



STUDENT WORKLOAD ASSESSMENT REPORT

BACHELOR PROGRAM
OF FORESTRY

FACULTY OF FORESTRY
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OVERVIEW

Evaluation of learning load is an activity carried out to measure the learning process carried out to assess the learning load of students given by the course so that the course lecturer team can identify deficiencies and be motivated to improve the teaching and learning process to be better. This evaluation of learning load is carried out with several clear criteria and in an objective manner. This evaluation can be used to help students develop their ability to assess and criticize the process and results of achieving learning objectives.

This survey aims to determine the alignment between the course study load and the study load reported by students. In addition, this survey is also interpreted as a means for study programs to evaluate and understand student perceptions of the academic workload in the courses they take.

The workload is quantified in credit units (Satuan Kredit Semester/SKS); at the Mulawarman University (UNMUL), 1 SKS equals 1.60 European Credit Transfer System (ECTS). Table 1 presents the specifics of the provisions for 1 SKS.

Table 1. The Credit Unit Provision

Credit Unit (SKS)	ECTS	Meeting Hours	Structured Assignments	Independent Study
1	1.60	50 minutes	60 minutes	60 minutes

Routine and periodic evaluation and control provide information that can detect issues and inform decision-making to enhance the learning process. Furthermore, the results obtained aim to engage all stakeholders in monitoring the implementation of an effective quality assurance system, ensuring the continual enhancement of educational service quality.

METHOD

Data Collection

This questionnaire was distributed to students who have finished the odd semester of 2024/2025. A total of 405 students participated in the survey of several courses, comprising 3-credit, 2-credit, and 1-credit offerings. The survey link accessed at https://fahatan.unmul.ac.id/survey_evaluasi_bahan_belajar.

The screenshot displays the 'STUDY LOAD EVALUATION SURVEY' interface. The left side contains the survey title 'SURVEY OF LEARNING LOAD EVALUATION', an introductory paragraph, and a table detailing workload for 1, 2, and 3 credit units. Below this is a 'CHOOSE YOUR STUDY PROGRAM' section with buttons for BACHELOR, MASTER, and DOCTOR, and a 'Year of Entry' section with buttons for 2020, 2021, 2022, 2023, and 2024. The right side shows 'THE SURVEYED COURSES INCLUDE' (Religious Education, Biology, Chemistry) and a list of nine questions. The first five questions are under 'STUDY TIME' and the last four are under 'PERCEPTION OF STUDY LOAD'. Each question has radio button options for different time durations or levels of agreement.

Figure 1. Survey display on the website

Instrument Survey

Each student receives nine questions and is instructed to answer or select one option that accurately reflects the study load related to their academic situations. Students must respond to each question concerning the study load associated with each credit unit of the courses taken. The inquiry into the academic workload is as follows:

Study Time

Q1: How much time do you spend studying the course material each week?

Q2: How much time do you spend working on the Practice Questions and Formative Tests available in the Lecture Materials each week?

Q3: How much time do you spend participating in discussions in face-to-face activities each week?

Q4: How long did you spend on Assignment 1, Assignment 2, and Assignment 3 for each course?

Q5: How much time do you spend studying course material from sources other than lecture materials each week?

Perception of Study Load

Q6: I need a lot of time to master the course competencies

Q7: I need a lot of effort to master the course competencies

Q8: I still have time for social activities and hobbies

Q9: I still have time to participate in extracurricular activities and actualize myself outside of campus/academic activities

The survey has a multiple-choice style, allowing students to select the response that most accurately reflects their experiences throughout the course. The answer options for each question are designed to be identical, as the indicators or metrics employed exhibit minimal variation.

Data Analysis

The assessment of the course's study load regarding the learning process centres on questions 1 to 9, as these enquiries pertain to learning activities. Each question will be analysed for the distribution of the Likert scale via descriptive statistics. All enquiries will be examined through bar charts to assess the distribution of the appropriateness of the study load for each credit unit in the Forestry Study Program.

