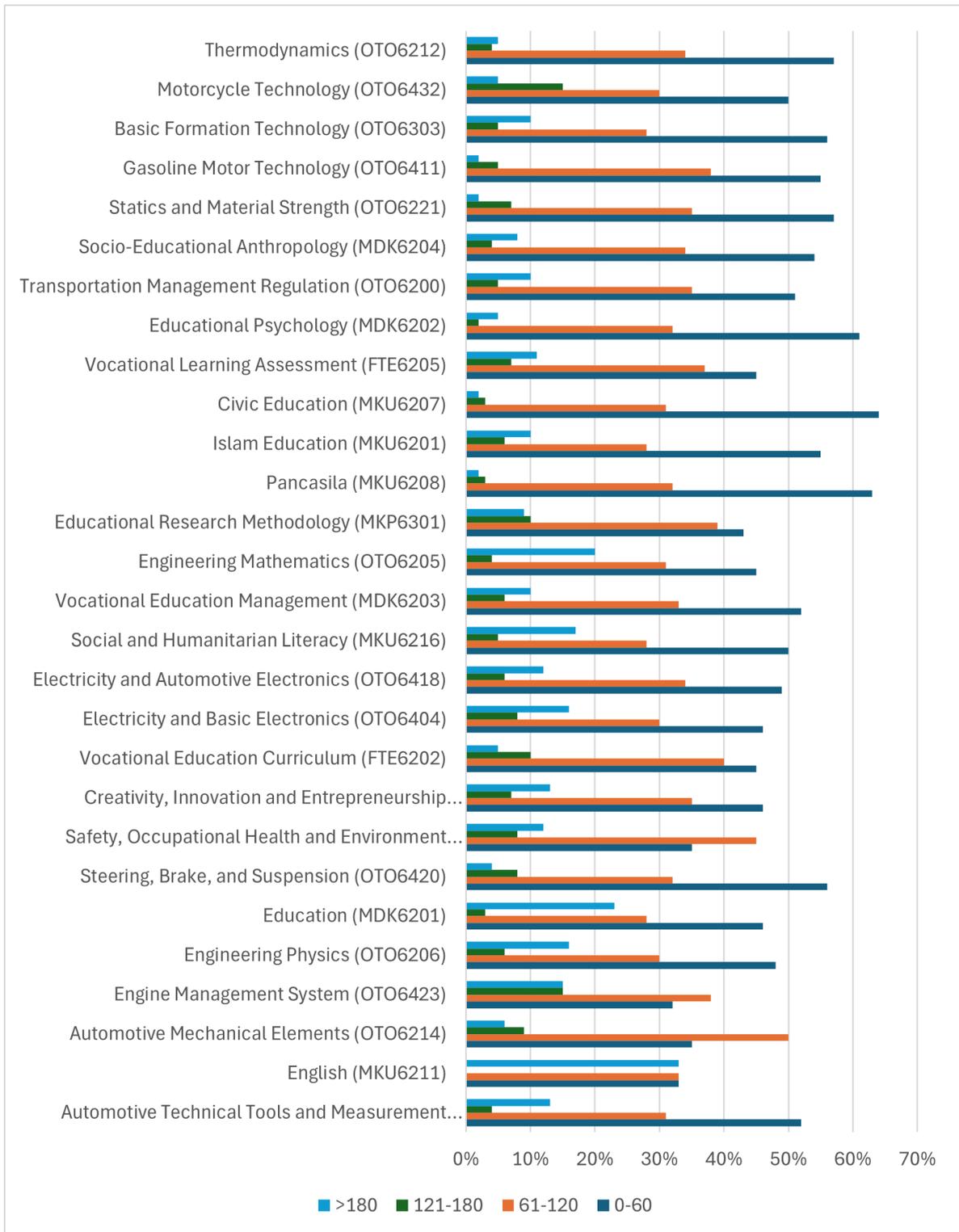


Figure 3. Percentage of Study Time Outside Class Hours

Based on the survey item number 20 "Effective time you spend in a week (outside of class hours) to study this course (in minutes)", the data (Table 4 & Figure 3) show that the average percentage of time students spend studying 0-60 minutes is 49%. Furthermore, the average percentage of time students spend studying 60-120 is 34%. by students, namely 60-120 minutes as much as

34%. While the average percentage of time students spend studying 121-180 and more than 180 minutes are 6% and 11% respectively.

C. Suggestions

Here are some suggestions which are obtained from the survey.

In relation to *The suitability of workload with the competencies to be achieved*

Student responses related to the suitability of workloads with the competencies to be achieved have been very good. This needs to be maintained. For several courses that are unsuitable, the suitability needs to be improved so that students get a satisfactory quality of service.

In relation to *Compared to other courses, the amount of time you spend specifically on this course is*

In general, the amount of time students spend on education and technical courses is more than they spend on general courses. It needs to be maintained because it could facilitate students developing their technical competencies.

In relation to *The effective time you spend in a week (outside class hours) to study in this course (in minutes)*

Effective self-study time for all courses is mostly 1-60 minutes. Students have enough awareness to learn independently outside the classroom. However, lecturers need to encourage students to study more independently so they could achieve more.

D. Action plans

With these suggestions, the study program plans to take the following action.

No.	Category	Action Plan
1	Increase student' motivation to spend more time on self-study	Carrying out routine evaluation through conducting discussion and sharing information between lecturers, especially between lecturers whose students are less active on self-study
2	Less self-study time than standard workload for the University Common Courses	Emphasizing the importance of General Course through academic activities carried out by each course and lecturer. It is used to increase students' awareness of self-study on general courses.
3	Maintaining positive responses from students on the suitability of workloads with competencies	Updating the learning process in accordance with technological advances, especially in the field of automotive engineering. This will have implications for student responses because what will be learned is in accordance with the expected competencies.

