



STUDENT WORKLOAD ASSESSMENT REPORT 2023

**Study Program of Management
Faculty of Economics and Business
University of Jember**

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Chapter 1 Overview

The workload of a course is the amount of time it takes a student to learn a curriculum and complete course activities. The workload comprises both scheduled tasks and study time outside of class (reading, preparation, report writing, reflection, exam, and so on).

The workload is measured in credit unit (Satuan Kredit Semester/SKS), in which in the University of Jember (UNEJ), 1 SKS is equal to 1.51 European Credit Transfer System (ECTS). Table 1 shows the details of the provisions for 1 SKS.

Table 1.1 The Credit Unit Provision

Credit Unit (SKS)	ECTS	Meeting Hours	Structured Assignments	Independent Study
1	1.51	50 minutes	60 minutes	60 minutes

The full-time student at the Study Program of Management (Ba Management), Faculty of Economics and Business (FEB) UNEJ is expected to complete 145 SKS or equivalent to 218.95 ECTS during their period of study. UNEJ regulates that a maximum number of credits taken by students per semester is 24 SKS*. Taking into account that the average number of credits taken by the students at Ba Management in a semester is 20 to 24 credits, then the average number of workloads per week per student is 60 to 72 hours.

Assessing the students' workload is an important component of the curriculum, and how it is designed has a considerable impact on student learning behavior. Student feedback frequently mentions difficulties linked with assessment workload. This can imply that assessment workload demands are inconsistent or excessive, that students are subjected to too much summative assessment at the same time, or that students fail to comprehend the importance of the assessment tasks assigned to them.

With that being said, assessment of student workload has been carried out. Designed to ensure that students are assigned a workload that is appropriate for their level and interests, the student workload assessment format provides a comprehensive assessment of student workload.

Chapter 2 Calculating Workload

3.1 To Calculate Students' Workload

To ensure students have enough time to learn, it is essential to list all activities involved in the course. The course responsible should know the time required to complete each learning activity. In addition, time for reading the curriculum, preparing for exams, and preparation time for lectures, seminars, etc. should be considered when calculating workload.

Each activity should therefore include enough time for a deep and practical learning where students have time to understand the underlying principles, integrate the learning with previously acquired knowledge, and get a holistic view of the subject. However, more time for the activities may lead to surface learning, where students only have time to memorize facts and data and reproduce the bare minimum needed for an assessment.

Ba Management is committed to conducting student workload assessments, focusing on students across various existing classes. A workload calculation model serves as a tool for lecturers and the program to determine and aim for an appropriate workload, but it should only be used in the context of a particular course.

Concerning measuring students' workload, Ba Management has improved the regular students' monitoring and evaluation system (Evaluasi Dosen oleh Mahasiswa/EDOM) by integrating new items to measure students' actual workload.

The new system measures students' workload for every course at the end of every semester. The newly integrated items for measuring students' workload are listed below.

Table 2.1 The Instrument to Assess the Students' Workload

No.	Indicator	Answer
1.	Course workload is given according to the definition of one credit (1 credit consisting of 50 minutes face to face interaction in class, 60 minutes of structured assignment, and 60 minutes of independent study)	Option: <input type="checkbox"/> Yes, it is consistent. <input type="checkbox"/> No, it is not consistent with the provision.
2.	Compared to other courses, how much time do you spend specifically for this course?	Option: <input type="checkbox"/> Same with the provision. <input type="checkbox"/> More than the provision. <input type="checkbox"/> Less than the provision.
3.	Effective time spent in a week face-to-face in class for this course.	Option: <input type="checkbox"/> 0 – 50 minutes <input type="checkbox"/> 51 – 100 minutes

No.	Indicator	Answer
		<input type="checkbox"/> 101 – 150 minutes <input type="checkbox"/> > 150 minutes
4.	Effective time spent in a week on self-studying (outside class session) this course (in minutes).	Option: <input type="checkbox"/> 0 – 50 minutes <input type="checkbox"/> 51 – 100 minutes <input type="checkbox"/> 101 – 150 minutes <input type="checkbox"/> > 150 minutes
5.	Effective time spent in a week on structured assignments (outside class hours) for this course (in minutes).	Option: <input type="checkbox"/> 0 – 60 minutes <input type="checkbox"/> 61 – 120 minutes <input type="checkbox"/> 121 – 180 minutes <input type="checkbox"/> > 180 minutes
6.	The time given by the lecturer with the workload is sufficient.	Option: <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
7.	If the assignments are project-based, is the workload too heavy for you?	Option: <input type="checkbox"/> Yes, but I am happy with the project <input type="checkbox"/> Yes, it is too heavy and needs to be reduced <input type="checkbox"/> No, it is not heavy
8.	Are you still able to do other activities (daily activities) with the given workload?	Option: <input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Do the lecturers convey teaching documents (lecture contracts, semester learning plan, syllabus) at the beginning of the semester?	Option: <input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Do the lecturers convey the learning objectives (PLO, CLO, Sub-CLO) at the beginning of the semester/each lecture meeting?	Option: <input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Is the lecture material consistent with the learning outcomes of the course?	Option: <input type="checkbox"/> No, it is not. <input type="checkbox"/> Yes, fairly consistent. <input type="checkbox"/> Yes, it is consistent.
12.	Write down 3 material topics that are difficult to understand in this course.	Short answer
13.	Write down 3 easy-to-understand material topics in this course.	Short answer

