



Sriwijaya University

REPORT

COURSE FEEDBACK, STUDENT SATISFACTION, TEACHING PROCESS FEEDBACK AND STUDENT'S WORKLOAD SURVEYS.

Agricultural Product Technology
Faculty of Agriculture
Sriwijaya University
2023



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I. INTRODUCTION

There were two surveys conducted to students of Agricultural Product Technology Ba. 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://bit.ly/THP_course_satisfaction)
2. QUESTIONNAIRE FOR THE FEEDBACK OF TEACHING PROCESS AND STUDENTS' WORKLOAD (https://bit.ly/THP_students_workload)

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. Agricultural Product Chemistry (Compulsory Course)

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 "Absolutely agree" was found in the statement of "*The instructional materials help me to enrich my knowledge in the subject matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (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 2.1**.

Agricultural Product Chemistry
(course feedback and students' satisfaction, %)

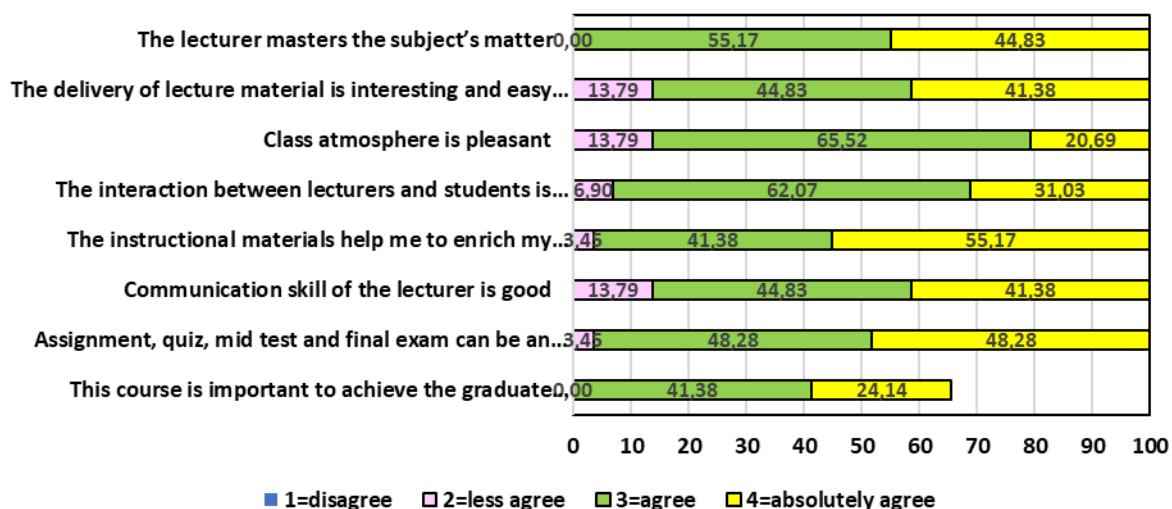


Figure 2.1. Course feedback and students satisfaction (%)

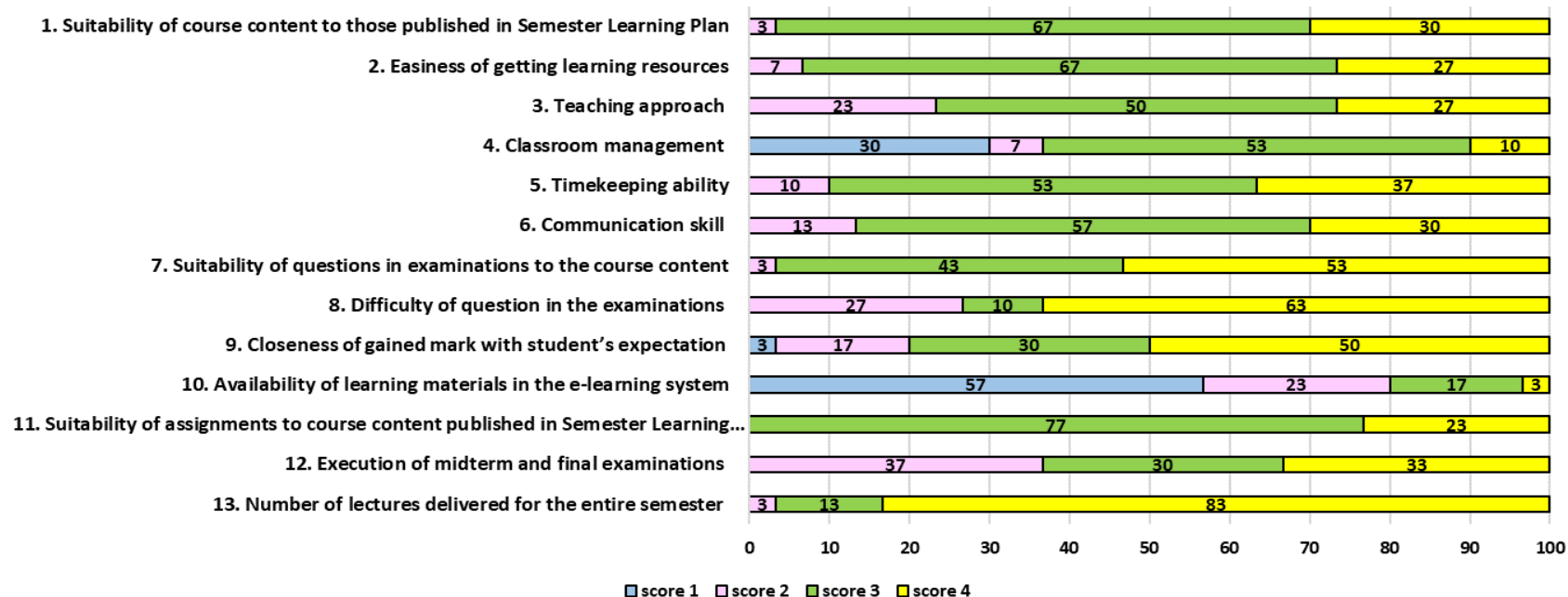
Table 2.1. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	86.21	Very good
The delivery of lecture material is interesting and easy to understand	81.90	Good
Class atmosphere is pleasant	76.72	Good
The interaction between lecturers and students is appropriate	81.03	Good
The instructional materials help me to enrich my knowledge in the subject matter.	87.93	Very good
Communication skill of the lecturer is good	81.90	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	86.21	Very good
This course is important to achieve the graduate learning outcomes of my study program	89.66	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.**

Agricultural Product Chemistry (Performance of teaching process, %)



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

Figure 2.2 . Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.2.**, and level of achievement of teaching process is presented in **Table 2.3.**

Table 2.2. Analysis of students’ workload for Agricultural Product Chemistry

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	470.4	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	750.75	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

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 assignment 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 2.3. 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 2.3., 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. Biological Evaluation of Food Components (Compulsory Course)

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 "Absolutely agree" was found in the statement of "*This course is important to achieve the graduate learning outcomes of my study program*." It indicates that this course supports the achievement of competencies in the fields of biochemistry, nutrition and health. The lowest percentage of "absolutely agree" was found in statement of "*The interaction between lectures and students in appropriate*" and "*Class atmosphere is pleasant*". it is necessary to increase positive interactions between lecturers and students in order to achieve the expected learning outcomes. The classroom atmosphere needs to be improved to create a more conducive conditions for students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.4**.

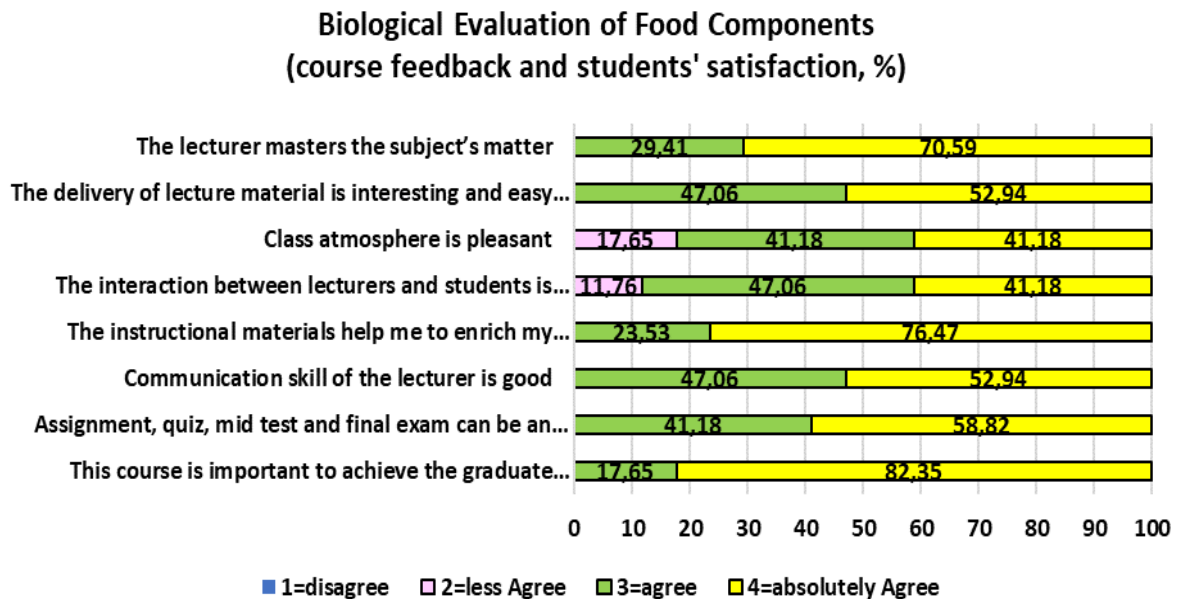


Figure 2.3. Course feedback and students' satisfaction (%)