Student's Workload Report BEEE

A. Mechanism

Regarding student workload measurements, in December 2023 UNY has perfecting the regular student monitoring and evaluation system with integrating new items to measure student workload Actually. System This aim For measure burden Work student on every eye studying in every end semester. System monitoring And evaluation This available on line in (<http://survey.uny.ac.id/emonev-pbm/take-survey-akhir>)

System new This applied since end semester I year teachings 2023/2024 (i.e. December 2023). This system is managed by the university and each program studies have team Which on duty do monitoring And evaluation. Team own account admin For take And analyze data survey. The system display is shown in the figure following.



The screenshot displays the SIMONA UNY web application interface. The browser address bar shows the URL: survey.uny.ac.id/emonev-pbm/hasil-tambahan-emonev?DetailPartisipanEmonevSearch%5Btiming%5D=2&DetailPartisipanEmonev.... The page title is "SIMONA UNY". The breadcrumb trail is "Home / eMonev PBM | Hasil Survey Emonev Beban Mhs". The main heading is "Hasil Survey Emonev Beban Mhs". The search filters are:

Tahun Akademik	Tahun 2023 Sem. Gasal
Fakultas	Fakultas Teknik
Prodi	PEND. TEKNIK ELEKTRONIKA - S1
Butir Instrumen	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai [emonev-pbm-akhir-teori]

A green "Search" button is located below the filters.

By general questionnaire on this system aims For take data activity Study teach during One semester. Special items Which related with burden Work student there is on items part A number 16 (Suitability of workload with competencies achieved), 19 (Compared to other courses, the amount of time you spend specifically for this course) and item 20 (Effective time you spend in a week (excluding lecture hours) studying this course (in minutes). This explanation is available in table 1. Student workload questionnaire below.

Table 1. Students' workload questionnaire

Item no.	Statements	Answer Choices
16	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai <i>The suitability of workload with the competencies to be achieved</i>	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1
19	Dibandingkan dengan matakuliah yang lainnya, jumlah waktu yang Anda habiskan khusus untuk mata kuliah <i>Compared to other courses, the amount of time you spend specifically on this course is</i>	<input type="radio"/> sama <input type="radio"/> lebih sedikit <input type="radio"/> lebih banyak <input type="radio"/> equal <input type="radio"/> less than <input type="radio"/> more than
20	Waktu efektif yang Anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam menit) <i>The effective time you spend in a week (outside class hours) to study in this course (in minutes)</i>	... menit ... minutes

B. Results

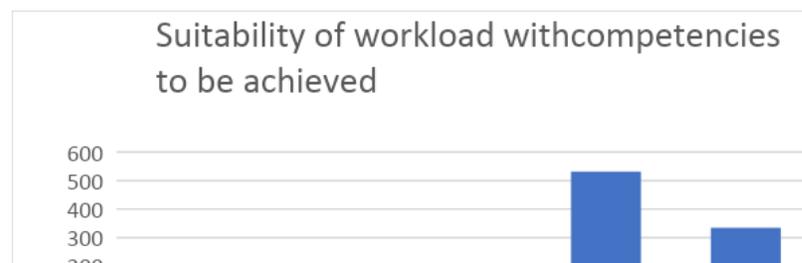
Results survey burden Work students will be explained below as follows:

a) Suitability burden work with competence Which will achieved

Survey results Student workload is in accordance with questionnaire point 16 " **Conformity burden work with competence Which will**" shown in Figure 1 which refers to Table 2 regar

Tabel 2 Kategorisasi Beban Kerja Mahasiswa

Interval Skor	Skor	Kategori
$X > X_{S_{\text{Saya}}} + 1,5 SB_{S_{\text{Saya}}}$	$X > 4,00$	Sangat cocok
$X_{S_{\text{Saya}}} + SB_{S_{\text{Saya}}} < X \leq X_{S_{\text{Saya}}} + 1,5 SB_{S_{\text{Saya}}}$	$3,67 < X \leq 4,00$	Sesuai
$X_{S_{\text{Saya}}} - 0,5 SB_{S_{\text{Saya}}} < X \leq X_{S_{\text{Saya}}} + SB_{S_{\text{Saya}}}$	$2,67 < X \leq 3,67$	Adil
$X_{S_{\text{Saya}}} - 1,5 SB_{S_{\text{Saya}}} < X \leq X_{S_{\text{Saya}}} - 0,5 SB_{S_{\text{Saya}}}$	$2 < X \leq 2,67$	Kurang Cocok
$X \leq X_{S_{\text{Saya}}} - 1,5 SB_{S_{\text{Saya}}}$	$X \leq 2$	Tidak cocok



Picture 1. Response Student Related Suitability Burden Work

Based on results Which showed on Picture 1, conformity results burden student work with the competencies to be achieved is at on category very in accordance with standardization of more than 4 and from the data results obtained **an average as big as 5,4** . Indicator point 4 has a very high value, namely having a number 532 greater than the other indicators so that p This **very suitable** with standard burden Work university.

