SURVEY REPORT

01 Course Feedback and Student Satisfaction Survey

02 Feedback of Teaching Process and Students' Workload Survey

ODD SEMESTER 2023/2024

AGRIBUSINESS STUDY PROGRAM
FACULTY OF AGRICULTURE- UNIVERSITAS SRIWIJAYA
2024

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I. INTRODUCTION

This survey aims to evaluate the learning process and measure the level of student satisfaction with the teaching and learning process in lectures, both compulsory and elective courses. This survey also aims to measure the level of student workload whether it is in accordance with the previously prepared learning plan. There are 2 kinds of surveys conducted, namely:

1. Questionnaire For Course Feedback and Student Satisfaction Survey (http://tinyurl.com/AGRStf)
2. Questionnaire For the Feedback of Teaching Process and Students' Workload (http://tinyurl.com/AGRwrl)

Survey questions were presented in Google Form, then the questionnaires were sent to students to fill out. The survey results were analyzed and presented in graphs and tables. The discussion and conclusion of the results were also carried out to find out solving problems. This survey report is used as a basis for improving the teaching process and student's workload to be better in the next semester.

II. RESULTS OF SURVEYS

2.1. Agribusiness System (compulsory course)

2.1.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.1**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study program***" It indicated that providing the course is important to achieve the graduate learning outcomes of study program. It is close to 68% that students were "Absolutely agree" with the statement of "***The lecturer masters the subject's matter***, ***Class atmosphere is pleasant***, and ***the instructional materials help me to enrich my knowledge in the subject matter***". The lowest percentage (60%) of "absolutely agree" was found in the statements of "***The interaction between lecturers and students is appropriate*** and ***Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material***". The interactions between lecturers and students need to be improved in lecture activities and the material delivered must be a measure of measurable learning outcomes.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.1**.
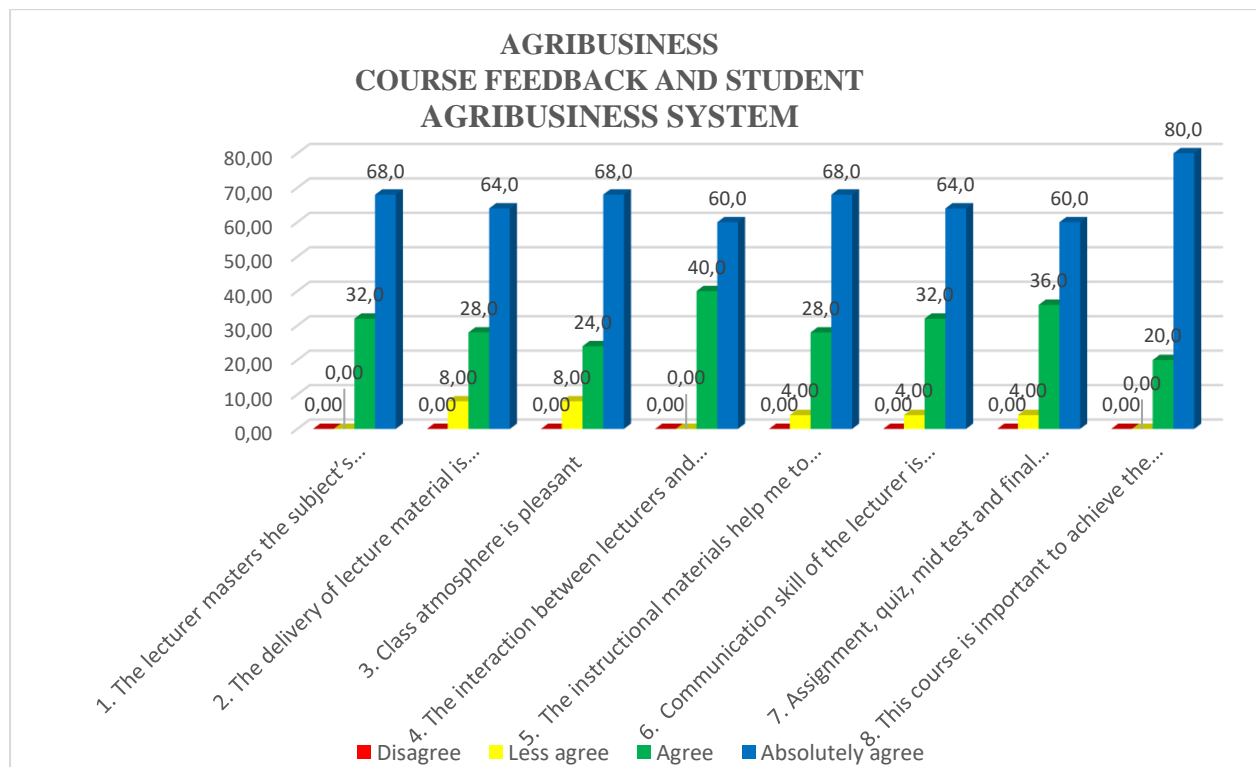
Figure 2.1. Course feedback and students' satisfaction (%)

Table 2.1 The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	86.78	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	83.17	Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	85.58	Very Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	86.54	Very Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	87.74	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	85.34	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	88.94	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	93.75	Very Good

Based on **Table 2.1** The achievement of each question in the questionnaire of course feedback, it is known that course **Agribusiness System** is important to achieve the graduate learning outcomes of Agribusiness study program.

2.1.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.2** whereas the results of workload survey. The results of student workload survey were presented in Table 2.2.
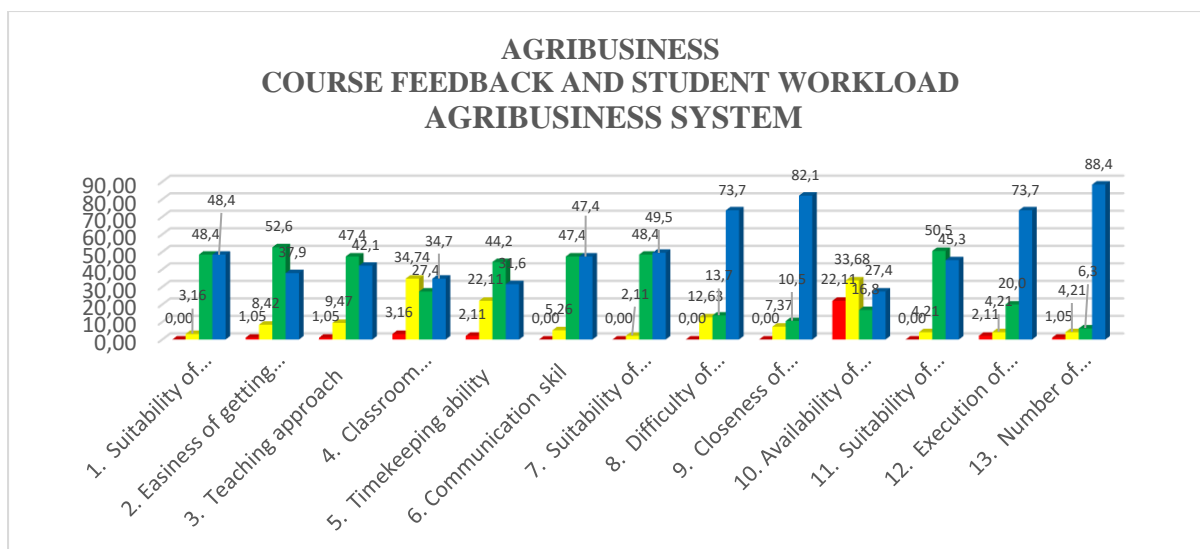
AGRIBUSINESS
COURSE FEEDBACK AND STUDENT WORKLOAD
AGRIBUSINESS SYSTEM

Figure 2.2 Performance of Teaching Process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions on the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 48,8% *Very suitable*, and 48,8% *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 45,3% *Very suitable*, and 50,5% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.2**.

Tabel 2.2 Analysis of students' workload for Agribusiness System

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	86.32	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	81.84	Good
3. Teaching approach (*Pendekatan pengajaran*)	82.63	Good
4. Classroom management (*Manajemen kelas*)	73.42	Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	76.32	Good
6. Communication skill (*Kemampuan berkomunikasi*)	85.53	Very Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	86.84	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	90.26	Very Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	93.68	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	62.37	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	85.26	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	91.32	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	95.53	Very Good

Tabel 2.3 Analysis of students' workload for Agribusiness System

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	8	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	92	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time

17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	128	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	86	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	8	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	82	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	2	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	104	Minute

The results in **Table 2.3.** shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

