



Report Student Satisfaction, Teaching Process and Students' Workload Survey

Bachelor Programme Agronomy



**Faculty of Agriculture
University of Sriwijaya
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I. INTRODUCTION

There were two surveys conducted to students of Agromony Program, Faculty of Agriculture, Universitas Sriwijaya in Odd Semester 2023/2024 (August to December 2023) for both compulsory and elective courses. The surveys consisted of:

1. QUESTIONNAIRE FOR COURSE FEEDBACK AND STUDENT SATISFACTION SURVEYS (<https://forms.gle/NxZ25SBScFuNp2Q69>)
2. QUESTIONNAIRE FOR THE FEEDBACK OF TEACHING PROCESS AND STUDENTS' WORKLOAD (<https://forms.gle/oAotTJMnHwJiTFhU7>)

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

2.1. Agroclimatology

2.1.1. Course Feedback and Student Satisfaction Surveys

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 "*This course is important to achieve the graduate learning outcomes of my study program*". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. It is close to 50% that students were "*The lecture masters the subject matter*" and the lowest percentage (25%) 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 2.1

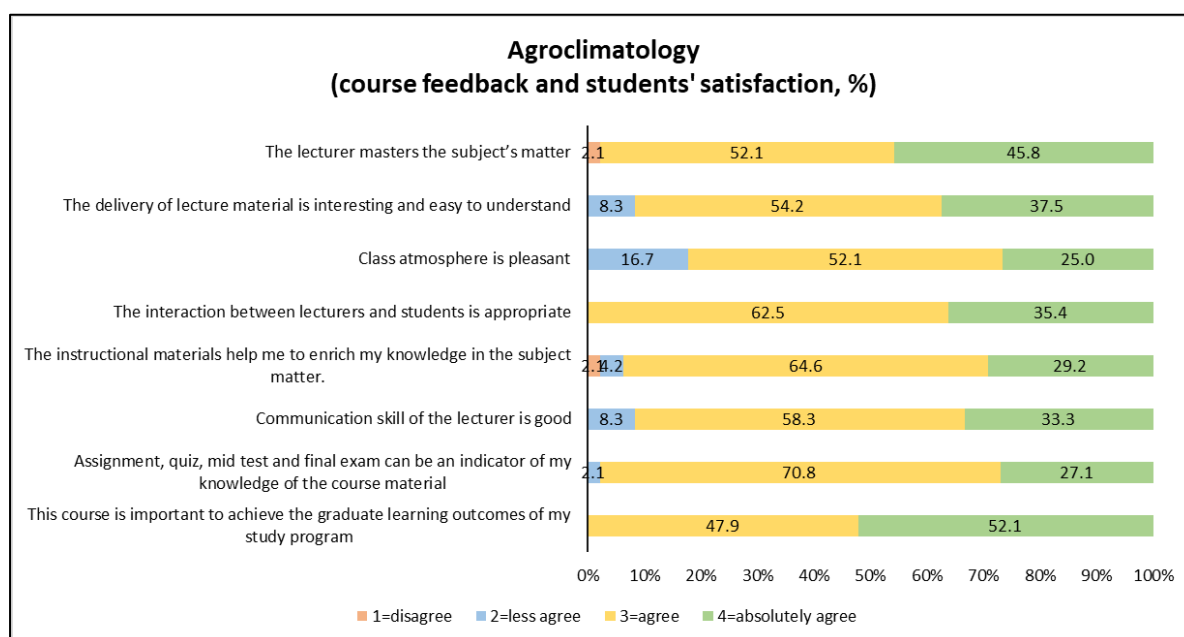


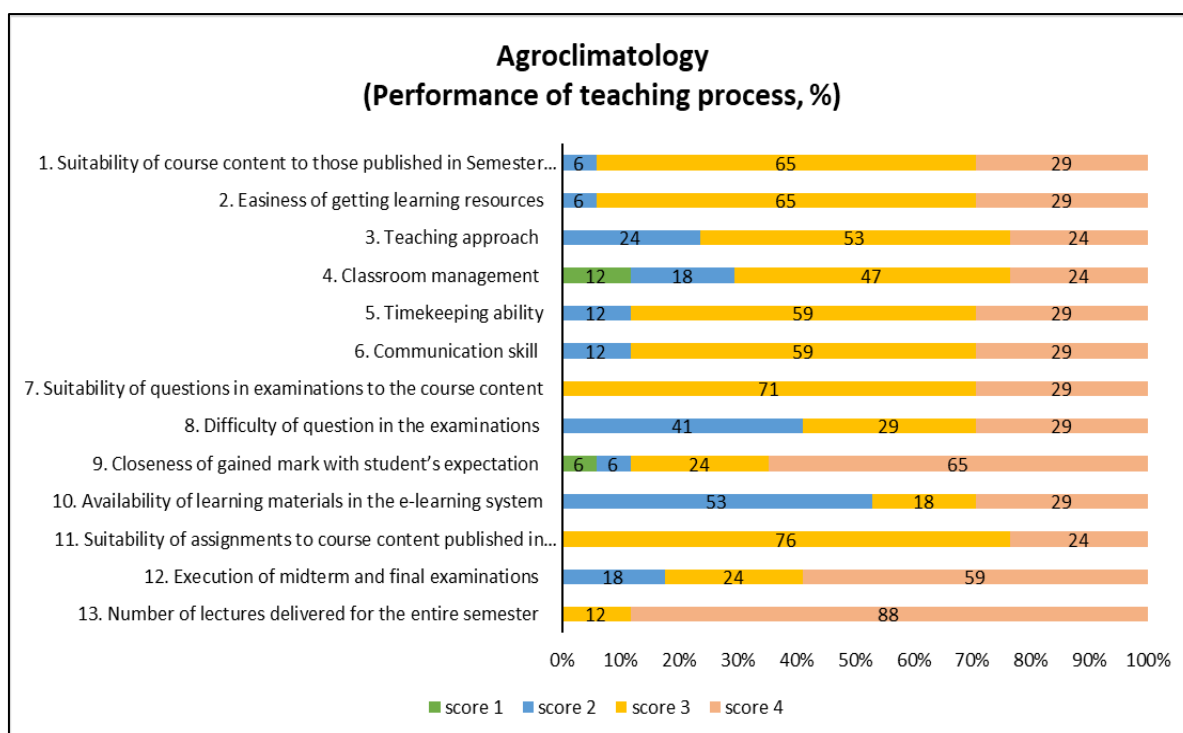
Figure 2.1. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	85.42	Very good
The delivery of lecture material is interesting and easy to understand	82.29	Good
Class atmosphere is pleasant	78.65	Good
The interaction between lecturers and students is appropriate	83.33	Good
The instructional materials help me to enrich my knowledge in the subject matter.	80.21	Good
Communication skill of the lecturer is good	81,25	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	81.25	Good
This course is important to achieve the graduate learning outcomes of my study program	88.02	Very good

2.1.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.2.** whereas the results of workload survey were presented in **Table 2.2.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 29.41% "very suitable" and 64.71% "suitable". For the statement of "Suitable of questions in examinations to the course content" stood at 29.41% "exactly the same as those stated in SLP" and 76.47% "more than stated in SLP". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It close 85% student choose "very suitable" for statement "Number of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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
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Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
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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

Figure 2.2. Performance of teaching process

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.**, and level of achievement of teaching process is presented in **Table 2.3.**

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 2.2. Analysis of students' workload for Agroclimatology

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (Minutes per semester)	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	849.807	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1273.88	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.3. The achievement of each question in the questionnaire of teaching process

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	80.88	Good
2. Easiness of getting learning resources	80.88	Good
3. Teaching approach	75.00	Good
4. Classroom management	70.59	Good
5. Timekeeping ability	79.41	Good
6. Communication skill	79.41	Good
7. Suitability of questions in examinations to the course content	82.35	Good
8. Difficulty of question in the examinations	72.06	Good
9. Closeness of gained mark with student's expectation	86.76	Very good
10. Availability of learning materials in the e-learning system	69.12	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	80.88	Good
12. Execution of midterm and final examinations	85.29	Very good
13. Number of lectures delivered for the entire semester	97.06	Very good

As shown in Table 2.3., 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.

2.2. Botany

2.2.1. Course Feedback and Student Satisfaction Surveys

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 "*This course is important to achieve the graduate learning outcomes of my study program*". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*" achieved 20,7% "absolutely agree" and 72.4% "agree". The lowest percentage (20.69%) 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 2.4**.

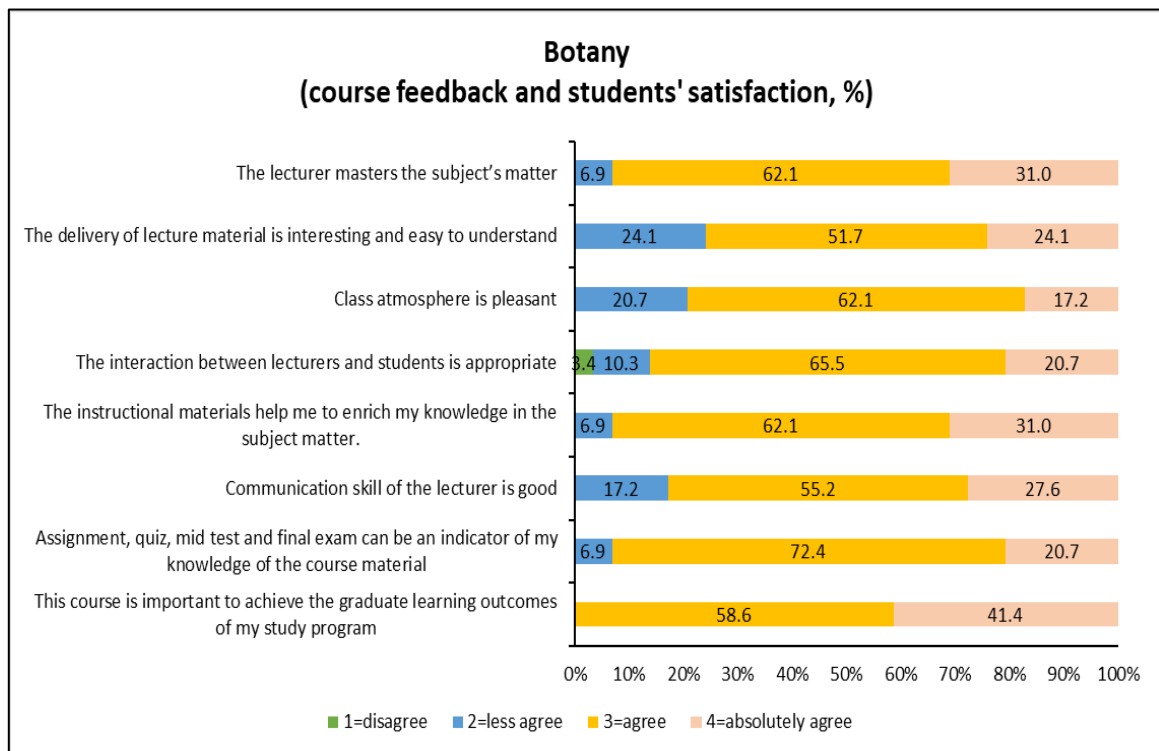


Figure 2.3. Course feedback and students' satisfaction (%)

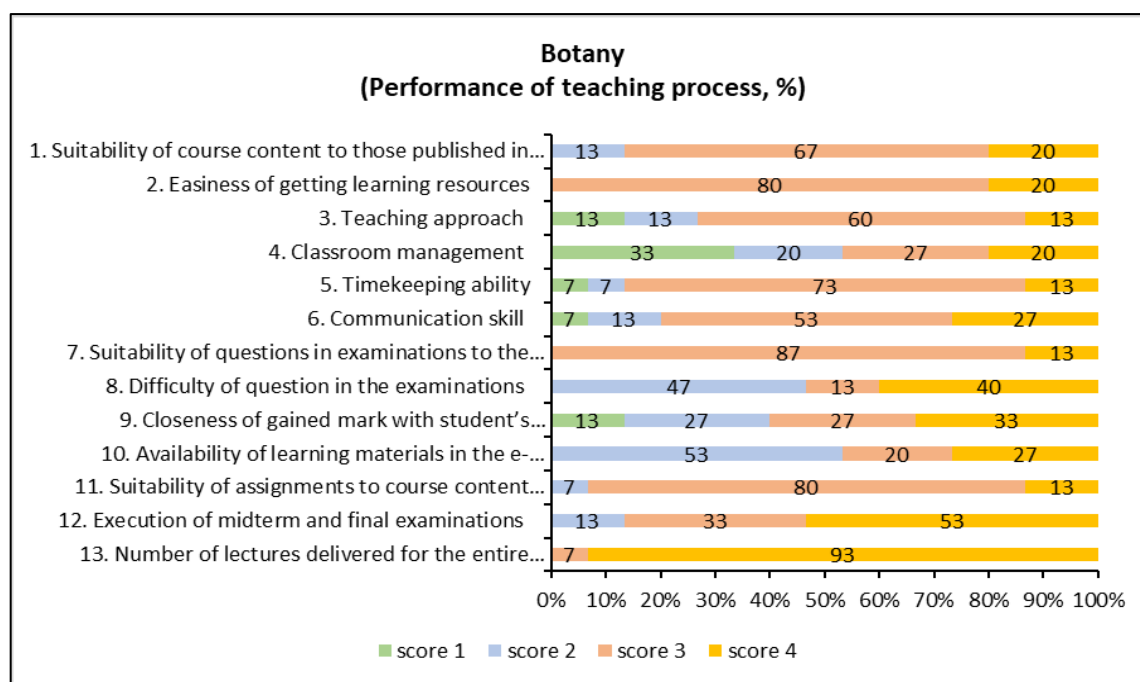
Table 2.4. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	81.03	Good
The delivery of lecture material is interesting and easy to understand	75.00	Good
Class atmosphere is pleasant	74.14	Good
The interaction between lecturers and students is appropriate	75.86	Good
The instructional materials help me to enrich my knowledge in the subject matter.	81.03	Good
Communication skill of the lecturer is good	77.59	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	78.45	Good
This course is important to achieve the graduate learning outcomes of my study program	85.34	Very good

2.2.2. Teaching Process and Students' Workload Surveys

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

The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "Suitability of course content to those published in Semester Learning Plan" achieved 20% "very suitable" and 67% "suitable". For the statement of "Execution of midterm and final examination" stood at 53% "done as schedule in SLP" and 33% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It close 93% student choose "exactly the same as those stated in SLP" and 7% student choose "more than those stated in SLP" for statement "Number of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



Statement 1:	1 = unsuitable	2= less suitable	3= suitable	4= very suitable
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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

Figure 2.4. Performance of teaching process

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.**

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 2.5. Analysis of students' workload for Botany

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Minutes per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	849.807	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	
Length of time (in minutes) of Self-study (in survey) per semester	1273.88	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	

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

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	76.67	Good
2. Easiness of getting learning resources	80.00	Good
3. Teaching approach	68.33	Good
4. Classroom management	58.33	Good
5. Timekeeping ability	73.33	Good
6. Communication skill	75.00	Good
7. Suitability of questions in examinations to the course content	78.33	Good
8. Difficulty of question in the examinations	73.33	Good
9. Closeness of gained mark with student's expectation	70.00	Good
10. Availability of learning materials in the e-learning system	68.33	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	76.67	Good
12. Execution of midterm and final examinations	85.00	Very good
13. Number of lectures delivered for the entire semester	98.33	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. Modern Plant Breeding

2.3.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.5. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "This course is important to achieve the graduate learning outcomes of my study program" and "The lecturer masters the subject matter". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material" achieved 36.36% "absolutely agree" and 63.64% "agree". The lowest percentage (9.09 %) of "absolutely agree" was found in the statement of "The delivery of lecture material is interesting and easy to understand." In conclusions, we would like to report the achievement of this course based on this survey as presented in Table 2.7.