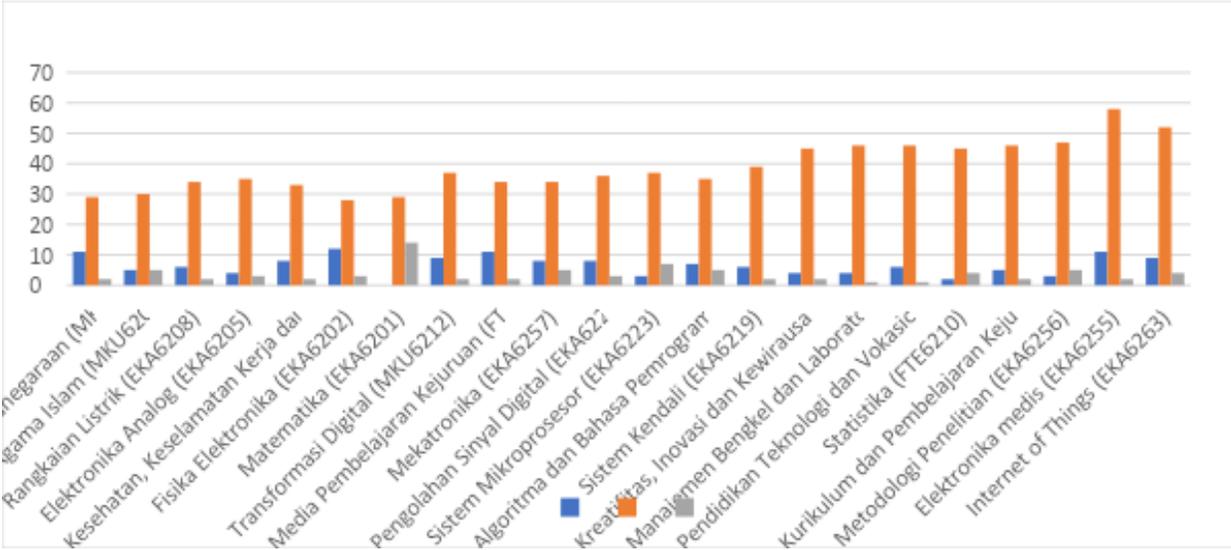
b) Compared to with subject Which other, amount time Which You spend it special For eye studying.

Based on the results of the questionnaire survey, point 16 followed by point 19, namely regarding " **Compared to other subjects, the amount of time spent specifically on the subject** " can be seen in Figure 2 and Table 3. The results obtained are that the time spent specifically on the subject "Mathematics" is more larger than other courses, while the courses in electronics physics, religious education, citizenship education, vocational learning media, and medical electronics have less dedicated time than other MKs .

Table 3. Percentage Answer Student To Item 19

No	Subject	not enough from	Same	more from
1	Citizenship Education (MKU6207)	11%	29%	2%
2	Islamic Religious Education (MKU6201)	5%	30%	5%
3	Circuit (EKA6208)	6%	34%	2%
4	Electronics (EKA6205)	4%	35%	3%
5	Health, Safety Work and Living Environment (EKA6203)	8%	33%	2%
6	Physics Electronics (EKA6202)	12%	28%	3%
7	Mathematics (EKA6201)	0%	29%	14%

8	Transformation (MKU6212)	9%	37%	2%
9	Instructional Media Vocational (FTE6204)	11%	34%	2%
10	Mechatronics (EKA6257)	8%	34%	5%
11	Processing Digital Signal (EKA6226)	8%	36%	3%
12	System Microprocessor (EKA6223)	3%	37%	7%
13	Algorithms and Programming Languages (EKA6221)	7%	35%	5%
14	System Control (EKA6219)	6%	39%	2%
15	Creativity , Innovation and Entrepreneurship (MKU6213)	4%	45%	2%
16	Management Workshop and Laboratory (EKA6253)	4%	46%	1%
17	Technology and Vocational Education (FTE6252)	6%	46%	1%
18	Statistics (FTE6210)	2%	45%	4%
19	Curriculum and Learning Vocational (FTE6202)	5%	46%	2%
20	Methodology Research (EKA6256)	3%	47%	5%
21	Electronics medical (EKA6255)	11%	58%	2%
22	Internet of Things (EKA6263)	9%	52%	4%



Picture 2. Percentage Response Student To Item 19

c. Time effective Which You spend it in a week (outside class hours) to learn this course (in minutes)”

Based on results survey related items number 20 on “ *Time effective Which You spend it in a week (outside class hours) to study this course (in minutes)*”. The results found were 3 courses get dominant time <60 minutes of use, namely analog electronics (75%), curriculum and vocational learning (71%), Islamic religious education (71%) and citizenship education (71%). Meanwhile, the use of lecture time between 61-120 minutes is in web design courses (100%), electronics physics (31%), mathematics (31%), the dominant time use range is 121-180 minutes in mathematics courses (13%), workshop and laboratory management (11%), medical electronics (11%), social and humanitarian literacy (50%), and for use of time >180 minutes in mechatronics courses (40%), algorithms and programming languages (29%) and statistics (24%). The form of mapping in Excel and diagram form can be seen in Table 4 and Figure 3 below.