2.2. Econometrics (compulsory course)

2.2.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.3**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of ***the lecturer masters the subject's matter".*** It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is more than 70% that students were "Absolutely agree" with the statement of "***Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material***". The lowest percentage (26.9%) of "absolutely agree" was found in the statement of "***Class atmosphere is pleasant***." The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.4**.
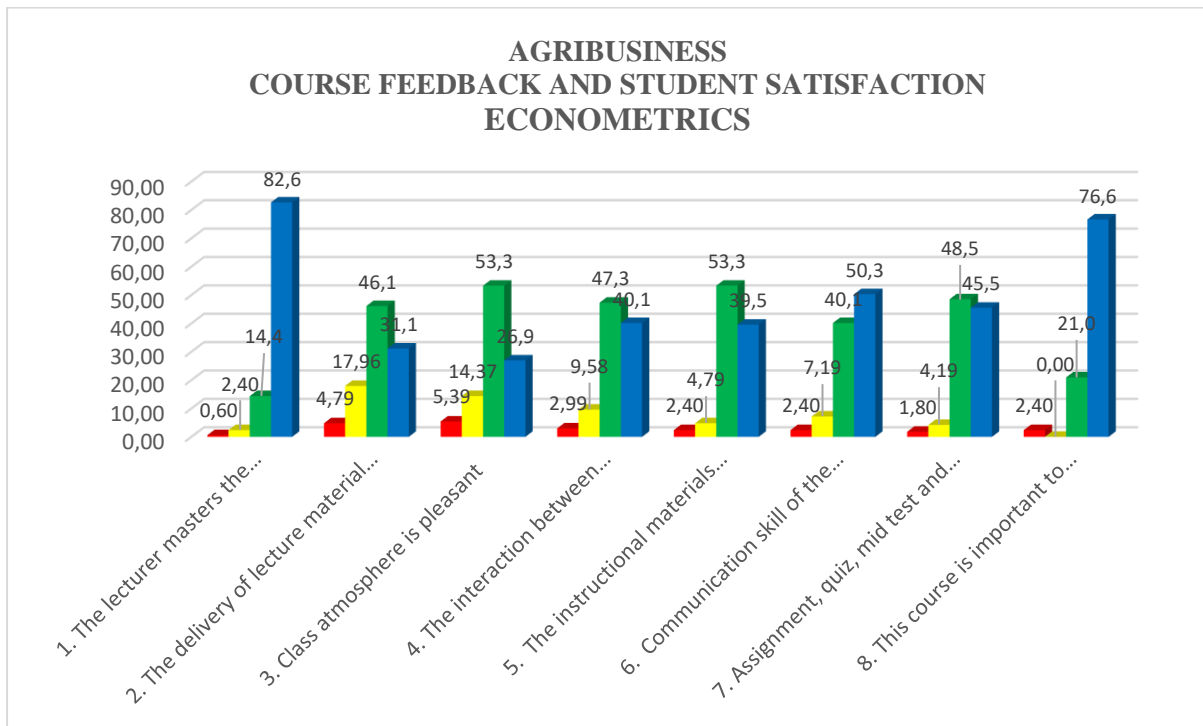
Figure 2.3. Course feedback and students' satisfaction (%)

Table 2.4. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	94.76	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	75.90	Good

3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	75.60	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	81.14	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	82.49	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	84.58	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	84.43	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	92.96	Very Good

2.2.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.4**. whereas the results of workload survey were presented in **Table 2.5.**
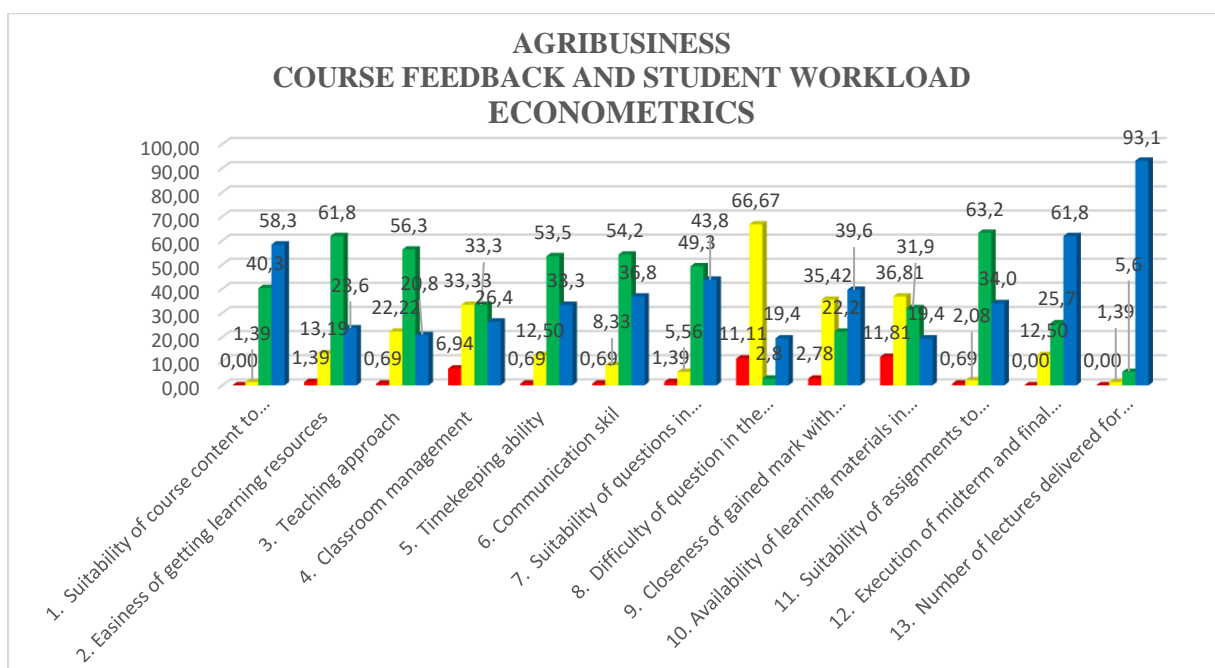
Figure 2.4. Performance of teaching process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable

Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 58,3 % *Very suitable*, and 40,3 % *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 43,8 % *Very suitable*, and 49,3 % *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.5.**, and level of achievement of teaching process is presented in **Table 2.6**.

Table 2.5. Analysis of students' workload for Econometrics

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	8	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	102	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	312	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam*	73	Minute

	seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?)		
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	6	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	65	Minute
21	How many times did the lecturer in question give quiz or exam (*Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?*)	2	Time
22	How long did you averagely spend to take each quiz/exam? (*Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?*) (in minutes = dalam satuan menit)	80	Minute

The results in **Table 2.5** shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.6. The achievement of each question in the questionnaire of teaching process

1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	89.24	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	76.91	Good
3. Teaching approach (*Pendekatan pengajaran*)	74.31	Good
4. Classroom management (*Manajemen kelas*)	69.79	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	79.86	Good
6. Communication skill (*Kemampuan berkomunikasi*)	81.77	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	83.85	Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	57.64	Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	74.65	Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	64.76	Fairly Good

11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	82.64	Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	87.33	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	97.92	Very Good

As shown in **Table 2.6.**, the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material will be uploaded in LMS prior to a few days before the lecture starts.

2.3   Natural Resource Economics (compulsory course)

2.3.1   Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 5**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study"***. It indicated that providing the course is important to achieve the graduate learning outcomes of study program. It is close to 41 % that students were "Absolutely agree" with the statement of *" Communication skill of the lecturer is good*" *and "Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material".* The lowest percentage (32.3%) of "absolutely agree" was found in the statement of "***Class atmosphere is pleasant***." The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.7**.
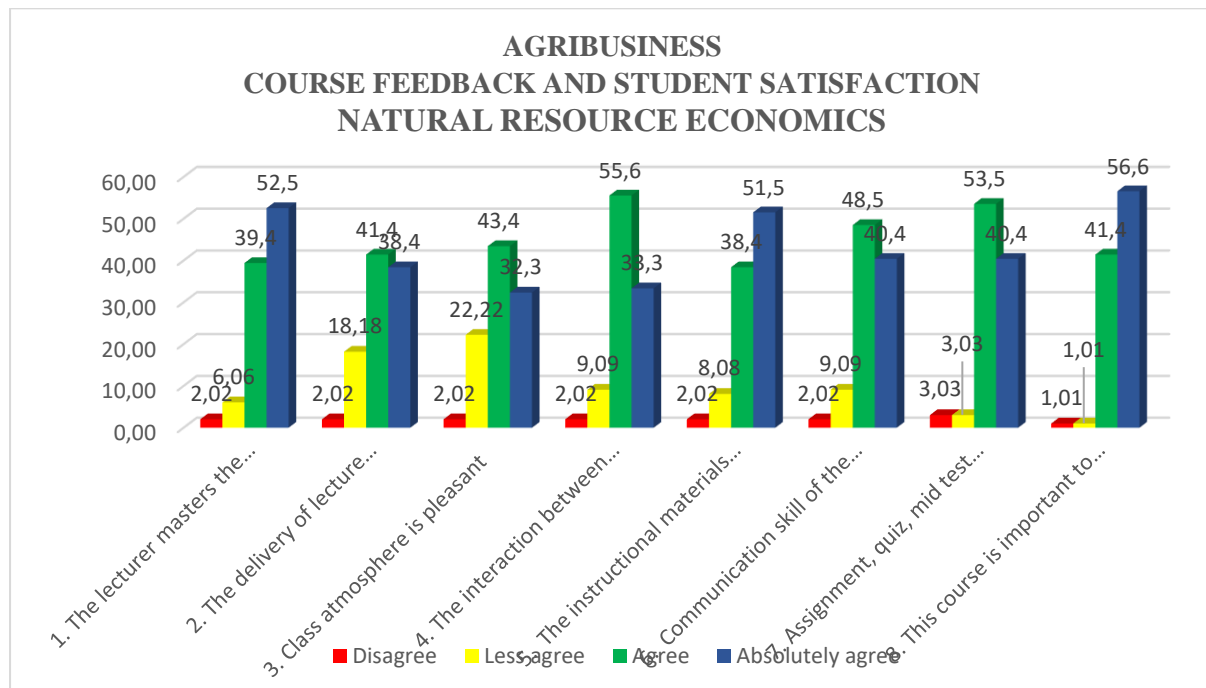

Figure 2.5. Course feedback and students' satisfaction (%)

Table 2.7. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	85.61	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	79.04	Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	76.52	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	80.05	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	84.85	Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	81.82	Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	82.83	Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	88.38	Very Good