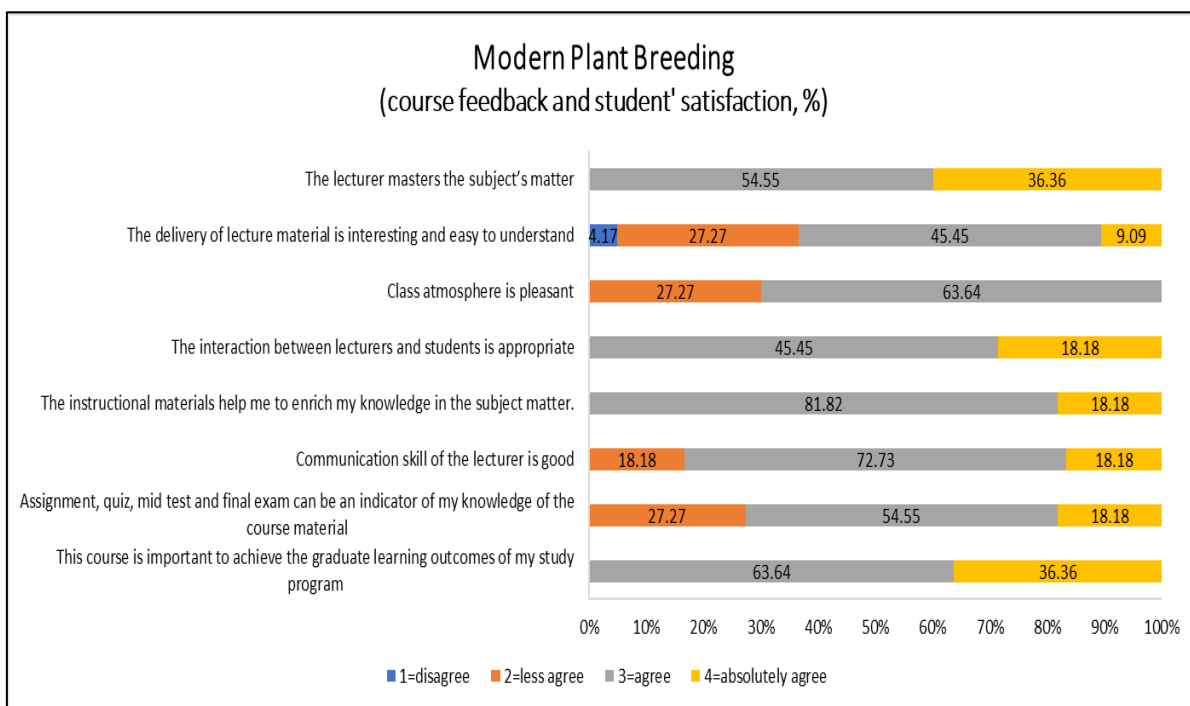


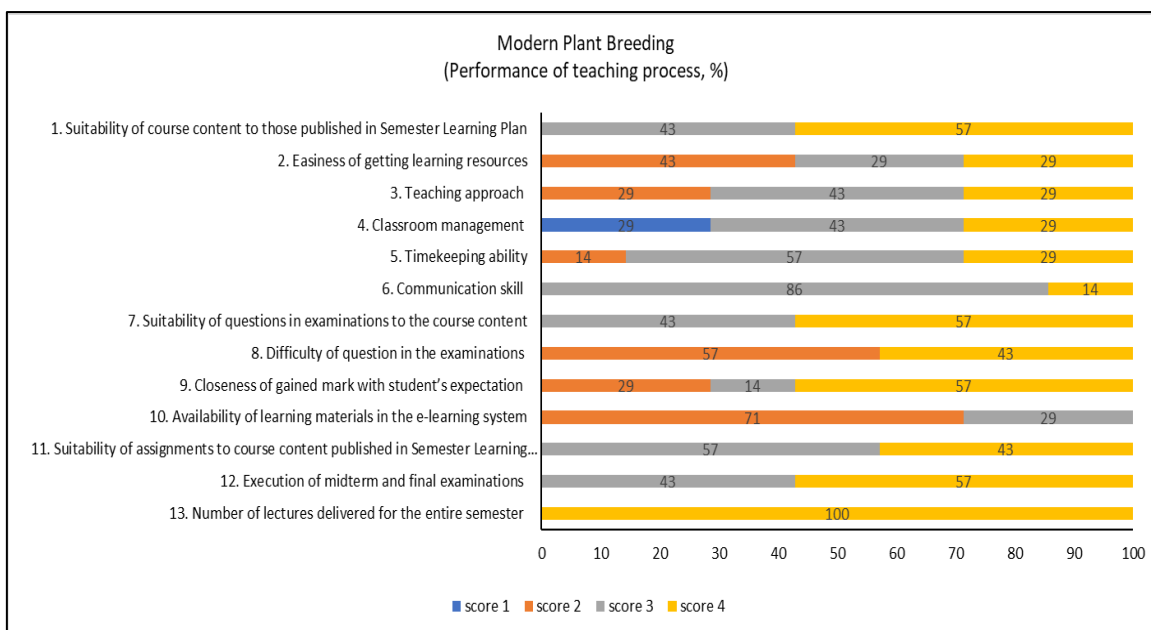
Figure 2.5. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	77.27	good
The delivery of lecture material is interesting and easy to understand	59.09	not good
Class atmosphere is pleasant	63.64	fairly good
The interaction between lecturers and students is appropriate	65.91	fairly good
The instructional materials help me to enrich my knowledge in the subject matter.	79.55	good
Communication skill of the lecturer is good	75.00	fairly good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	72.73	fairly good
This course is important to achieve the graduate learning outcomes of my study program	84.09	good

2.3.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.6.**, whereas the results of workload survey were presented in **Table 2.8.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 57% "very suitable", 43% "suitable" and 16.67 "Less suitable". For the statement of "*Execution of midterm and final examination*" stood at 57% "done as schedule in SLP" and 43% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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
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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

Figure 2.6. Performance of teaching process

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.**

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.

2.4. Table 2.8. Analysis of students' workload for Modern Plant Breeding

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Minutes per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	240.00	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	984.03	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.9. The achievement of each question in the questionnaire of teaching proces

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	78.57	Good
2. Easiness of getting learning resources	64.29	fairly good
3. Teaching approach	67.86	fairly good
4. Classroom management	64.29	fairly good
5. Timekeeping ability	86.36	Very good
6. Communication skill	67.86	fairly good
7. Suitability of questions in examinations to the course content	78.57	Good
8. Difficulty of question in the examinations	64.29	fairly good
9. Closeness of gained mark with student's expectation	75.00	Good
10. Availability of learning materials in the e-learning system	50.00	not good
11. Suitability of assignments to course content published in Semester Learning Plan	75.00	good
12. Execution of midterm and final examinations	78.57	good
13. Number of lectures delivered for the entire semester	78.57	good

As shown in Table 2.9., 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.

2.4. Plant Biochemistry

2.4.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.7. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*This course is important to achieve the graduate learning outcomes of my study program*" and "*The lecturer masters the subject matter*". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 33.33% "absolutely agree" and 60.00% "agree". The lowest percentage (0%) of "absolutely agree" was found in the statement of "*The delivery of lecture material is interesting and easy to understand.*"

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

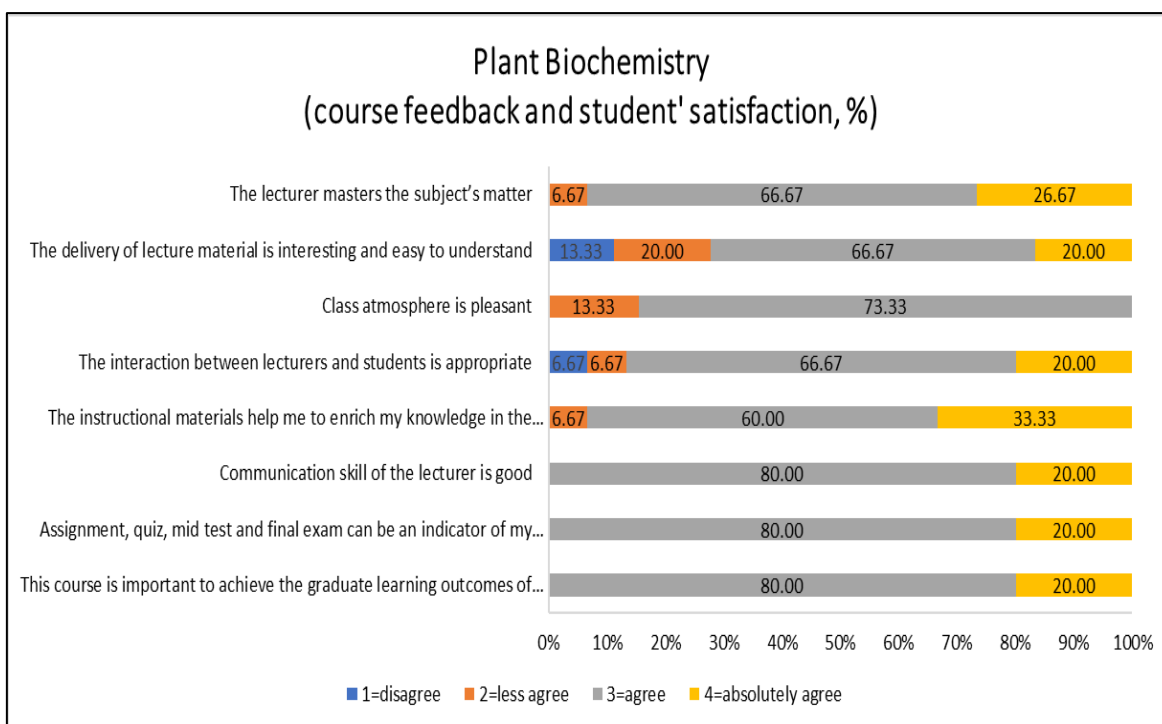


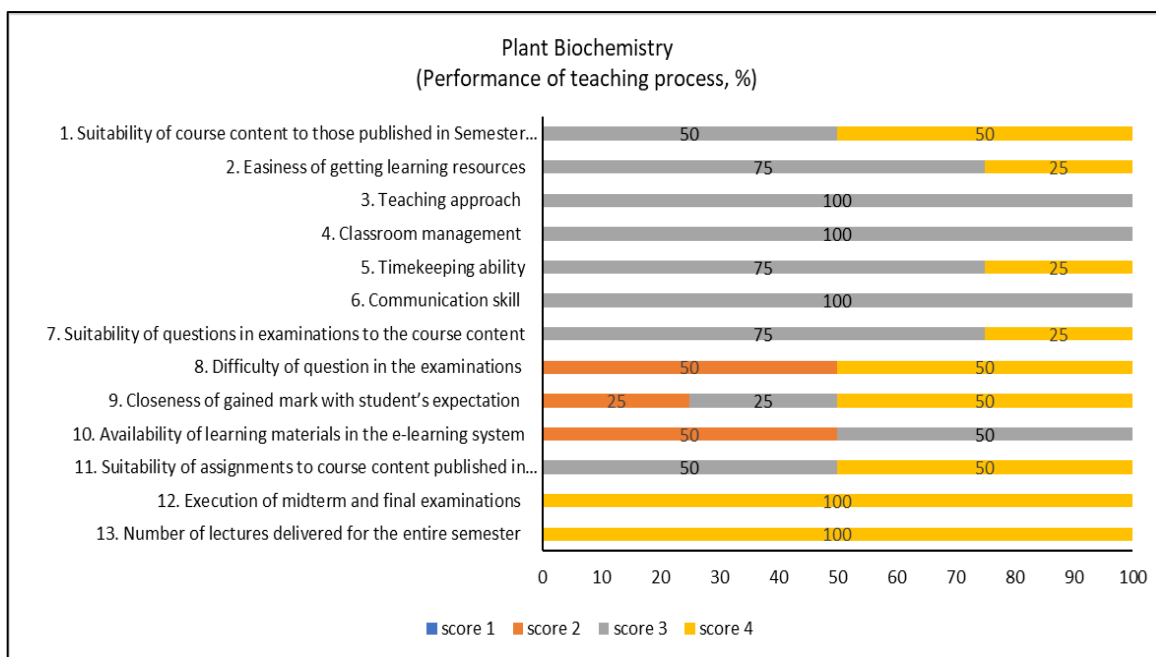
Figure 2.7. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	80.00	Good
The delivery of lecture material is interesting and easy to understand	75.00	Good
Class atmosphere is pleasant	70.00	fairly good
The interaction between lecturers and students is appropriate	70.00	fairly good
The instructional materials help me to enrich my knowledge in the subject matter.	81.67	Good
Communication skill of the lecturer is good	80.00	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	80.00	Good
This course is important to achieve the graduate learning outcomes of my study program	80.00	Good