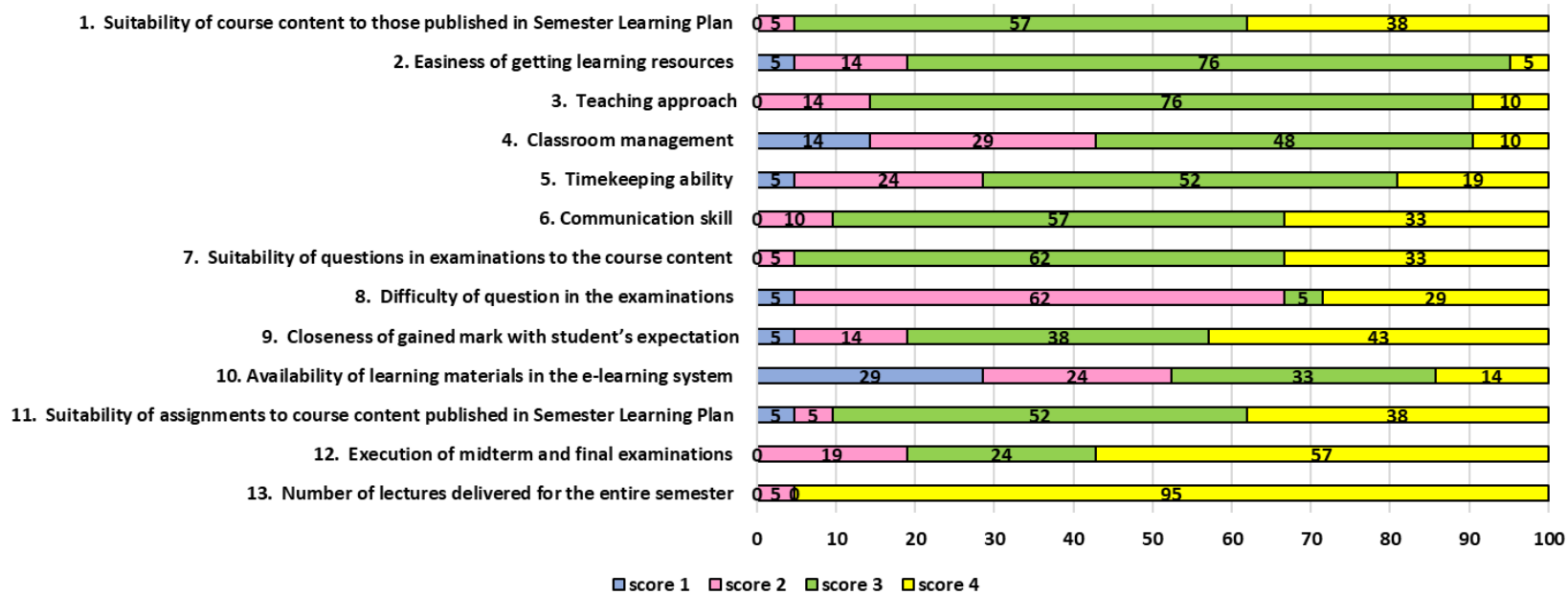
Table 2.4. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92,65	Very Good
The delivery of lecture material is interesting and easy to understand	88,24	Very Good
Class atmosphere is pleasant	80,88	Good
The interaction between lecturers and students is appropriate	82,35	Good
The instructional materials help me to enrich my knowledge in the subject matter.	94,12	Very Good
Communication skill of the lecturer is good	88,24	Very Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	89,71	Very good
This course is important to achieve the graduate learning outcomes of my study program	95,59	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.**

Quality Regulation and Standardization
(Performance of teaching process, %)



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

Figure 2.4. Performance of teaching process

The results of the performance of teaching process on average are very suitable. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

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

Table 2.5. Analysis of students' workload for Biological Evaluation of Food Components

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	584,44	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	1841,70	Students allocate more time to 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 2.5 shows that the assignments given to students still need to be increased, so that they approach the standard time for completing structured assignments. Students allocate more time to do independent study at home. Lecturers can guide by providing an outline of the lecture material.

Table 2.6. 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	81,94	Good
3. Teaching approach	86,11	Very Good
4. Classroom management	77,78	Good
5. Timekeeping ability	86,11	Very Good
6. Communication skill	88,89	Very Good
7. Suitability of questions in examinations to the course content	93,06	Very Good
8. Difficulty of question in the examinations	61,11	Fairly Good
9. Closeness of gained mark with student's expectation	86,11	Very Good
10. Availability of learning materials in the e-learning system	79,17	Good
11. Suitability of assignments to course content published in Semester Learning Plan	86,11	Very Good
12. Execution of midterm and final examinations	97,22	Very Good
13. Number of lectures delivered for the entire semester	97,22	Very Good

Table 2.6 shows that in general the lectures have gone well. However, students still experience difficulties in exams. So MLS learning media needs to be activated, for example by activating class discussions. the course materials are needed to be upload in LMS prior to a lecture.

2.3. Fermentation Technology (Compulsory Course)

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" dominate in each statement. The highest percentage of "agree" was found in the statement of "*The instructional materials help me to enrich my knowledge in the subject matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material.

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

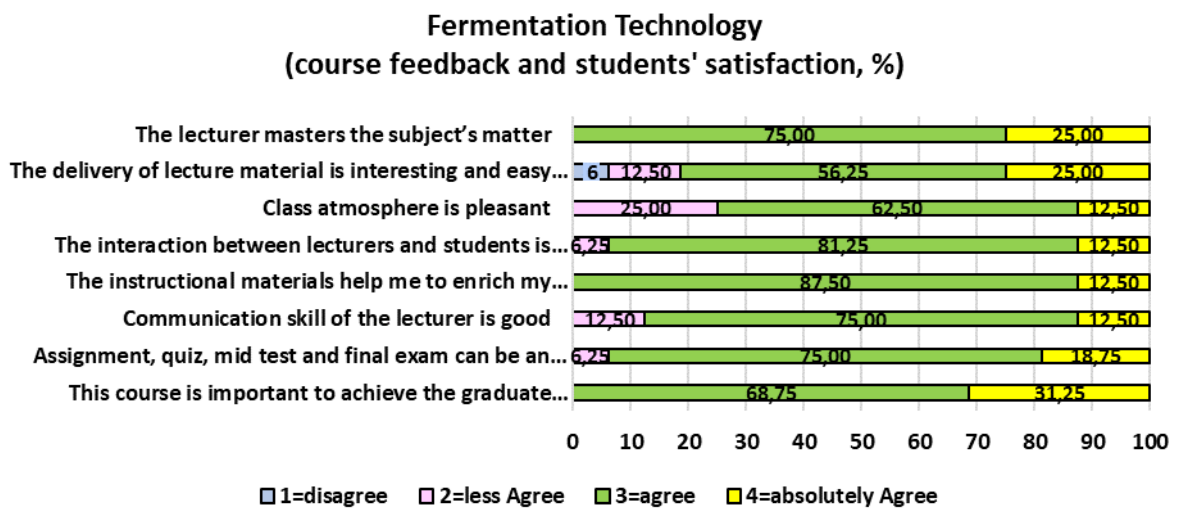


Figure 2.5. Course feedback and students' satisfaction (%)