SURVEY RESULT

3-credit course

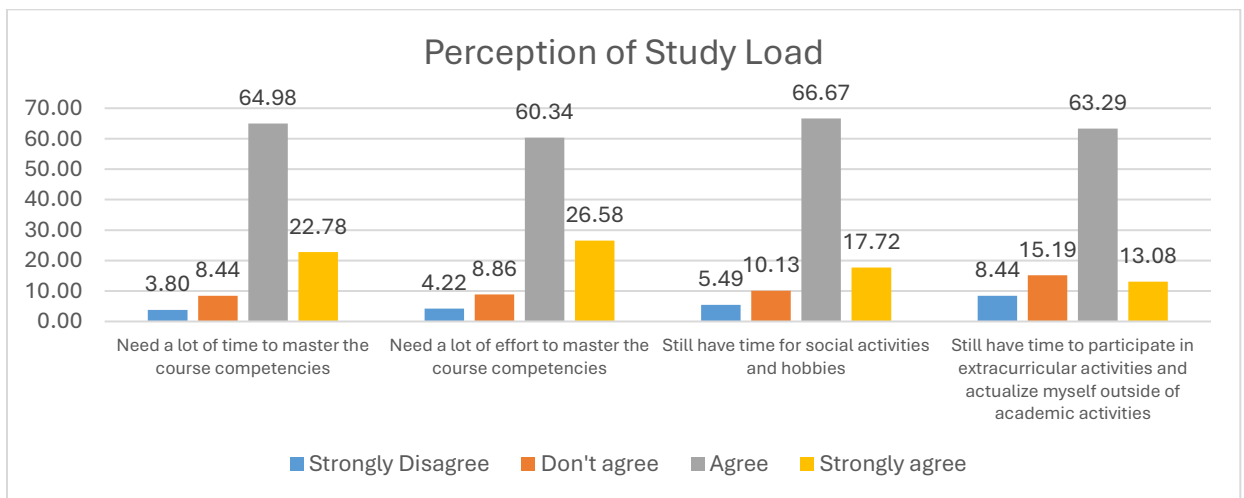
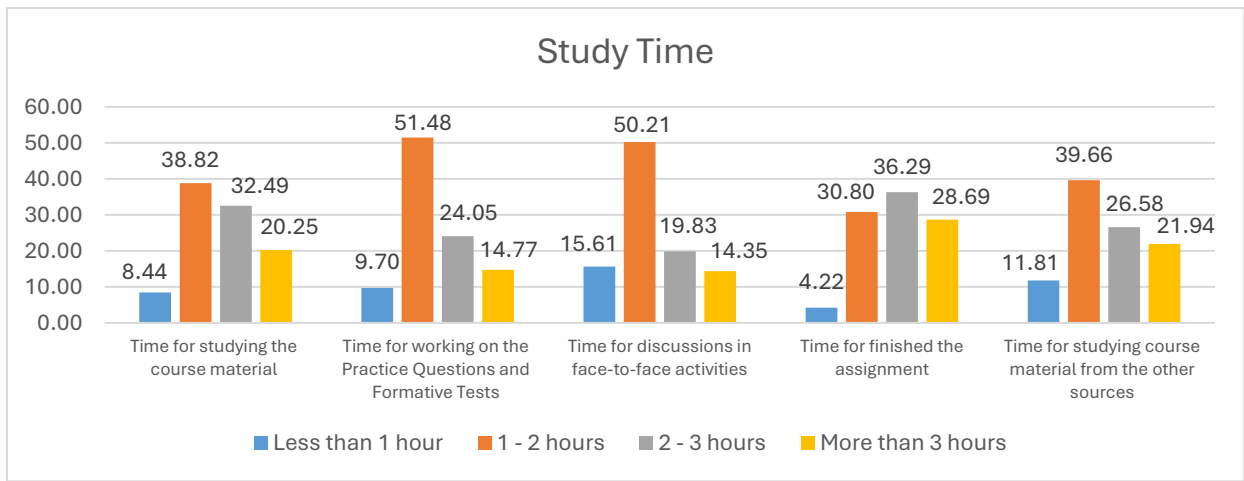


Figure 2. Graph of survey results evaluating the study load for a 3-credit course

Based on the survey results in Figure 2, it shows that overall, on the assessed indicators, there is a tendency for students to respond appropriately to the 3-credit course workload. However, there are indicators that need attention, namely the indicators of task completion time and the need for a lot of effort to master the course competencies. The students' response scores to that indicator tend to be lower compared to other indicators.