2.4.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.7.**, whereas the results of workload survey were presented in **Table 2.11.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 50% "very suitable", and 50% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 100% "done as schedule in SLP". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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Statement 3:	1 = not interesting	2 = less interesting	3 = interesting	4 = very interesting
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Statement 5:	1 = unpunctual	2 = less punctual	3 = punctual	4 = very punctual
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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

Figure 2.8. Performance of teaching process

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.**, and level of achievement of teaching process is presented in **Table 2.13.**

The results in **Table 2.11** 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 2.11. Analysis of students' workload for Plant Biochemistry

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Minutes per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	240.00	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	984.03	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.12. The achievement of each question in the questionnaire of teaching process

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	68.75	fairly good
2. Easiness of getting learning resources	62.50	fairly good
3. Teaching approach	56.25	fairly good
4. Classroom management	56.25	fairly good
5. Timekeeping ability	62.50	fairly good
6. Communication skill	56.25	fairly good
7. Suitability of questions in examinations to the course content	62.50	fairly good
8. Difficulty of question in the examinations	50.00	fairly good
9. Closeness of gained mark with student's expectation	56.25	fairly good
10. Availability of learning materials in the e-learning system	43.75	not good
11. Suitability of assignments to course content published in Semester Learning Plan	62.50	fairly good
12. Execution of midterm and final examinations	75.00	good
13. Number of lectures delivered for the entire semester	75.00	good

As shown in Table 2.12., 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.

2.5. Agrochemistry

2.5.1. Course Feedback and Student Satisfaction Surveys

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 "*This course is important to achieve the graduate learning outcomes of my study program*". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 33.33% "absolutely agree" and 60.00% "agree". The lowest percentage (18.18 %) 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 2.13**.

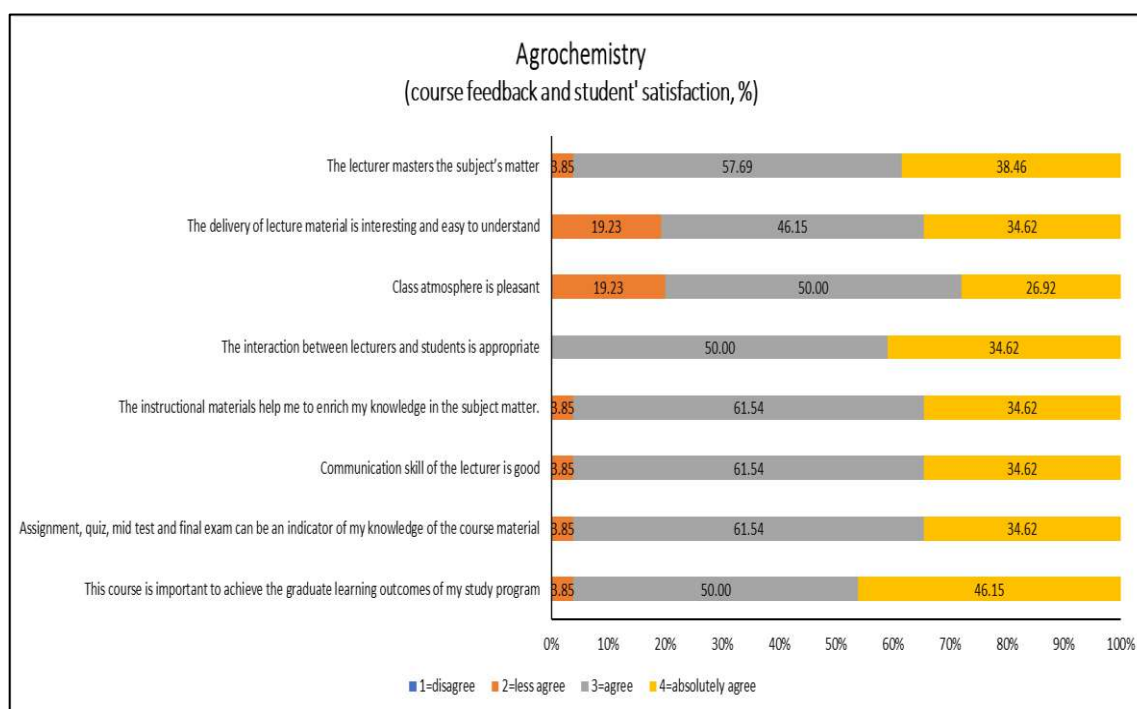


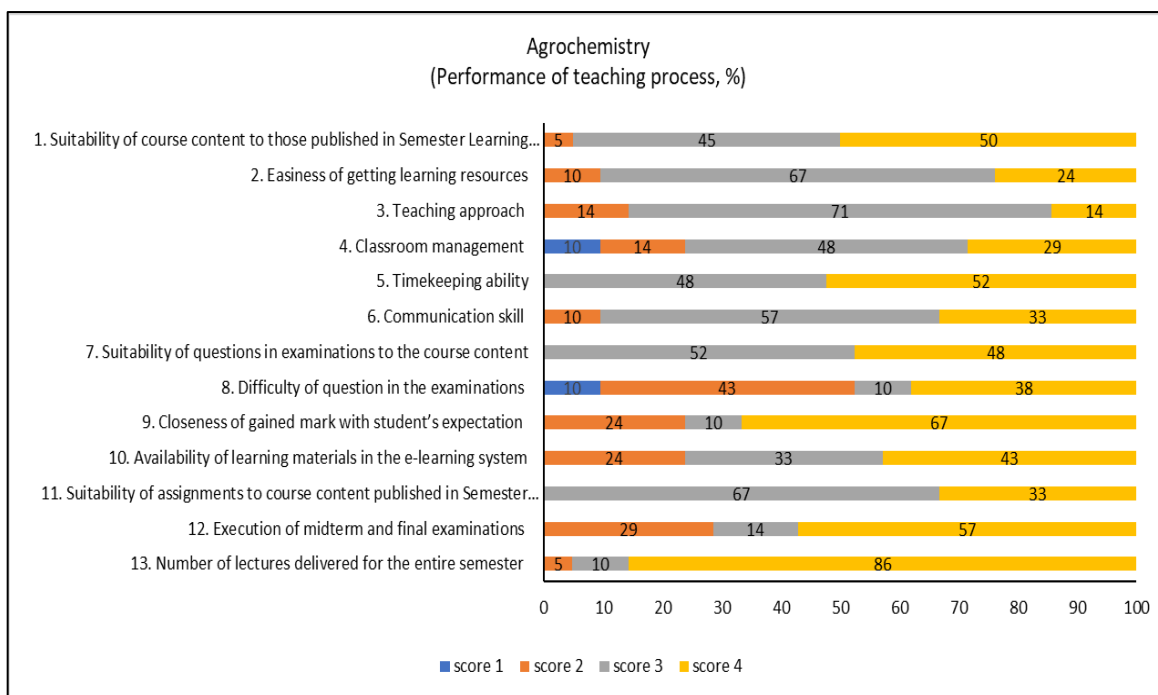
Figure 2.9. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	83.65	good
The delivery of lecture material is interesting and easy to understand	78.85	good
Class atmosphere is pleasant	77.88	good
The interaction between lecturers and students is appropriate	79.81	good
The instructional materials help me to enrich my knowledge in the subject matter.	82.69	good
Communication skill of the lecturer is good	82.69	good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	82.69	good
This course is important to achieve the graduate learning outcomes of my study program	85.58	very good

2.5.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.10.**, whereas the results of workload survey were presented in **Table 2.14.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 50% "very suitable", and 45% "suitable". For the statement of "*Number of lectures delivered for the entire semester*" stood at 85% "done as schedule in SLP" and 10% "more than those stated in SLP". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.10. Performance of teaching process

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.**, and level of achievement of teaching process is presented in **Table 2.15.**

The results in **Table 2.14** 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 2.14. Analysis of students' workload for Agrochemistry

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Minutes per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	228.571	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1237.60	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.15. The achievement of each question in the questionnaire of teaching process

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	82.14	Good
2. Easiness of getting learning resources	78.57	Good
3. Teaching approach	75.00	Good
4. Classroom management	73.81	Good
5. Timekeeping ability	88.10	Good
6. Communication skill	80.95	Good
7. Suitability of questions in examinations to the course content	86.90	Good
8. Difficulty of question in the examinations	69.05	Fairly good
9. Closeness of gained mark with student's expectation	85.71	Good
10. Availability of learning materials in the e-learning system	79.76	Good
11. Suitability of assignments to course content published in Semester Learning Plan	83.33	Good
12. Execution of midterm and final examinations	82,14	Good
13. Number of lectures delivered for the entire semester	95,24	Very good

As shown in Table 2.15., 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.

2.6. Weed Science

2.6.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.11. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*This course is important to achieve the graduate learning outcomes of my study program*" achieve 54.55% "absolutely agree" and 40.91% "agree". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 33.33% "absolutely agree" and 60.00% "agree". The lowest percentage (18.18 %) 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 2.16**.

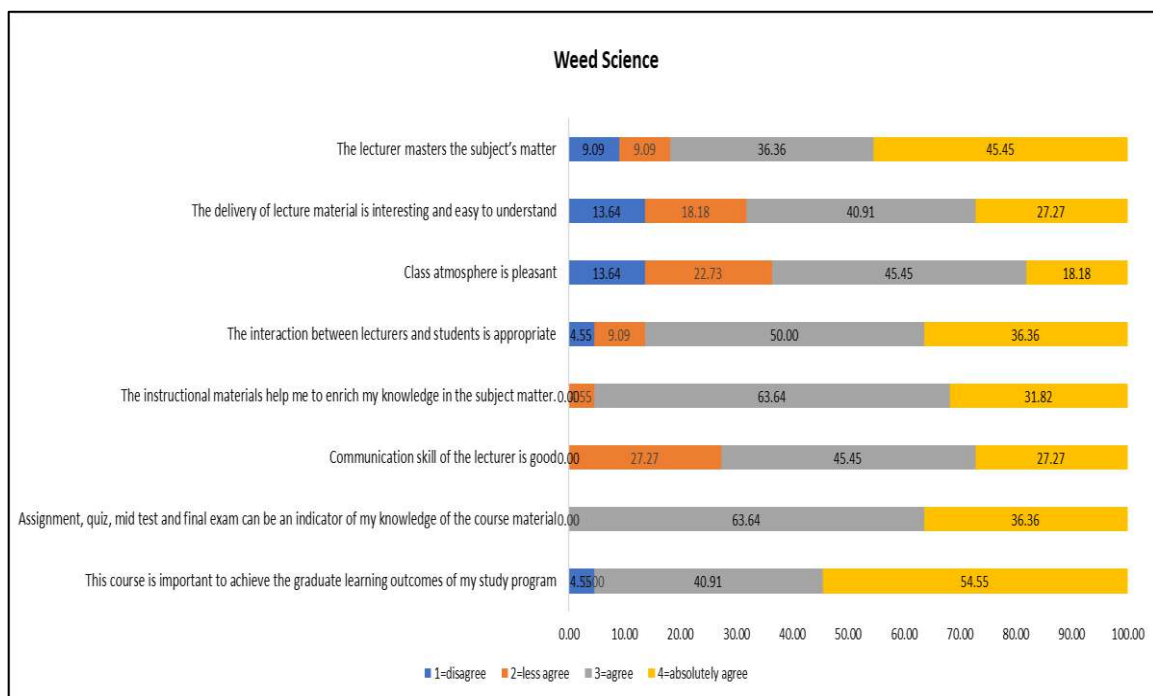


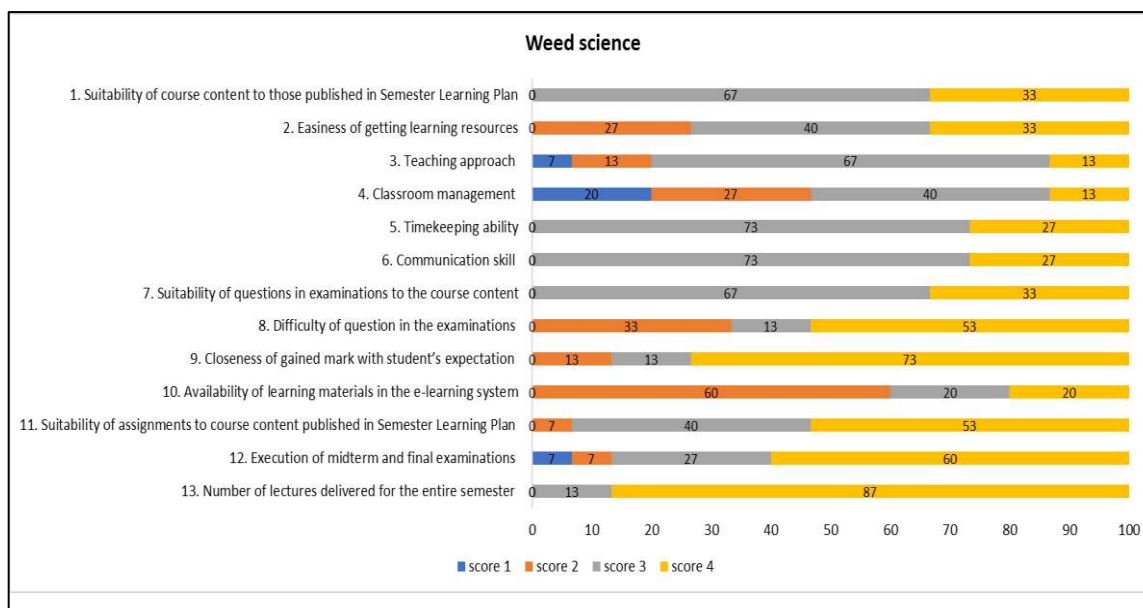
Figure 2.10. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	79.55	Good
The delivery of lecture material is interesting and easy to understand	70.45	Good
Class atmosphere is pleasant	67.05	Fairly good
The interaction between lecturers and students is appropriate	79.55	Good
The instructional materials help me to enrich my knowledge in the subject matter.	81.82	Good
Communication skill of the lecturer is good	75.00	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	84.09	Good
This course is important to achieve the graduate learning outcomes of my study program	86.36	Very good

2.6.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.12.**, whereas the results of workload survey were presented in **Table 2.17.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 33% "very suitable" and 67% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 60% "done as schedule in SLP" and 27% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 87% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.12. Performance of teaching process

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.**, and level of achievement of teaching process is presented in **Table 2.18.**

The results in **Table 2.17** 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 2.17. Analysis of students' workload for Weed science

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes)	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	297.25	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	993.75	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.18. 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	90.00	Very good
2. Easiness of getting learning resources	81.67	Very good
3. Teaching approach	76.67	Very good
4. Classroom management	66.67	Fairly good
5. Timekeeping ability	86.67	Very good
6. Communication skill	81.67	Very good
7. Suitability of questions in examinations to the course content	88.33	Very good
8. Difficulty of question in the examinations	86.67	Very good
9. Closeness of gained mark with student's expectation	95.00	Very good
10. Availability of learning materials in the e-learning system	71.67	Good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	88.33	Very good
13. Number of lectures delivered for the entire semester	103.33	Very good

As shown in Table 2.18., 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.