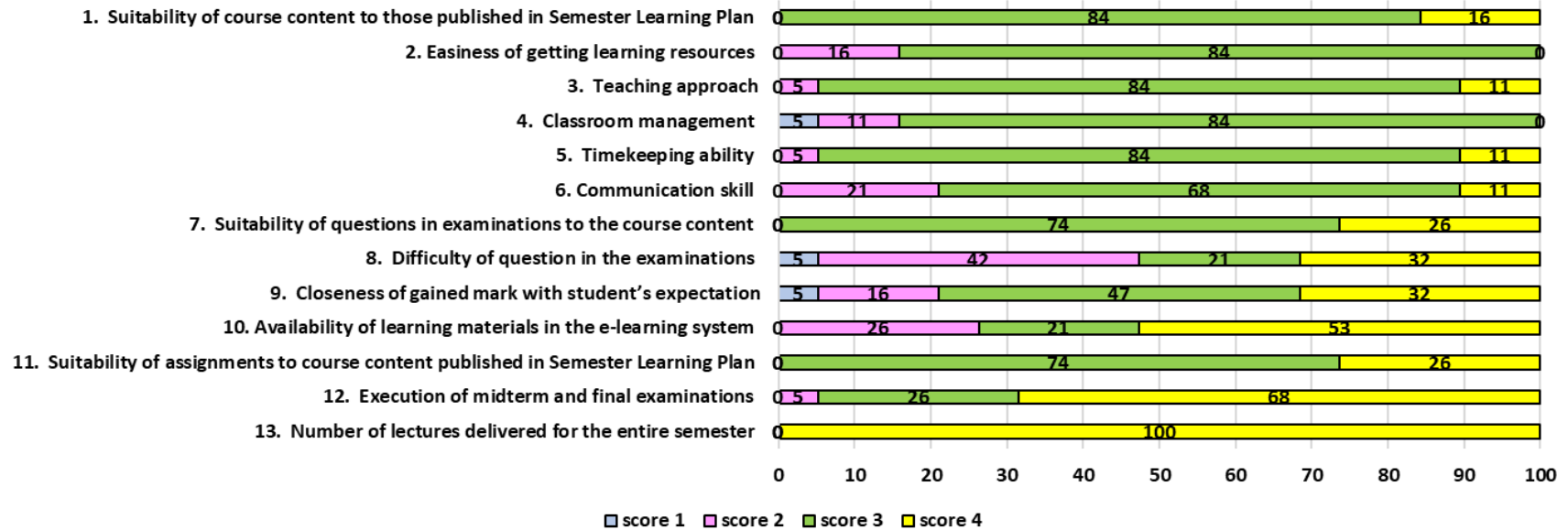
Table 2.7. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	81,25	Good
The delivery of lecture material is interesting and easy to understand	75,00	Good
Class atmosphere is pleasant	71,88	Good
The interaction between lecturers and students is appropriate	76,56	Good
The instructional materials help me to enrich my knowledge in the subject matter.	78,13	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	78,13	Good
This course is important to achieve the graduate learning outcomes of my study program	82,81	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.**

Fermentation Technology (Performance of teaching process, %)



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

Figure 2.6. Performance of teaching process

The results of the performance of teaching process on average are suitable. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. The use of e-learning learning media, really helps students understand the material presented, achieved 53% *Very suitable*.

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

Table 2.8. Analysis of students' workload for Fermentation Technology

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	509,48	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	1412,55	Students spend full 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 2.8 shows that the assignments given to students still need to be increased, so that they approach the standard time for completing structured assignments. Students allocate more time to do independent study at home. Lecturers can guide by providing an outline of the lecture material.

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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	78,95	Good
2. Easiness of getting learning resources	71,05	Good
3. Teaching approach	76,32	Good
4. Classroom management	69,74	Fairly Good
5. Timekeeping ability	76,32	Good
6. Communication skill	72,37	Good
7. Suitability of questions in examinations to the course content	81,58	Good
8. Difficulty of question in the examinations	69,74	Fairly Good
9. Closeness of gained mark with student's expectation	76,32	Good
10. Availability of learning materials in the e-learning system	81,58	Good
11. Suitability of assignments to course content published in Semester Learning Plan	81,58	Good
12. Execution of midterm and final examinations	90,79	Very Good
13. Number of lectures delivered for the entire semester	100,00	Very Good

Table 2.9 shows that in general the lectures have gone well. However, students still experience difficulties in exams. MLS learning media needs to be activated, for example by activating class discussions. The course materials are needed to be upload in LMS prior to a lecture.

2.4. Regulation and Quality Standarization (Compulsory Course)

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" dominate in each statement. The lecturer delivers the material in a more interesting way and provides pleasant class conditions, increasing students' understanding of the lecture material.

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

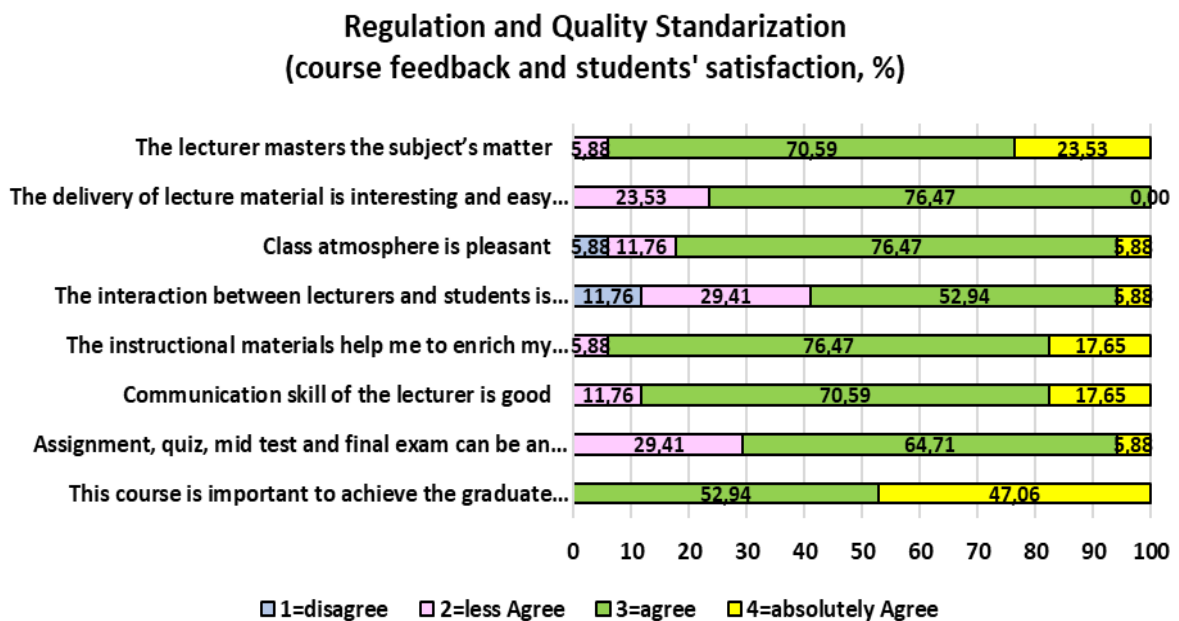


Figure 2.7. Course feedback and students' satisfaction (%)

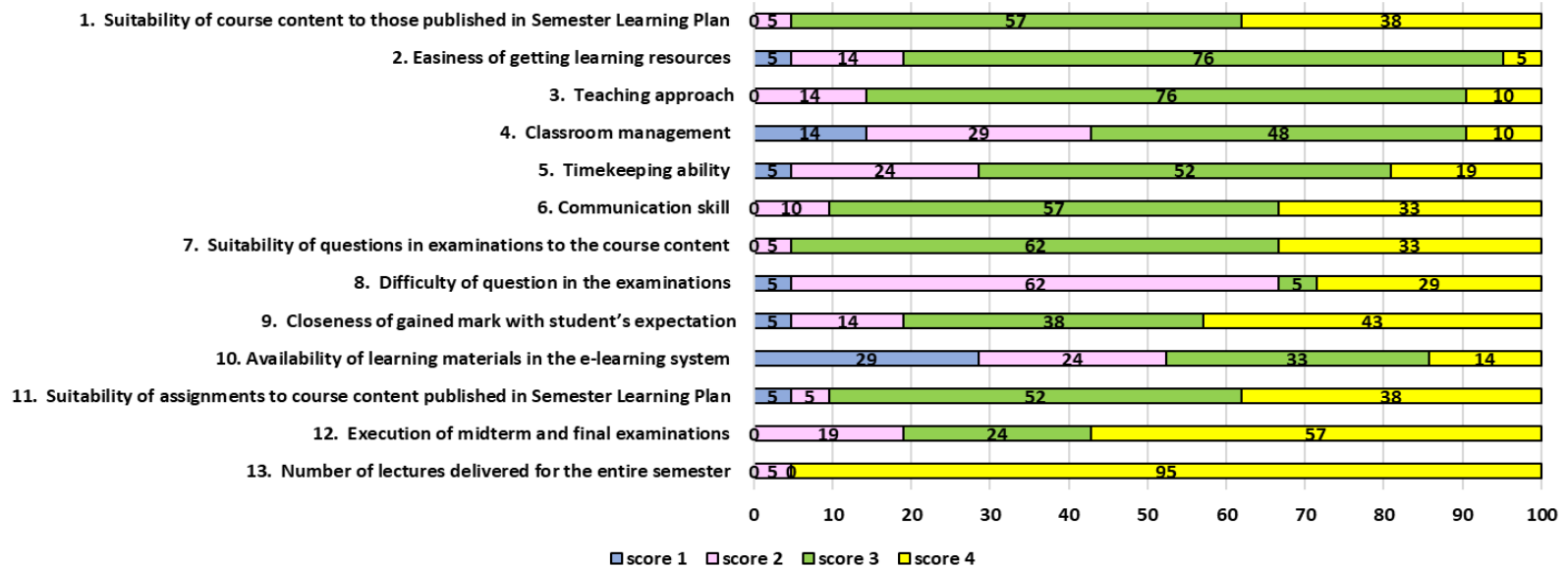
Table 2.10. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	79,41	Good
The delivery of lecture material is interesting and easy to understand	69,12	Fairly Good
Class atmosphere is pleasant	70,59	Good
The interaction between lecturers and students is appropriate	63,24	Fairly Good
The instructional materials help me to enrich my knowledge in the subject matter.	77,94	Good
Communication skill of the lecturer is good	76,47	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	69,12	Fairly good
This course is important to achieve the graduate learning outcomes of my study program	86,76	Very good