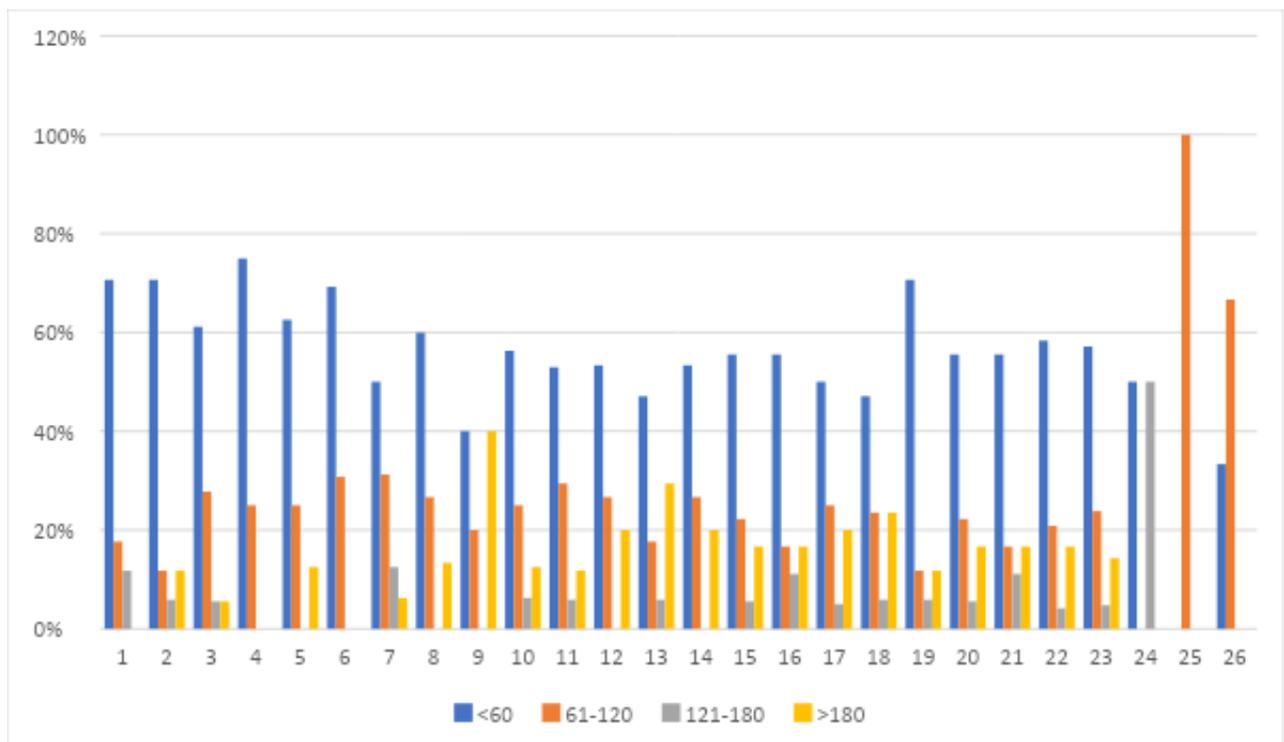


Figure 3. Percentage Time Study in Outside O'clock Lesson

Table 4. Percentage of Study Time Outside Class Hours

No	Subject	<60	61-120	121-180	>180
1	Citizenship Education (MKU6207)	71%	18%	12%	0%
2	Islamic Religious Education (MKU6201)	71%	12%	6%	12%
3	Circuit (EKA6208)	61%	28%	6%	6%
4	Electronics (EKA6205)	75%	25%	0%	0%
5	Health, Safety Work and Living Environment	63%	25%	0%	13%
6	Physics Electronics (EKA6202)	69%	31%	0%	0%
7	Mathematics (EKA6201)	50%	31%	13%	6%
8	Transformation (MKU6212)	60%	27%	0%	13%
9	Instructional Media Vocational (FTE6204)	40%	20%	0%	40%
10	Mechatronics (EKA6257)	56%	25%	6%	13%
11	Processing Digital Signal (EKA6226)	53%	29%	6%	12%
12	System Microprocessor (EKA6223)	53%	27%	0%	20%
13	Algorithms and Programming Languages (EKA6221)	47%	18%	6%	29%
14	System Control (EKA6219)	53%	27%	0%	20%
15	Creativity , Innovation and Entrepreneurship (MKU6213)	56%	22%	6%	17%
16	Management Workshop and Laboratory (EKA6253)	56%	17%	11%	17%
17	Technology and Vocational Education (FTE6252)	50%	25%	5%	20%
18	Statistics (FTE6210)	47%	24%	6%	24%
19	Curriculum and Learning Vocational (FTE6202)	71%	12%	6%	12%
20	Methodology Research (EKA6256)	56%	22%	6%	17%
21	Electronics medical (EKA6255)	56%	17%	11%	17%
22	Internet of Things (EKA6263)	58%	21%	4%	17%
23	Sciences (MDK6201)	57%	24%	5%	14%
24	Literacy Social and Humanitarian (MKU6216)	50%	0%	50%	0%
25	Design (EKA6262)	0%	100%	0%	0%
26	Psychology (MDK6202)	33%	67%	0%	0%

Overall, the survey results show that in general the factual workload of students is in accordance with the workload standards as stated in the Academic Regulations. Surveys reveal that the average student spends almost as much time on independent study as the standard workload for General University Courses.

C. Suggestions

Here are some suggestions obtained from the survey:

1. Suitability of workload with the competencies to be achieved

The results of student responses regarding point 16 of the suitability of workload with the competencies to be achieved obtained " **very good results**" and this is a concern that must always be maintained. There are adjustments to improve courses that do not meet the target so that students receive satisfactory service quality.

2. Compared to with subject Which other, amount time Which You spend it special For eye studying.

The results obtained from point 19 regarding the comparison of courses spent the same or not or even greater compared to other courses, namely that in general the results obtained by the amount of time spent by students for MKU or technical and vocational MK are " **More or almost the same as other courses** ". This must still be considered and maintained so that there is support for one another's courses so as to produce students who have better program goals.

3. Time effective Which You spend it in a week (outside class hours) to learn this course (in minutes)"

The results of the 20 point questionnaire response were 61-120 minutes for several outstanding courses, while several courses were <60 minutes, >180 minutes and 120-180 minutes. It should still be a concern for some courses that have different independent learning gaps. It is necessary to require learning strategies from lecturers to be creative and innovative in a structured manner and accompanied by feedback so that a good and appropriate teaching and learning process occurs.