2.7. Crop Ecology

2.7.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.14. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*This course is important to achieve the graduate learning outcomes of my study program*" achieve 54.55% "absolutely agree" and 40.91% "agree". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 30% "absolutely agree" and 50.00% "agree". The lowest percentage (20.00 %) 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**.

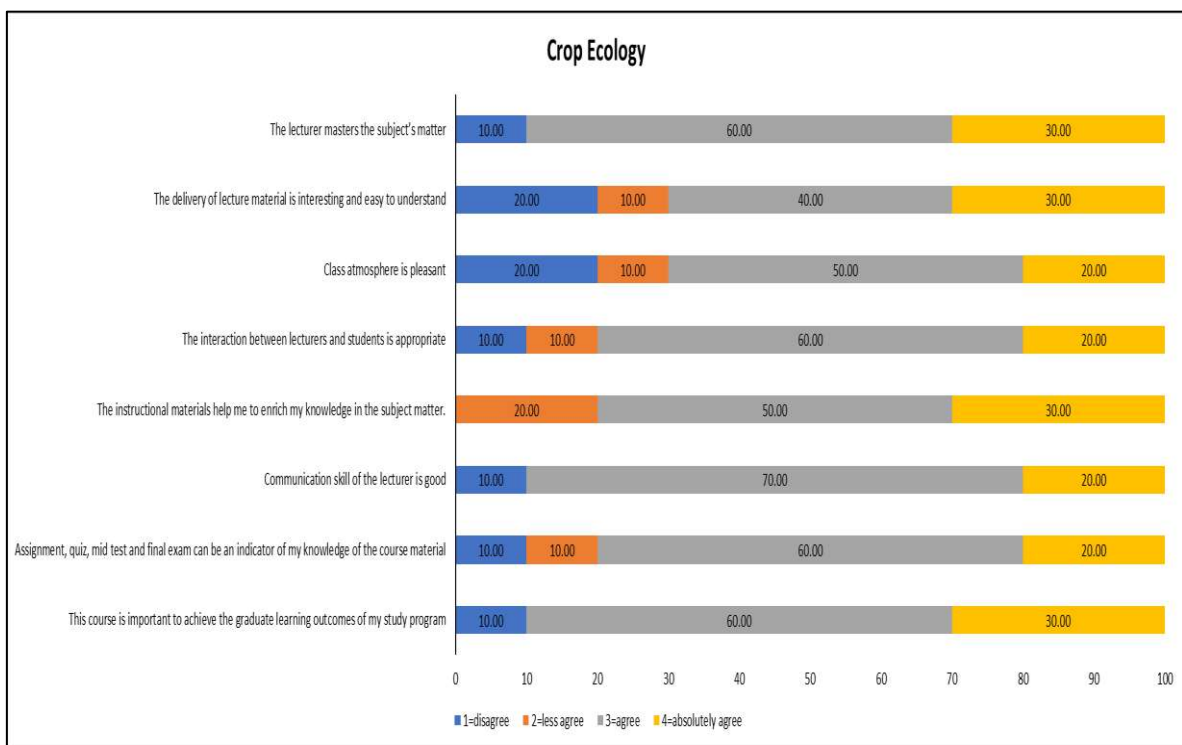


Figure 2.14. Course feedback and students' satisfaction (%)

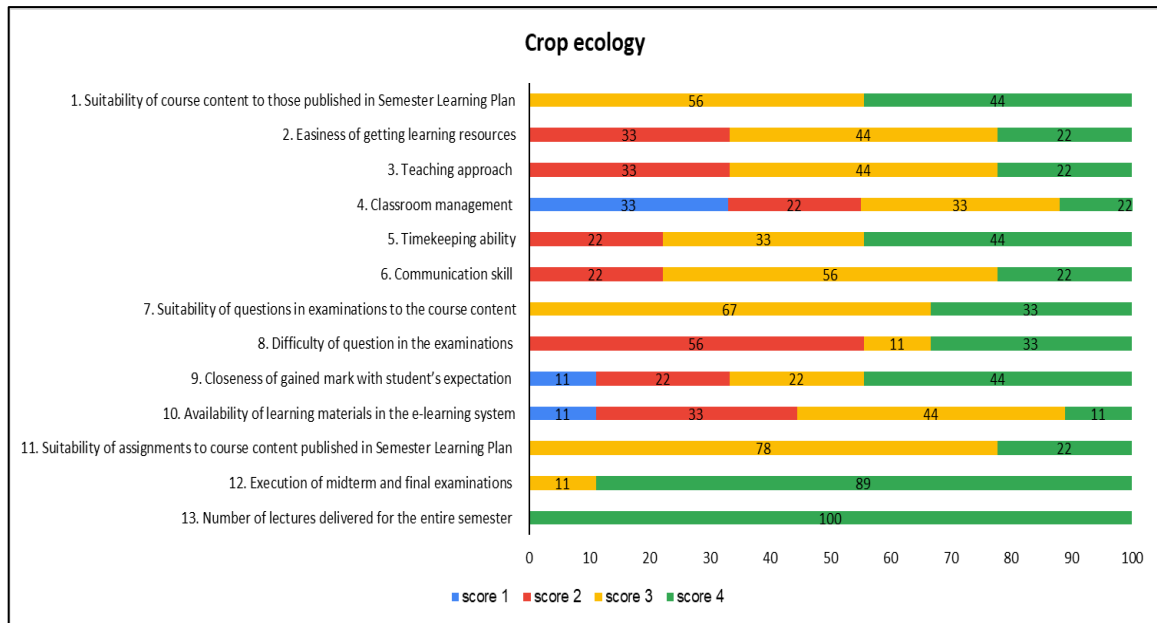
Table 2.19. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	78.00	Good
The delivery of lecture material is interesting and easy to understand	70.00	Good
Class atmosphere is pleasant	67.50	Fairly good
The interaction between lecturers and students is appropriate	72.50	Good
The instructional materials help me to enrich my knowledge in the subject matter.	77.50	Good
Communication skill of the lecturer is good	75.00	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	72.50	Good
This course is important to achieve the graduate learning outcomes of my study program	77.50	Good

2.7.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.15.**, whereas the results of workload survey were presented in **Table 2.20.**

The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 44% "very suitable" and 56% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 89% "done as schedule in SLP" and 11% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.15. Performance of teaching process

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.**

The results in **Table 2.20** 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 2.20. Analysis of students' workload for Crop ecology

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	220.36	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	469.97	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.21. 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	86.11	Very good
2. Easiness of getting learning resources	72.22	Good
3. Teaching approach	69.44	Fairly good
4. Classroom management	61.11	Fairly good
5. Timekeeping ability	80.56	Good
6. Communication skill	75.00	Good
7. Suitability of questions in examinations to the course content	83.33	Good
8. Difficulty of question in the examinations	69.44	Fairly good
9. Closeness of gained mark with student's expectation	75.00	Good
10. Availability of learning materials in the e-learning system	63.89	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	80.56	Good
12. Execution of midterm and final examinations	97.22	Very good
13. Number of lectures delivered for the entire semester	100.00	Very good

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 will be uploaded in LMS prior to a few days before the lecture starts.

2.8. Plant Physiology

2.8.1. Course Feedback and Student Satisfaction Surveys

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 "*The lecturer masters the subject's matter*" achieve 50% "absolutely agree" and 43.75% "agree". The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 31.25% "absolutely agree" and 62.50% "agree". The second highest percentage (43.75%) 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 2.21**.

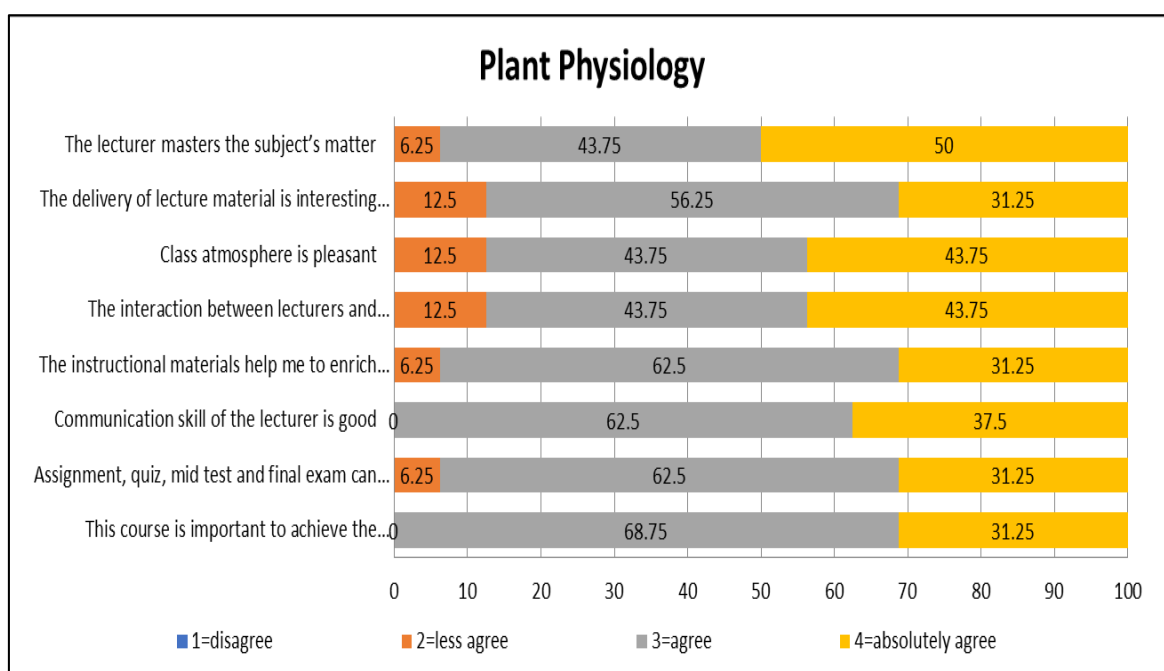


Figure 2.16. Course feedback and students' satisfaction (%)

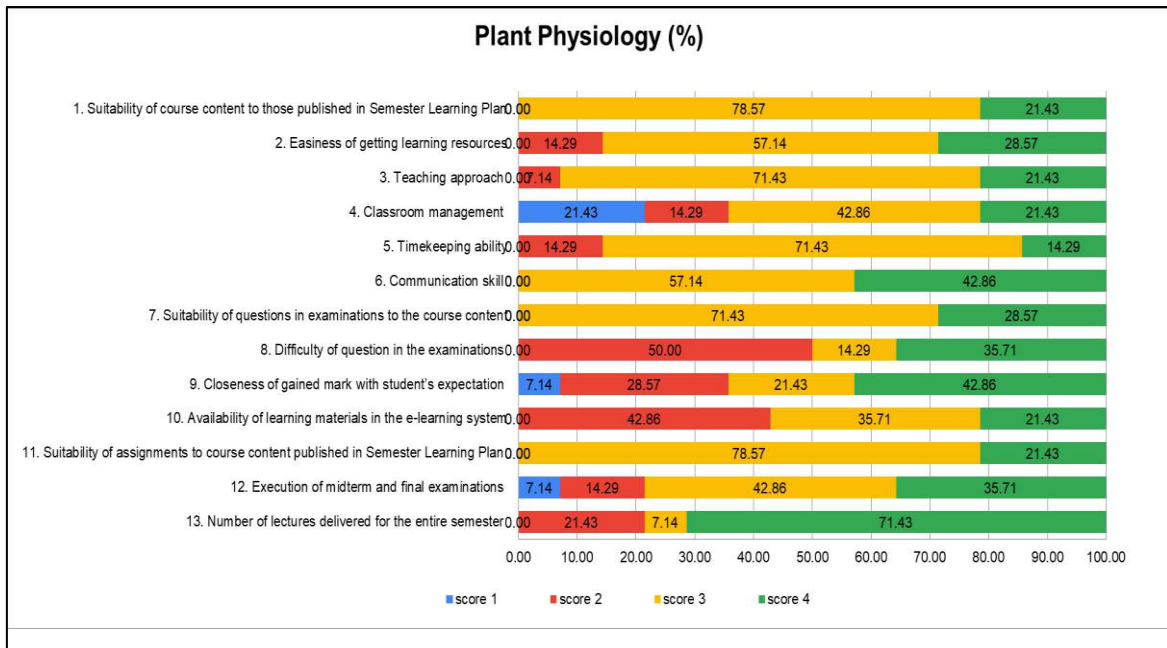
Table 2.22. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	85.93	very good
The delivery of lecture material is interesting and easy to understand	79.65	good
Class atmosphere is pleasant	82.81	good
The interaction between lecturers and students is appropriate	82.81	good
The instructional materials help me to enrich my knowledge in the subject matter.	81.25	good
Communication skill of the lecturer is good	84.37	good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	81.25	good
This course is important to achieve the graduate learning outcomes of my study program	82.81	good

