

# WORK LOAD

## INFORMATION TECHNOLOGY

Students' Workload Survey  
Bachelor of Information  
Technology

2024



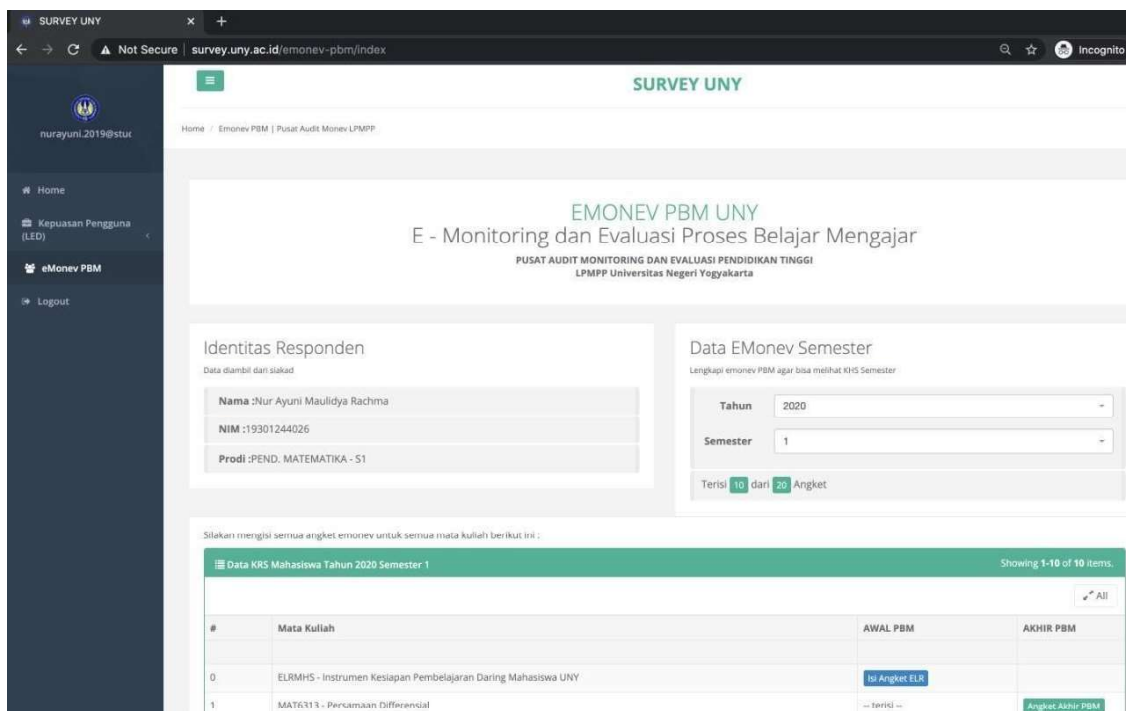
FACULTY OF ENGINEERING  
UNIVERSITAS NEGERI YOGYAKARTA

# 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.



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## 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
<b>A. Pembelajaran di Kampus (sebelum Pandemi COVID-19)</b>		
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	<input type="radio"/> Lebih Sedikit <input type="radio"/> Sama <input type="radio"/> Lebih Banyak
20.	Waktu efektif yang and habiskan dalam seminggu (di luar jam perkuliahan) untuk belajar mata kuliah ini (dalam satuan menit)	<input type="text"/>
<b>B. Pembelajaran Masa Pandemi COVID-19 (Pembelajaran di Rumah/Kost/Luar Kampus)</b>		
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"> <li>• 5</li> <li>• 4</li> <li>• 3</li> <li>• 2</li> <li>• 1</li> </ul>
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"> <li>• sama</li> <li>• lebih sedikit</li> <li>• lebih banyak</li> <li>• <i>equal</i></li> <li>• <i>less than</i></li> <li>• <i>more than</i></li> </ul>
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>	....

