

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 form includes the following fields:

| | |
|-----------------|---|
| 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 form fields.

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

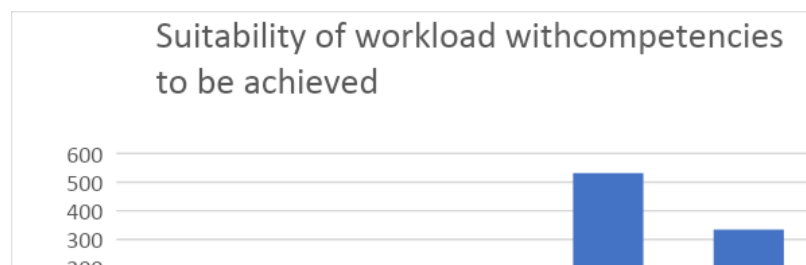
Results survey burden Work students will be explained below as follows:

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.

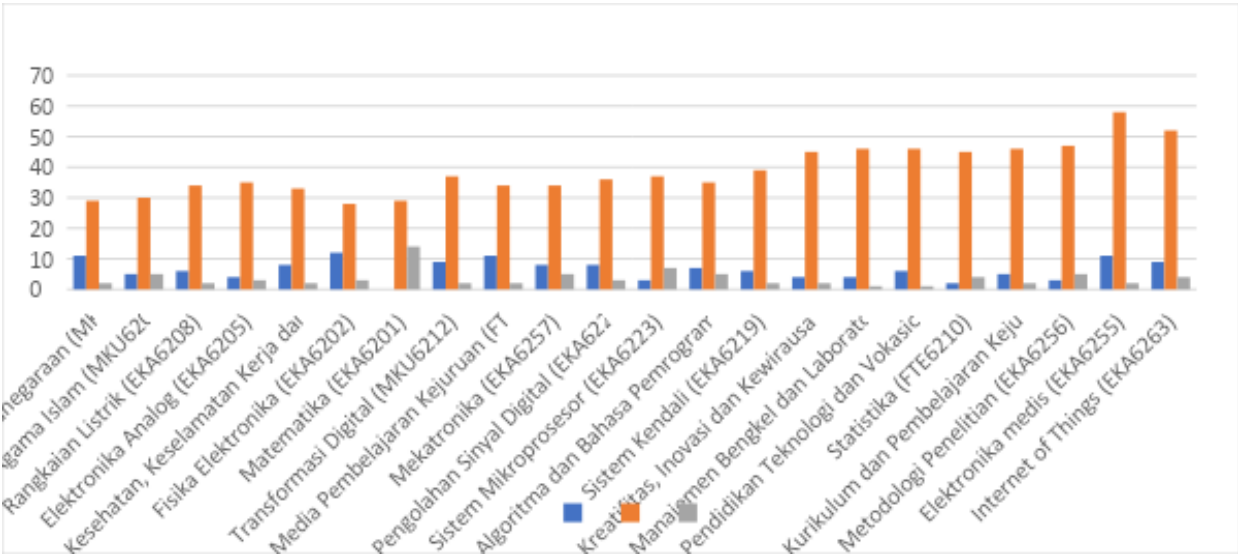
b) Compared to with subject Which other, amount time Which You spend it special For eye studying.

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.

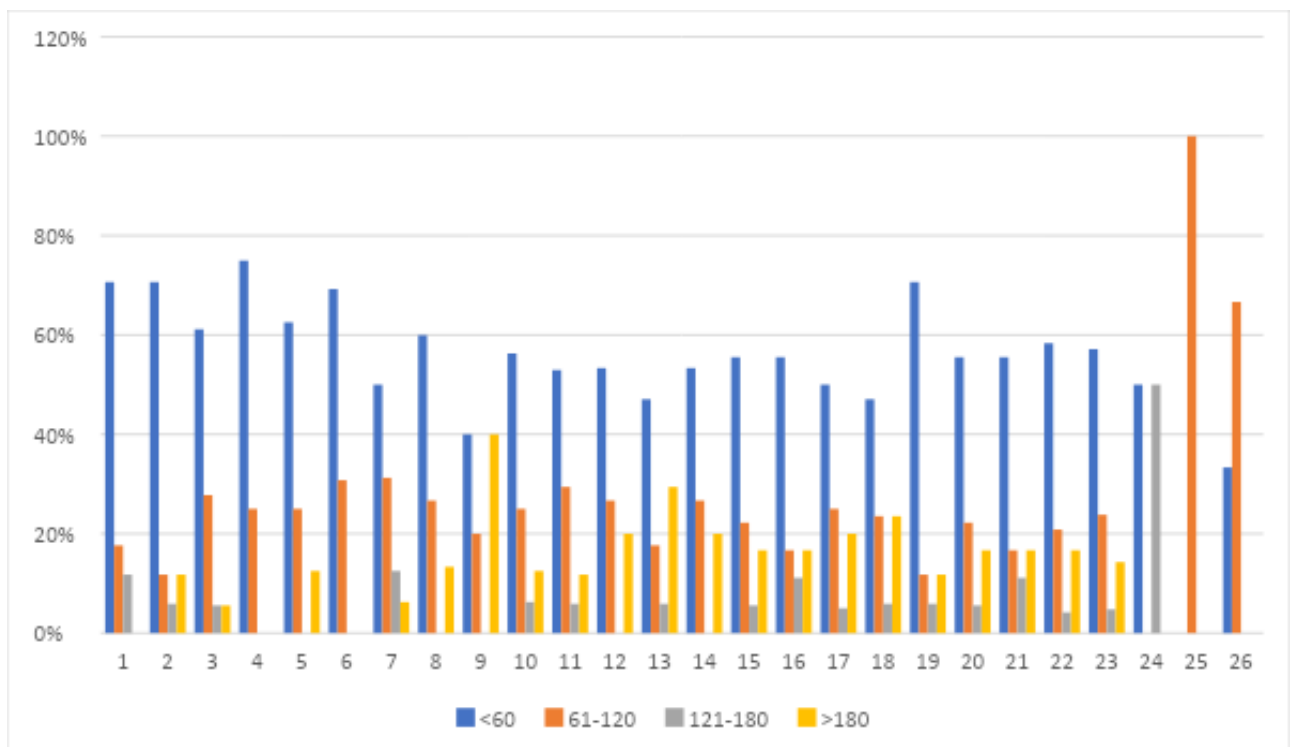


Figure 3. Percentage Time Study in Outside O'clock Lesson

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. |