2.8.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.19.**, whereas the results of workload survey were presented in **Table 2.23**

The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 21.43% "very suitable" and 78.57% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 35.71% "done as schedule in SLP" and 42.86% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 71.43% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.17. Performance of teaching process

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.**

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 2.23. Analysis of students' workload for Plant Physiology

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	191.32	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440.0	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1039.29	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440.00	Stated in academic guide book

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	81.67	Good
2. Easiness of getting learning resources	80.00	Good
3. Teaching approach	75.83	Good
4. Classroom management	60.83	Fairly good
5. Timekeeping ability	81.67	Good
6. Communication skill	79.17	Good
7. Suitability of questions in examinations to the course content	87.50	Very good
8. Difficulty of question in the examinations	84.17	Good
9. Closeness of gained mark with student's expectation	81.67	Good
10. Availability of learning materials in the e-learning system	41.67	Not good
11. Suitability of assignments to course content published in Semester Learning Plan	80.83	Good
12. Execution of midterm and final examinations	75.00	Good
13. Number of lectures delivered for the entire semester	95.00	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. Vegetable Crop Cultivation

2.9.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.17. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*The lecturer masters the subject's matter*" achieve 63.64% "absolutely agree" and 27.27% "agree". The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 45.45% "absolutely agree" and 54.55 % "agree". The second highest percentage (43.75 %) 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 2.25**.

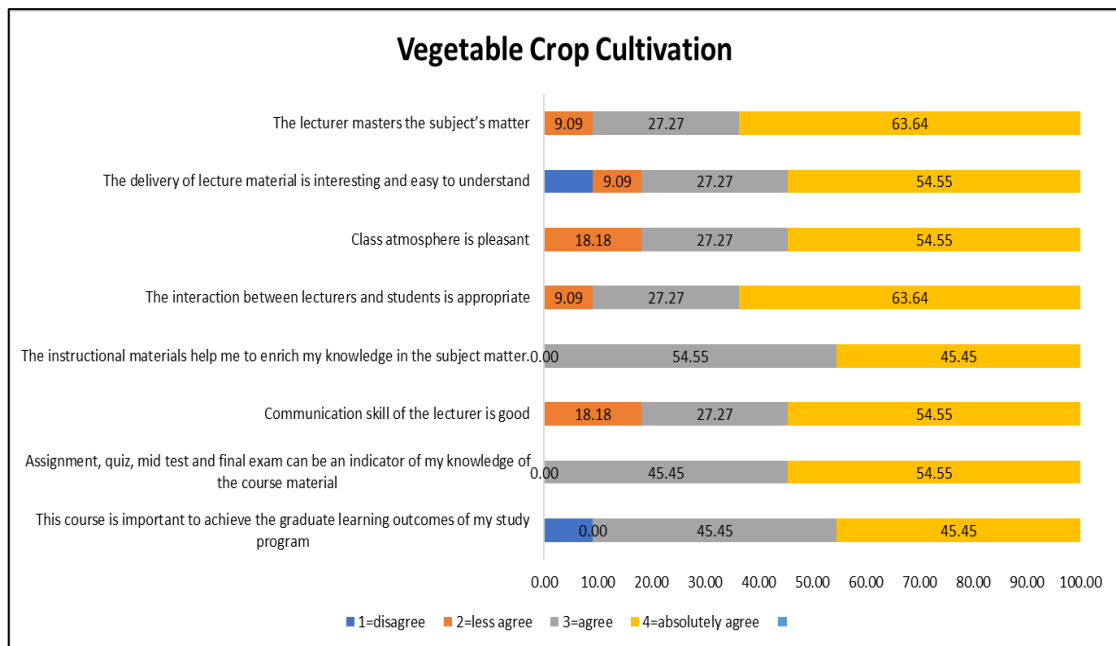


Figure 2.17. Course feedback and students' satisfaction (%)

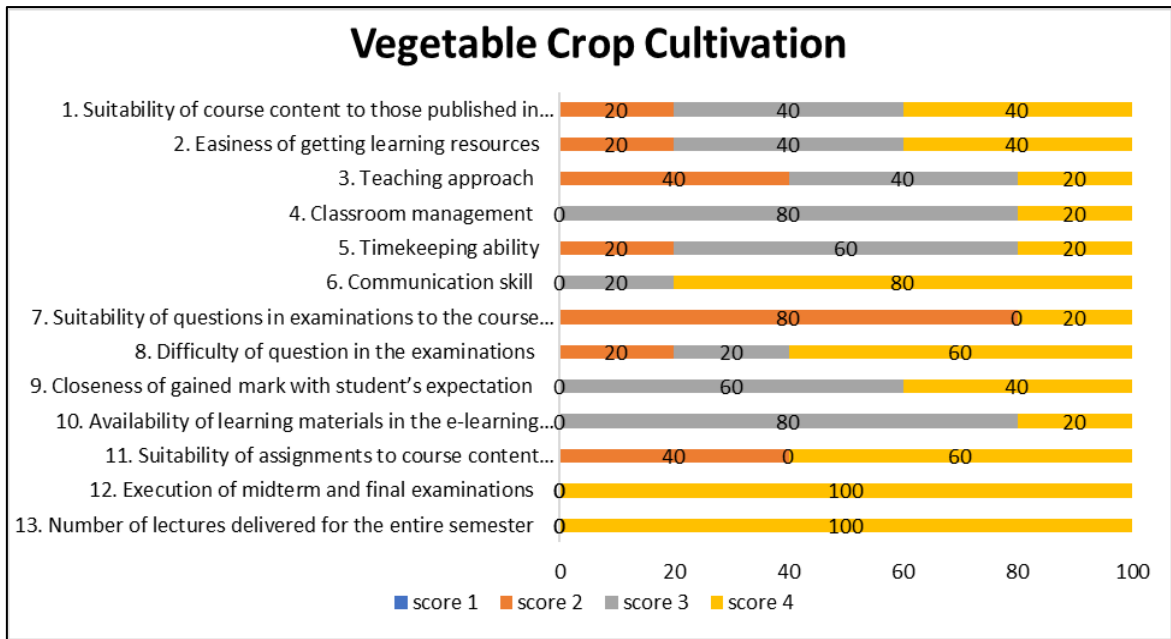
Table 2.26. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	88.64	Very Good
The delivery of lecture material is interesting and easy to understand	81.82	Good
Class atmosphere is pleasant	81.82	Good
The interaction between lecturers and students is appropriate	88.64	Very Good
The instructional materials help me to enrich my knowledge in the subject matter.	86.36	Very Good
Communication skill of the lecturer is good	84.09	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	88.64	Very Good
This course is important to achieve the graduate learning outcomes of my study program	81.82	Good

2.9.2. Teaching Process and Students' Workload Surveys

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

The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 40% "very suitable" and 40% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 100% "done as schedule in SLP". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.17. Performance of teaching process

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**.

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 2.26. Analysis of students' workload for Vegetable crop cultivation

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	297.25	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	993.75	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

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	80.00	Good
2. Easiness of getting learning resources	80.00	Good
3. Teaching approach	80.00	Good
4. Classroom management	70.00	Fairly good
5. Timekeeping ability	80.00	Good
6. Communication skill	75.00	Good
7. Suitability of questions in examinations to the course content	80.00	Good
8. Difficulty of question in the examinations	60.00	Fairly good
9. Closeness of gained mark with student's expectation	85.00	Good
10. Availability of learning materials in the e-learning system	85.00	Good
11. Suitability of assignments to course content published in Semester Learning Plan	80.00	Good
12. Execution of midterm and final examinations	80.00	Good
13. Number of lectures delivered for the entire semester	100.00	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. Fruit Crop Cultivation

2.10.1. Course Feedback and Student Satisfaction Surveys

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 "*The lecture masters the subject's matter*" and the statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 38.10% "absolutely agree" and 57.14% "agree". The lowest (9.52%) 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**.

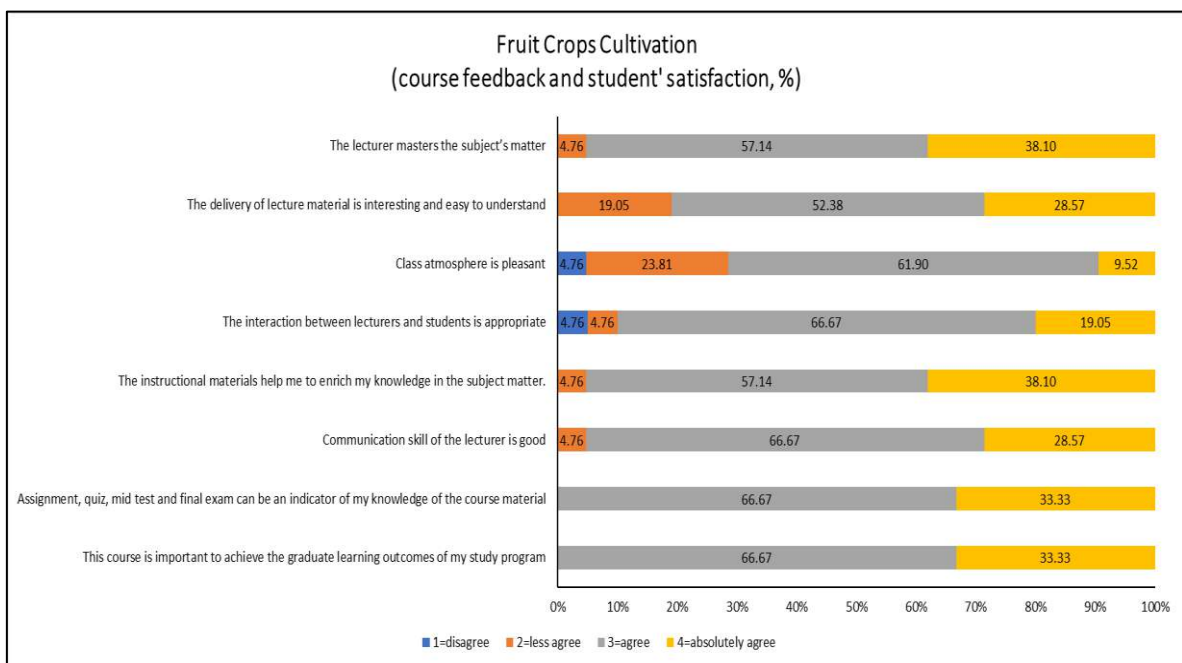


Figure 2.19. Course feedback and students' satisfaction (%)

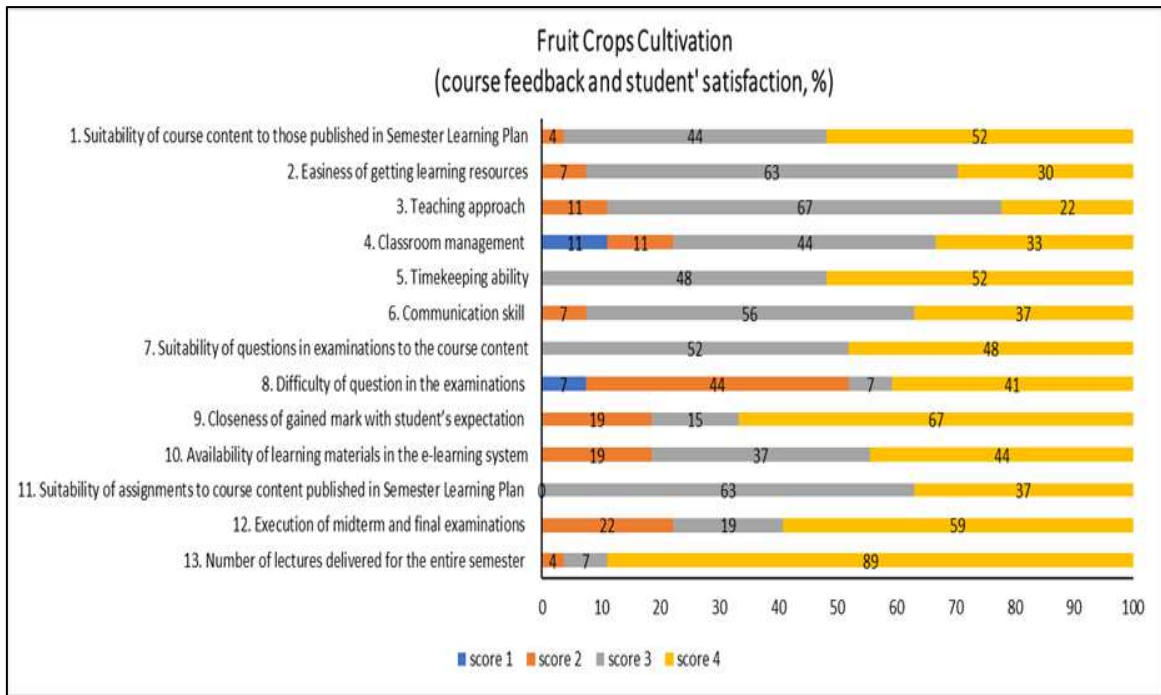
Table 2.28. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	83.33	Good
The delivery of lecture material is interesting and easy to understand	77.38	Good
Class atmosphere is pleasant	69.05	Fairly good
The interaction between lecturers and students is appropriate	75.00	Good
The instructional materials help me to enrich my knowledge in the subject matter.	83.33	Good
Communication skill of the lecturer is good	80.95	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	83.33	Good
This course is important to achieve the graduate learning outcomes of my study program	83.33	Good

2.10.2. Teaching Process and Students' Workload Surveys

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

The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "***Suitability of course content to those published in Semester Learning Plan***" achieved 52% "very suitable" and 44% "suitable". For the statement of "***Execution of midterm and final examination***" stood at 59% "done as schedule in SLP" and 19% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 89% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system



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	203= 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

Figure. 2.20. Performance of teaching process

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**.