2.4.2. Teaching Process and Students' Workload Surveys

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

**Quality Regulation and Standardization
(Performance of teaching process, %)**



Statement 1:	1= unsuitable	2= less suitable	3= suitable	4= very suitable
Statement 2:	1= not easy	2= less easy	3= easy	4= very easy
Statement 3:	1= not interesting	2= less interesting	3= interesting	4= very interesting
Statement 4:	1= fairly good	2= good	3= very good	4= excellent
Statement 5:	1= unpunctual	2= less punctual	3= punctual	4= very punctual
Statement 6:	1= ineffective	2= less effective	3= effective	4= very effective
Statement 7:	1= unsuitable	2=less suitable	3=suitable	4= very suitable
Statement 8:	1= very difficult	2= difficult	3= very easy	4= easy
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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
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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

The results of the performance of teaching process on average are suitable. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. The use of learning media such as e-learning systems needs to be improved so that students can better understand the material presented. Lecturers can upload material on elearning and open discussion sessions with students.

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 2.12.**

Table 2.11. Analysis of students' workload for Regulation and Quality Standarization

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	528,55	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	1412,55	Students spend full 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 2.11 shows that the assignments given to students still need to be increased, so that they approach the standard time for completing structured assignments. Students allocate full time to do independent study at home. Lecturers can guide by providing an outline of the lecture material.

Table 2.12. 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	70,24	Fairly Good
3. Teaching approach	73,81	Good
4. Classroom management	63,10	Fairly Good
5. Timekeeping ability	71,43	Good
6. Communication skill	80,95	Good
7. Suitability of questions in examinations to the course content	82,14	Good
8. Difficulty of question in the examinations	64,29	Fairly Good
9. Closeness of gained mark with student's expectation	79,76	Good
10. Availability of learning materials in the e-learning system	58,33	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	80,95	Good
12. Execution of midterm and final examinations	84,52	Good
13. Number of lectures delivered for the entire semester	97,62	Very Good

As shown in Table 2.12., the course materials are needed to be upload in LMS prior to a lecture. the course material will be uploaded in LMS prior to a few days before the lecture starts and And ask students to read it before the lecture starts. 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.

2.5. Biochemistry (Compulsory Course)

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 "Absolutely agree" was found in the statement of "*The lecturer masters the lecturer matter*". This indicates that the lecturer masters the material and can explain it well to students, so that it can enrich students' knowledge.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.13**.

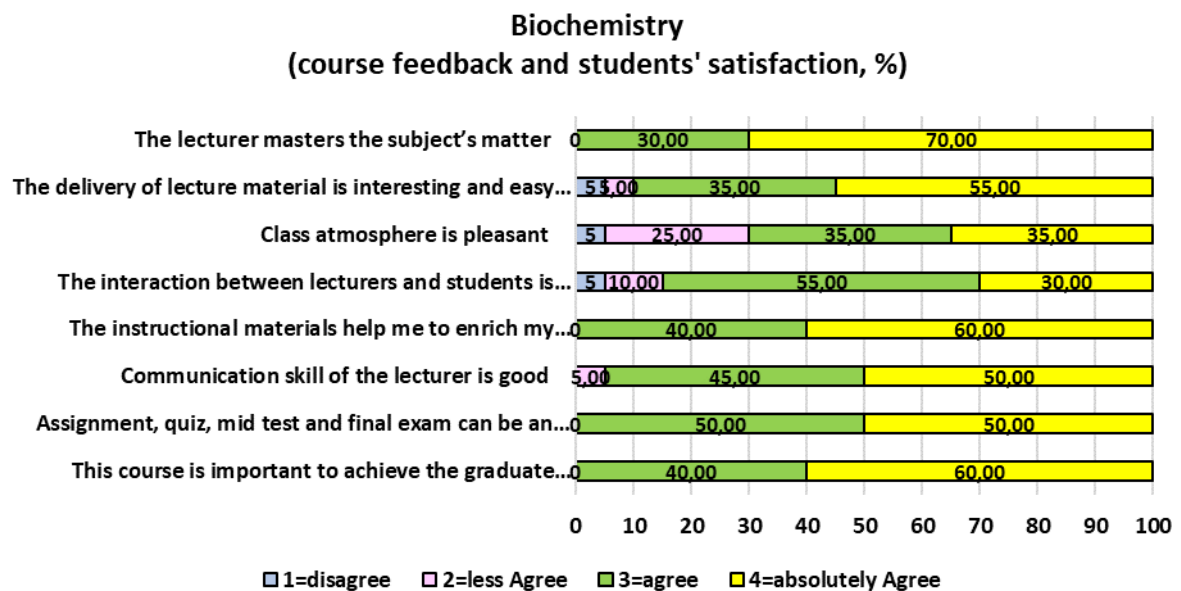


Figure 2.9. Course feedback and students' satisfaction (%)

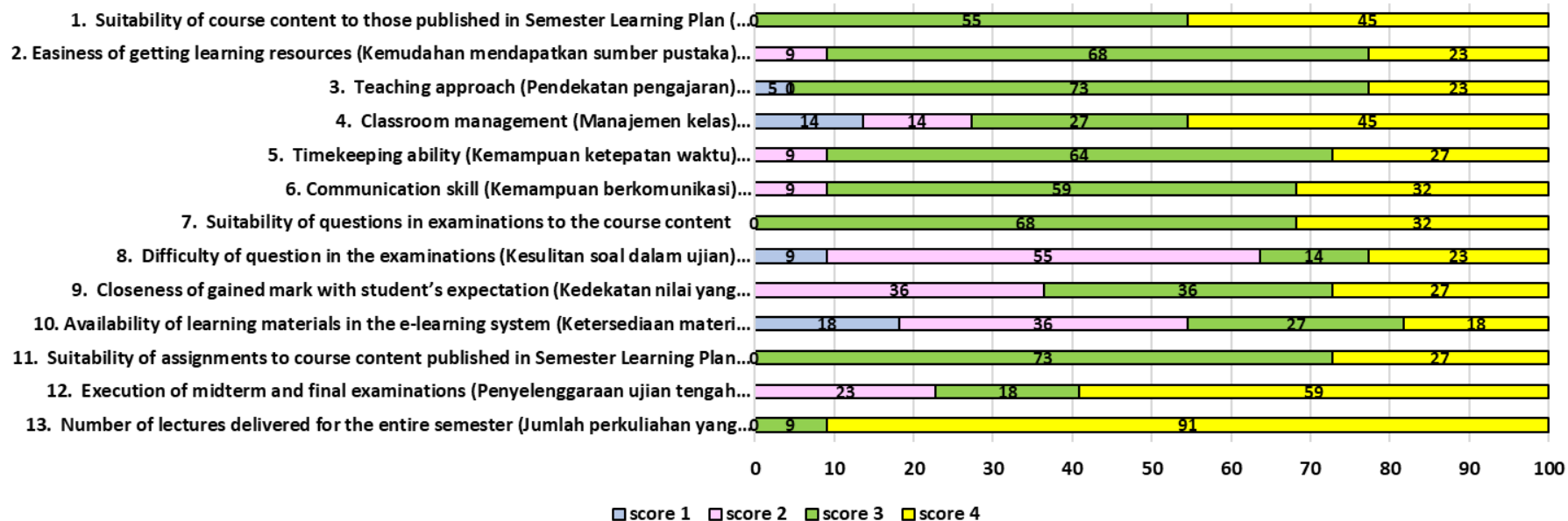
Table 2.13. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92,50	Very Good
The delivery of lecture material is interesting and easy to understand	85,00	Good
Class atmosphere is pleasant	75,00	Good
The interaction between lecturers and students is appropriate	77,50	Good
The instructional materials help me to enrich my knowledge in the subject matter.	90,00	Very Good
Communication skill of the lecturer is good	86,25	Very Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	87,50	Very Good
This course is important to achieve the graduate learning outcomes of my study program	90,00	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**.

. Biochemistry
(Performance of teaching process, %)



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

Figure 2.10. Performance of teaching process

The survey results show that the learning process is going well. The material presented is in accordance with the planned learning plan. The assignments given are also in line with the material presented. The most important component, namely the “**Suitability of course content to those published in Semester Learning Plan**” achieved 45% *Very suitable*, and 54% *Suitable*.