D. Action Plan

As for the action plan that will be carried out with the above proposals, the department plans to take several actions/actions to overcome this, namely:

No	Category	Action plan
1	Increasing Student Learning Motivation	Carrying out regular evaluations through

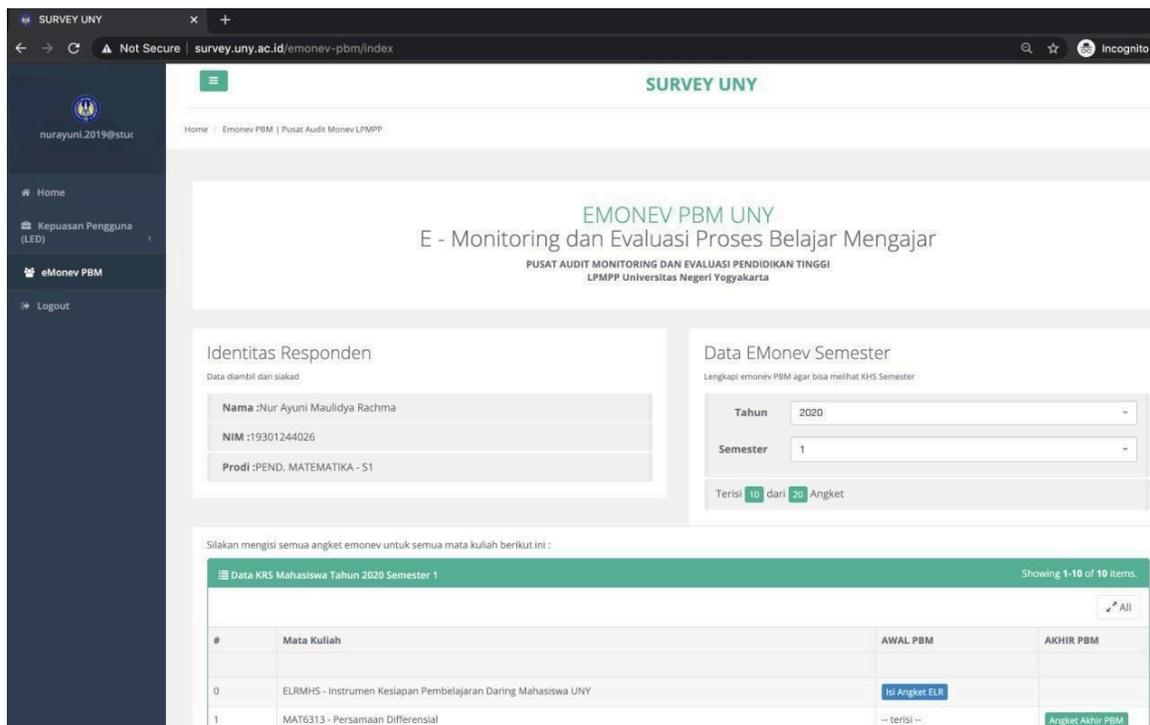
		discussions and lecturer exchanges is specifically for students who are less active in independent learning.
2	Less independent study time compared to the standard workload for MKU	Emphasis is placed on the importance of MKU through academic activities in each course. It is hoped that students will be aware of the importance of independent learning.
3	Maintain positive responses from students to match workload with competency	Carrying out learning updates in the electronics engineering education department, such as implementing a PJJ simulator during the pandemic equipped with simulator tools. With this, it is hoped that it will be able to increase student responses regarding ongoing learning.

Students' Workload Survey Bachelor of Information Technology

A. Mechanism

Regarding estimating understudies' responsibility, in December 2023, UNY has improved the customary understudies' checking and assessing framework by incorporating new things to gauge understudies' real responsibility. This new system is designed to measure student workload for each course. Data collection is carried out at the end of each semester. This monitoring and evaluating system is available online on (<http://survey.uny.ac.id/emonev-pbm/take-survey-akhir>)

The new system has been implemented since the end of the second semester of 2023/2024 (i.e. August 2024). The university manages the system, and each study program has a team responsible for monitoring and evaluating. The team holds an admin account to retrieve and analyze the survey data. The appearance of the system is shown in the following figure.





nurayuni.2019@stux

- Home
- Kepuasan Pengguna (LED)
- eMoney PBM
- Logout

Home / Form / Emonev | Isi Angket

ANGKET MONITORING DAN EVALUASI PERKULIAHAN AKHIR SEMESTER

Tahun Akademik 2020/2021 Semester Ganjil

Mata Kuliah : MAT6313 - Persamaan Differensial
Dosen : Drs. Tuharto, M.Si.

Petunjuk :
Isilah angket berikut ini sesuai dengan kondisi yang Anda alami. Masukan Anda akan sangat berguna bagi kualitas pendidikan. Pilih radio button pada skala yang Anda pilih.