The results in **Table 2.29** 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 2.29. Analysis of students' workload for Fruit crop cultivation

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Minutes per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	228.571	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self study (in survey) per semester	1237.60	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self study (based on regulation) per semester	1440	Stated in academic guide book

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

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	83.33	Good
2. Easiness of getting learning resources	77.38	Good
3. Teaching approach	69.05	Fairly good
4. Classroom management	75.00	Good
5. Timekeeping ability	83.33	Good
6. Communication skill	80.95	Good
7. Suitability of questions in examinations to the course content	83.33	Good
8. Difficulty of question in the examinations	83.33	Good
9. Closeness of gained mark with student's expectation	83.33	Good
10. Availability of learning materials in the e-learning system	77.38	Good
11. Suitability of assignments to course content published in Semester Learning Plan	84.26	Good
12. Execution of midterm and final examinations	84.26	Good
13. Number of lectures delivered for the entire semester	96.30	Very good

As shown in Table 2.33., 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.

2.11. Landscape architecture

2.11.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.21. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*This course is important to achieve the graduate learning outcomes of my study program*" achieve 27.30% "absolutely agree" and 54.50% "agree". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 72.70% "agree". The lowest percentage (9.10 %) of "absolutely agree" was found in the statement of "*Class atmosphere is pleasant*". 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 2.31**.

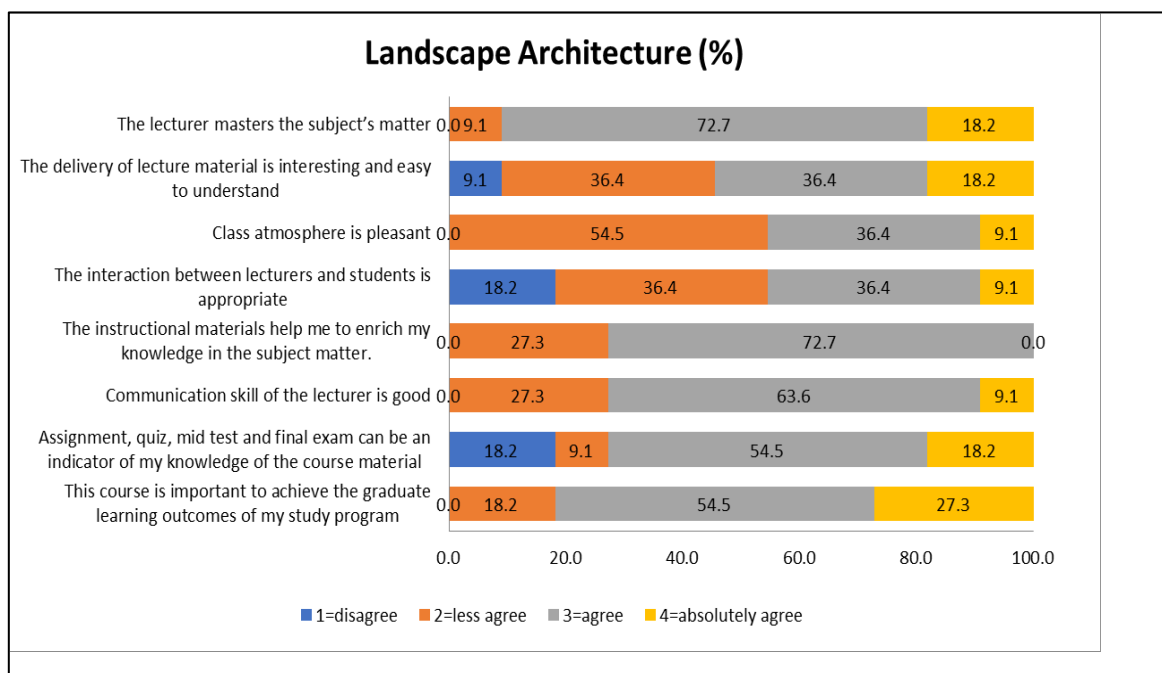


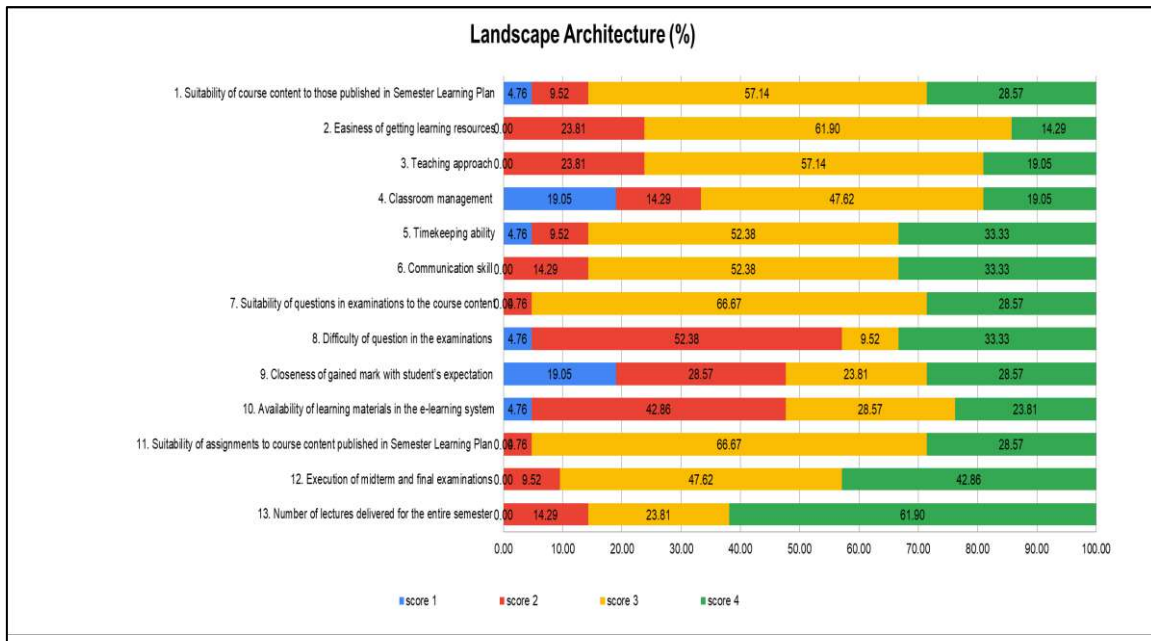
Figure 2.21. Course feedback and students' satisfaction (%)

Table 2.31. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	77.27	Good
The delivery of lecture material is interesting and easy to understand	65.91	Fairly good
Class atmosphere is pleasant	63.64	Fairly good
The interaction between lecturers and students is appropriate	59.09	Fairly good
The instructional materials help me to enrich my knowledge in the subject matter.	68.18	Fairly good
Communication skill of the lecturer is good	70.45	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	68.18	Fairly good
This course is important to achieve the graduate learning outcomes of my study program	77.27	Good

2.11.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.22.**, whereas the results of workload survey were presented in **Table 2.33.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 28.57% "very suitable" and 57.14% "suitable". For the statement of "*Execution of midterm and final examination*" stood at 42.86% "done as schedule in SLP" and 47.62% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 61.90% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure. 2.22. Performance of teaching process

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 2.32**, and level of achievement of teaching process is presented in **Table 2.33**.

The results in **Table 2.32** 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 2.32. Analysis of students' workload for Landscape architecture

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	201.837	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440.00	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	987.50	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440.00	Stated in academic guide book

Table 2.33. 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	77.38	good
2. Easiness of getting learning resources	72.62	good
3. Teaching approach	73.81	good
4. Classroom management	66.67	fairly good
5. Timekeeping ability	78.57	good
6. Communication skill	79.76	good
7. Suitability of questions in examinations to the course content	80.95	good
8. Difficulty of question in the examinations	67.86	fairly good
9. Closeness of gained mark with student's expectation	65.48	fairly good
10. Availability of learning materials in the e-learning system	67.86	fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	80.95	good
12. Execution of midterm and final examinations	83.33	good
13. Number of lectures delivered for the entire semester	86.90	Very good

As shown in Table 2.33., 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.

2.12. Organic Farming

2.12.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.23. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*Communication skill of the lecturer is good*" achieve 33.33% "absolutely agree" and 50.00% "agree". The statement for "*The instructional materials help me to enrich my knowledge in the subject matter*" achieved 16.67% "agree". The highest percentage (83.33 %) of "less agree" was found in the statement of "*Class atmosphere is pleasant*". In conclusions, we would like to report the achievement of this course based on this survey as presented in Table 2.34.

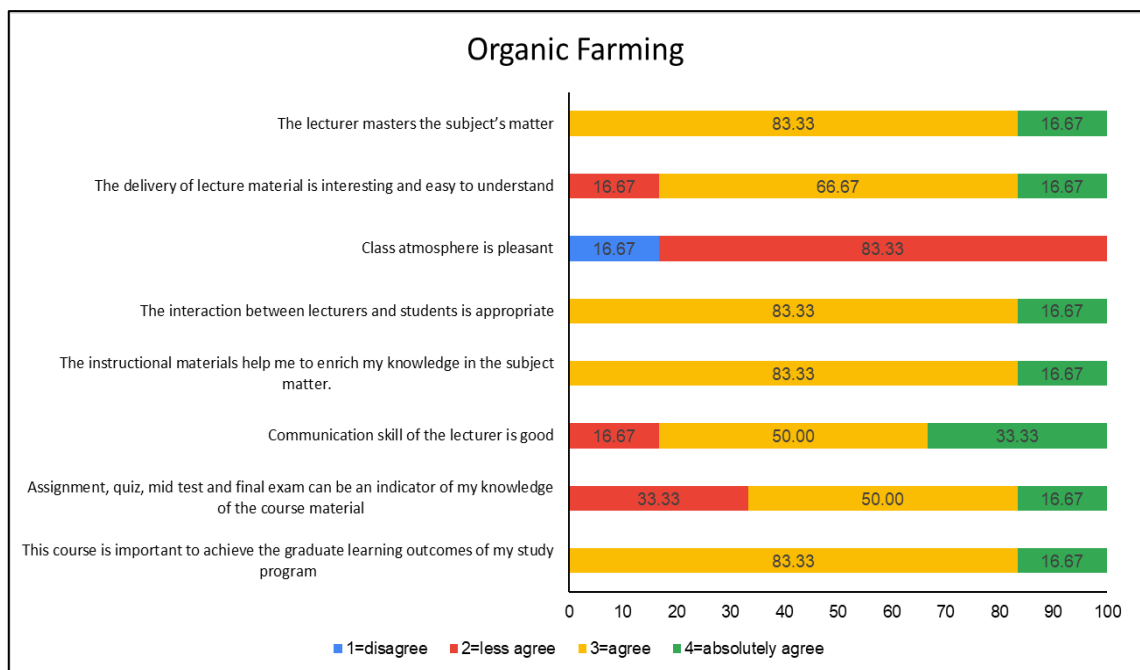


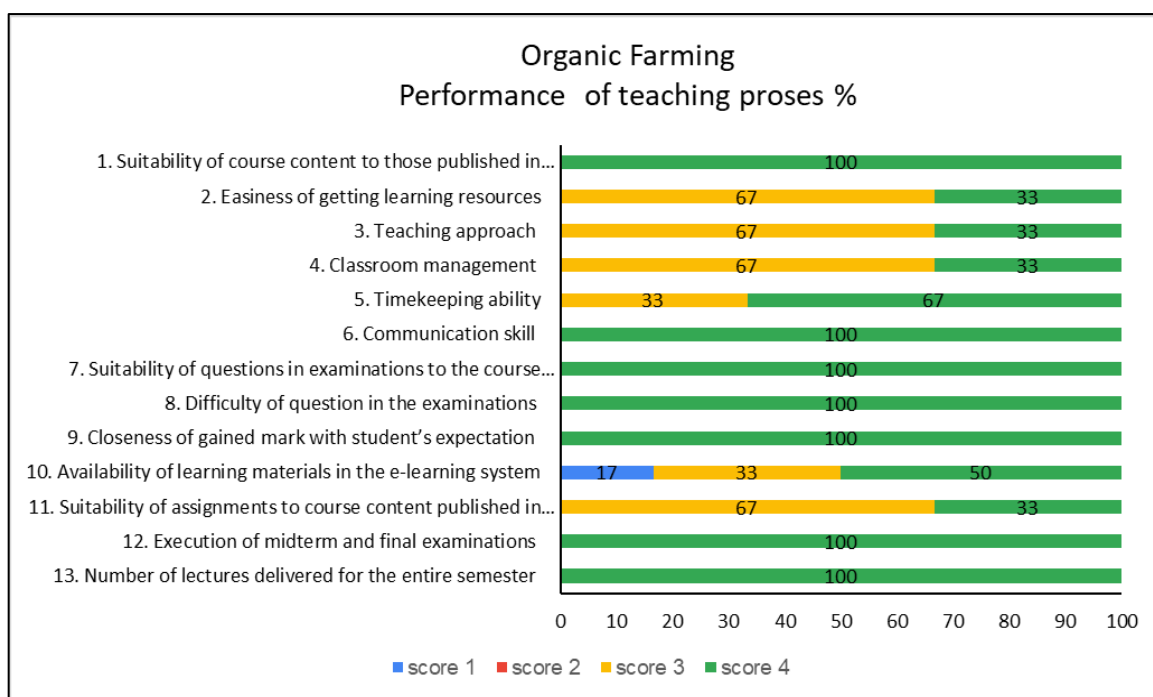
Figure 2.23. Course feedback and students' satisfaction (%)

Table 2.34. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	79.17	Good
The delivery of lecture material is interesting and easy to understand	75.00	Good
Class atmosphere is pleasant	66.67	Fairly good
The interaction between lecturers and students is appropriate	79.17	Good
The instructional materials help me to enrich my knowledge in the subject matter.	79.17	Good
Communication skill of the lecturer is good	79.17	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	70.83	Good
This course is important to achieve the graduate learning outcomes of my study program	79.17	Good

2.12.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.24.**, whereas the results of workload survey were presented in **Table 2.35.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 100% "very suitable". For the statement of "*Execution of midterm and final examination*" stood at 100% "done as schedule in SLP". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure. 2.25. Performance of teaching process

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 2.35**, and level of achievement of teaching process is presented in **Table 2.36**.