No.	Indicator	Answer
14.	In your opinion, are lectures conducted online effective in achieving learning outcomes?	Option: <input type="checkbox"/> No, it is not. <input type="checkbox"/> Yes, fairly effective. <input type="checkbox"/> Yes, it is.
15.	In your opinion, are practicums conducted online effective in achieving learning outcomes?	Option: <input type="checkbox"/> No, it is not. <input type="checkbox"/> Yes, fairly effective. <input type="checkbox"/> Yes, it is. <input type="checkbox"/> This course does not have any practicums.
16.	Did the lecturer review the test results?	Option: <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always
17.	What are your suggestions for improvement in this subject?	Short answer

The results of this student workload assessment are expected to provide a broader picture of the actual student workload experienced by students in their courses. The indicators that do not meet the standard can be further analyzed and evaluated as findings, advice, and input for recommendations to improve the existing curriculum and learning process. Follow-up action is required to accommodate the findings, advice, and recommendations for monitoring the program's quality assurance.

3.2 To Improve Students' Perceptions of Workload

Students come with various backgrounds, experiences, and expectations and will most likely perceive workloads differently. This can be challenging when directing a course. We have pointed out what we have done to address that issue.

1. Communicate the meaning of 1 SKS at the orientation period
At the beginning of the student's study period, the study program will make sure that every student understands what it means to have 1 SKS. In Ba Management, first-semester students are given 19 SKS of workload as a start. By experiencing what it is like to have 19 SKS, we perceived that students are comprehended to determine their choice of workload in the following semesters, as the following semesters' workload is determined by GPA achievement and each student's choice.
2. Communicate learning outcomes and workload

In addition to giving students time to learn, the course responsible should help students use their time properly. At the beginning of the course, communicating the expectations and learning goals, how they should prepare, and how much effort should be put into different activities will help students understand the nature of the learning experience and control and balance their available time and avoid unnecessary stress. Students may also use too much time on project work, and the course responsible may, during the course, need to remind the students of the workload associated with each component of the course.

3. Coordination of workload within and between courses

Coordination within and between courses to distribute workload appropriately is also important and can significantly positively impact students' experience. Especially timing of larger projects and assessments should be distributed over the semester within and between courses. This process is carried out by integrating the modules for each subject every semester at the department's regular meeting and making sure that most of the courses are taught in team (team-teaching).

4. Monitoring students' actual workload

Monitoring students' actual workload should be carried out regularly to get feedback if students' actual workload needs to be lowered or higher compared to the course workload. This can be done quickly by regularly asking students to fill out questionnaires after a learning process and allowing the course responsible for adjusting the workload and the course content. It also shows if students are properly using the time resources.

Chapter 3. Survey Result

In short, the workload is related to work or load credits awarded to students, and the student workload survey is a tool to assess whether the given workload is already following the provisions. This questionnaire addresses active Ba Management FEB UNEJ Academic Year students of 2022/2023 with 311 respondents. The results of this survey managed to cover 50 courses offered in the last 2 semesters. See Table 3.1 for the detailed name of the courses.

Table 3.1 List of Courses Covered in the Survey

No.	Courses Name
1	Cost Accounting
2	Business Accounting
3	Management Accounting
4	Corporate Budgeting
5	Introduction to Computer
6	Econometrics
7	Managerial Economics
8	Business Law
9	Stock Exchange and Financial Institution
10	Leadership and Innovation
11	Entrepreneurship
12	Organizational Communications
13	Strategic Management
14	Investment Management
15	Financial Management
16	International Financial Management
17	Advanced Financial Management
18	Cooperation Management
19	Quality Management
20	Operations Management
21	Advanced Operations Management
22	Marketing Management
23	Advanced Marketing Management
24	Banking management
25	Inventory Management
26	Project Management
27	Agribusiness Supply Chain Management
28	HR Management
29	Advanced HR Management

No.	Courses Name
30	Strategic Management of HR
31	Strategy Management
32	Business Mathematics
33	Quantitative Methods for Business
34	Research Methodology
35	Service Marketing
36	Civic Education
37	Introduction to Business
38	Introduction to Economics
39	Introduction to Management
40	Indonesian Economy
41	HR Planning
42	Organizational Behaviour
43	Taxation
44	Organizational Change and Development
45	Operations Management Seminar
46	Management information System
47	Business Statistics
48	Operations Strategy
49	Business Projection Techniques
50	Decision Making Theory

According to the survey findings presented to the students, more than 80% of them considered the workload adequate. It was selected from various categories after being highly satisfied with the workload. The detailed results of the workload survey are described below.