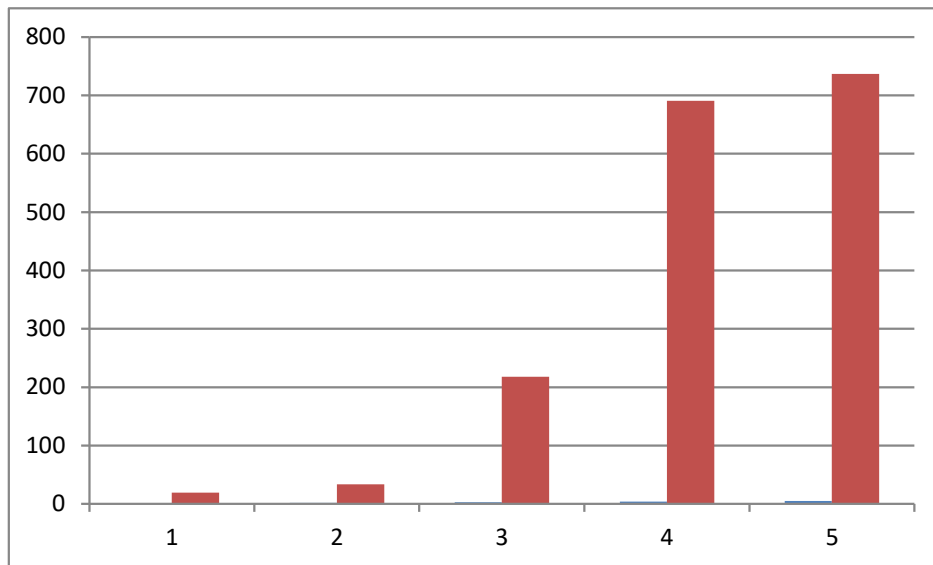
## B. The result

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

The result was presented in Figure 1. (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.