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.**

Table 2.14. Analysis of students’ workload for Biochemistry

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	720,00	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	1440,00	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	953,85	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

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 assignment 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 2.15. 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	86,36	Very Good
2. Easiness of getting learning resources	78,41	Good
3. Teaching approach	78,41	Good
4. Classroom management	76,14	Good
5. Timekeeping ability	79,55	Good
6. Communication skill	80,68	Good
7. Suitability of questions in examinations to the course content	82,95	Good
8. Difficulty of question in the examinations	62,50	Fairly Good
9. Closeness of gained mark with student's expectation	72,73	Good
10. Availability of learning materials in the e-learning system	61,36	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	81,82	Good
12. Execution of midterm and final examinations	84,09	Good
13. Number of lectures delivered for the entire semester	97,73	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. Tropical Horticulture Processing Technology (Elective Course)

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" dominate in each statement. The lecturer delivers the material in a more interesting way and provides pleasant class conditions, increasing students' understanding of the lecture material.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.16**.

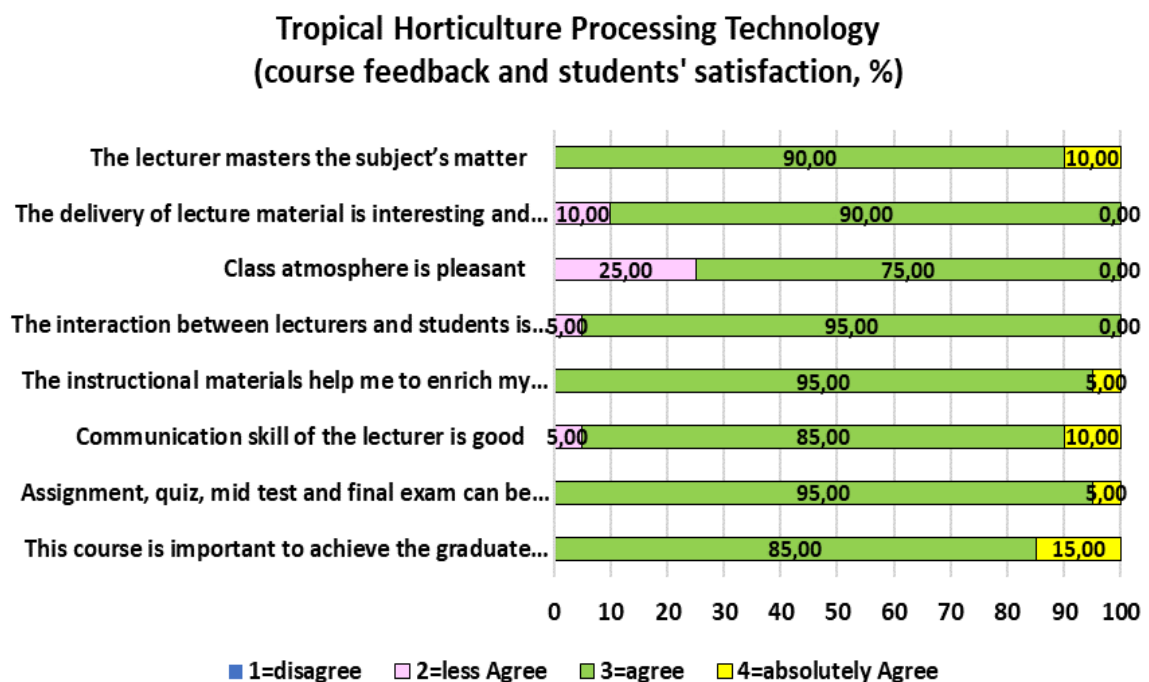


Figure 2.11. Course feedback and students' satisfaction (%)

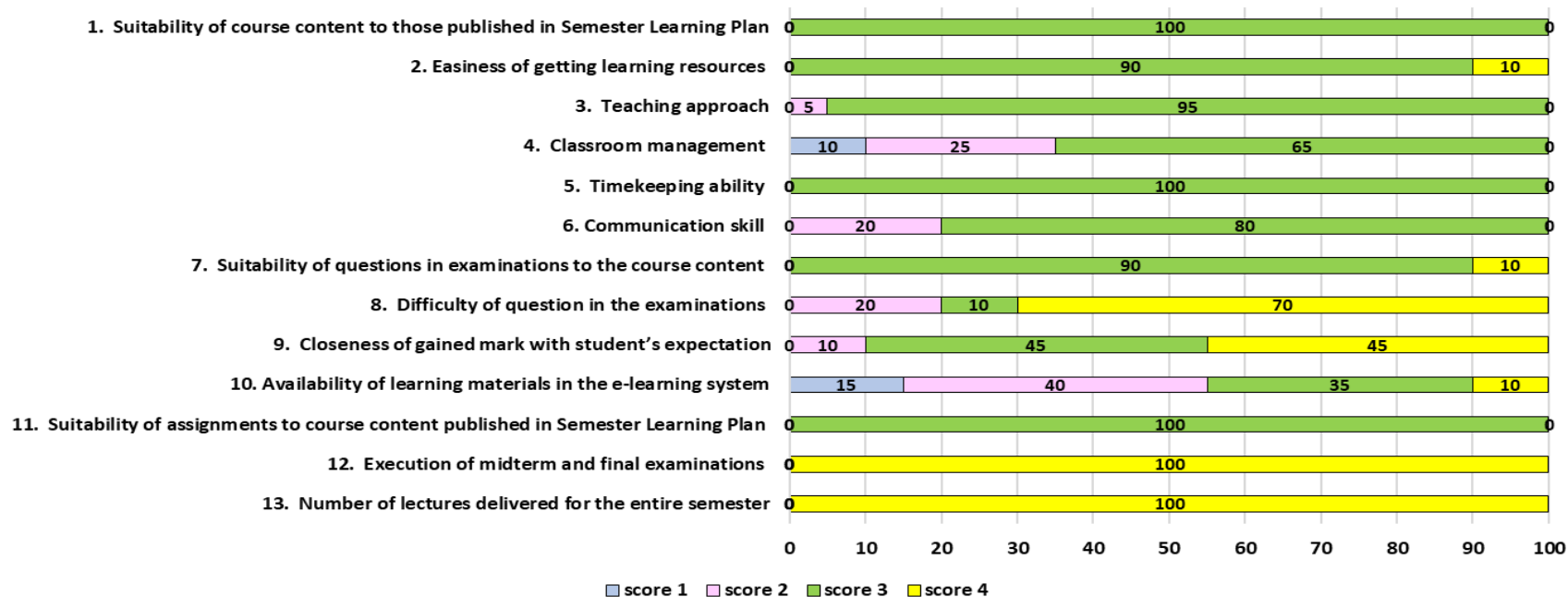
Table 2.16. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	77,50	Good
The delivery of lecture material is interesting and easy to understand	72,50	Good
Class atmosphere is pleasant	68,75	Fairly Good
The interaction between lecturers and students is appropriate	73,75	Good
The instructional materials help me to enrich my knowledge in the subject matter.	76,25	Good
Communication skill of the lecturer is good	76,25	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	76,25	Good
This course is important to achieve the graduate learning outcomes of my study program	78,75	Good

2.6.2. 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.**

**Tropical Horticulture Processing Technology
(Performance of teaching process, %)**



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

Figure 2.12. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. For the statement of “Suitability of questions in examinations to the course content” stood at 100% suitable. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.17.**, and level of achievement of teaching process is presented in **Table 2.18.**

Table 2.17. Analysis of students’ workload for Tropical Horticulture Precessing Technology

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	502,50	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	498,75	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440,00	Stated in academic guide book

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 assignment 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 2.18. 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	75,00	Good
2. Easiness of getting learning resources	77,50	Good
3. Teaching approach	73,75	Good
4. Classroom management	63,75	Fairly Good
5. Timekeeping ability	75,00	Good
6. Communication skill	70,00	Good
7. Suitability of questions in examinations to the course content	77,50	Good
8. Difficulty of question in the examinations	87,50	Very Good
9. Closeness of gained mark with student's expectation	83,75	Good
10. Availability of learning materials in the e-learning system	60,00	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	75,00	Good
12. Execution of midterm and final examinations	100,00	Very Good
13. Number of lectures delivered for the entire semester	100,00	Very Good

2.7. Agricultural Product Ingredient Science (Compulsory Course)

2.7.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.13**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "absolutely agree" is at the same value for 3 statements, (63.64%), "*The delivery of lecture material is interesting and easy to understand, The instructional materials help me to enrich my knowledge in the subject matter and Communication skill of the lecturer is good.*" This indicates that students like this course. Providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material and The lecturer masters the subject's matter*". Furthermore, Students "Absolutely Agree" about "**This course is important to achieve the graduate learning outcomes of my study program**", means they were knew very well about the goals of the course and it sign positive.

The lowest percentage of "absolutely agree" was found in statement of "**The interaction between lectures**" and "**Class atmosphere is pleasant**". The classroom atmosphere needs to be improved to create a more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. It is necessary to increase positive interactions between lecturers and students in order to achieve the expected learning outcomes. The classroom atmosphere needs to be improved to create a more conducive conditions for students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.21**.