The results in **Table 2.35** 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 2.35. Analysis of students' workload for Organic Farming

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	280.2	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1340	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.36. 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	83.33	Good
2. Easiness of getting learning resources	66.67	Fairly good
3. Teaching approach	66.67	Fairly good
4. Classroom management	66.67	Fairly good
5. Timekeeping ability	79.17	Good
6. Communication skill	83.33	Good
7. Suitability of questions in examinations to the course content	83.33	Good
8. Difficulty of question in the examinations	83.33	Good
9. Closeness of gained mark with student's expectation	83.33	Good
10. Availability of learning materials in the e-learning system	66.67	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	66.67	Fairly good
12. Execution of midterm and final examinations	83.33	Good
13. Number of lectures delivered for the entire semester	83.33	Good

As shown in Table 2.36., 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.

2.13. Rubber and Oil Palm Production

2.13.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.26. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "*This course is important to achieve the graduate learning outcomes of my study program*". It indicated the courses given are very important in providing knowledge and provisions to students after becoming graduates of the agronomy study program. The statement for "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*" achieved 27.27% "absolutely agree" and 45.45% "agree". The lowest percentage (18.18 %) 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 2.37**.

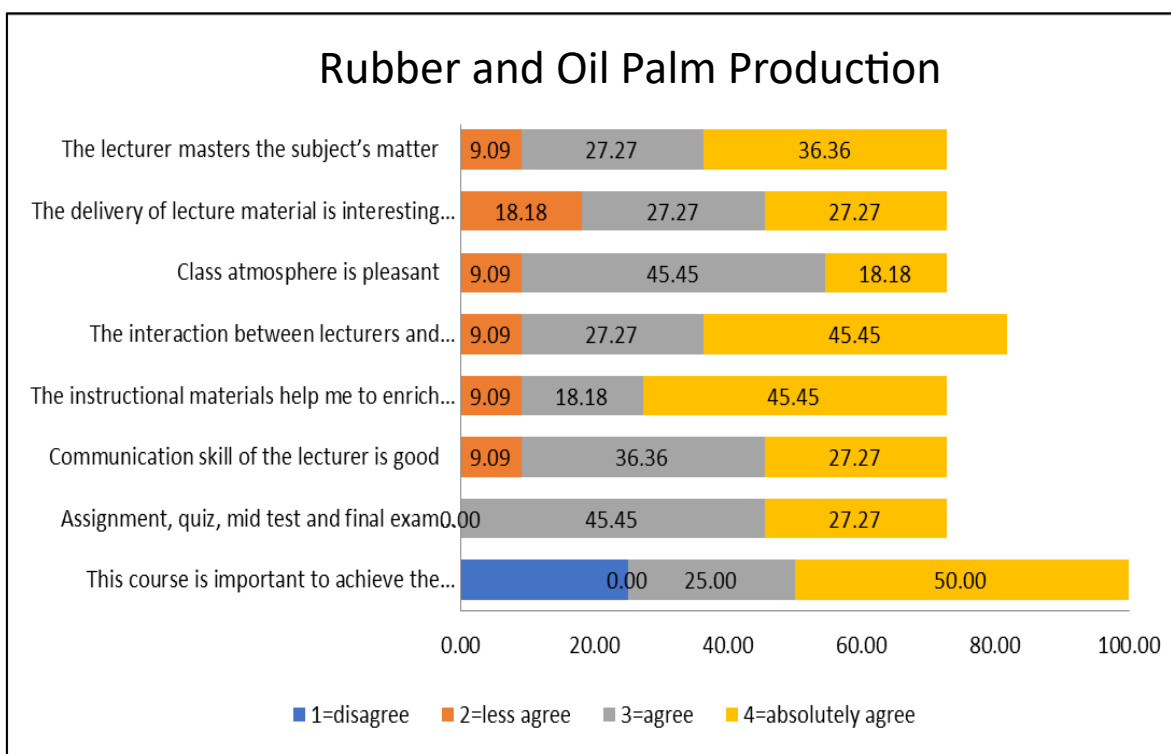


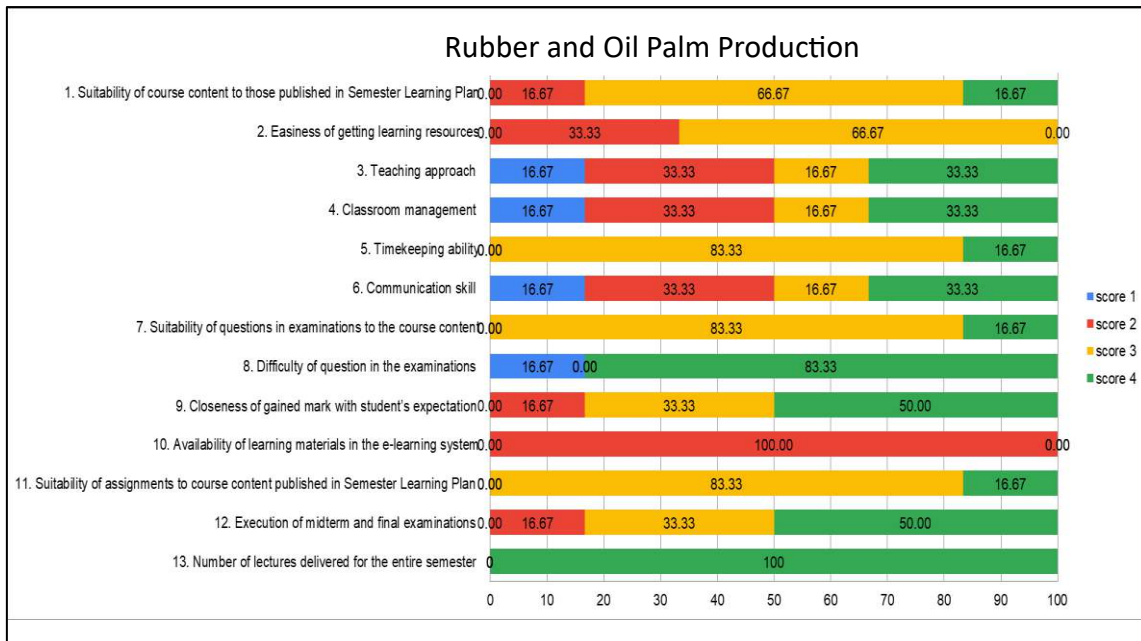
Figure 2.26. Course feedback and students' satisfaction (%)

Tabel 2.37. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	84.375	Very good
The delivery of lecture material is interesting and easy to understand	78.125	Good
Class atmosphere is pleasant	78.125	Good
The interaction between lecturers and students is appropriate	84.375	Good
The instructional materials help me to enrich my knowledge in the subject matter.	87.5	Very good
Communication skill of the lecturer is good	81.25	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90.625	Very good
This course is important to achieve the graduate learning outcomes of my study program	75	Good

2.13.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.27.**, whereas the results of workload survey were presented in **Table 2.38.** The results of performance of teaching process were varied among the questions the questionnaire. The most important component, namely the "*Suitability of course content to those published in Semester Learning Plan*" achieved 16.67% "very suitable", 66.67% "suitable" and 16.67 "Less suitable". For the statement of "*Execution of midterm and final examination*" stood at 55% "done as schedule in SLP" and 33% "done as scheduled, but different from schedule in semester learning plan (SLP)". The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. It was 100% student choose "exactly the same as those stated in SLP" of lectures delivered for the entire semester". There should be an improvement for the availability of learning materials in the e-learning system.



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

Figure 2.26. Performance of teaching process

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 2.38.**, and level of achievement of teaching process is presented in **Table 2.39.**

The results in **Table 2.38** 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 2.28. Analysis of students' workload for Annual Crop Production

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes)	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	466.667	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1018.75	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.29. 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	81.67	Good
2. Easiness of getting learning resources	80.00	Good
3. Teaching approach	75.83	Good
4. Classroom management	60.83	Fairly good
5. Timekeeping ability	81.67	Good
6. Communication skill	79.17	Good
7. Suitability of questions in examinations to the course content	87.50	Very good
8. Difficulty of question in the examinations	84.17	Good
9. Closeness of gained mark with student's expectation	81.67	Good
10. Availability of learning materials in the e-learning system	41.67	Not good
11. Suitability of assignments to course content published in Semester Learning Plan	80.83	Good
12. Execution of midterm and final examinations	75.00	Good
13. Number of lectures delivered for the entire semester	95.00	Very good

As shown in Table 2.29., 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.

2324-01-PAG1003 Agroklimatologi Daftar Hadir Kls Agronomi Palembang

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions

All

All

All past

Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Fri 18 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
2	Tue 22 Aug 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
3	Tue 29 Aug 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
4	Tue 5 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
5	Tue 12 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
6	Tue 19 Sep 2023 12:30PM - 2PM	Group: 2324-01-PAG1003-L01 Agronomi Indralaya	199403082023212050; Fitri Ramadhani, SP, M.Si	<input type="checkbox"/>
7	Tue 26 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	199403082023212050; Fitri Ramadhani, SP, M.Si	<input type="checkbox"/>
8	Thu 19 Oct 2023 9:20AM - 12PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	199403082023212050; Fitri Ramadhani, SP, M.Si	<input type="checkbox"/>
9	Thu 19 Oct 2023 10AM - 12PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	199403082023212050; Fitri Ramadhani, SP, M.Si	<input type="checkbox"/>
10	Sat 21 Oct 2023 1:13PM - 3PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	199403082023212050; Fitri Ramadhani, SP, M.Si	<input type="checkbox"/>
11	Tue 31 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
12	Thu 2 Nov 2023 10AM - 12:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
13	Sat 11 Nov 2023 7:30AM - 9:10AM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
14	Tue 14 Nov 2023 2:30PM - 3:16PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
15	Fri 24 Nov 2023 9:30AM - 12:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
16	Tue 28 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG1003-P01 Agronomi Palembang	198208022008111001 ; Dr. Fitra Gustiar, SP, M.Si	<input type="checkbox"/>

2324-01-PAG1101 Botani Daftar Hadir Kls Agronomi Indralaya

Sessions Add session Report Import: Export: Status set Temporary users

Sessions All

All All past Months Weeks Days

#	Date Time	Type	Description	Actions
1	Mon 21 Aug 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	196106211986022005;Dr.Ir.Marlina, MSI.	<input type="checkbox"/>
2	Mon 28 Aug 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	196106211986022005;Dr.Ir.Marlina, M.Si.	<input type="checkbox"/>
3	Mon 4 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	196106211986022005; Dr.Ir.Marlina, MSI	<input type="checkbox"/>
4	Mon 11 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	196106211986022005;Dr.Ir.Marlina,MSI.	<input type="checkbox"/>
5	Mon 18 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	Dr. Ir. Lidwina Ninik S., M.Si.	<input type="checkbox"/>
6	Mon 25 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	Dr. Ir. Lidwina Ninik S., M.Si.	<input type="checkbox"/>
7	Mon 2 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	Dr. Ir. Lidwina Ninik S., M.Si.	<input type="checkbox"/>
8	Mon 9 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	Dr. Ir. Lidwina Ninik S., M.Si.	<input type="checkbox"/>
9	Mon 16 Oct 2023 8:30AM - 10:10AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
10	Mon 23 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
11	Mon 30 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
12	Mon 6 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
13	Mon 13 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
14	Mon 20 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
15	Mon 27 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1101-L01 Agronomi Indralaya	196106211986022005;Dr.Ir.Marlina,MSI.	<input type="checkbox"/>

2324-01-PAG2103 Pemuliaan Tanaman Modern Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions

All

All

All past

Months

Weeks

Days

#	Date	Time	Type	Description	Actions
1	Thu 17 Aug 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
2	Thu 24 Aug 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
3	Thu 31 Aug 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
4	Thu 7 Sep 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
5	Thu 14 Sep 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	Dr. Ir. Dwi Putro Priadi, M.Sc.	<input type="checkbox"/>
6	Mon 18 Sep 2023	11AM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	Dr. Ir. Dwi Putro Priadi, M.Sc.	<input type="checkbox"/>
7	Mon 25 Sep 2023	11AM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	Dr. Ir. Dwi Putro Priadi, M.Sc.	<input type="checkbox"/>
8	Mon 2 Oct 2023	11AM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	Dr. Ir. Dwi Putro Priadi, M.Sc.	<input type="checkbox"/>
9	Mon 9 Oct 2023	11AM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196209221988031004; Dr. Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
10	Mon 16 Oct 2023	11AM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196209221988031004; Dr. Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
11	Thu 26 Oct 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196209221988031004; Dr. Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
12	Thu 2 Nov 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
13	Thu 9 Nov 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
14	Thu 16 Nov 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
15	Thu 23 Nov 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
16	Thu 30 Nov 2023	12PM - 2PM	Group: 2324-01-PAG2103-L01 Agronomi Indralaya	196209221988031004; Dr. Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>

