STUDENT WORKLOAD ASSESSMENT 2023

Development Economics Study Program
Faculty of Economics and Business
University of Jember

CHAPTER 1
INTRODUCTION

1.1 Background

A satisfaction assessment report for higher education institutions is very important. The satisfaction assessment report in this context is known as a student workload assessment. It is interpreted as an assessment by students with certain indicators so that the assessment result is compiled in a database for various purposes. The student workload assessment is a tool or system at the University, namely SISTER UNEJ regarding the condition of student workload for the observed period. Student workload assessment format is designed to provide the comprehensive assessment in order to ensure that the students have suitable workload.

The benefits of student workload assessment are not only for students, but also for study program and university. For both, student workload assessment can be a tool for analyzing and evaluating whether the curriculum and learning process has met the appropriate Standards Operating Procedure (SOP) regulated by Ministry of Higher Education in Indonesia. On the other hand, for the indicators that do not meet the standard can be further analyzed and evaluated as discoveries, advice, and recommendation for improving the existing curriculum and learning process. The follow-up action is required to accommodate the discoveries, advice, and recommendation for monitoring campus quality development and for improving the accreditation status of the campus or study program. Good workload management has significant benefits for higher education institutions, both for faculty members and students. Some key benefits of effective workload management in higher education include teaching efficiency, improved research quality, increased productivity, work-life balance, enhanced job satisfaction, and improved reputation of the institution. Effective workload management in higher education is an important element in achieving high-quality education, innovative research, and staff satisfaction. It also contributes to the achievement of institutional goals and ensures the sustainability of optimal academic activities.

Bacredit course elor of Development Economics at the Faculty of Economics and Business, University of Jember is also committed to conducting student workload assessment with a focus on students spread across various existing student class. The results of this student workload assessment are expected to provide a broader picture

related to actual student workload experienced by Development Economics students in their courses.

1.2 Target

The target of the student workload assessment in this report is development economics students. This student workload assessment targets are specifically for class of 2019, 2020, 2021, and 2022. The updated data in this for class of 2019, 2020, 2021, and 2022 was taken in June 2023.

1.3 Purposes

The purposes of student workload assessment are as follows:

1. Measuring the actual student workload assessment on the observed student's class.
2. Obtain information about the indicators whicredit course meet and do not meet the standard
3. Monitor and evaluate the curriculum and learning process for continuous improvement

By achieving these objectives, proper workload management in higher education can create an environment that supports academic progress, innovation, and a good institutional reputation.

CHAPTER 2
METHODOLOGY

2.1 Methods

The Center for Learning Development and Quality Assurance (LP3M) coordinates the student workload assessment under the supervision of Vice Rector I. More specifically, it is executed by the Quality Assurance Center, within whicredit course the Surveyor Team is appointed by the Rector based on a Letter of Assignment.

Student workload assessment is one of the tools for universities to evaluate the input related to study conditions regarding teacredit course ing and learning processes in order to ensure that the student have the suitable workload so that affect the student acredit course ievement both academic and non-academic. This student workload assessment is also to ensure that student still have time for their daily life and self-improvement out of class.

Broadly speaking, the student workload assessment conducted by FEB UNEJ and study program is divided into two major stages: Planning and Implementation as follows.

- The Planning Stage consists of various processes needed to prepare a student workload assessment properly, including preparing work plans, verifying and updating graduate data that is the target respondent, designing and testing questionnaires, selecting surveyors who assist in tecredit course nical data collection, and supporting equipment and other administrative preparations.
- The Implementation Phase consists of three main processes: data collection, processing and analysis, and reporting student workload assessment results. Data collection is in the form of filling out online questionnaires by students who are the respondent target.

This data collection is facilitated by UNEJ system whicredit course is SISTER and surveyors who move actively through various communication media, sucredit course as email, broadcast message, social media, telephone, and others, to ensure that questionnaire filling can be done optimally, effectively, and efficiently. After the data collection is complete, the data is processed and analyzed to obtain information to answer the objectives of the FEB UNEJ workload assessment.

The report of student workload assessment is compiled in a report that is disseminated to the entire academic community of FEB UNEJ and study program in

gradually meeting per semester. The report of student workload assessment will be published on FEB UNEJ website and study program. The hardcopy will be distributed to LP3M, FEB UNEJ, and study program.

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2.2 Instruments

The instrument of the student workload assessment is an online questionnaire that can be accessed by respondents.