Agricultural Product Ingridient Science
(course feedback and students' satisfaction, %)

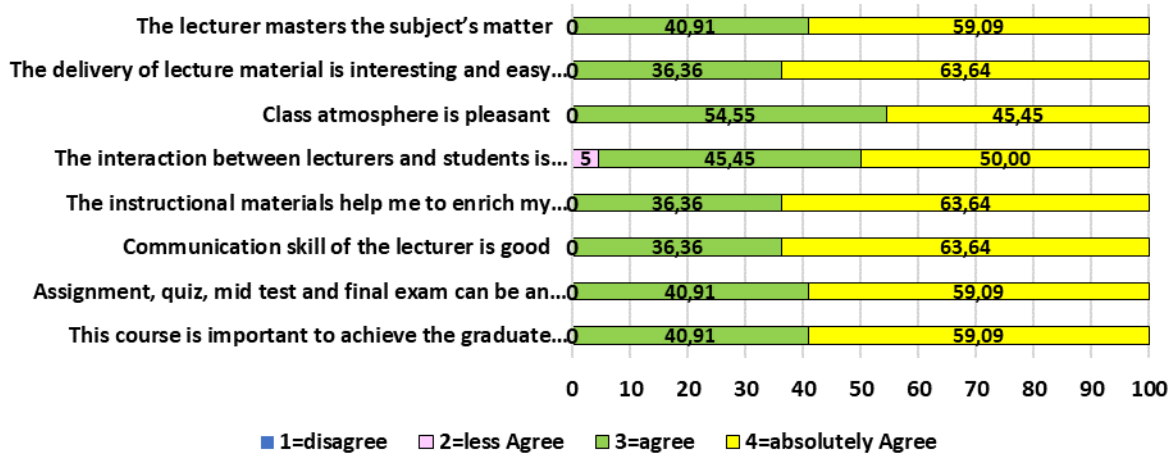


Figure 2.13. Course feedback and students' satisfaction (%)

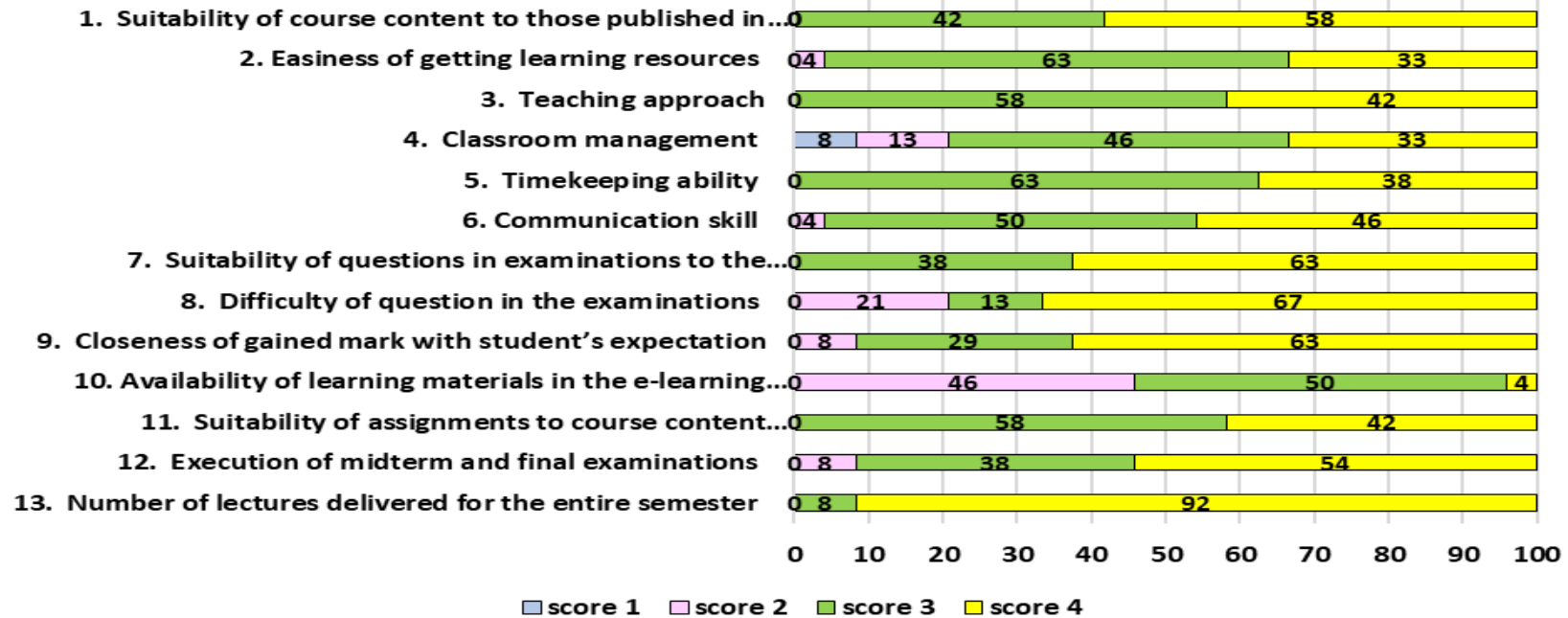
Table 2.19. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89,58	very good
The delivery of lecture material is interesting and easy to understand	82,29	good
Class atmosphere is pleasant	85,42	very good
The interaction between lecturers and students is appropriate	76,04	good
The instructional materials help me to enrich my knowledge in the subject matter.	84,38	good
Communication skill of the lecturer is good	85,42	very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90,63	very good
This course is important to achieve the graduate learning outcomes of my study program	86,46	very good

2.7.2. Teaching Process and Students' Workload Surveys

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

Agricultural Product Ingridient Science (Performance of teaching process, %)



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

Figure 2.14. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved above 50% *Very suitable*, and 42% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 63% *Very suitable*, and 38% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

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

Table 2.20. Analysis of students’ workload for Tropical Horticulture Processing Technology

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	532,16	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	1193,48	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

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 assignment given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to

study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.21. 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	90,22	Very Good
2. Easiness of getting learning resources	83,70	Good
3. Teaching approach	85,87	Good
4. Classroom management	77,17	Good
5. Timekeeping ability	83,70	Good
6. Communication skill	85,87	Good
7. Suitability of questions in examinations to the course content	91,30	Good
8. Difficulty of question in the examinations	85,87	Very Good
9. Closeness of gained mark with student's expectation	89,13	Very Good
10. Availability of learning materials in the e-learning system	65,22	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	85,87	Very Good
12. Execution of midterm and final examinations	85,87	Very Good
13. Number of lectures delivered for the entire semester	97,83	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. Food Security and Nutrition System (Compulsory course)

2.8.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.15**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter*". It indicated This indicates that students like lecturers who master the teaching material, 80% of students were chose absolutely agree and this shows that lecturers are competent, although it still needs to be improved to 100% in the future. It is 60% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*", then the rest 50% admitted that these courses were needed by them, like stated in "**This course is important to achieve the graduate learning outcomes of my study program**".

The lowest percentage (35%) of "absolutely agree" was found in the statement of "*Class atmosphere is pleasant and The interaction between lecturers and students is appropriate*". The classroom atmosphere needs to be improved to create a more conducive conditions for students. Lecturers are also asked to be able to communicate pleasantly. This may be due to the large number of students in one class, namely around 80 students.

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

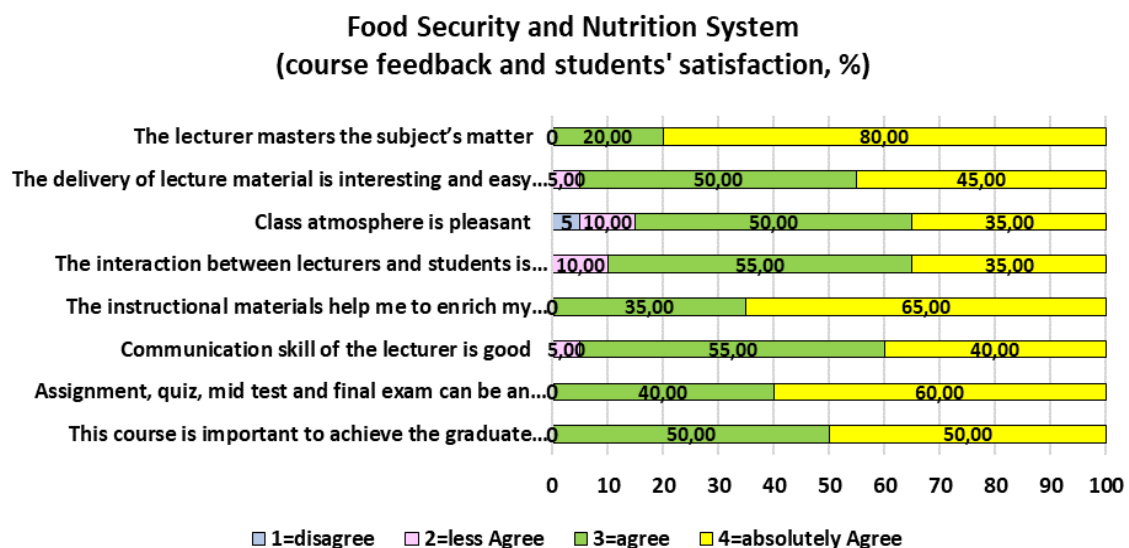


Figure 2.15. Course feedback and students' satisfaction (%)