2.3.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.6**. whereas the results of workload survey were presented in **Table 2.7.**
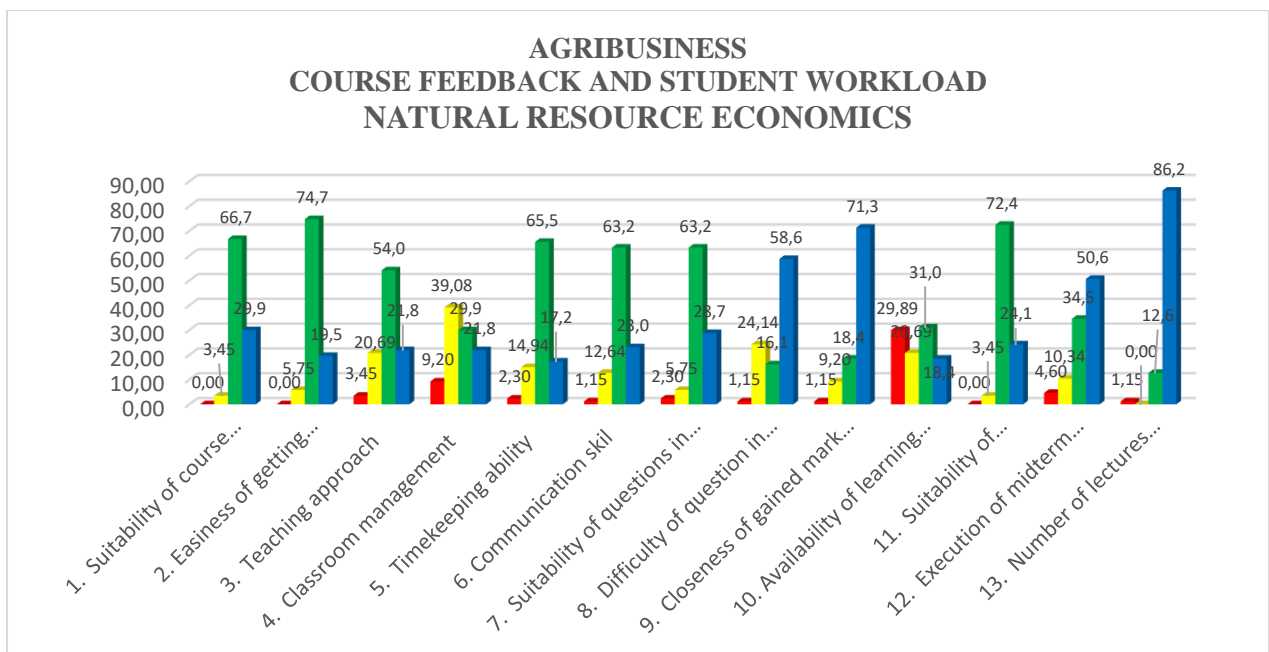
Figure 2.6. Performance of Teaching Process

13

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 29,9 % *Very suitable*, and 66,7 % *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 28,7 % *Very suitable*, and 63,2 % *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.8**., and level of achievement of teaching process is presented in **Table 2.9**.

Table 2.8. Analysis of students' workload for Natural Resource Economics

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	7	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	95	Minute

16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	2	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	69	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	45	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	2	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	49	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	2	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	72	Minute

The results in **Table 2.8**. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

As shown in **Table 2.9.** below, the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material will be uploaded in LMS prior to a few days before the lecture starts.

Table 2.9. The achievement of each question in the questionnaire of teaching process
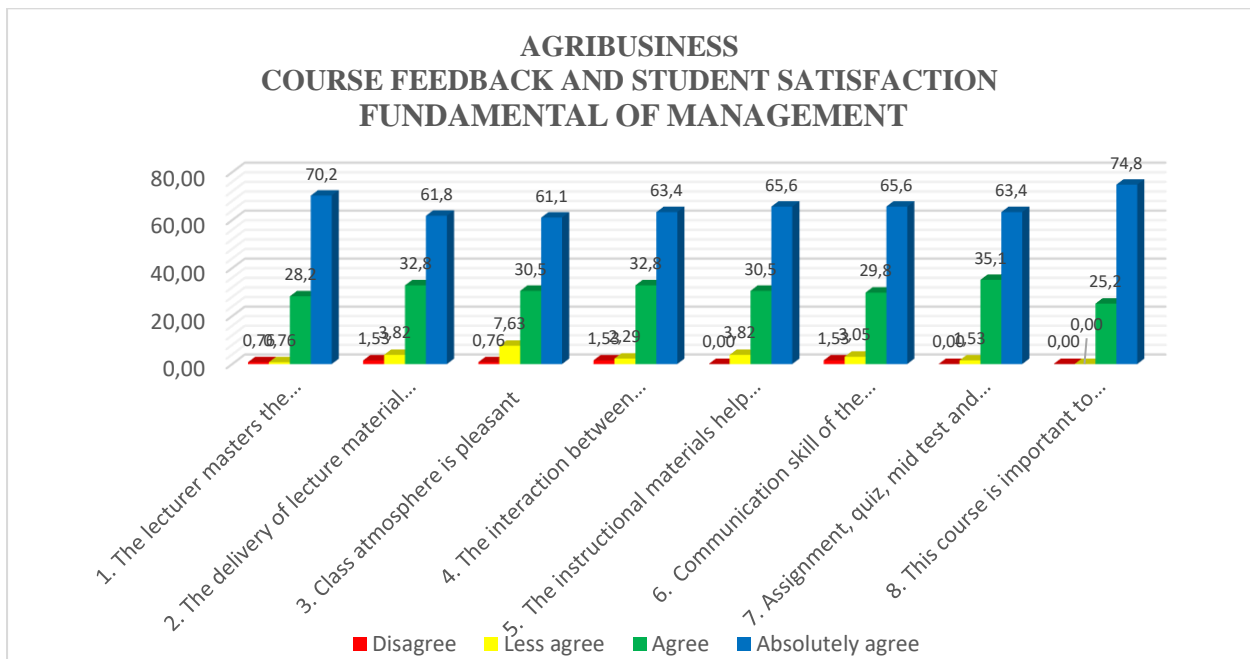
Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	81.61	Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	78.45	Good
3. Teaching approach (*Pendekatan pengajaran*)	73.56	Good
4. Classroom management (*Manajemen kelas*)	66.09	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	74.43	Good
6. Communication skill (*Kemampuan berkomunikasi*)	77.01	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	79.60	Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	83.05	Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	89.94	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	59.48	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	80.17	Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	82.76	Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	95.98	Very Good

2.4 Fundamental of Management (compulsory course)

2.4.1 Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 7**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study program***". It indicated that providing the course is important to achieve the graduate learning outcomes of study program. It is close to 70,2% that students were "Absolutely agree" with the statement of "***The lecturer masters the subject's matter***". The lowest percentage (61,1%) of "absolutely agree" was found in the statements of "***Class atmosphere is pleasant***". The delivery of lecture material needs to be improved by lecturer. The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.10**.

Figure 2.7. Course feedback and students' satisfaction (%)

Table 2.10 The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	91.98	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	88.74	Very Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	87.98	Very Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	89.50	Very Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	90.46	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	89.89	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	90.46	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	93.70	Very Good

Based on **Table 2.10** The achievement of each question in the questionnaire of course feedback, it is known that course **Fundamental of Management** is important to achieve the graduate learning outcomes of agribusiness study program.

2.4.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.8** whereas the results of workload survey were presented in **Table 2.11.**
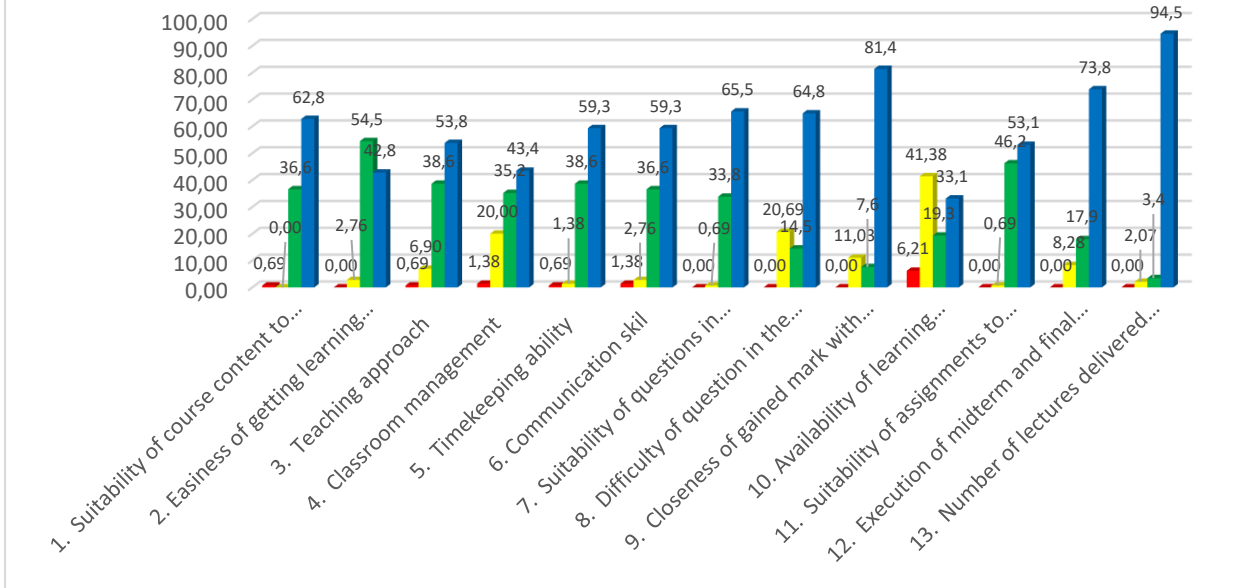
Figure 2.8 Performance of Teaching Process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions on the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 62,8% *Very suitable*, and 36,6% *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 53,1% *Very suitable*, and 46,2% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.11**.