3.1 Course Workload is Given According to the Definition

The result of the course workload given item about whether the course workload is consistently given according to the definition (see Table 1.1) is depicted in Figure 3.1

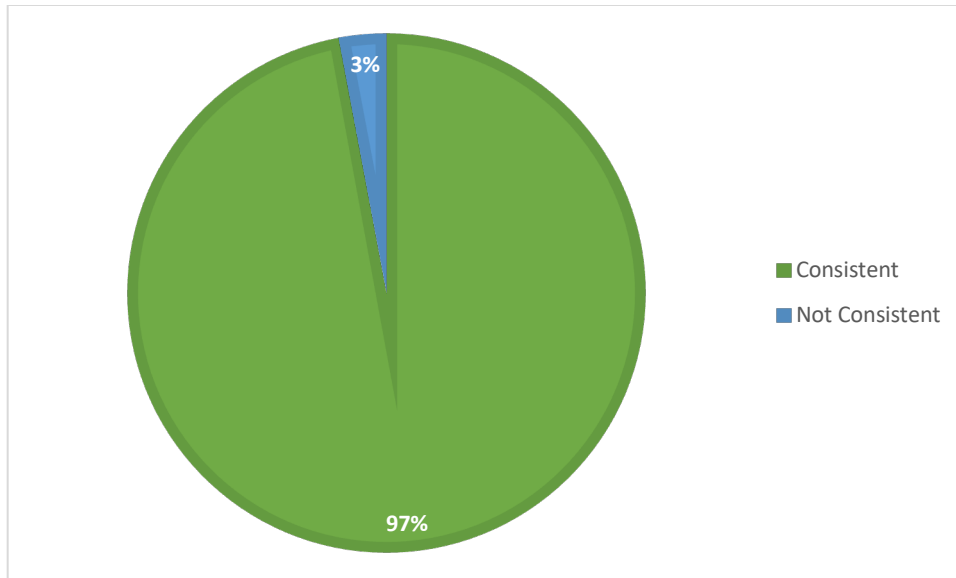


Figure 3.1 Course Workload is Given According to The Definition

Students answered “consistent” as much as 97%. This result means that the learning program has fulfilled the 170-minute requirement: no more than 50 minutes of face-to-face meetings, 60 minutes of structured assignments, and 60 minutes of independent work.

Hereafter, we further analyze the details of the result by inquiring about the effective time spent face-to-face in class, independent study, and structured assignments in a week for each course is carried out consistently according to the definition (see Table 1.1) or more than it is supposed to. The result is depicted in Figures 3.2, 3.3, and 3.4.

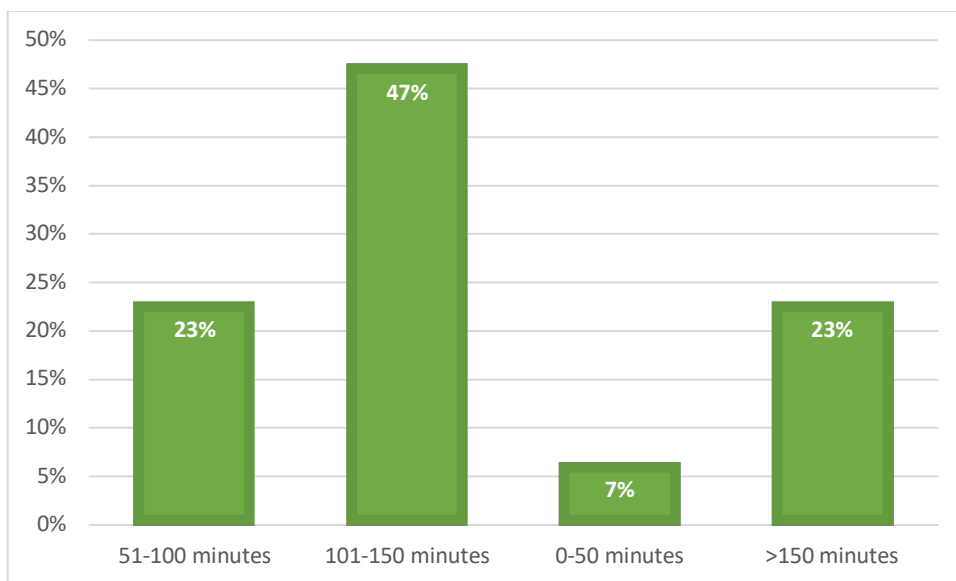


Figure 3.2 Effective Time Spent in a Week Face-to-Face in Class for the Course

The time allocation for a three-credit course is generally between 101 and 150 minutes per week. Accordingly, these assessment findings suggest that the Ba Management program has adhered to relevant regulations in the learning process within the workload prescribed for 1-credit or 3-credit courses. Therefore, based on the assessments made by students in this evaluation, there are still instances in which some courses fail to meet the designated adequate time.