2.3 Population and sample tracer studies

The student workload assessment was conducted using a survey method. The population is entire students of eacredit course study program. They automatically became respondents who became the primary database.

2.4 Analysis Methods

Data analysis in this survey is a descriptive analysis. data is presented in credit course arts to see the percentage and make it easier to see the tendency of the existing average. The indicators for student workload assessment data analysis are as follows :

- Consistency or inconsistency regarding the workload of each course given according to the definition of one credit (1 credit consists of 50 minutes of direct interaction in class, 60 minutes of structured assignments, and 60 minutes of independent study).
- The time spent to complete each course (in minutes).
- The effective time per week for attending face-to-face classes for each course (in minutes).
- The effective time per week for self-study (outside class sessions) for each course (in minutes).

• The effective time per week for structured assignments (outside class hours) for each course (in minutes).

• Whether the time given by the lecturer with the workload is sufficient (answer choices: agree or disagree).

• Whether the workload is too heavy for students if the tasks are project-based (answer choices: Yes, but I am happy with the project; Yes, it is too heavy and needs to be reduced; No, it is not heavy).

• Whether students can still engage in other activities (daily activities) with the given workload (answer choices: yes or no).

• If the tasks are project-based, whether the task load is too heavy for students?

• Whether the lecturer provides course materials (course contract, syllabus, course outline) at the beginning of the semester?

• Whether the lecturer communicates the learning objectives (CPL, CPMK, Sub-CPMK) at the opening of each class meeting?

• Whether the course material aligns with the learning outcomes of the course?

• Write down 3 topics in the course material that are difficult to understand.

• Write down 3 topics in the course material that are easy to understand.

• Whether the provided material is up to date?

• Whether the teaching model/method used by the lecturer is student-centered?

• Whether the teaching model/method is suitable for achieving the learning objectives (CPMK)?

• According to the students, whether online or distance learning is effective in achieving the learning outcomes?

• Whether the lecturer reviews the test results?

• Whether the lecturer returns the assignment/test results?

2.5 Data Validity and Reliability

The student workload assessment in this survey is affected by respondents' honesty. The questions consist of the tendency and percentage of respondents' conditions. The reliability of the data in this study is based on the condition of the updated data in June 2023. The opportunity for students to fill in data after June 2023 is not included in this workload assessment data.

CHAPTER 3
STUDENT WORKLOAD ASSESSMENT RESULT OF THE DEVELOPMENT ECONOMICS STUDY PROGRAM

The document specifically discusses the results of the assessment of student workload for the Development Economics undergraduate program, specifically for the cohorts of 2021 and 2022. The assessment results present several indicators regarding the alignment of student workload and credit regulations/standards, face-to-face meeting durations, structured assignments, independent tasks, time for daily life, alignment of course materials and learning processes with learning outcomes, as well as student recommendations. This student body reflects the overall number of Development Economics students for the observed year. There were 59 students who completed the student workload questionnaire until June 2023. The results of the 2023 Student Workload Survey for the Development Economics program are presented in the following diagram.

3.1 The Allignment of Lecture Workload with the Definition of One Credit (SKS)

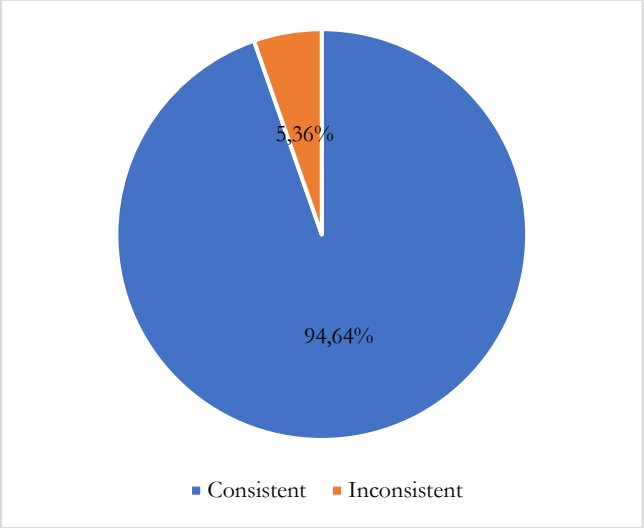

Diagram 3.1. Workload of Courses According to One Credit Definition

Note: Consistent (94.64%)
Inconsistent (5.36%)

Based on Diagram 3.1 regarding the assessment of course workload, the workload of each course is adjusted to one credit, following the academic definition of one credit (170 minutes, consisting of 50 minutes of face-to-face meetings, 60 minutes of structured assignments, and 60 minutes of independent tasks). With a percentage of 94.68% of student respondents indicating that the workload consistency of the given

courses is appropriate, while 5.36% of respondents indicated inconsistency with the workload of a particular course.