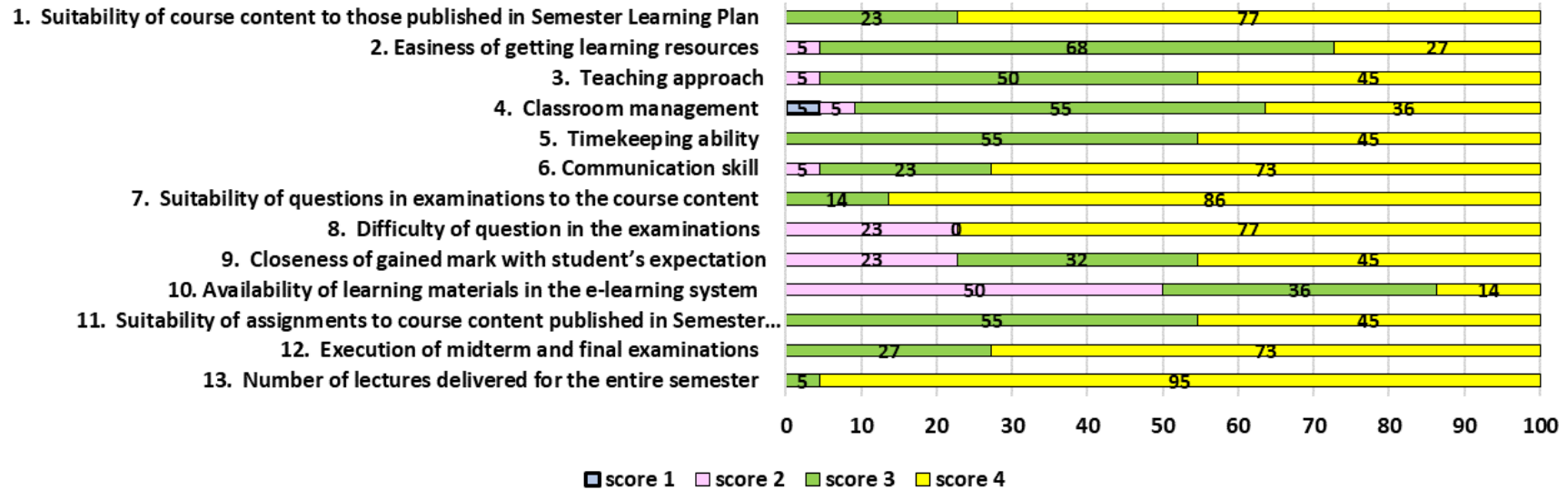
Table 2.22. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	95,00	Very Good
The delivery of lecture material is interesting and easy to understand	85,00	Good
Class atmosphere is pleasant	78,75	Good
The interaction between lecturers and students is appropriate	81,25	Good
The instructional materials help me to enrich my knowledge in the subject matter.	91,25	Very Good
Communication skill of the lecturer is good	83,75	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90,00	Very Good
This course is important to achieve the graduate learning outcomes of my study program	87,50	Very Good

2.8.2. Teaching Process and Students' Workload Surveys

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

Food Security and Nutrition System (Performance of teaching process, %)



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

Figure 2.16. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 77% *Very suitable*, and 23% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 86% *Very suitable*, and 14% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.2.**, and level of achievement of teaching process is presented in **Table 2.3.**

Table 2.23. Analysis of students’ workload for Agricultural Product Technology

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	555,44	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	1332,98	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

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 assignment given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

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

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	94,32	very good
2. Easiness of getting learning resources	80,68	good
3. Teaching approach	85,23	very good
4. Classroom management	80,68	good
5. Timekeeping ability	86,36	very good
6. Communication skill	92,05	very good
7. Suitability of questions in examinations to the course content	96,59	very good
8. Difficulty of question in the examinations	88,64	very good
9. Closeness of gained mark with student's expectation	80,68	good
10. Availability of learning materials in the e-learning system	65,91	fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	86,36	very good
12. Execution of midterm and final examinations	93,18	very good
13. Number of lectures delivered for the entire semester	98,86	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. Engineering Economics (Compulsory Course)

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" dominate in each statement. The highest percentage of "Agree" was found in the statement of "*The lecturer masters the subject's matter and Communication skill of the lecturer is good.*" It indicated that This shows that students are aware of lecturers who master the material and how to convey lecture material with communication that they can understand. Of course, this still needs to be improved in order to reach the "absolutely agree" level. It is range 70% that students were "Agree" with the statement of "*Class atmosphere is pleasant*" and *Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (20.69%) of "agree" was found in the statement of "*This course is important to achieve the graduate learning outcomes of my study program.*" This indicates that lecturers must provide more understanding of the objectives of the lecture In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.25**.

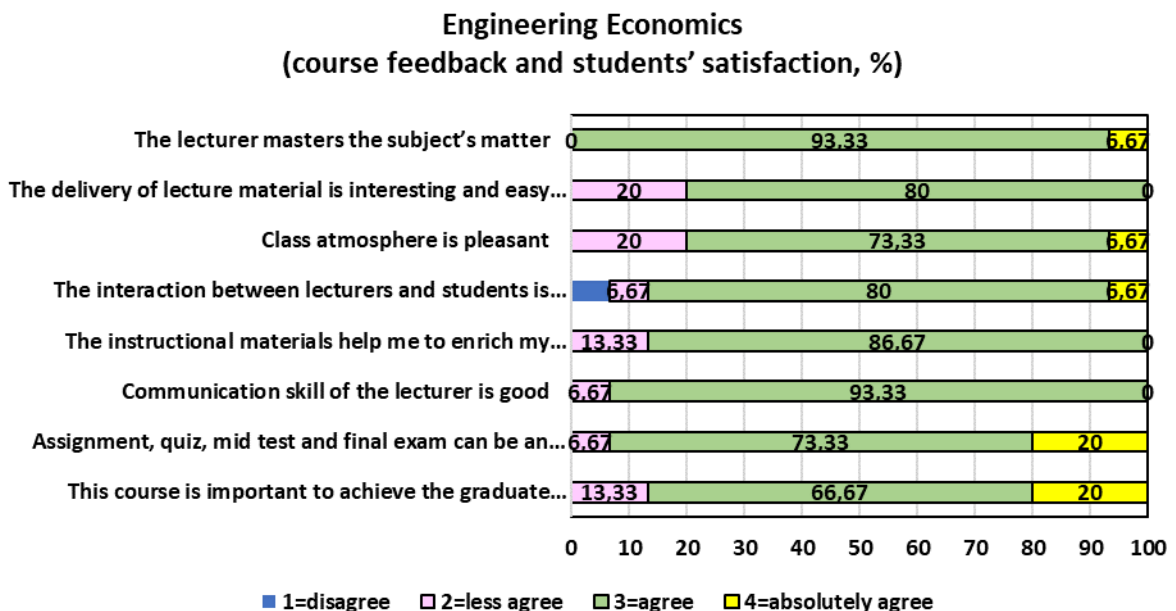


Figure 2.17. Course feedback and students' satisfaction (%)