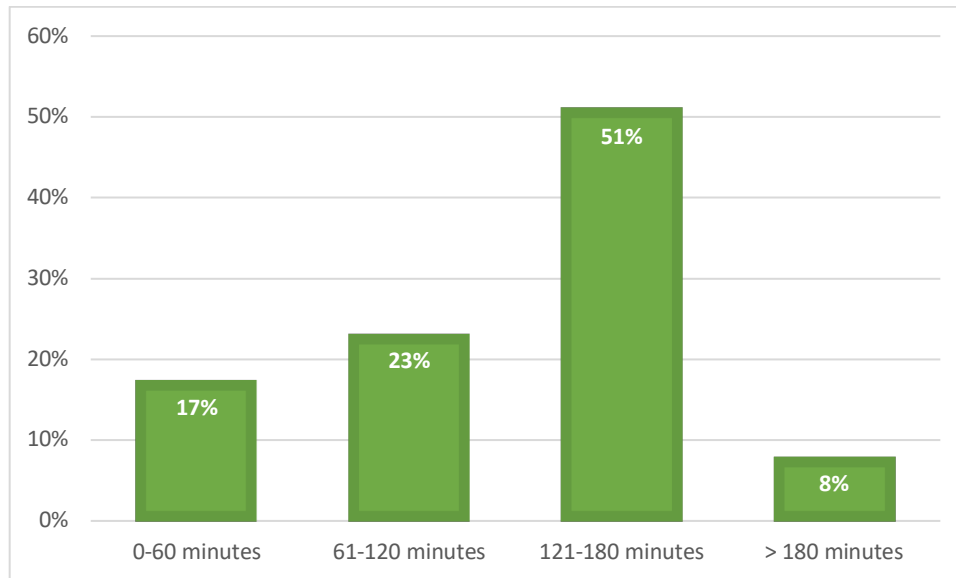


Figure 3.3 Effective Time Spent in a Week Self-Studying (Outside Class Session) for the Course

According to the respondents, the average time spent on self-study outside of class hours ranges from 121 to 180 minutes per week. Based on these findings, it can be concluded that Ba Management students have adhered to the relevant regulations in the teaching process, ensuring that the workload does not exceed or fall significantly below the workload of one credit.

Moreover, to align the workload of one credit with what students devote to self-study outside of class hours, the program should evaluate and monitor the amount of time they devote to self-study outside of class hours. It intends to encourage students to deepen their understanding of course material and program learning outcomes.

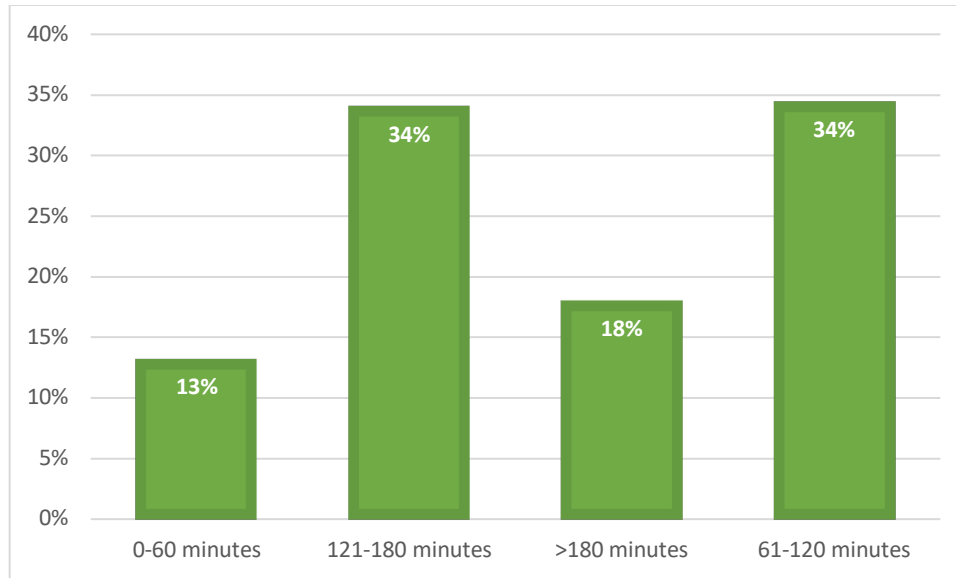


Figure 3.4 Effective Time Spent in a Week Structured Assignments (Outside Class Session) for the Course

Students generally spend 61 to 180 minutes weekly working on structured assignments for a 3-credit course. Consequently, these findings indicate that lecturers of the Ba Management program have provided structured assignments outside of class hours following the workload requirements of 3 credits. Evaluation and monitoring of this good practice should continue to be conducted in order to ensure that the learning process is in accordance with workload regulations and that learning outcomes are being met.

Based on these results, we can conclude that the Ba Management program has implemented the learning process in compliance with applicable regulations. In addition, the workload has stayed within the credit hour provisions. In order to maintain the quality of education, the learning process will continue to be evaluated and monitored.

3.2 Students' Hours of Study for The Courses

This item of students' hours of study is about how much time the student spends for the specific courses compared to other courses. The result is depicted in Figure 3.5