The learning process has met the requirement of 170 minutes, consisting of 50 minutes of face-to-face meetings, 60 minutes of structured assignments, and 60 minutes of independent tasks. Thus, the results indicate that the Development Economics undergraduate program has implemented the learning process in accordance with the applicable regulations and has not exceeded the workload of one credit. Evaluation and monitoring of the learning process will continue to be conducted to maintain the quality of education.

3.2. Time Used in One Course

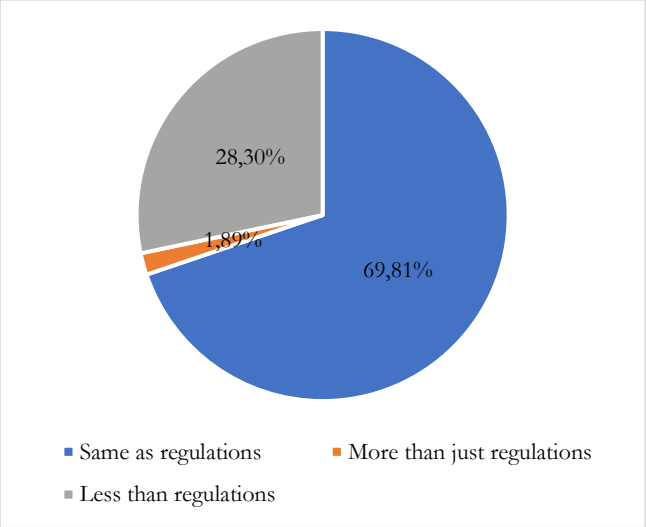

Diagram 3.2. Time Used in One Course

Note:		
	Same as regulations	(69.81%)
	More than just regulations	(1.89%)
	Less than regulations	(28.3%)

Based on Diagram 3.2 regarding the time used in one course, it can be observed that students indicate that the time spent is the same as the regulations in 69.81% of the total required time for that course. This means that students allocate a relatively similar amount of time for that particular course as specified. On the other hand, 1.89% of the time spent is more than just regulations, indicating that some students dedicate more time than necessary to complete the course. Additionally, 28.3% of the respondents stated that they allocate less time than they should for that particular course. Overall, the teaching process among courses and the amount of time used demonstrate compliance with the regulation of 1 credit hour = 170 minutes. However, there are still some courses that require less time and others that require more time.

3.3. Effective Face-to-Face Time in Class

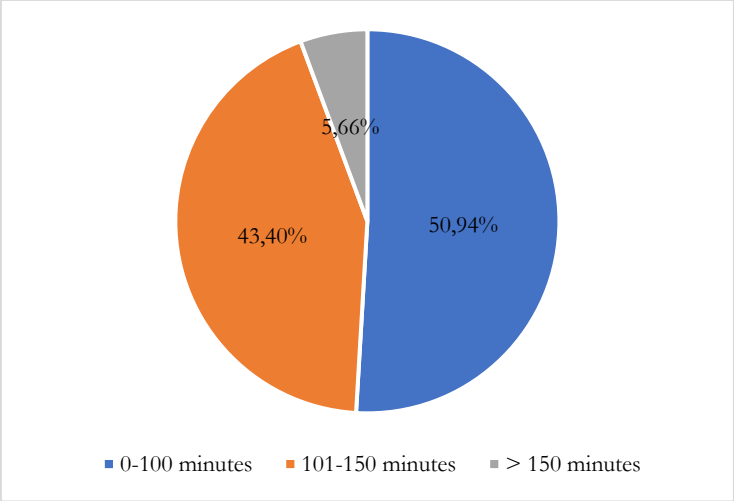

Diagram 3.3. Effective Face-to-Face Time in Class

Note :

0-100 minutes	(50.94%)
101-150 minutes	(43.4%)
> 150 minutes	(5.66%)

Based on Diagram 3.3 regarding the effective time spent in face-to-face classes per week for the given courses, it shows that 50.94% of the time is spent between 0-100 minutes. This means that the majority of face-to-face time during the week falls within this range. 43.3% of the time is spent between 101-150 minutes, indicating that a small portion of face-to-face time exceeds 100 minutes but does not exceed 150 minutes. Only 5.66% of the time is spent over 150 minutes, indicating that only a small amount of face-to-face time per week exceeds 150 minutes.