2324-01-PAG2105 Biokimia Tanaman Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions

All



All

All past

Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Tue 15 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001;Dr.Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
2	Tue 22 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
3	Tue 29 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
4	Tue 5 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
5	Tue 12 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
6	Tue 19 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
7	Tue 26 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
8	Tue 3 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
9	Tue 10 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
10	Tue 17 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
11	Tue 24 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
12	Tue 31 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
13	Tue 7 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	196303091987032001; Dr.Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
14	Tue 14 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
15	Tue 21 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
16	Tue 28 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2105-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>

2324-01-PAG1102 Agrokimia Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions

All



All

All past

















































Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Wed 16 Aug 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001:Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
2	Wed 23 Aug 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
3	Wed 6 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
4	Thu 7 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
5	Wed 13 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
6	Wed 20 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	<input type="checkbox"/>
7	Wed 27 Sep 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001:Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
8	Wed 4 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
9	Wed 11 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
10	Wed 18 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001; Dr. Ir. Mery Hasmeda, MSc.	<input type="checkbox"/>
11	Wed 25 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	8963560023, Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
12	Wed 1 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	8963560023, Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
13	Wed 8 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	8963560023, Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
14	Wed 15 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001:Dr. Ir. Mery Hasmeda, M.Sc.	<input type="checkbox"/>
15	Wed 22 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	196303091987032001:Dr. Ir. Mery Hasmeda, M.Sc.	<input type="checkbox"/>
16	Wed 29 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG1102-L01 Agronomi Indralaya	8963560023, Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>

2324-01-PAG2104 Ilmu Gulma Daftar Hadir Kls Agronomi Indralaya

Sessions					
Add session Report Import Export Status set Temporary users					
Sessions <input type="text" value="All"/>					
All <input type="button" value="All past"/> <input type="button" value="Months"/> <input type="button" value="Weeks"/> <input type="button" value="Days"/>					
#	Date Time	Type	Description	Actions	<input type="checkbox"/>
1	Thu 24 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
2	Fri 25 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
3	Thu 31 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
4	Thu 7 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
5	Thu 14 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	199403082023212050; Fitri Ramadhani, SP.,M.Si.	   <input type="checkbox"/>	<input type="checkbox"/>
6	Thu 21 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	199403082023212050; Fitri Ramadhani, SP.,M.Si.	   <input type="checkbox"/>	<input type="checkbox"/>
7	Thu 5 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	199403082023212050; Fitri Ramadhani, SP.,M.Si.	   <input type="checkbox"/>	<input type="checkbox"/>
8	Thu 5 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	199403082023212050; Fitri Ramadhani, SP.,M.Si.	   <input type="checkbox"/>	<input type="checkbox"/>
9	Mon 9 Oct 2023 1PM - 2:40PM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	1671115105560003; Dr. Ir. Maria Fitriana, M.Sc.	   <input type="checkbox"/>	<input type="checkbox"/>
10	Mon 16 Oct 2023 1PM - 2:40PM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	1671115105560003; Dr. Ir. Maria Fitriana, M.Sc.	   <input type="checkbox"/>	<input type="checkbox"/>
11	Mon 23 Oct 2023 1PM - 2:40PM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	1671115105560003; Dr. Ir. Maria Fitriana, M.Sc.	   <input type="checkbox"/>	<input type="checkbox"/>
12	Mon 30 Oct 2023 1PM - 2:40PM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	1671115105560003; Dr. Ir. Maria Fitriana, M.Sc.	   <input type="checkbox"/>	<input type="checkbox"/>
13	Thu 9 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	Dr. Ir. Yernelis, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
14	Thu 16 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	Dr. Ir. Yernelis, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
15	Thu 23 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	Dr. Ir. Yernelis, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>
16	Thu 30 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG2104-L01 Agronomi Indralaya	Dr. Ir. Yernelis, M.S.	   <input type="checkbox"/>	<input type="checkbox"/>

2324-01-PAG2101 Ekologi Tanaman Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions:

All

All

All past

Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Tue 15 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
2	Tue 22 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
3	Wed 30 Aug 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
4	Wed 6 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
5	Wed 13 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
6	Fri 22 Sep 2023 8:30AM - 9:10AM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	<input type="checkbox"/>
7	Wed 27 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
8	Wed 4 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
9	Wed 11 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
10	Wed 18 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
11	Wed 25 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
12	Wed 8 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
13	Wed 15 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
14	Wed 22 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
15	Wed 29 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG2101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>

2324-01-PAG2102 Fisiologi Tanaman Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

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Status set

Temporary users

Sessions

All

















































All

All past

Months

Weeks

Days

#	Date	Time	Type	Description	Actions
1	Wed 23 Aug 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	   <input type="checkbox"/>
2	Wed 6 Sep 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	   <input type="checkbox"/>
3	Mon 11 Sep 2023	1PM - 2:40PM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	   <input type="checkbox"/>
4	Wed 13 Sep 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	   <input type="checkbox"/>
5	Sat 16 Sep 2023	8AM - 9AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	198309202022032001; Dr. Irmawati, S.P., M.Sc., M.Si.	   <input type="checkbox"/>
6	Wed 20 Sep 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196212131988031002; Dr. Ir. M. Umar Harun, MS	   <input type="checkbox"/>
7	Wed 27 Sep 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196212131988031002; Dr. Ir. M. Umar Harun, MS	   <input type="checkbox"/>
8	Wed 4 Oct 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196212131988031002; Dr. Ir. M. Umar Harun, MS	   <input type="checkbox"/>
9	Wed 11 Oct 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196212131988031002; Dr. Ir. M. Umar Harun, MS	   <input type="checkbox"/>
10	Wed 18 Oct 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196212131988031002; Dr. Ir. M. Umar Harun, MS	   <input type="checkbox"/>
11	Wed 25 Oct 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>
12	Wed 1 Nov 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>
13	Wed 8 Nov 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>
14	Wed 15 Nov 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>
15	Wed 22 Nov 2023	9:30AM - 11AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>
16	Sat 25 Nov 2023	10AM - 11:40AM	Group: 2324-01-PAG2102-L01 Agronomi Indralaya	196209091985031006; Prof. Dr. Ir Rujito Agus Suwignyo, M.Agr.	   <input type="checkbox"/>

2324-01-PAG3101 Budidaya Tanaman Sayuran Daftar Hadir Kls Agronomi Indralaya

Sessions

Add session

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Temporary users

Sessions

All



All

All past

Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Thu 24 Aug 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
2	Thu 31 Aug 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
3	Thu 7 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
4	Thu 14 Sep 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
5	Thu 21 Sep 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
6	Thu 28 Sep 2023 1:40PM - 4PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
7	Thu 5 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
8	Thu 12 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
9	Thu 19 Oct 2023 12:40PM - 2PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	199708172023212031; Dr. Rofiqoh Purnama Ria, S.P., M.Si	<input type="checkbox"/>
10	Thu 26 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
11	Thu 2 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
12	Thu 9 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
13	Thu 16 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
14	Thu 23 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
15	Thu 30 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3101-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>

2324-01-PAG3102 Budidaya Tanaman Buah-buahan Daftar Hadir Kls Agronomi Indralaya

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Sessions

 All

#	Date Time	Type	Description	Actions <input type="checkbox"/>
1	Fri 18 Aug 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
2	Wed 23 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG3102-P01 Agronomi Palembang	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
3	Fri 25 Aug 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
4	Wed 30 Aug 2023 2:20PM - 4PM	Group: 2324-01-PAG3102-P01 Agronomi Palembang	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
5	Fri 1 Sep 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
6	Sat 2 Sep 2023 8AM - 2PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
7	Fri 8 Sep 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
8	Fri 15 Sep 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
9	Fri 22 Sep 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	8963560023; Dr. Fikri Adriansyah, S.Si.	<input type="checkbox"/>
10	Fri 29 Sep 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
11	Fri 6 Oct 2023 9AM - 11AM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Erise Anggraini, S.P., M.Si., Ph.D.	<input type="checkbox"/>
12	Fri 13 Oct 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Erise Anggraini, S.P., M.Si., Ph.D.	<input type="checkbox"/>
13	Fri 20 Oct 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Erise Anggraini, S.P., M.Si., Ph.D.	<input type="checkbox"/>
14	Fri 27 Oct 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
15	Fri 3 Nov 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	Dr. Ir. Muhammad Ammar, M.P.	<input type="checkbox"/>
16	Wed 8 Nov 2023 1:10PM - 2:50PM	Group: 2324-01-PAG3102-L01 Agronomi Indralaya	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>

2324-01-PAG3104 Arsitektura Pertamanan Daftar Hadir Kls Agronomi Indralaya

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Sessions

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#	Date Time	Type	Description	Actions <input type="checkbox"/>
1	Mon 21 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
2	Mon 28 Aug 2023 8AM - 9:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
3	Mon 4 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
4	Mon 11 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196211211987031001; Dr. Ir. Yakup, M.S.	<input type="checkbox"/>
5	Mon 18 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	195906211986021001'Dr. Zaidan,M.Sc.	<input type="checkbox"/>
6	Mon 25 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	195906211986021001'Dr. Zaidan,M.Sc.	<input type="checkbox"/>
7	Mon 2 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	195906211986021001'Dr. Zaidan,M.Sc.	<input type="checkbox"/>
8	Tue 10 Oct 2023 7PM - 9PM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196209221988031004; Dr.Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
9	Tue 17 Oct 2023 7PM - 9PM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196209221988031004; Dr.Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
10	Tue 24 Oct 2023 7PM - 9PM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196209221988031004; Dr.Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
11	Tue 31 Oct 2023 7PM - 9PM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	196209221988031004; Dr.Ir. Entis Sutisna Halimi, M.Sc.	<input type="checkbox"/>
12	Wed 8 Nov 2023 8AM - 9:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	195906211986021001; Dr.Zaidan,M.Sc.	<input type="checkbox"/>
13	Mon 13 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	Dr. Lidwina N. Sulistyarningsih, M.Si.	<input type="checkbox"/>
14	Mon 20 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	Dr. Lidwina N. Sulistyarningsih, M.Si.	<input type="checkbox"/>
15	Mon 27 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	Dr. Lidwina N. Sulistyarningsih, M.Si.	<input type="checkbox"/>
16	Mon 4 Dec 2023 10AM - 11:40AM	Group: 2324-01-PAG3104-L01 Agronomi Indralaya	Dr. Lidwina N. Sulistyarningsih	<input type="checkbox"/>

2324-01-PAG3103 Pertanian Organik Daftar Hadir Kls Agronomi Indralaya

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Sessions:

#	Date Time	Type	Description	Actions
1	Wed 16 Aug 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
2	Wed 23 Aug 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
3	Wed 30 Aug 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
4	Wed 6 Sep 2023 12:30PM - 2:20PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	196712081995032001; Dr. Susilawati, S.P., M.Si	<input type="checkbox"/>
5	Wed 13 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	198208022008111001; Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
6	Wed 20 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	198208022008111001; Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
7	Wed 27 Sep 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	198208022008111001; Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
8	Wed 4 Oct 2023 8AM - 9:40AM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	198208022008111001; Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
9	Wed 11 Oct 2023 8AM - 10AM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	198208022008111001; Fitra Gustiar, SP, M.Si	<input type="checkbox"/>
10	Wed 18 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
11	Wed 25 Oct 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
12	Wed 1 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
13	Wed 8 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
14	Wed 15 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
15	Wed 22 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Dr. Muhammad Ammar, M.P.	<input type="checkbox"/>
16	Wed 29 Nov 2023 12:30PM - 2:10PM	Group: 2324-01-PAG3103-L01 Agronomi Indralaya	Regular class session	<input type="checkbox"/>

2324-01-PAG3107 Produksi Tanaman Perkebunan Karet dan Kelapa Sawit Daftar

Hadir Kls Agronomi Indralaya

Sessions

Add session

Report

Import

Export

Status set

Temporary users

Sessions

All

















































All

All past

Months

Weeks

Days

#	Date Time	Type	Description	Actions
1	Fri 18 Aug 2023 2PM - 3:40PM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196212131988031002;Dr.Ir. M. Umar Harun, MS	   <input type="checkbox"/>
2	Tue 22 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196212131988031002;Dr.Ir. M. Umar Harun, MS	   <input type="checkbox"/>
3	Tue 29 Aug 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196212131988031002;Dr.Ir. M. Umar Harun, MS	   <input type="checkbox"/>
4	Tue 5 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196212131988031002;Dr.Ir. M. Umar Harun, MS	   <input type="checkbox"/>
5	Tue 12 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	   <input type="checkbox"/>
6	Tue 19 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	   <input type="checkbox"/>
7	Tue 26 Sep 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	   <input type="checkbox"/>
8	Tue 3 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196002111985031002; Dr.agr. Ir. Erizal Sodikin	   <input type="checkbox"/>
9	Tue 10 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	198902232012122001; Erise Anggraini, SP, MSi. Ph.D	   <input type="checkbox"/>
10	Tue 17 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	198902232012122001; Erise Anggraini, SP, MSi. Ph.D	   <input type="checkbox"/>
11	Tue 24 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	198902232012122001; Erise Anggraini, SP, MSi. Ph.D	   <input type="checkbox"/>
12	Tue 31 Oct 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	198902232012122001; Erise Anggraini, SP, MSi. Ph.D	   <input type="checkbox"/>
13	Tue 7 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196106211986022005; Dr. Ir. Marlina, MS	   <input type="checkbox"/>
14	Tue 14 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196106211986022005; Dr. Ir. Marlina, MS	   <input type="checkbox"/>
15	Tue 21 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196106211986022005; Dr. Ir. Marlina, MS	   <input type="checkbox"/>
16	Tue 28 Nov 2023 10AM - 11:40AM	Group: 2324-01-PAG3107-L01 Agronomi Indralaya	196106211986022005; Dr. Ir. Marlina, MS	   <input type="checkbox"/>