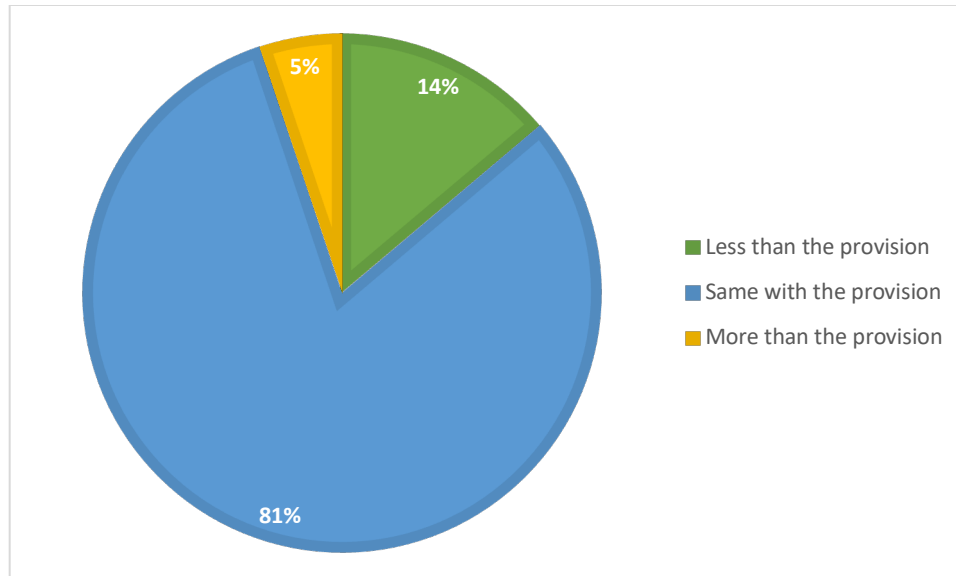


Figure 3.5 Students' Hours of Study for The Courses

Students answered “same with provision” as much as 81% and answered “less than the provision” as much as 14%. This result means that the workload for most courses does not exceed the 170-minute per SKS provision. Meanwhile, as much as 5% answered “more than the provision”, meaning that some courses give a workload more than it is supposed to. Based on these results, we can conclude that the workload for most courses in Ba Management program complies with applicable regulations. In order to maintain the quality of education, the students' hours of study for the courses will continue to be evaluated and monitored.

3.3 The Time Given by The Lecturer with The Workload

The time given by the lecturer with the workload item is about whether the time given by the lecturer with the workload is sufficient. The result is depicted in Figure 3.6

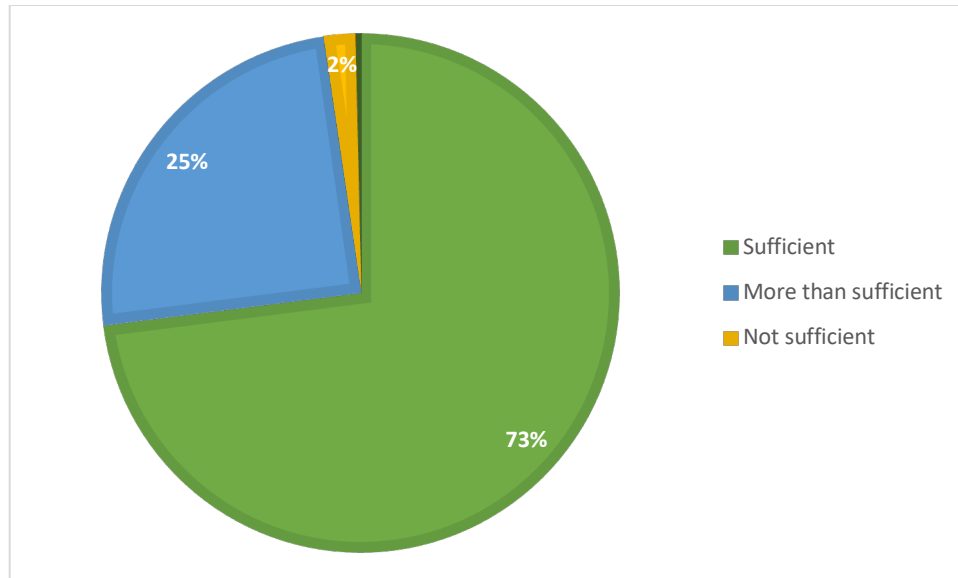


Figure 3.6 The Time Given by The Lecturer with The Workload

Students answered “sufficient” as much as 73% and “more than sufficient” as much as 25%. This result proved that most lecturers give sufficient time for the student to complete their workload for each course. Meanwhile, as much as 2% answered “not sufficient”, meaning that some lecturers may not give an appropriate target line for the given workload. Based on these results, we can conclude that most lecturers in Ba Management program comply with applicable regulations in giving sufficient time for the student to complete their workload. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.4 The Workload of Project-Based Assignments

The workload of project-based assignments item is about whether the workload in the form of project-based assignments given by the lecturer is heavy. The result is depicted in Figure 3.7