Overall, the allocation of effective time for a 3-credit course ranges from 101-150 minutes per week. As a result, the findings of this assessment indicate that the Development Economics undergraduate program has complied with the relevant regulations in conducting the learning process based on the workload defined for 1-credit or 3-credit courses. However, based on the assessment feedback provided by the students, there are still certain courses that do not meet the specified effective time according to the regulations.

3.4. Effective Self-Study Time Outside the Classroom

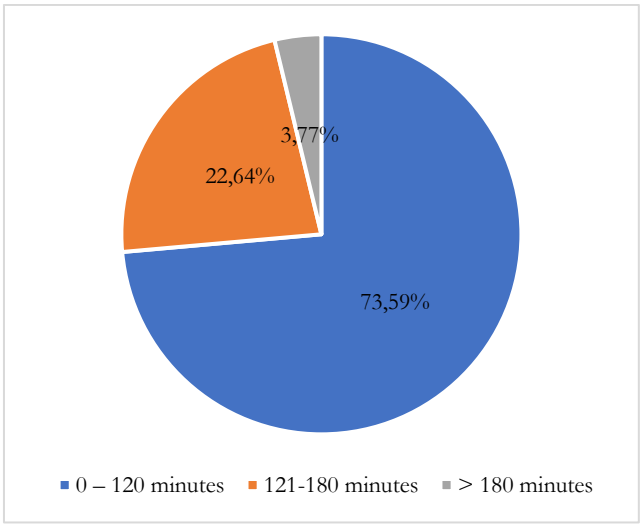

Diagram 3.4. Effective Self-Study Time Outside the Classroom

Note:

0 – 120 minutes	(73.59%)
121-180 minutes	(22.64%)
> 180 minutes	(3.77%)

Diagram 3.4. Effective Self-Study Time Outside tBased on Diagram 3.4, which assesses the effective self-study time spent per week outside the classroom, in terms of minutes, it is found that among the total respondents, the effective self-study time of Development Economics students per week falls into three ranges. Approximately 73.59% of the respondents spend 0-120 minutes on self-study. At the same time, 22.64% of the respondents spend 121-180 minutes on self-study. Only 3.77% of the respondents spend more than 180 minutes on self-study. Thus, these findings indicate that Development Economics students have adhered to the relevant regulations in implementing the teaching process, ensuring they do not exceed or fall short of the workload of one credit. However, the program still needs to evaluate and monitor the effective self-study time used by students outside of class hours to encourage them to deepen their understanding of the course material and meet the learning outcomes of the course and program.he Classroom.

3.5. Effective Time in Completing Assignments

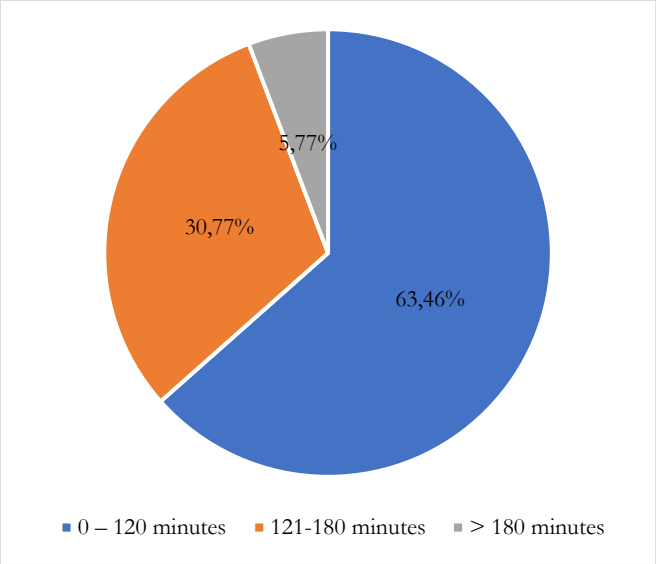

Diagram 3.5. Effective Time in Completing Assignments

Note:

	0 – 120 minutes	(63.46%)
	121-180 minutes	(30.77%)
	> 180 minutes	(5.77%)

Based on Diagram 3.5, regarding the assessment of effective time spent on structured assignments per week (outside of class sessions) in this course, the following can be observed. Approximately 63.46% of the time is spent between 0 to 120 minutes. This indicates that the majority of self-study time in a week falls within this time range. About 30.77% of the time is spent between 121 to 180 minutes, indicating that a small portion of self-study time exceeds 120 minutes but does not exceed 180 minutes. Only 5.77% of the time is spent more than 180 minutes, indicating that only a small amount of self-study time in a week exceeds 180 minutes.