Tabel 2.11. Analysis of students' workload for Fundamental of Management

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	90.34	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	85.00	Good
3. Teaching approach (*Pendekatan pengajaran*)	86.38	Very Good
4. Classroom management (*Manajemen kelas*)	80.17	Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	89.14	Very Good
6. Communication skill (*Kemampuan berkomunikasi*)	88.45	Very Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	91.21	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	86.03	Very Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	92.59	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	69.83	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	88.10	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	91.38	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	98.10	Very Good

Tabel 2.12. Analysis of students' workload for Fundamental of Management

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	8	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	98	Minute

16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	121	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan*?)	60	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	2	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	109	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	4	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	124	Minute

The results in **Table 2.12**. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

2.5. Economic Mathematics (compulsory course)

2.5.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.9**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study program***" It indicated that providing the course is important to achieve the graduate learning outcomes of study program. It is close to 67,2% that students were "Absolutely agree" with the statement of "***The lecturer masters the subject's matter***". The lowest percentage (41,5%) of "absolutely agree" was found in the statements of "***Class atmosphere is pleasant***". The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.13**.
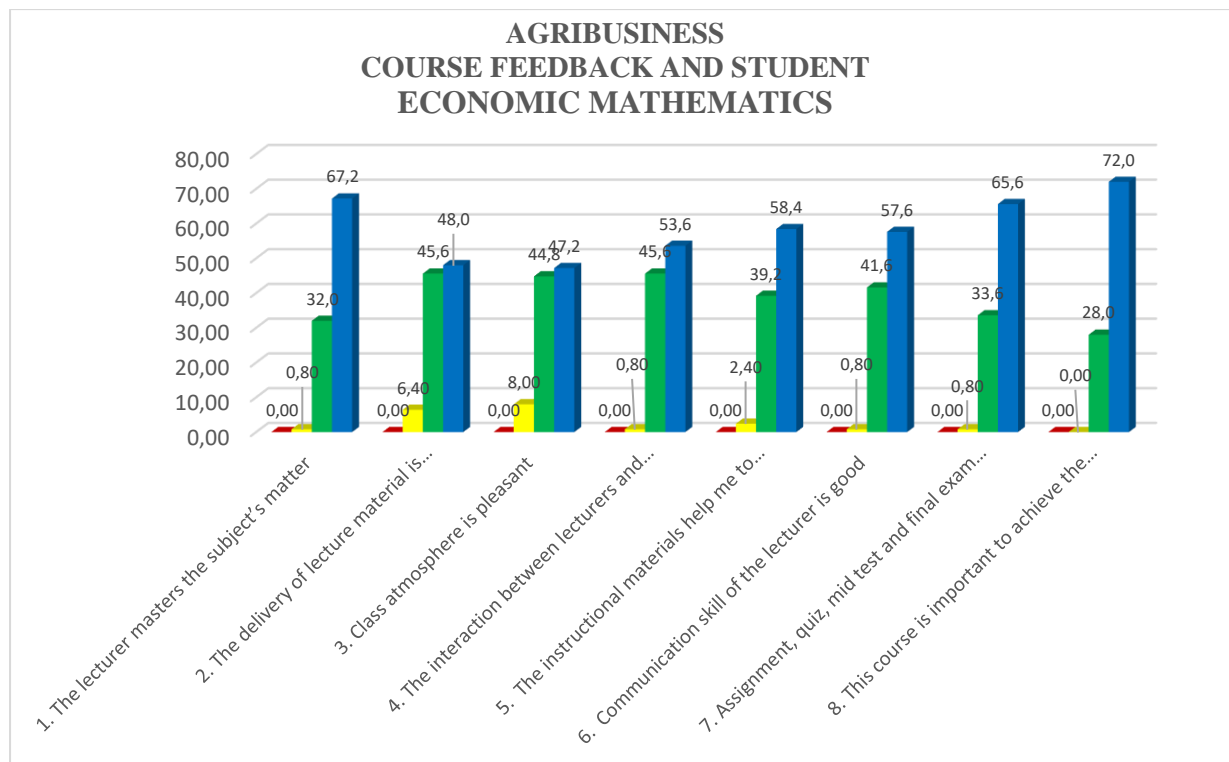
**Figure 2.9. Course feedback and students' satisfaction (%)**

Table 2.13 The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	92.34	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	86.09	Very Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	84.88	Very Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	88.91	Very Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	89.72	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	89.92	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	91.94	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	93.75	Very Good

Based on **Table 2.13** The achievement of each question in the questionnaire of course feedback, it is known that course **Economic Mathematics** is important to achieve the graduate learning outcomes of agribusiness study program.

2.5.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.10** whereas the results of workload survey were presented in **Table 2.14.**
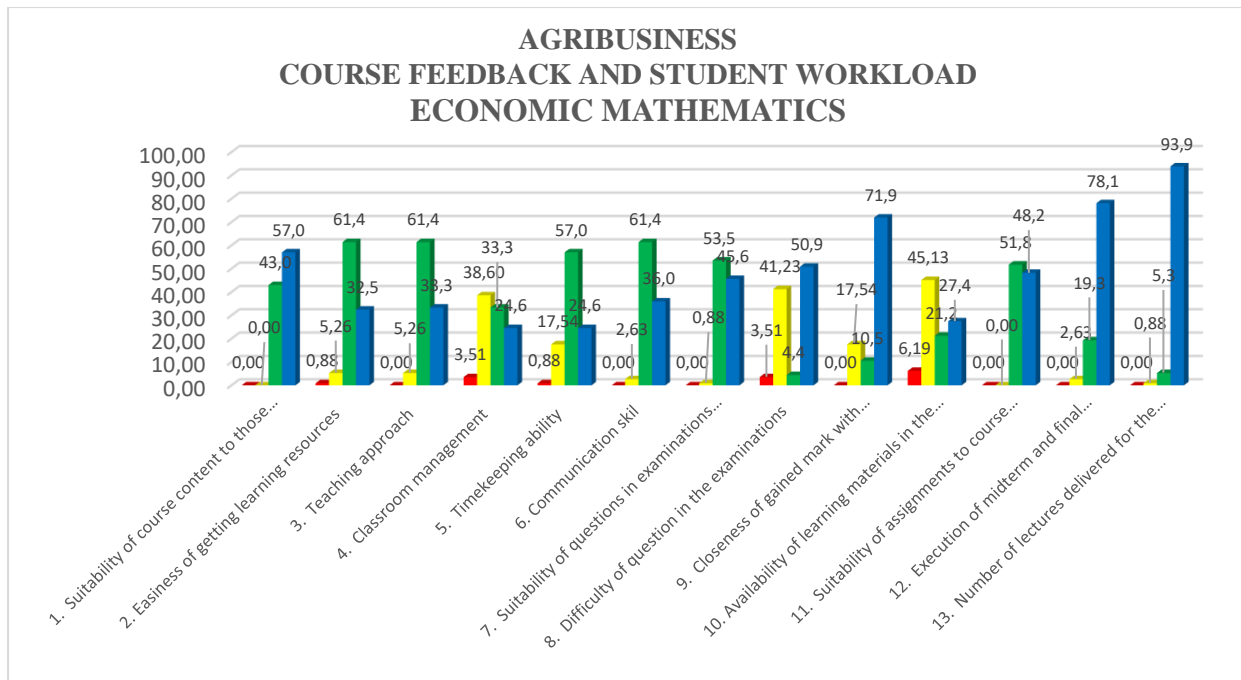
Figure 2.10 Performance of Teaching Process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions on the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 57% *Very suitable*, and 43% *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 48,2% *Very suitable*, and 51,8% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.14**.

Tabel 2.14. Analysis of students' workload for Economic Mathematics

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	89.25	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	81.36	Good
3. Teaching approach (*Pendekatan pengajaran*)	82.02	Good
4. Classroom management (*Manajemen kelas*)	69.74	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	76.32	Good
6. Communication skill (*Kemampuan berkomunikasi*)	83.33	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	86.18	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	75.66	Fairly Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	88.60	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	66.89	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	87.06	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	93.86	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	98.25	Very Good

Tabel 2.15. Analysis of students' workload for Economic Mathematics

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	10	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	95	Minute

16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	106	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	73	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	9	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	82	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	2	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	80	Minute

The results in **Table 2.15** Shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

2.6. Basic Statistics (Compulsory Course)

2.6.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.16**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter*". It indicated that providing that subject's matter delivery by lecturer masters to achieve the graduate learning outcomes of study program. It is close to 68,5% that students were "Absolutely agree" with the statement of "*This course is important to achieve the graduate learning outcomes of my study program*". The lowest percentage (41,5%) of "absolutely agree" was found in the statements of "*Class atmosphere is pleasant*". The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.16**.
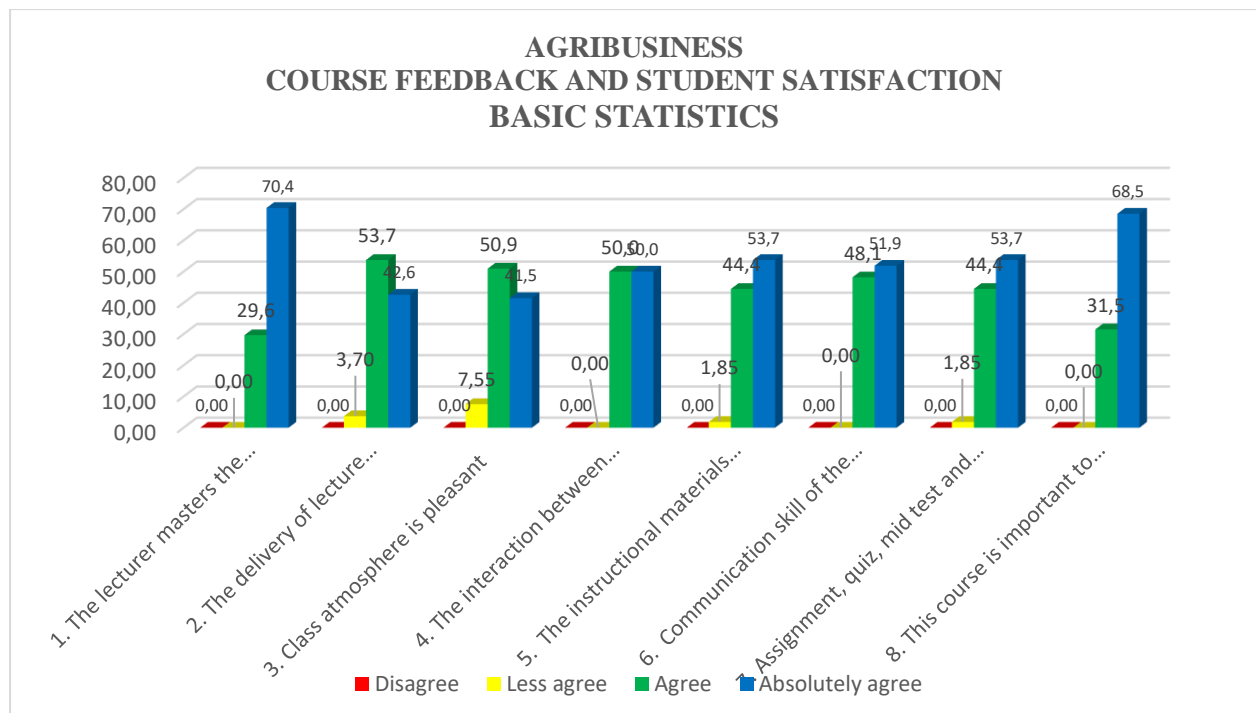
**Figure 2.11. Course feedback and students' satisfaction (%)**