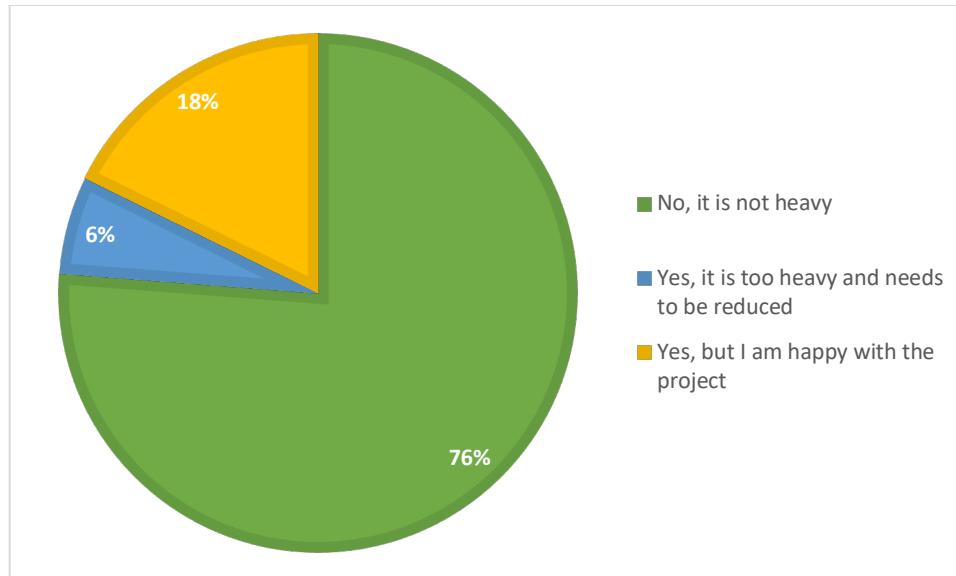


Figure 3.7 The Workload of Project-Based Assignments

Students answered “sufficient” as much as 73% and “more than sufficient” as much as 25%. This result proved that most lecturers give sufficient time for the student to complete their workload for each course. Meanwhile, as much as 2% answered “not sufficient”, meaning that some lecturers may not give an appropriate target line for the given workload. Based on these results, we can conclude that most lecturers in Ba Management program comply with applicable regulations in giving sufficient time for the student to complete their workload. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.5 The Time Available to Do Other Activities with The Given Workload

The time available to do other activities with the given workload item concerns whether the students can carry out their daily activities properly. The result is depicted in Figure 3.8

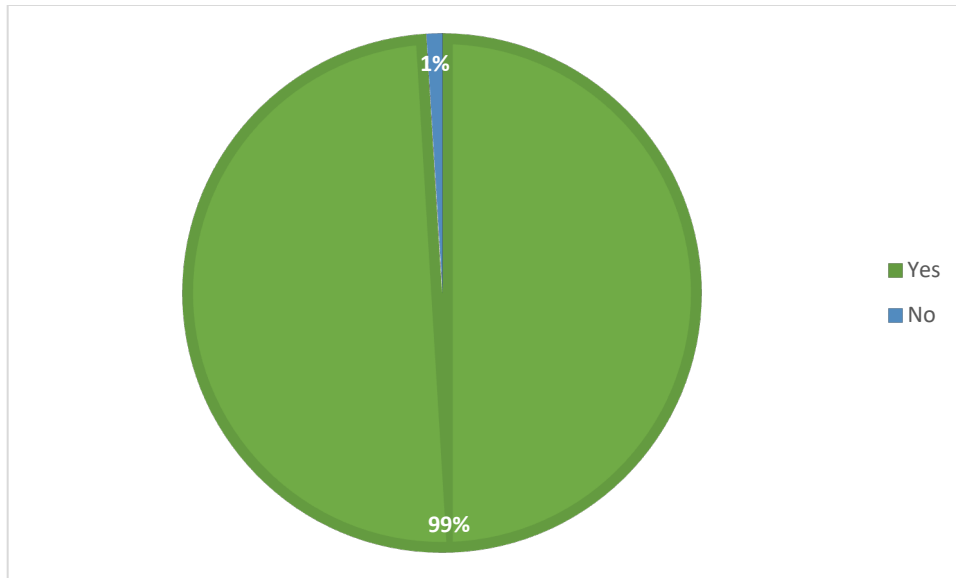


Figure 3.8 The Time Available to Do Other Activities with the Given Workload

Students answered “yes” as much as 99%, while the other 1% answered “no”. This result proved that almost all students have sufficient time to carry out their daily lives. Based on these results, we can conclude that the workload given at Ba Management program complies with applicable regulations in giving sufficient time for the student outside the learning activities. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.6 Information on Teaching Documents at The Beginning of The Semester

The information on teaching documents at the beginning of the semester given by the lecturer item is about whether the lecturers were giving the teaching documents, e.g lecture contracts, semester learning plan, and syllabus, at the beginning of the semester. The result is depicted in Figure 3.9

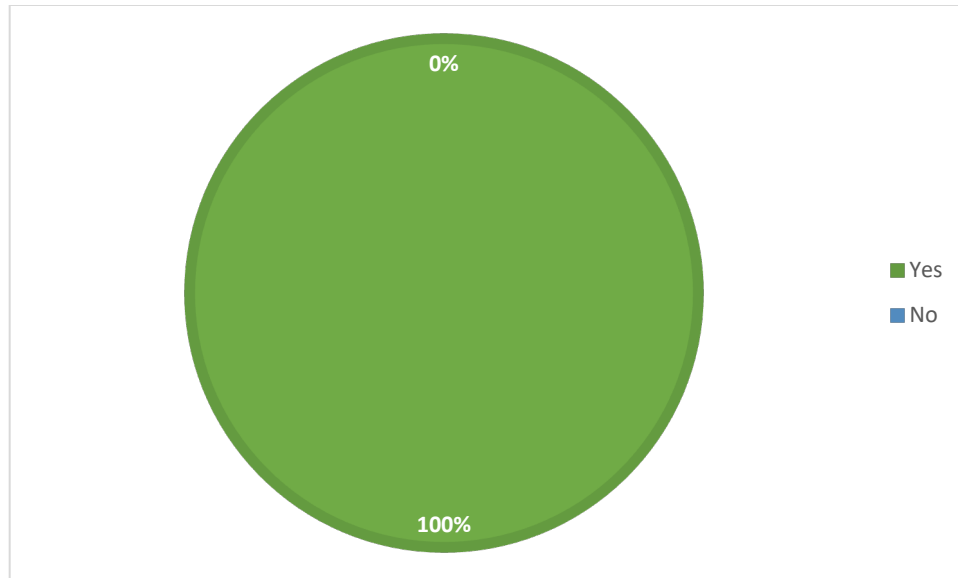


Figure 3.9 Information on Teaching Documents at the Beginning of the Semester

Students answered “yes” as much as 100%. This result proved that all lecturers have complied with applicable regulations to give accurate course information. In order to maintain and improve the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.7 Information on The Learning Objectives at the Beginning of the Semester