3.6. Time Given by Lecturers

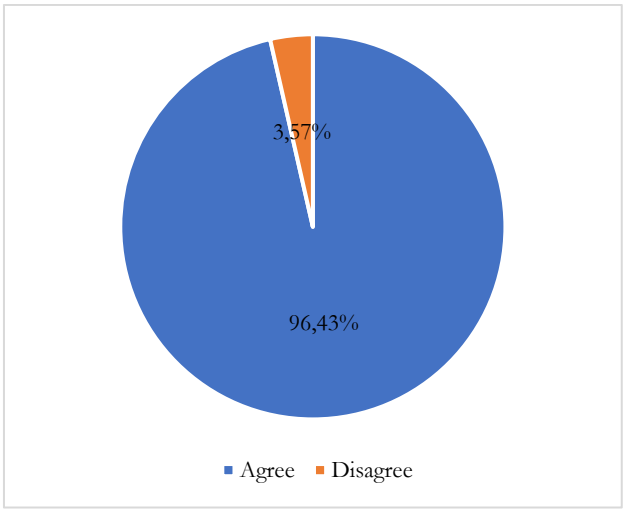

Diagram 3.6. Time Given by Lecturers

Catatan: Agree (96.43%)
Disagree (3.57%)

Based on Diagram 3.6, regarding students' perception of the time given by the instructors in relation to the workload, 96.43% of students agree that the time given by the instructors with the workload is sufficient. This indicates that the majority of students feel that the time provided by the instructors is adequate to meet the demands of the workload. Only 3.57% of students strongly agree that the time given by the instructors with the workload is sufficient. This suggests that only a small percentage of students truly believe that the time provided is more than enough to complete the workload. Therefore, these findings indicate that the time provided by the instructors for assigning tasks to students is sufficient and in line with the given workload. However, the program still needs to evaluate the tasks given by instructors that are perceived to exceed a reasonable workload.

3.7. Assessment of Project Workload

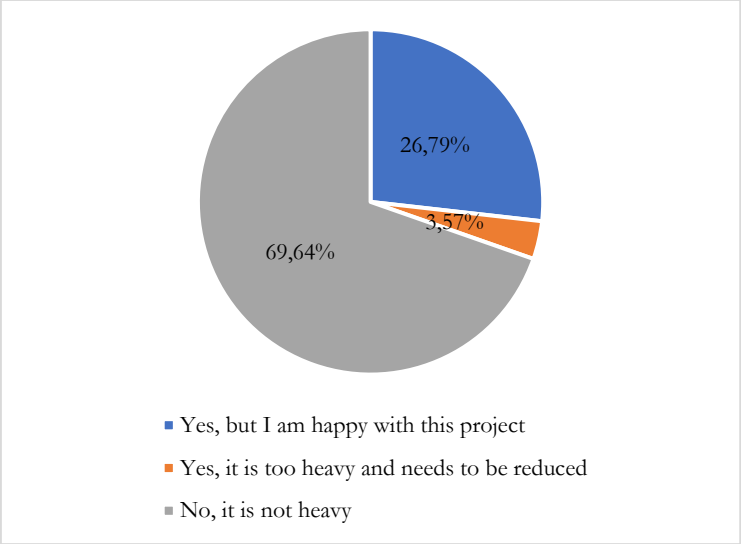

Diagram 3.7. Assessment of Project Workload

Note:		
	Yes, but I am happy with this project	(26.79%)
	Yes, it is too heavy and needs to be reduced	(3.57%)
	No, it is not heavy	(69.64%)

Based on Diagram 3.7, regarding the suitability of Project-Based Learning (PBL) tasks assigned, it can be summarized that students' perception of the workload with project-based tasks. 26.79% of students stated that they feel the workload with project-based tasks is sufficient, only 3.57% of students stated that the workload with project-based tasks is too heavy and needs to be reduced, and 69.64% of students stated that the workload with project-based tasks is not too heavy. This indicates that a small percentage of students feel that the workload given is too high, and they believe that adjustments need to be made to reduce the burden. However, the majority of students feel that the workload can still be managed well and does not impose an excessive burden on them. Therefore, it is necessary to evaluate specific aspects of assigning project tasks.