On those two indicators, quite a number of students (28.69-36.29%) responded that they need time to complete assignments (1 to more than 3 hours) in a week. As many as 60.34% of students stated that they need a lot of effort to master the course competencies. Additionally, around 15.62% stated that they do not have time for

social activities and hobbies, and 23.63% believe that they do not have enough time to participate in extracurricular activities and actualize themselves outside of campus/academic activities. To measure this, it is necessary to hold meetings between students and the study program, as well as quality assurance, to discuss more clearly and directly the study load undertaken by students in order to support improvements.

2-credit course

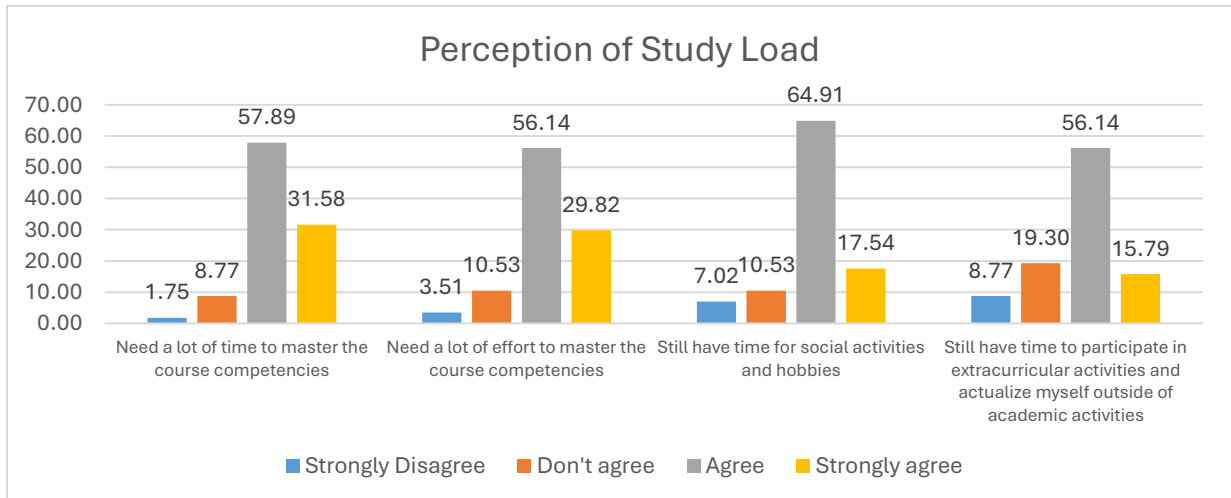
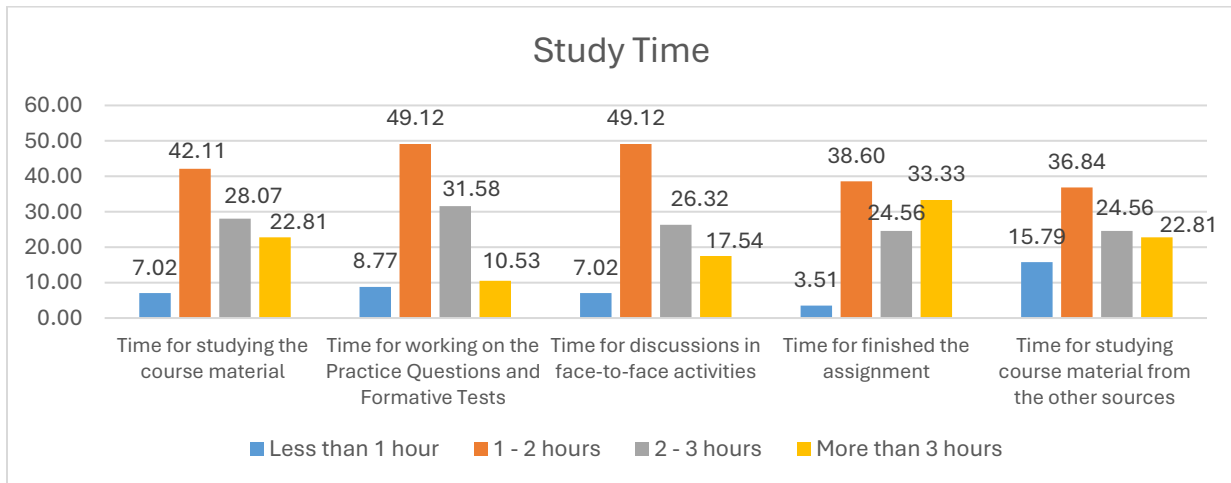