5 : Sangat baik
 4 : Baik
 3 : Biasa
 2 : Kurang
 1 : Sangat kurang

NO	PERNYATAAN	SKALA PENILAIAN
A. Pembelajaran di Kampus (sebelum Pandemi COVID-19)		
1.	Kesesuaian pembelajaran dengan Rencana Pembelajaran Semester (RPS)	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.	Keruntutan dosen dalam penyampaian materi dalam perkuliahan	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.	Kemampuan dosen dalam, memotivasi mahasiswa dalam perkuliahan	○ 5 ○ 4 ○ 3 ○ 2 ○ 1

14.	Kesesuaian ujian dengan materi yang disampaikan Dosen	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
15.	Kepedulian Dosen terhadap kesulitan mahasiswa	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
16.	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
17.	Kemudahan mendapatkan akses tentang penilaian dan tugas-tugas matakuliah	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
18.	Kejelasan informasi tentang penilaian	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
19.	Dibandingkan dengan mata kuliah yang lainnya, jumlah waktu yang anda habiskan khusus untuk mata kuliah ini	○ Lebih Sedikit ○ Sama ○ Lebih Banyak
20.	Waktu efektif yang and habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam satuan menit)	<input style="width: 100px; height: 20px;" type="text"/>
B. Pembelajaran Masa Pandemi COVID-19 (Pembelajaran di Rumah/Kost/Luar Kampus)		
1.	Kesesuaian durasi waktu pembelajaran daring dengan jadwal kuliah	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
2.	Ketercapaian tujuan perkuliahan melalui pembelajaran daring	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
3.	Ketepatan metode perkuliahan yang diterapkan dalam pembelajaran daring	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
4.	Ketepatan umpan balik yang diberikan dosen dalam pembelajaran daring	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
5.	Kemudahan materi daring dipahami	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
6.	Kesesuaian tugas yang diberikan dengan Capaian Pembelajaran	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
7.	Kesesuaian media pembelajaran yang digunakan dengan karakteristik materi dalam pembelajaran daring	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
8.	Kesesuaian teknik penilaian yang digunakan dosen	○ 5 ○ 4 ○ 3 ○ 2 ○ 1
9.	Kualitas secara umum perkuliahan ini melalui daring	○ 5 ○ 4 ○ 3 ○ 2 ○ 1

In general, the questionnaire in the system is aimed to retrieve data about teaching and learning activities before and after Covid-19 pandemic. Specifically, items related to students' workload are items in section A number 16, 19, and 20.

Table 1. Students' workload questionnaire

Item no.	Statements	Answer Choices
16	Kesesuaian beban pekerjaan dengan kompetensi yang akan dicapai <i>The suitability of workload with the competencies to be achieved</i>	<ul style="list-style-type: none"> • 5 • 4 • 3 • 2 • 1
19	Dibandingkan dengan matakuliah yang lainnya, jumlah waktu yang Anda habiskan khusus untuk mata kuliah <i>Compared to other courses, the amount of time you spend specifically on this course is</i>	<ul style="list-style-type: none"> • sama • lebih sedikit • lebih banyak • <i>equal</i> • <i>less than</i> • <i>more than</i>
20	Waktu efektif yang Anda habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam menit) <i>The effective time you spend in a week (outside class hours) to study in this course (in minutes)</i>

B. The result

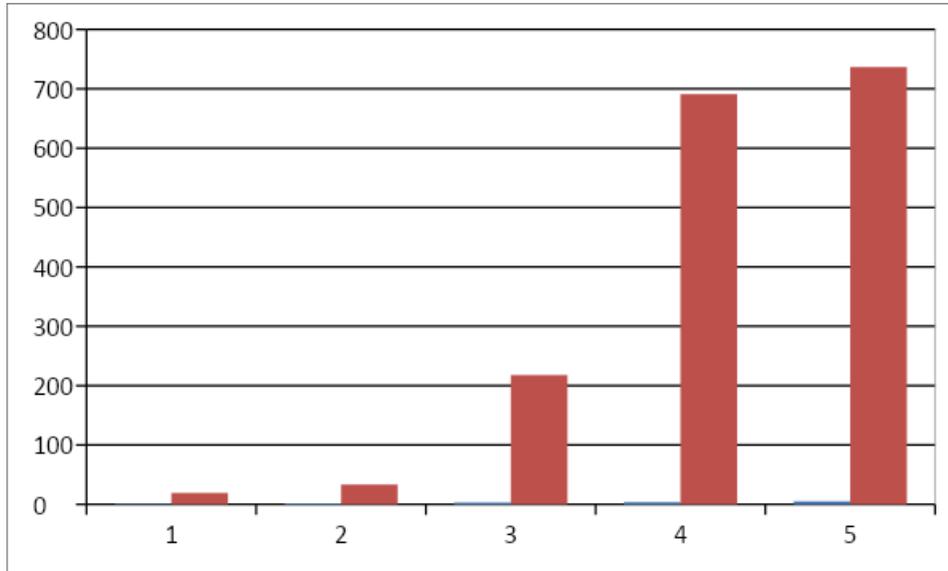
The result of the students' workload survey, for item number 16 was described and converted into categories according to Table 1.

Table 2. Students' Workload Categorization

Score Interval	Score	Category
$X > X_i + 1,5 SB_i$	$X > 4,00$	Very Suitable
$X_i + SB_i < X \leq X_i + 1,5 SB_i$	$3,67 < X \leq 4,00$	Suitable
$X_i - 0,5 SB_i < X \leq X_i + SB_i$	$2,67 < X \leq 3,67$	Fair

$X_i - 1,5 SB_i < X \leq X_i - 0,5$	$2 < X \leq 2,67$	Less Suitable
SB_i		
$X \leq X_i - 1,5 SB_i$	$X \leq 2$	Not Suitable

The result was presented in Figure 1. (Item 16)



Based on the result represented in Figure 1, the workload suitability was in the suitable category with an average of 4,24. This is in accordance with the standard workload of the university.

The result of the students' workload survey item number 19 was depicted in Table 2 and Figure 2. The subject of Web Application Laboratory Work, Web Design Laboratory Work, Network Administration Laboratory Work, Industrial Internship, Differential Equations, Creativity, Innovation and Entrepreneurship, Project Management 1, and Logic, had percentage of students answered "more than" above 50%. The dominating subjects are laboratory work courses that require repeated practice to achieve the desired competencies. For basic science (Differential Equations and Logic), students need more times to learn the material, and for Industrial Internship, students are directly at the industry to complete all their assignments. Meanwhile, for other courses, students generally answered that the time they spent in other courses was equal to that course.