Table 2.16 The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	94.34	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	83.25	Very Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	82.78	Very Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	86.08	Very Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	88.68	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	87.50	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	88.68	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	93.63	Very Good

Based on **Table 2.16** The achievement of each question in the questionnaire of course feedback, it is known that course **Basic Statistics** has delivery by the lecturer masters as the subject's matter to achieve the graduate learning outcomes of agribusiness study program.

2.6.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.12** whereas the results of workload survey were presented in **Table 2.17.**
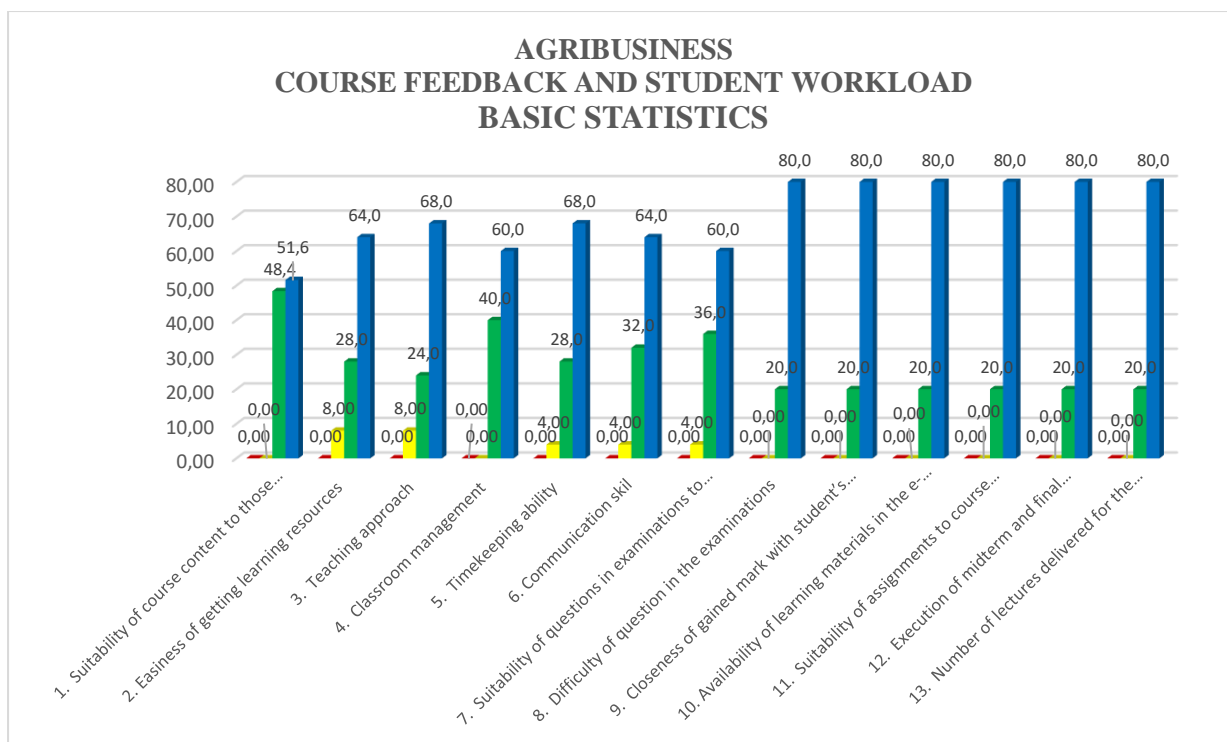
Figure 2.12 Performance of Teaching Process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions on the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 51,6% *Very suitable*, and 48,4% *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 80% *Very suitable*, and 20% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.17**.

Tabel 2.17 Analysis of students' workload for Basic Statistics

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	88.54	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	77.34	Good
3. Teaching approach (*Pendekatan pengajaran*)	80.21	Good
4. Classroom management (*Manajemen kelas*)	71.88	Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	81.77	Good
6. Communication skill (*Kemampuan berkomunikasi*)	83.59	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	85.94	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	63.02	Fairly Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	80.47	Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	71.88	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	86.98	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	95.05	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	98.70	Very Good

Tabel 2.18 Analysis of students' workload for Basic Statistics

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	96	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	3	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	183	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	64	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	2	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	94	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	2	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	77	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	124	Minute

The results in **Table 2.18**. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

2.7. Computer Application (compulsory course)

2.7.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.13**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage (68.8%) of "Absolutely agree" was found in the statement of ***"This course is important to achieve the graduate learning outcomes of my study program"***. It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is more than 50% that students were "Absolutely agree" with the statement of "***This course is important to achieve the graduate learning outcomes of my study program***". The lowest percentage (2.60%) of "absolutely agree" was found in the statement of "***Communication skill of the lecturer is good***." This is related to the lecturer's ability to convey material to students, in the future he will interact more with students, so that the material presented can be well received.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.19**.
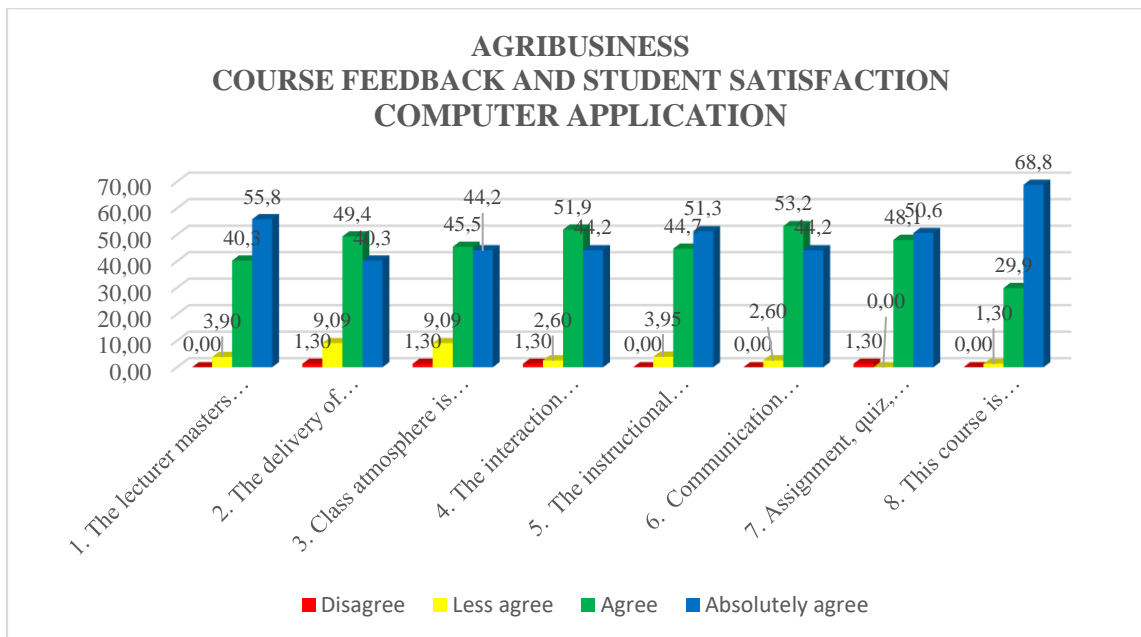
**Figure 2.13. Course feedback and students' satisfaction (%)**

Table 2.19. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	87.99	Very Good

2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	82.14	Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	83.12	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	84.74	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	86.69	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	85.39	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	87.01	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	91.88	Very Good