The information on the learning objectives at the beginning of the semester item is about whether the lecturers were giving the students information about the program learning objectives, course learning objectives, and sub-course learning objectives at the beginning of each course. The result is depicted in Figure 3.10

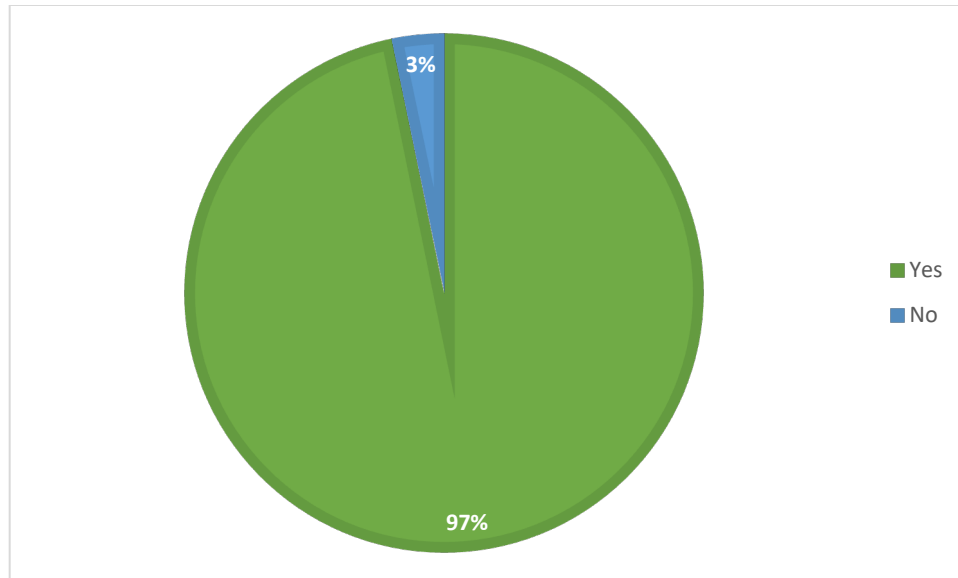


Figure 3.10 Information on Teaching Documents at the Beginning of the Semester

Students answered “yes” as much as 97%. This means that not only the lecturers gave the students the learning documents but also explained the content of it. This result proved that most lecturers have complied with applicable regulations to give accurate course information. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.8 The Consistency of Learning Materials with The Learning Outcomes

The consistency of learning materials with the learning outcomes item is about whether the learning materials given by the lecturers were consistent with the content of learning documents and learning outcomes for each course. The result is depicted in Figure 3.11

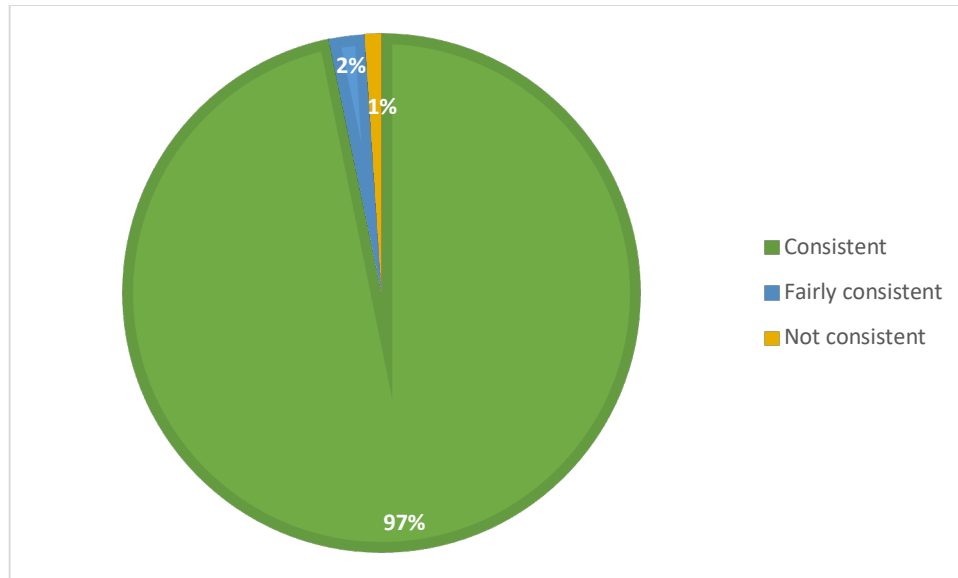


Figure 3.11 The Consistency of Learning Materials with the Learning Outcomes

Students answered “consistent” as much as 97% and “fairly consistent” as much as 2%, while the other 1% answered “not consistent”. This result proved that almost all materials for each course are consistent with the learning outcomes. Based on these results, we can conclude that the content given for each course at Ba Management program complies with applicable regulations. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.9 The Effectiveness of Online Lectures