Figure 3. Graph of survey results evaluating the study load for a 2-credit course

Based on the survey results in Figure 3, it shows that overall, on the assessed indicators, there is a tendency for students to respond appropriately to the 2-credit course workload. However, there are indicators that need attention, namely the indicators of time for studying course material from the other sources and the need for a lot of effort to master the course competencies. The students' response scores to that indicator tend to be lower compared to other indicators.

On those two indicators, quite a number of students (22.81-36.84%) responded that they need time for studying course material from the other sources (1 to more than 3 hours) in a week and this is the positive response. As many as 85.96% of students stated that they need a lot of effort to master the course competencies. Additionally, around 17.55% stated that they do not have time for social activities and hobbies, and 28.07% believe that they do not have enough time to participate in extracurricular activities and actualize themselves outside of campus/academic activities. To measure this, it is necessary to hold meetings between students and the study program, as well as quality assurance, to discuss more clearly and directly the study load undertaken by students in order to support improvements.

1-credit course

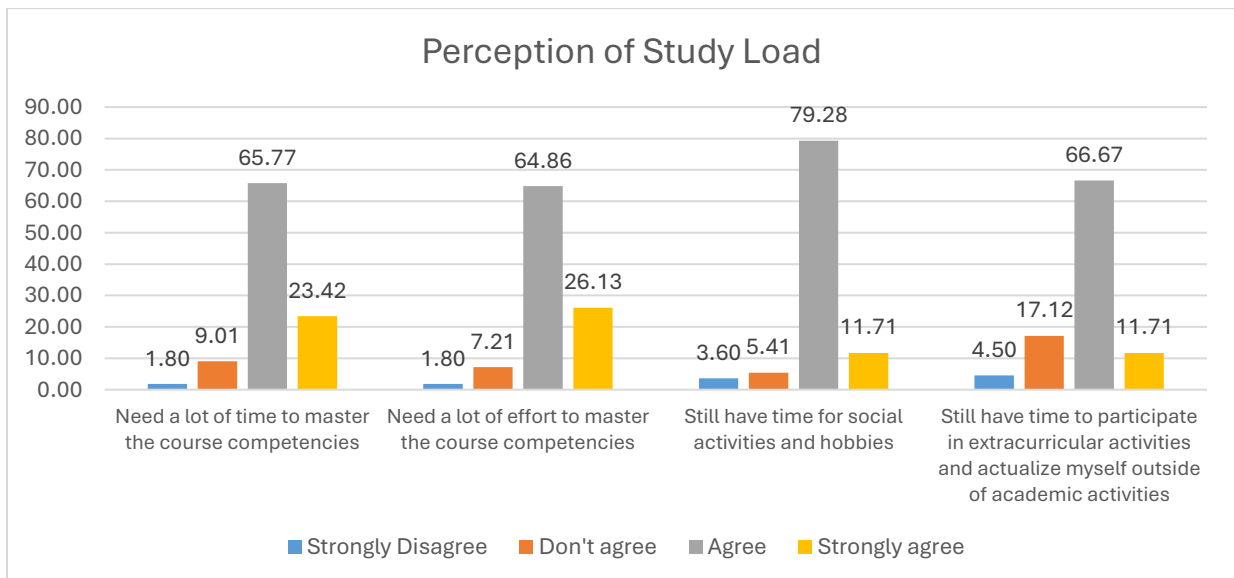
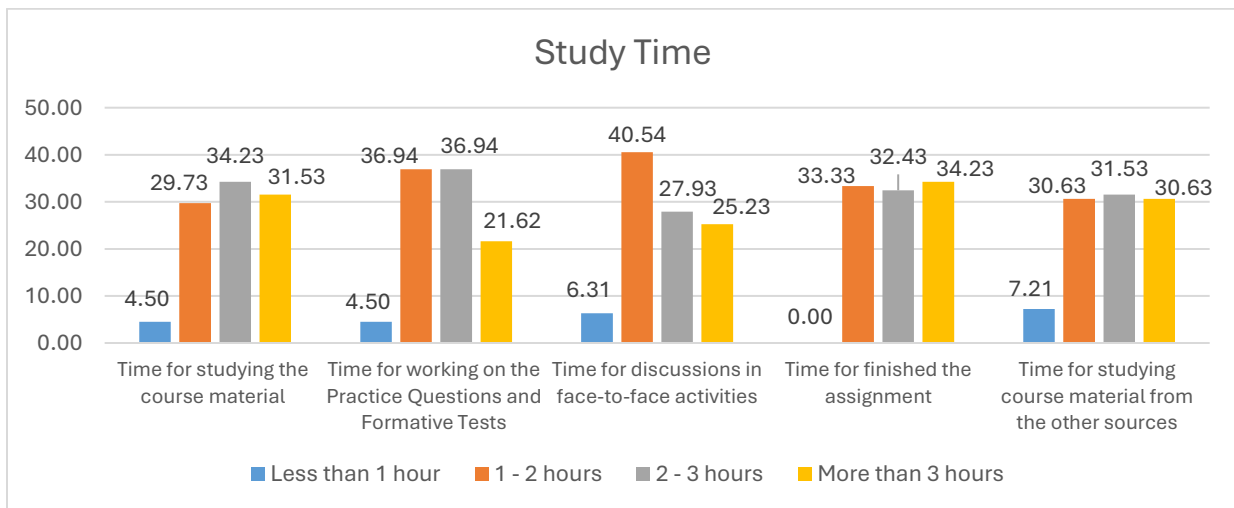