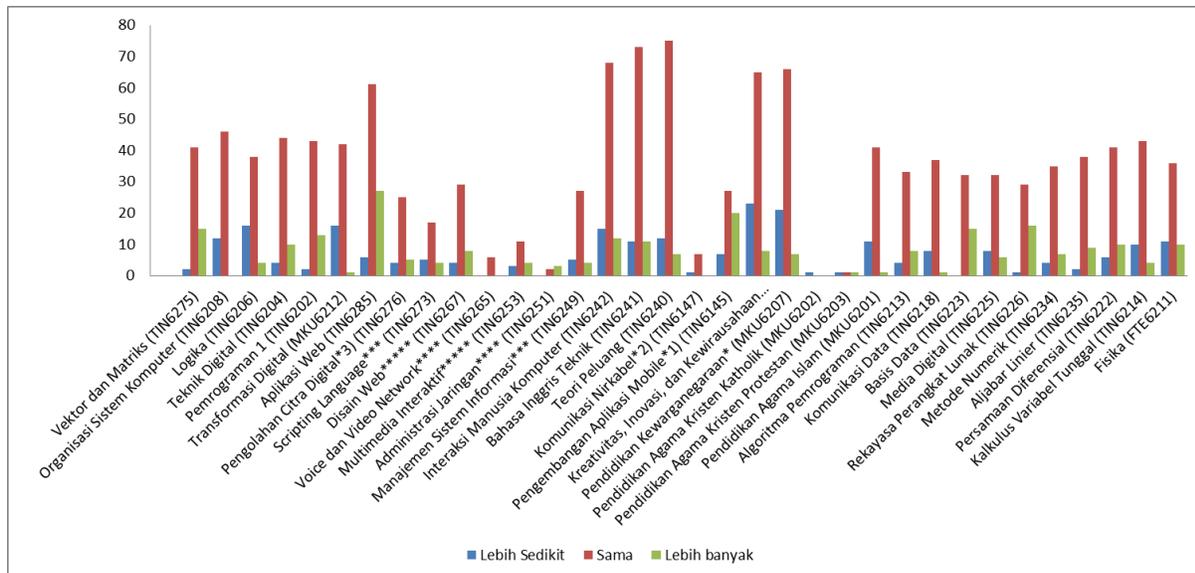


Figure 2. Percentage of Student Responses to Item 19

Based on the results of a survey related to item number 20 “The effective time you spend in a week (outside class hours) to study this course (in minutes)”, there were two courses that get a dominant time spend of more than 180 minutes/week, namely Mobile Application Development (29,63%) and Network Administration (40%). These courses are concentration courses, elective courses, and laboratory works elective courses. These courses are also intended for students from the second year onwards. So they need more time to learn to get a comprehensive understanding.

The results also showed that there were nine courses which study time spend were less than or equal to 1 hour/week, namely catholic Education (76%), course that required less than 60 minutes of time were dominated by university courses and a small portion of specific study program courses. In general, the average percentage of students’ time spend to study was 0-60 minutes. Table 3 and Figure 3 depict the more details.

Course	121-18			
	0-60	61-120	0	>180
Catholic Education	100,00 %	0,00%	0,00%	0,00%
Civic Education	58,51%	15,96 %	18,09%	7,45%
Computer Organizations	74,14%	8,62%	12,07%	5,17%
Creativity. Innovation and Entrepreneurship	58,33%	12,50 %	22,92%	6,25%
Data Communications	50,00%	19,57 %	26,09%	4,35%

Databases	36,17%	17,02 %	31,91%	14,89 %
Differential Equations	57,89%	17,54 %	15,79%	8,77% 12,07
Digital Electronics	60,34%	8,62% 23,53	18,97%	%
Digital Image Processing*3)	58,82%	%	14,71%	2,94%
Digital Media	43,48%	19,57 %	28,26%	8,70%
Digital Transformation	66,10%	10,17 %	15,25%	8,47%
English for Engineering	46,32%	16,84 %	27,37%	9,47%
Human Computer Interaction	46,32%	16,84 %	27,37%	9,47%
Information Systems Management***	38,89%	16,67 %	30,56%	% 13,89
Interactive Multimedia*****	55,56%	16,67 %	16,67%	% 11,11
Islam Education	73,58%	11,32 %	13,21%	1,89% 16,08
Linear Algebra	37,06%	19,58 %	27,27%	%
Logic	68,97%	8,62% 16,67	17,24%	5,17% 29,63
Mobile Application Development *1)	25,93%	%	27,78%	% 40,00
Network Administration****	40,00%	0,00% 21,74	20,00%	% 10,87
Numerical Methods	36,96%	%	30,43%	% 10,53
Physics	64,91%	10,53 %	14,04%	% 17,02
Probability Theory	48,94%	17,02 %	24,47%	9,57% 17,24
Programming 1	55,17%	5,17% 11,11	22,41%	%
Programming Algorithms	44,44%	%	37,78%	6,67% 66,67
Protestan Education	33,33%	%	0,00%	0,00% 11,54
Scripting Language***	57,69%	11,54 %	19,23%	% 11,54

Single Variable Calculus	68,42%	10,53	%	15,79%	5,26%
		17,39			17,39
Software Engineering	39,13%		%	26,09%	%
		10,34			17,24
Vectors and Matrices	55,17%		%	17,24%	%
		16,67			
Voice & Video Network****	50,00%		%	33,33%	0,00%
		19,51			17,07
Web Design*****	51,22%		%	12,20%	%
		12,50			
Wireless Communications *2)	75,00%		%	12,50%	0,00%