2.7.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.14**. whereas the results of workload survey were presented in **Table 2.20.**
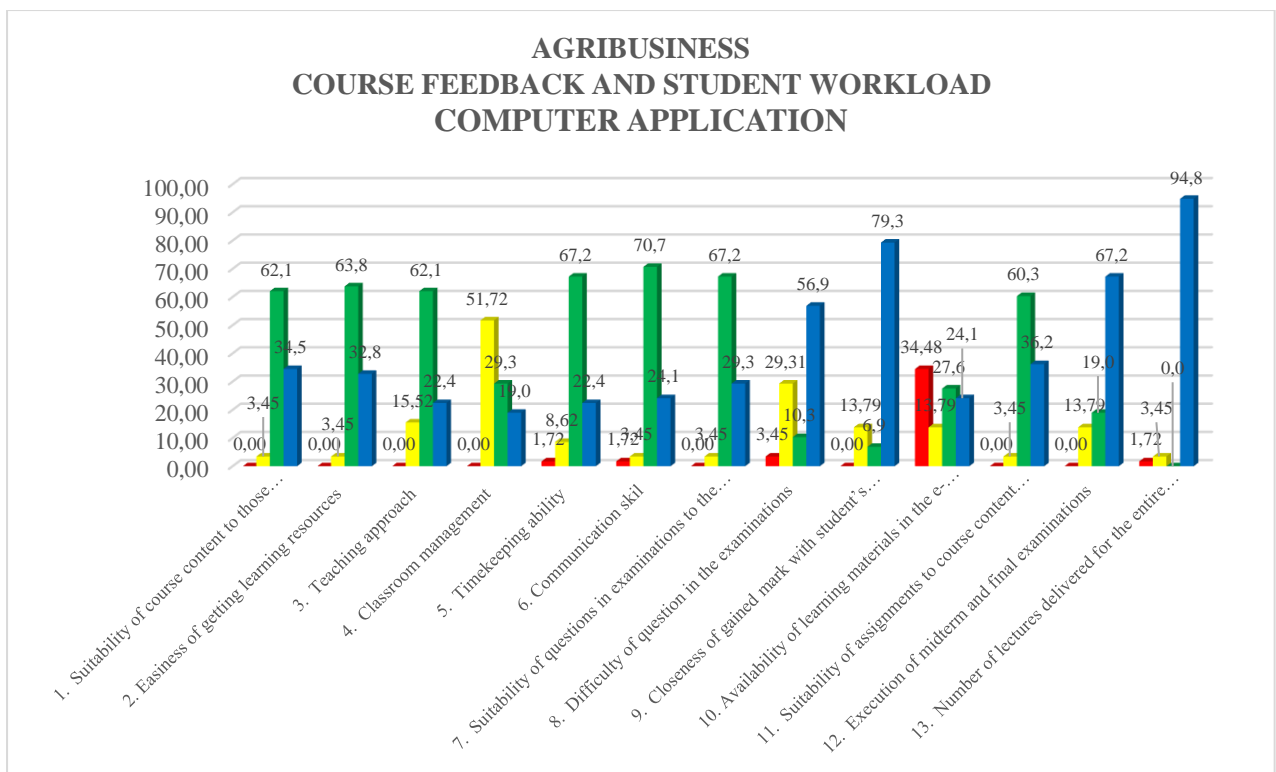
Figure 2.14. Performance of teaching process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "**Suitability of course content to those published in Semester Learning Plan**" achieved 62.1% % *Very suitable*, and 32.5 % *Suitable*. For the statement of "**Suitability of questions in examinations to the course content**" stood at 29.3% *Very suitable*, and 62.1% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.20**., and level of achievement of teaching process is presented in **Table 2.21**.

Table 2.20. Analysis of students' workload for Computer Application

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	82.76	Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	82.33	Good
3. Teaching approach (*Pendekatan pengajaran*)	76.72	Good
4. Classroom management (*Manajemen kelas*)	66.81	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	77.59	Good
6. Communication skill (*Kemampuan berkomunikasi*)	79.31	Good

7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	81.47	Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	80.17	Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	91.38	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	60.34	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	83.19	Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	88.36	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	96.98	Very Good

The results in Table 2.21. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.21. Analysis of students' workload for Computer Application

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	7	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	96	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	91	Minute

|			
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan*?)	49	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	2	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	51	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	2	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	85	Minute

As shown in **Table 2.21**, the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material

2.8. Agribusiness Strategy and Policy Management (compulsory course)

2.8.1 Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.15**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study***". It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is more than 50% that students were "Absolutely agree" with the statement of "***The delivery of lecture material is interesting and easy to understand***. The lowest percentage (36,1%) of "absolutely agree" was found in the statement of "***Class atmosphere is pleasant***." The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.22**.
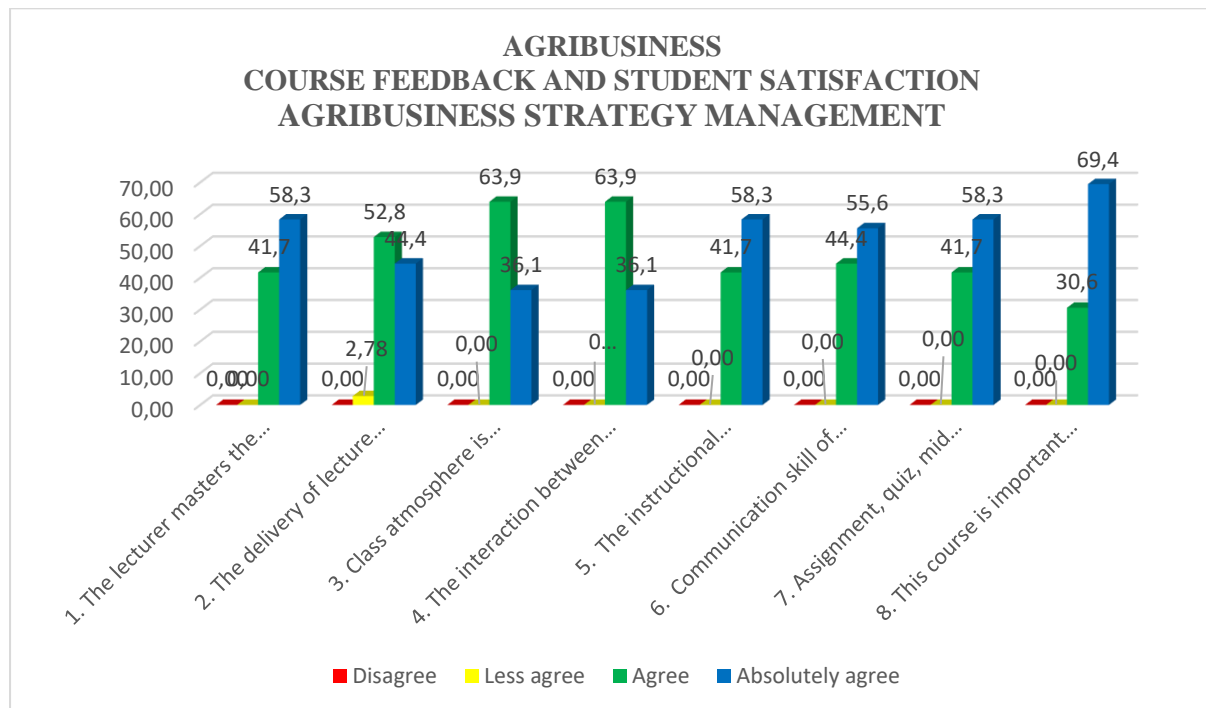

Figure 2.15. Course feedback and students' satisfaction (%)

Table 2.22. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	89.58	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	85.42	Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	84.03	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	84.03	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	89.58	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	88.89	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	89.58	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	92.36	Very Good

2.8.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.16**. whereas the results of workload survey were presented in **Table 2.23.**
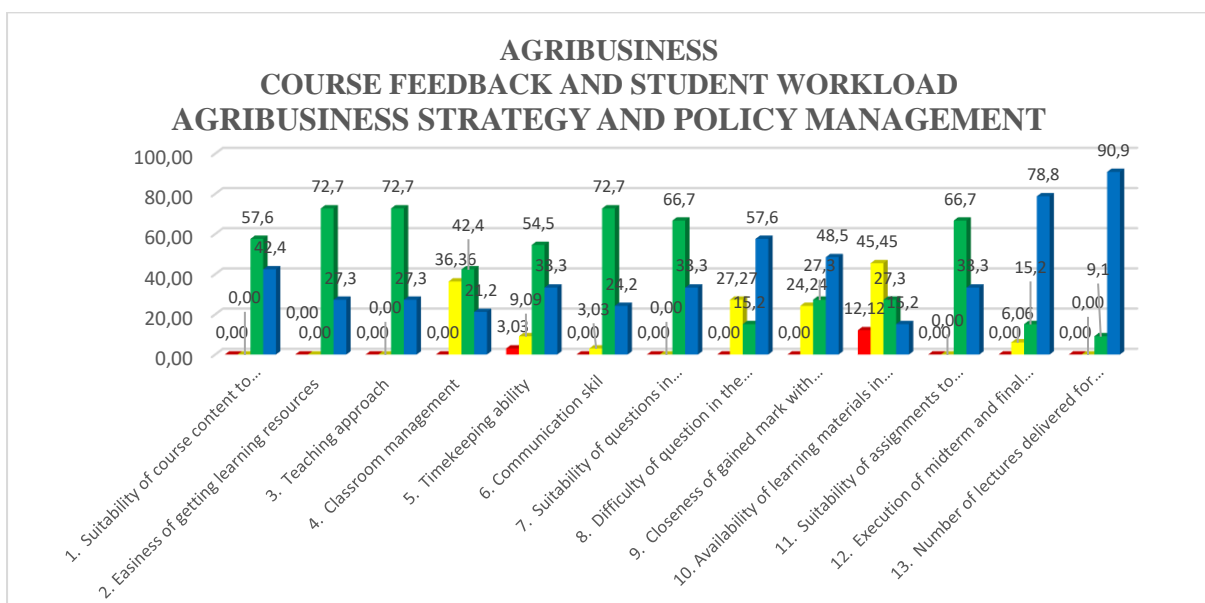
Figure 2.16. Performance of teaching process

Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
Statement 9:	1= far	2= close	3= very close	4= precise
Statement 10:	1= no uploaded	2= uploaded in the same day of lecture	3= uploaded within three days before lecture's day	4= uploaded a week before lecture's day
Statement 11:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 12:	1= not done at all	2= done, but not as scheduled	3= done as scheduled, but different from schedule in semester learning plan (SLP)	4= done, as scheduled in SLP
Statement 13:	1= less than a half of those stated in SLP	2= less than two third of those stated in SLP	3= more than those stated in SLP	4= exactly the same as those stated in SLP

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 42,4 % *Very suitable*, and 57,6,3 % *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 33,3 % *Very suitable*, and 66,7 % *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.23**., and level of achievement of teaching process is presented in **Table 2.24**.