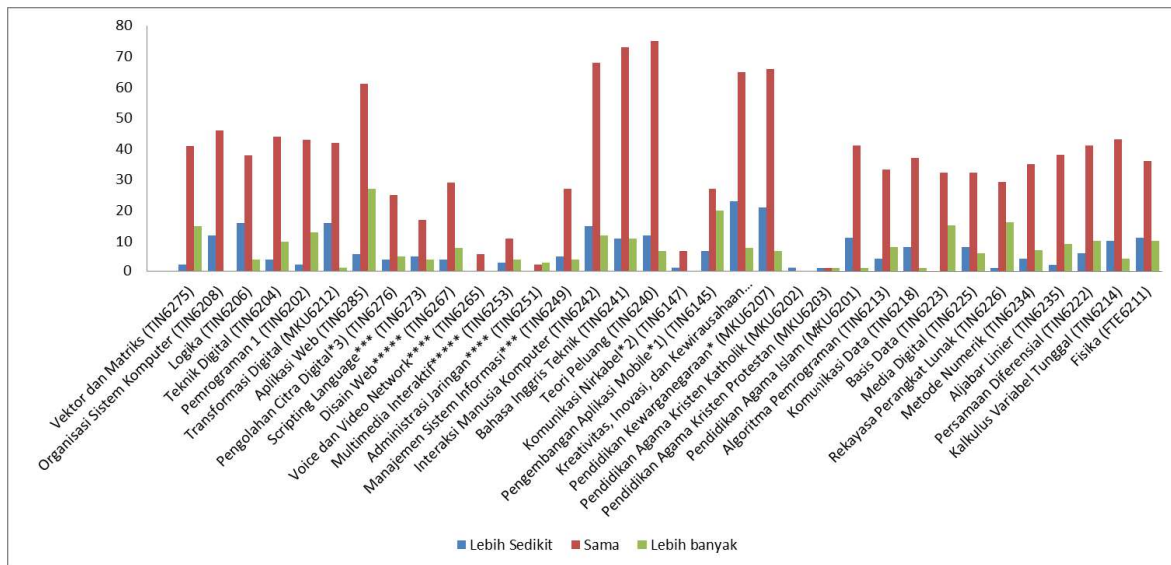


Figure 2. Percentage of Student Responses to Item 19

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	0-60	61-120	121-180	>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%
Digital Electronics	60,34%	8,62%	18,97%	12,07%
Digital Image Processing*3)	58,82%	23,53%	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%
Linear Algebra	37,06%	19,58%	27,27%	16,08%
Logic	68,97%	8,62%	17,24%	5,17%
Mobile Application Development *1)	25,93%	16,67%	27,78%	29,63%
Network Administration****	40,00%	0,00%	20,00%	40,00%
Numerical Methods	36,96%	21,74%	30,43%	10,87%
Physics	64,91%	10,53%	14,04%	10,53%
Probability Theory	48,94%	17,02%	24,47%	9,57%
Programming 1	55,17%	5,17%	22,41%	17,24%
Programming Algorithms	44,44%	11,11%	37,78%	6,67%
Protestan Education	33,33%	66,67%	0,00%	0,00%
Scripting Language***	57,69%	11,54%	19,23%	11,54%
Single Variable Calculus	68,42%	10,53%	15,79%	5,26%
Software Engineering	39,13%	17,39%	26,09%	17,39%
Vectors and Matrices	55,17%	10,34%	17,24%	17,24%
Voice & Video Network****	50,00%	16,67%	33,33%	0,00%
Web Design*****	51,22%	19,51%	12,20%	17,07%
Wireless Communications *2)	75,00%	12,50%	12,50%	0,00%

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

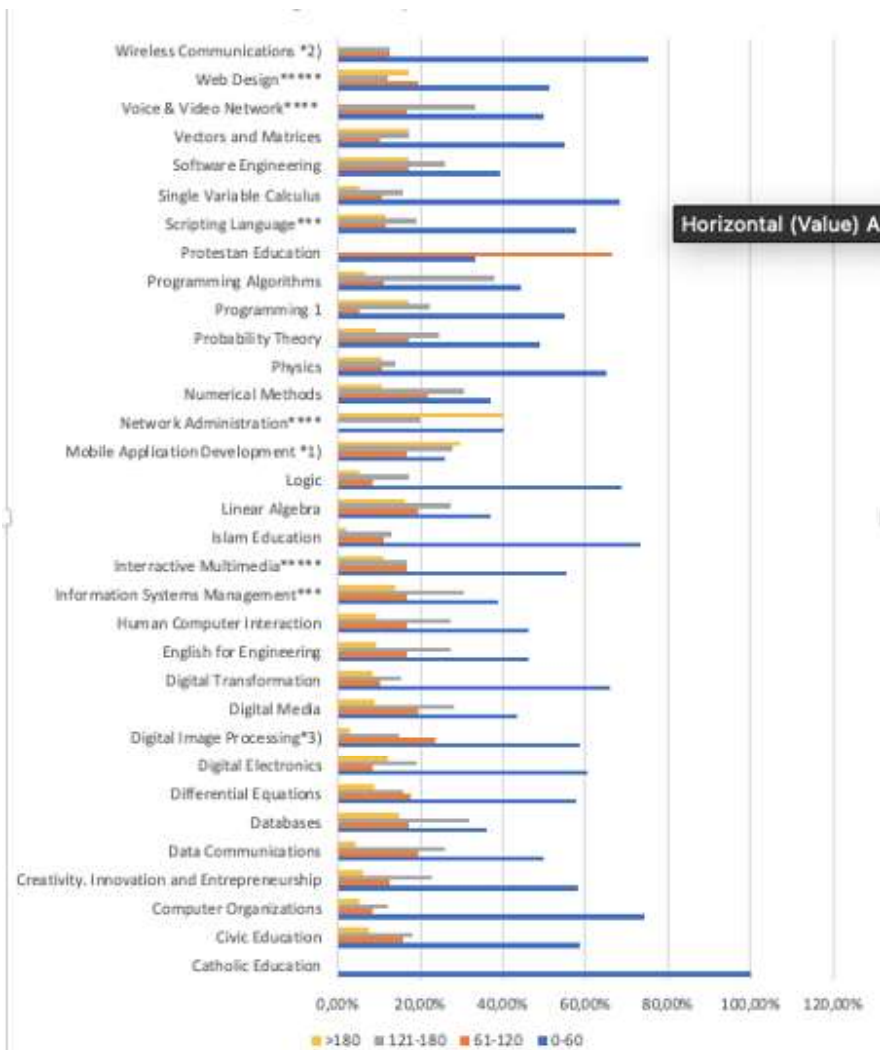


Figure 3. Percentage of Study Time Outside Class Hours

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.

### . 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.