Table 3. Percentage of Study Time Outside Clazss Hours (in minutes items 20)

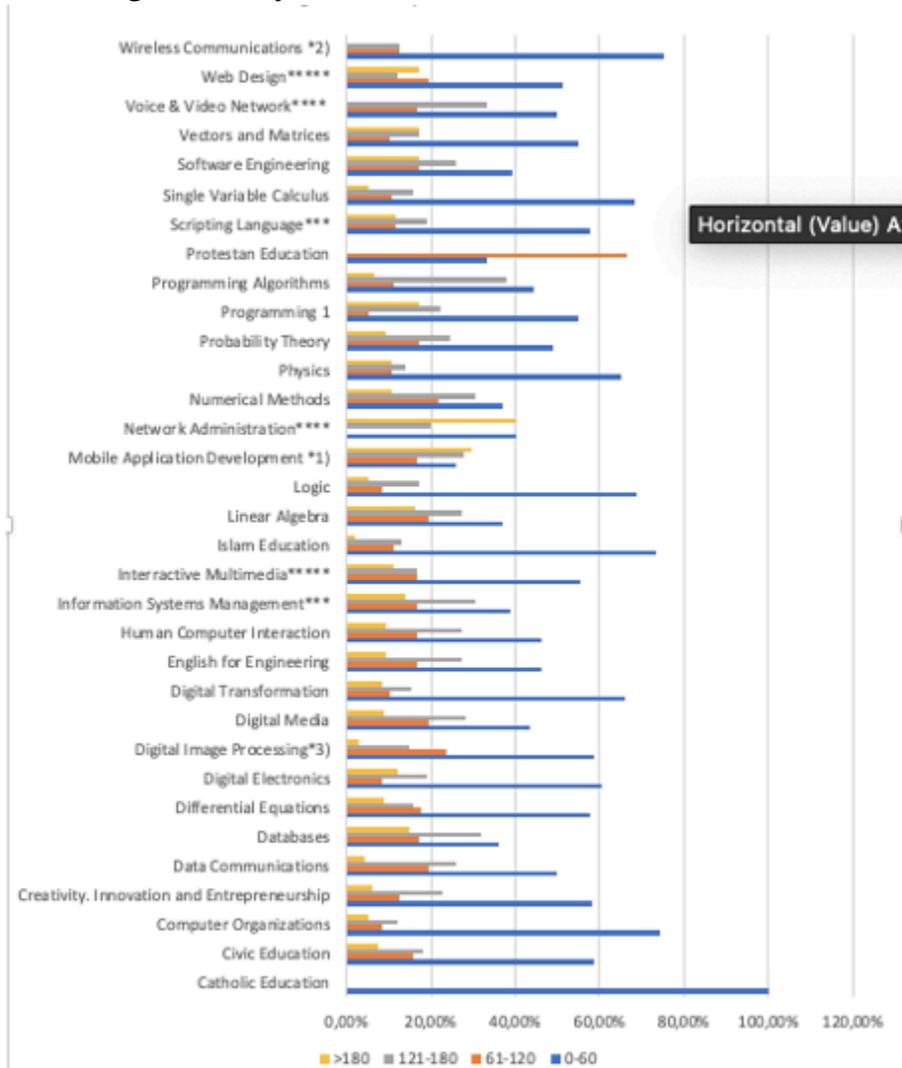


Figure 3. Percentage of Study Time Outside Class Hours

The survey results that have been carried out show that the student workload has demonstrated the standard workload following the Academic Regulations. Specifically for general university courses, the survey revealed that students spent time for independent study is less than studying concentration courses from the study program.

A. Suggestions

Here are some suggestions which are obtained from the survey.

In relation to *The suitability of workload with the competencies to be achieved*

The suitability of the workload with competence has been responded to by students and produced good results, but efforts are needed to improve to become excellent. For courses whose response results are still lacking, efforts are needed to improve the suitability of student workloads for the quality of service to become better.

In relation to *Compared to other courses, the amount of time you spend specifically on this course is*

Overall, the amount of time required to study Concentration Courses (according to the study program) is more than General Courses from universities, especially for laboratory work courses with confident choices/concentrations. This result is following the number of credits per course taken by students. General courses and introductory education courses provide essential competencies for prospective informatics teachers to use good teaching strategies and methods. Meanwhile, special courses (concentration/electives) provide students with the information skills needed to work in the future.

In relation to *The effective time you spend in a week (outside class hours) to study in this course (in minutes)*

Students' adequate independent study time in a week is at most 61-120 minutes for one course, four courses are 180 minutes, while other courses are less than 1 hour. Courses that require 180 minutes or more of independent study are laboratory works. In comparison, theoretical subjects dominate the courses with the 1-hour study category. Students only need 1 hour of independent study time because the lecturers during class can explain well and are structured.

A. Action plans

With these suggestions, the study program plans to take the following action.

No .	Category	Action Plan
1	Increase student' motivation to spend more time on self-study	They conducted a routine evaluation by conducting discussion and sharing information between lecturers, especially lecturers whose students are less active in self-study.
2	Less self-study time than standard workload for the University Common Courses	Emphasize the importance of University Common Courses through such an academic activity conducted by the study program and with the help of students' academic supervisor
3	Maintaining positive responses from students on the suitability of workloads with competencies	It updates the curriculum according to the latest global trends. For example, era 4.0 demands 4C, digital literacy, data literacy, and human literacy. Updating the curriculum will have implications for student responses because it is following the expected competencies.