3.8. Students Can Engage in Activities Outside Campus

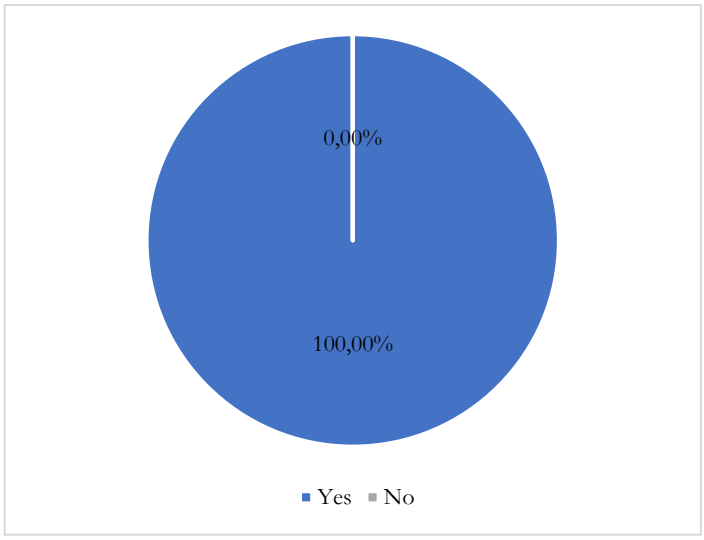

Diagram 3.8. Students Can Engage in Activities Outside Campus

Note: Yes (100%)
No (0)

Based on Diagram 3.8, regarding students' ability to engage in other activities (daily activities) alongside their academic workload, the assessment results indicate that 100% of students stated that they are still able to participate in other activities outside of their coursework. Therefore, these findings suggest that overall course workload does not hinder students from participating in other activities.

CHAPTER 4
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the student workload assessment of development economics study program for student in class of 2019, 2020, 2021, and 2022, it can be concluded as follows:

1. The academic workload has been in accordance with the prescribed 1 credit (SKS) requirement.
2. The duration of the lectures may vary, but it still adheres to the standard stipulation of 1 credit (SKS).
3. The effective time allocated for face-to-face meetings has been in accordance with the prescribed 1 credit (SKS) standard.
4. The effective time dedicated by students for self-study has satisfactorily fulfilled the 1 credit (SKS) requirement.
5. The effective time allocated for structured assignments has met the stipulated 1 credit (SKS) standard.
6. The allocation of time has been appropriate and in line with the workload imposed on the students.
7. The implementation of Project-Based Learning (PBL) has been executed in a manner consistent with the prescribed guidelines.
8. Students have been able to maintain their daily activities alongside their academic responsibilities.
9. The lectures have duly provided the course syllabus at the onset of the semester.
10. The lectures have consistently communicated the learning outcomes at the beginning of each class session.
11. The course materials have been aligned with the intended learning outcomes.
12. There is a need to design more effective teaching methods specifically for topics that students find challenging to comprehend.
13. Continuous monitoring and enhancement of teaching methods that are more diverse, innovative, and comprehensive are required for topics that are easily understood.

14. The course materials have been regularly updated to remain current.
15. The instructional process has been conducted in adherence to the principles of Student-Centered Learning (SCL).
16. The chosen models and teaching methods have appropriately supported the achievement of the intended learning outcomes.
17. The online delivery of lectures has been carried out effectively.
18. The online implementation of practical activities has been conducted effectively.
19. The transparency of task and examination assessments necessitates improvement.
20. The review process for tasks and examinations should be enhanced.
21. The program should consistently endeavor to accommodate and incorporate feedback and recommendations from the students.% of students stated that they are still able to participate in other activities outside of their coursework. Therefore, these findings suggest that overall course workload does not hinder students from participating in other activities.

4.2 Recommendation

Based on the conclusion of student workload assessment, several suggestions are as follows:

1. It is imperative for the study program to undertake a thorough evaluation and develop a meticulously designed online instructional methodology that is more efficient, aiming to achieve the desired learning outcomes effectively.
2. The study program is advised to establish effective coordination with lectures, aiming to strategically devise and implement highly efficient teaching methods that enable students to grasp challenging course materials comprehensively.
3. The study program is encouraged to recommend to lectures the practice of promptly sharing the evaluation results of assignments and examinations to enhance the transparency of the assessment process.
4. The study program is encouraged to recommend to lectures the implementation of rigorous assignment reviews within the class setting, thereby facilitating a profound comprehension of the course content among students.