Table 2.23. Analysis of students' workload for Agribusiness Strategy Management

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	7	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	100	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	2	Time

17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	83	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	66	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	1	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	71	Minute
21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	2	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	82	Minute

The results in **Table 2.23.** shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.24. The achievement of each question in the questionnaire of teaching process

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	**84.62**	Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	**83.65**	Good
3. Teaching approach (*Pendekatan pengajaran*)	**82.69**	Good
4. Classroom management (*Manajemen kelas*)	**72.12**	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	**82.69**	Good
6. Communication skill (*Kemampuan berkomunikasi*)	**82.69**	Good

|		
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	**83.65**	Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	**79.81**	Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	**95.19**	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	**70.19**	Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	**86.54**	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	**93.27**	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	**97.12**	Very Good

As shown in **Table 2.24**., the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material will be uploaded in LMS prior to a few days before the lecture starts.

2.9. Agribusiness Production Management (compulsory course)

2.9.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.1**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study***". It indicated that providing the course is important to achieve the graduate learning outcomes of study program. It is more than 50% that students were "Absolutely agree" with the statement of "***The lecturer masters the subject's matter***", "***The interaction between lecturers and students is appropriate***" and "***Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material***". The lowest percentage (36.7%) of "absolutely agree" was found in the statement of "***The delivery of lecture material is interesting and easy to understand*** and "***Class atmosphere is pleasant***." The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.25**.
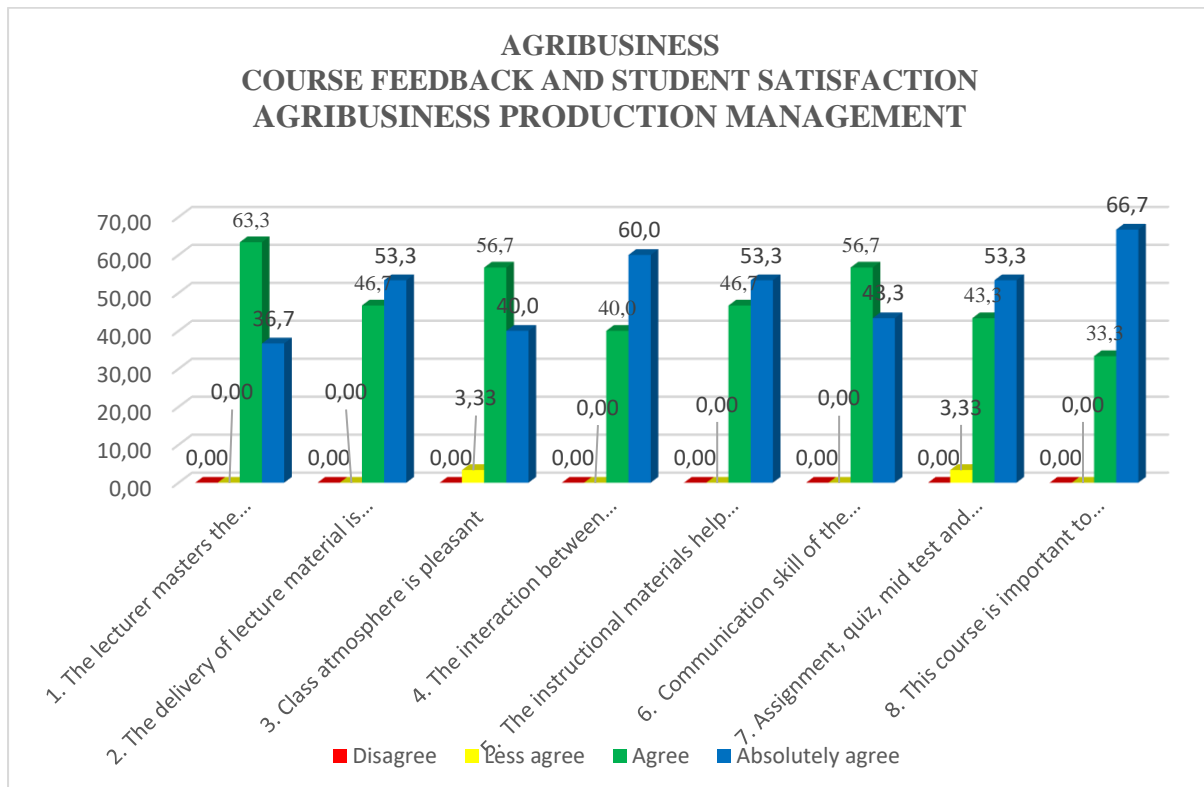

Figure 2.17. Course feedback and students' satisfaction (%)

Table 2.25. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	90.83	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	86.67	Very Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	84.17	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	85.00	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	88.33	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	89.17	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	87.50	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	91.67	Very Good

2.9.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.18**. whereas the results of workload survey were presented in **Table 2.26.**
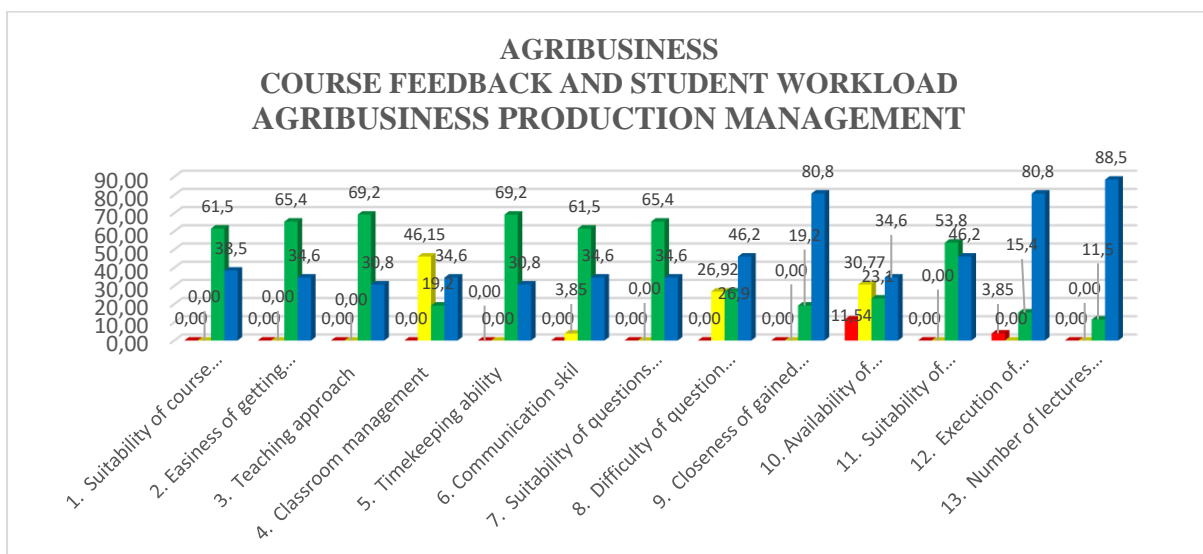
Figure 2.18. Performance of teaching process

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 38,5 % *Very suitable*, and 61,5 % *Suitable*. For the statement of "Suitability of questions in examinations to the course content" stood at 46,2 % *Very suitable*, and 53,8 % *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.26.**, and level of achievement of teaching process is presented in **Table 2.27**.

Table 2.26. Analysis of students' workload for Agribusiness Production Management

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangkutan menyampaikan materi kuliah pada semester yang baru berlalu?*)	8	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya?*) (in minutes = dalam satuan menit)	102	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	1	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	111	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan?*)	74	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	2	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures.	78	Minute

	(*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)		
21	How many times did the lecturer in question give quiz or exam (*Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?*)	2	Time
22	How long did you averagely spend to take each quiz/exam? (*Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?*) (in minutes = dalam satuan menit)	83	Minute

The results in **Table 2.26**. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.27. The achievement of each question in the questionnaire of teaching process

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	89.25	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	81.36	Good
3. Teaching approach (*Pendekatan pengajaran*)	82.02	Good
4. Classroom management (*Manajemen kelas*)	69.74	Fairly Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	76.32	Good
6. Communication skill (*Kemampuan berkomunikasi*)	83.33	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	86.18	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	75.66	Fairly Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	88.60	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	66.89	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi*	87.06	Very Good

mata kuliah yang tercantum dalam Rencana Pembelajaran Semester)		
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	93.86	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	98.25	Very Good

As shown in **Table 2.27.**, the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material will be uploaded in LMS prior to a few days before the lecture starts.