The effectiveness of online lectures item is about whether the lectures conducted online is effective in achieving learning outcomes. The result is depicted in Figure 3.12

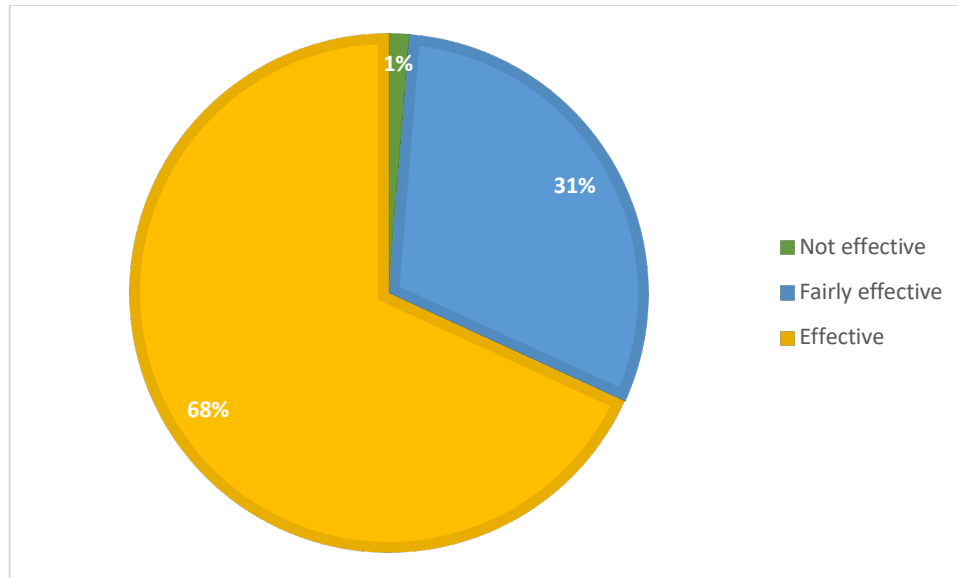


Figure 3.12 The Effectiveness of Online Lectures

Students answered “effective” as much as 68% and “fairly effective” as much as 31%, while the other 1% answered “not effective”. This result proved that even when delivered online, the delivery of most courses is still effective in the effort of achieving learning outcomes. Based on these results, we can conclude that the content given for each course via online learning at Ba Management program complies with applicable regulations. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.

3.10 The Effectiveness of Online Practicums

The effectiveness of online practicums item is about whether the practicums conducted online are effective in achieving learning outcomes. The result is depicted in Figure 3.13

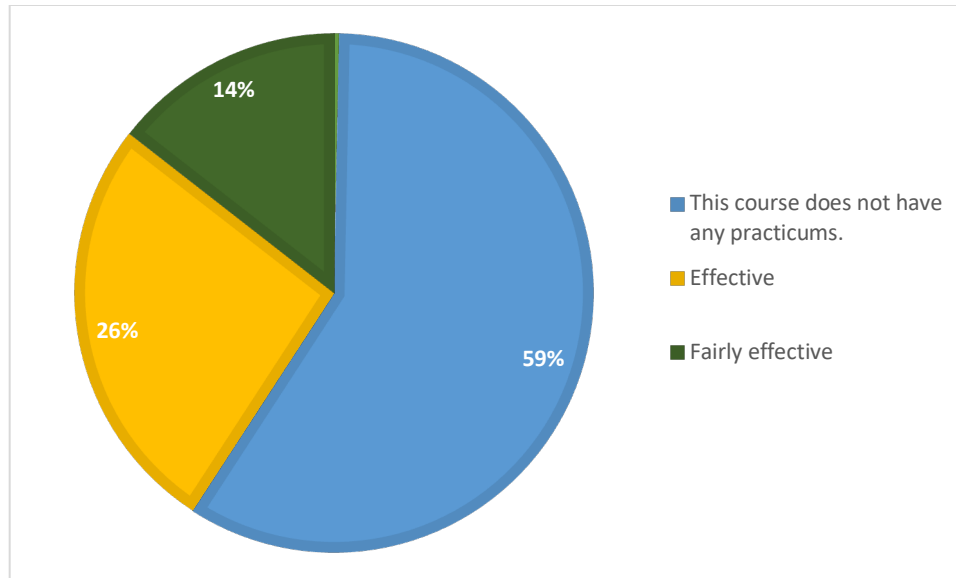


Figure 3.13 The Consistency of Learning Materials with the Learning Outcomes

As most of the courses in Ba Management did not have practicums, most students answered “the course does not have any practicums” as much as 59%. Meanwhile, for the courses that have practicums, most students answered “effective” as much as 26% and “fairly effective” as much as 14%. This result proved that even when delivered online, the practicums are still effectively carried out to achieve learning outcomes. Based on these results, we can conclude that the content given for each online practicums at Ba Management program complies with applicable regulations. In order to maintain the quality of education, the time given by the lecturer with the workload will continue to be evaluated and monitored.