Figure 4. Graph of survey results evaluating the study load for a 1-credit course

Based on the survey results in Figure 4, it shows that overall, on the assessed indicators, there is a tendency for students to respond appropriately to the 1-credit course workload. However, there are indicators that need attention. The graph shows that the assignment cannot be completed in less than 1 hour. If traced from the survey link for this 1 credit course, it is not only practical courses but also proposal seminar and final seminar courses, leading students to assume that their work cannot be completed in a short time.

With this academic workload, students (90.99%) feel they still have time for social activities and hobbies. However, around 21.62% of students disagree with the statement that they still have time to participate in extracurricular activities and actualize themselves outside of academic activities. This can be assumed that students need time for reflection when completing their final assignments, which does not mean only time for extracurricular activities.

CLOSING AND RECOMMENDATIONS FOR FURTHER ACTION

Survey results reveal that the predominant issue among students is their frequent difficulty in completing assignments properly. This indicates a need to enhance task time management or to create tasks that better align with students' abilities. Strategies to enhance improvement efforts include establishing more attainable deadlines by taking into account the workload from other courses. Assignment deadlines may be staggered to facilitate improved time management for students. Next year, the course module will incorporate more flexible assignment deadlines. Subsequently, provide students with explicit and timely task directives. Providing assignment parameters before the semester's outset enables students to enhance their work completion planning.

The learning process has been positively received by most students, with only a little segment perhaps needing additional support, specifically:

1. Differentiated Approach

To assist students whose academic performance falls below the established targets. This requires the incorporation of a more individualized learning strategy, including supplementary tutorials or small group discussion sessions.

2. Student Reflection

Utilizing student reflections to gain insight into their perceptions of the learning process, the problems encountered, and the areas requiring more attention.

3. Evaluation of Assignments and Examinations

To ensure that the assignments and examinations assigned are possible for students to complete properly without imposing a workload that exceed the course credits.



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