2.10. Community Empowerment (compulsory course)

2.10.1. Course Feedback and Student Satisfaction Survey

The results of course feedback and students' satisfaction survey were presented in **Figure 2.19**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter"* and "*This course is important to achieve the graduate learning outcomes of my study*. It indicated that providing that subject's matter delivery by lecturer masters to achieve the graduate learning outcomes of study program. It is more than 50% that students were "Absolutely agree" with the statement of *"The instructional materials help me to enrich my knowledge in the subject matter"* and *Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*. The lowest percentage (41.5%) of "absolutely agree" was found in the statement of "*Class atmosphere is pleasant*." The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.28**.
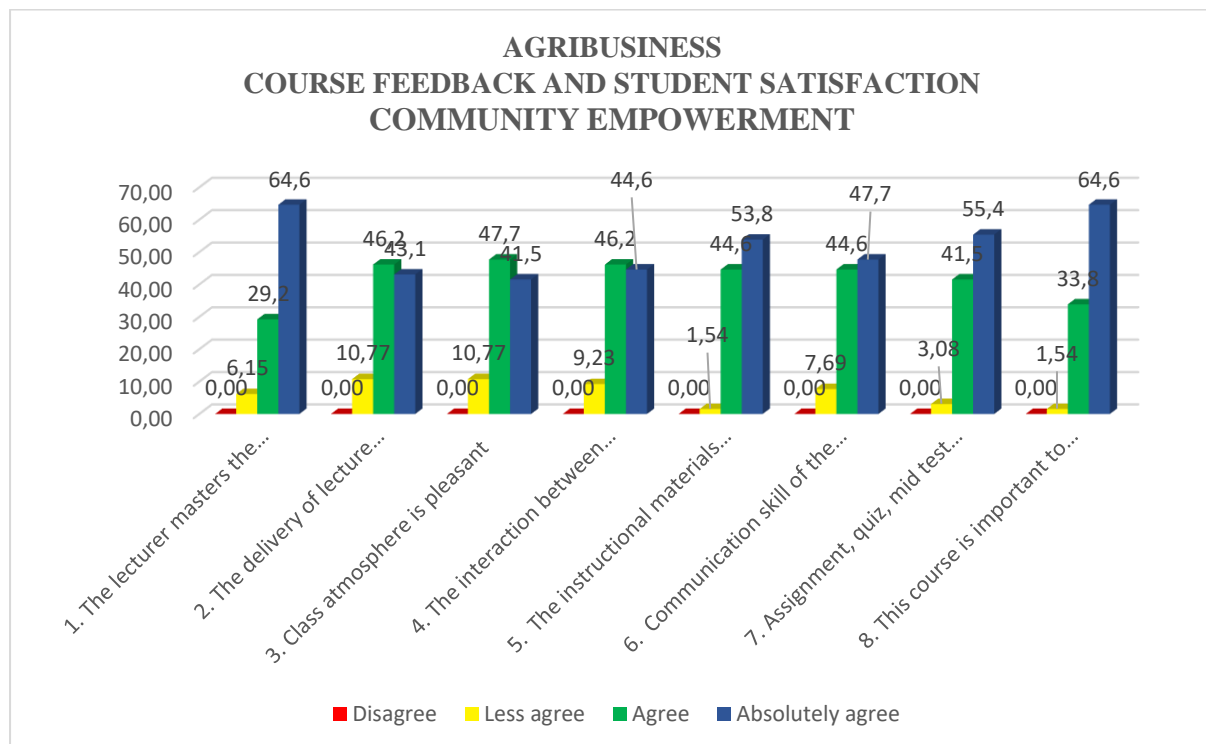

Figure 2.19. Course feedback and students' satisfaction (%)

Table 2.28. The achievement of each question in the questionnaire of course feedback

Statement in questionnaire	Achievement (%)	Conclusion
1. The lecturer masters the subject's matter (*Dosen menguasai materi kuliah*)	89.62	Very Good
2. The delivery of lecture material is interesting and easy to understand (*Penyampaian materi perkuliahan menarik dan mudah dipahami*)	83.08	Good
3. Class atmosphere is pleasant (*Suasana kelas menyenangkan*)	82.69	Good
4. The interaction between lecturers and students is appropriate (*Interaksi antara dosen dan mahasiswa terjalin dengan baik*)	83.85	Good
5. The instructional materials help me to enrich my knowledge in the subject matter (*Materi ajar membantu saya memperkaya pengetahuan saya tentang materi pelajaran*)	88.08	Very Good
6. Communication skill of the lecturer is good (*Keterampilan komunikasi dosennya baik*)	85.00	Very Good
7. Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material (*Tugas, kuis, UTS, dan UAS dapat menjadi indikator pengetahuan saya terhadap materi mata kuliah*)	88.08	Very Good
8. This course is important to achieve the graduate learning outcomes of my study program (*Mata kuliah ini penting untuk mencapai capaian pembelajaran lulusan program studi saya*)	90.77	Very Good

2.10.2. Teaching Process and Students' Workload Survey

The results of teaching process survey were depicted in **Figure 2.20**. whereas the results of workload survey were presented in **Table 2.29.**
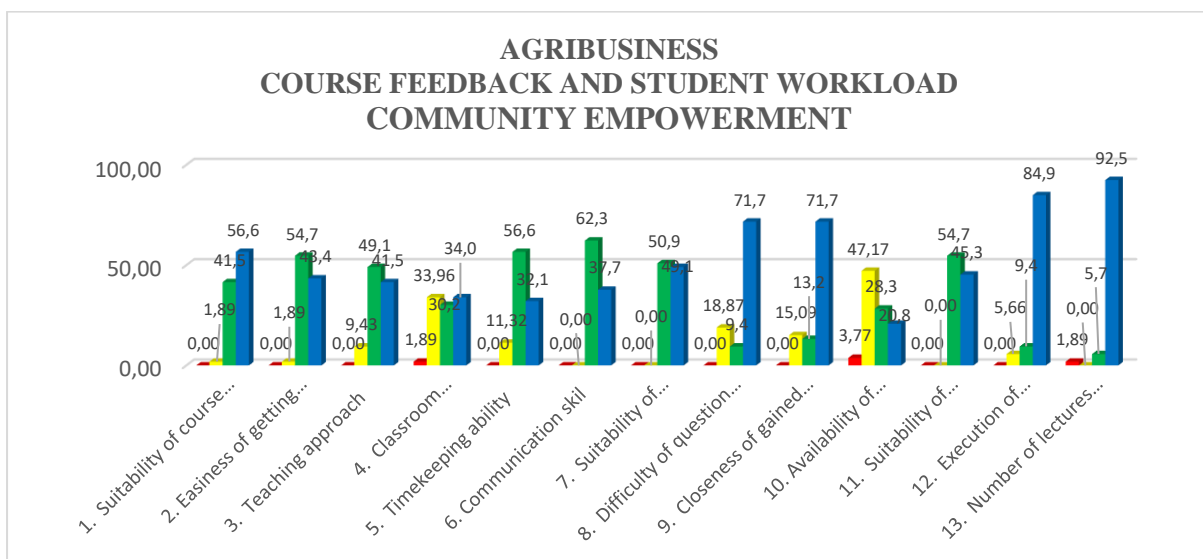
Figure 2.20. Performance of teaching process

The results of performance of teaching process were varied among the questions n the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 56,6 % **Very suitable**, and 41,5 % **Suitable**. For the statement of "Suitability of questions in examinations to the course content" stood at 49,1 % **Very suitable**, and 50,9 % **Suitable**. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students' workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.29**., and level of achievement of teaching process is presented in **Table 2.30**.

Table 2.29. Analysis of students' workload for Community Empowerment

No	Statement in questionnaire	Achievement	Unit
14	How many times the lecturer in question deliver course material last semester? (*Berapa kali dosen yang bersangk utan menyampaikan materi kuliah pada semester yang baru berlalu?*)	7	Time
15	How long did the lecturer deliver course material every week? (*Berapa lama dosen menyampaikan materi kuliah setiap minggunya*?) (in minutes = dalam satuan menit)	103	Minute
16	How many times did the lecturer in question give assignment in the last semester (*Berapa kali dosen yang bersangkutan memberikan tugas dalam satu semester terakhir*)	3	Time
17	How long did you averagely spend time to do each assignment (Berapa lama rata-rata Anda menghabiskan waktu untuk mengerjakan setiap tugas) (in minutes=dalam satuan menit)	109	Minute
18	How long did you averagely spend time a week to read course material shared by the lecturer in question? (*Berapa lama rata-rata Anda meluangkan waktu dalam seminggu untuk membaca materi kuliah yang disampaikan dosen yang bersangkutan*?)	77	Minute
19	How many times did you attend practical works of this course last semester? (*Berapa kali Anda mengikuti kerja praktek mata kuliah ini pada semester lalu?*)	2	Time
20	How long did you averagely spend time a week to read this course material shared by the lectures. (*Berapa lama rata-rata Anda menghabiskan waktu seminggu untuk membaca materi kuliah yang dibagikan oleh perkuliahan ini?*) (in minutes = dalam satuan menit)	67	Minute

21	How many times did the lecturer in question give quiz or exam (Berapa kali dosen yang bersangkutan memberikan kuis atau ujian?)	1	Time
22	How long did you averagely spend to take each quiz/exam? (Berapa lama rata-rata yang Anda habiskan untuk mengikuti setiap kuis/ujian?) (in minutes = dalam satuan menit)	83	Minute

The results in **Table 2.2.** shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.30. The achievement of each question in the questionnaire of teaching process

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (*Kesesuaian isi mata kuliah dengan yang tercantum dalam Rencana Pembelajaran Semester*)	88.68	Very Good
2. Easiness of getting learning resources (*Kemudahan mendapatkan sumber pustaka*)	85.38	Very Good
3. Teaching approach (*Pendekatan pengajaran*)	83.02	Good
4. Classroom management (*Manajemen kelas*)	74.06	Good
5. Timekeeping ability (*Kemampuan ketepatan waktu*)	80.19	Good
6. Communication skill (*Kemampuan berkomunikasi*)	84.43	Good
7. Suitability of questions in examinations to the course content (*Kesesuaian soal ujian dengan isi mata kuliah*)	87.26	Very Good
8. Difficulty of question in the examinations (*Kesulitan soal dalam ujian*)	88.21	Very Good
9. Closeness of gained mark with student's expectation (*Kedekatan nilai yang diperoleh dengan harapan mahasiswa*)	89.15	Very Good
10. Availability of learning materials in the e-learning system (*Ketersediaan materi pembelajaran dalam sistem e-learning*)	66.51	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan (*Kesesuaian tugas dengan isi mata kuliah yang tercantum dalam Rencana Pembelajaran Semester*)	86.32	Very Good
12. Execution of midterm and final examinations (*Penyelenggaraan ujian tengah semester dan ujian akhir*)	94.81	Very Good
13. Number of lectures delivered for the entire semester (*Jumlah perkuliahan yang disampaikan sepanjang semester*)	97.17	Very Good

As shown in **Table 2.30.**, the course materials are needed to be upload in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media such as in *WhatsApp* group rather than in LMS. This might be due to more practical using WhatsApp rather than LMS. However, for the next improvement, the course material will be uploaded in LMS prior to a few days before the lecture starts.