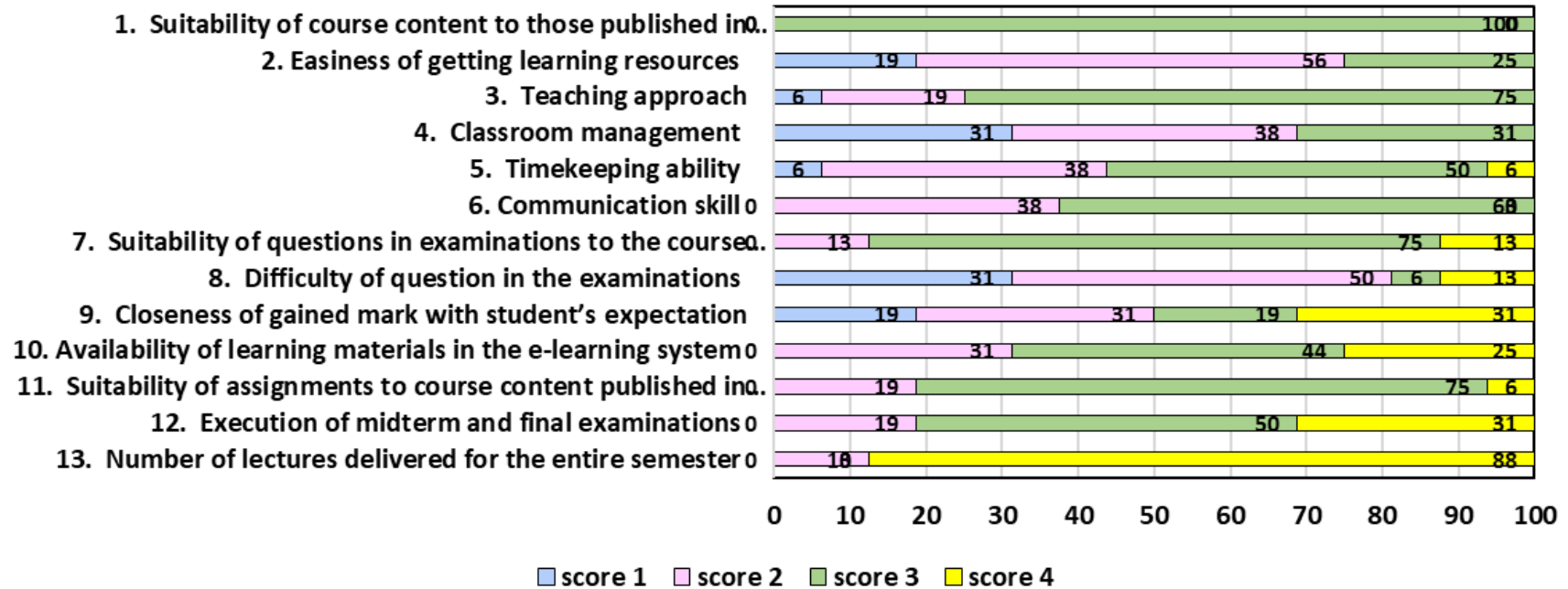
Table 2.25. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	76.67	Good
The delivery of lecture material is interesting and easy to understand	70.00	Fairly Good
Class atmosphere is pleasant	71.67	Good
The interaction between lecturers and students is appropriate	71.67	Good
The instructional materials help me to enrich my knowledge in the subject matter.	71.67	Good
Communication skill of the lecturer is good	73.33	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	78.33	Good
This course is important to achieve the graduate learning outcomes of my study program	76.67	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**.

Engineering Economics (Performance of teaching process, %)



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

Figure 2.18. Performance of teaching process

The results of performance of teaching process were varied among the questions in 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 “Suitability of questions in examinations to the course content” stood at 13% *Very suitable*, and 75% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

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

Table 2.26. Analysis of students’ workload for Agricultural Product Technology

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	527.52	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	1352.34	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

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 assignment given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

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

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	75.00	Good
2. Easiness of getting learning resources	59.38	Fairly Good
3. Teaching approach	67.19	Fairly Good
4. Classroom management	57.81	Fairly Good
5. Timekeeping ability	64.06	Fairly Good
6. Communication skill	65.63	Fairly Good
7. Suitability of questions in examinations to the course content	75.00	Good
8. Difficulty of question in the examinations	57.81	Fairly Good
9. Closeness of gained mark with student's expectation	65.63	Fairly Good
10. Availability of learning materials in the e-learning system	73.44	Good
11. Suitability of assignments to course content published in Semester Learning Plan	71.88	Good
12. Execution of midterm and final examinations	78.13	Good
13. Number of lectures delivered for the entire semester	93.75	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. Technopreneurship (Compulsory Course)

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" dominate in each statement. The highest percentage of "Agree" was found in the statement of "*Communication skill of the lecturer is good*" and "*Class atmosphere is pleasant*". This shows that students generally enjoy studying in this class even though we try to make them like this class more. It is above 80% that students were "Agree" with the statement of "*The lecturer masters the subject's matter*", "*The interaction between lecturers and students is appropriate*" and "*The instructional materials help me to enrich my knowledge in the subject matter*", This means that overall the lecturers have carried out their teaching duties quite well, starting from mastering the teaching materials, how to interact, and the instructions given to students.

The lowest percentages of "agree" (76%), was found in the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*" and "*This course is important to achieve the graduate learning outcomes of my study program*". Lecturers must be more creative in explaining the goals of learning and giving interesting assignments.

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

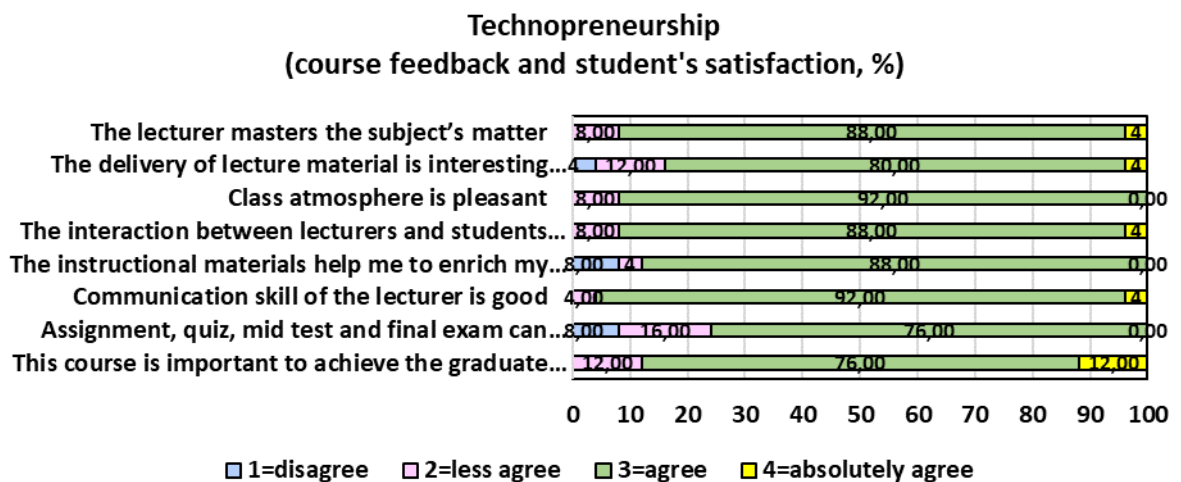


Figure 2.19. Course feedback and students' satisfaction (%)

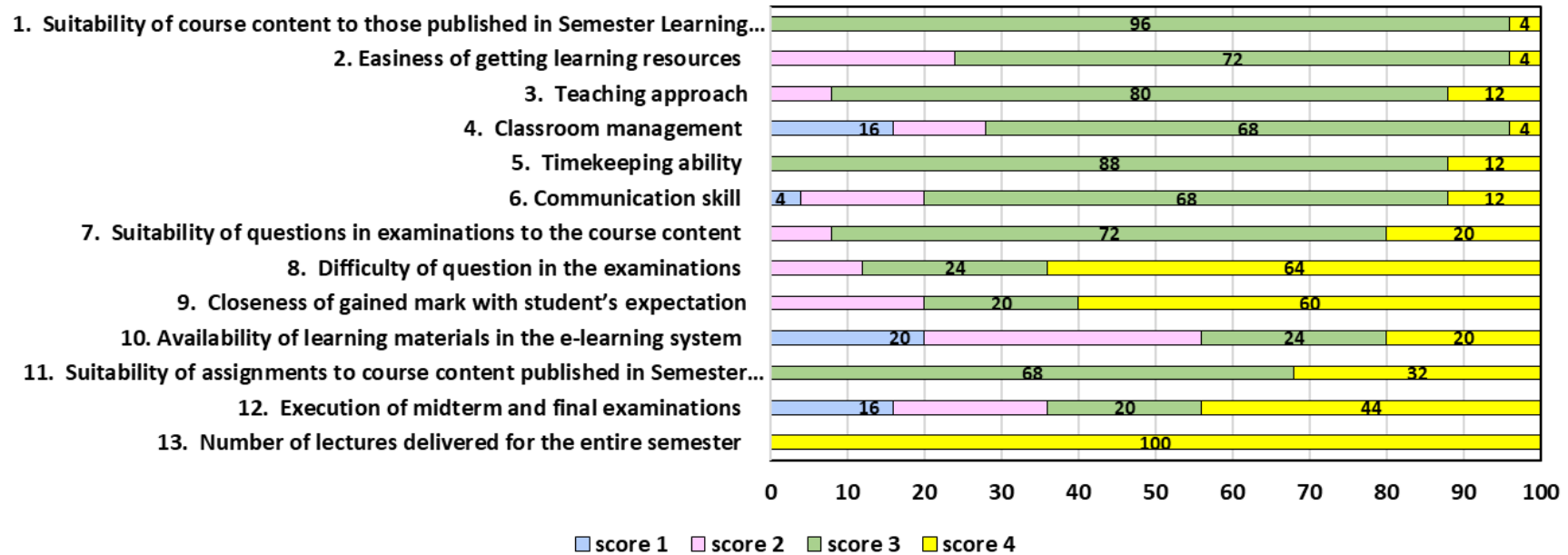
Table 2.28. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	74.00	Good
The delivery of lecture material is interesting and easy to understand	71.00	Good
Class atmosphere is pleasant	73.00	Good
The interaction between lecturers and students is appropriate	74.00	Good
The instructional materials help me to enrich my knowledge in the subject matter.	70.00	Fairly 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	67.00	Fairly Good
This course is important to achieve the graduate learning outcomes of my study program	75.00	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**.

Technopreneurship
(performance of teaching process, %)



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

Figure 2.20. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 96% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 72% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

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

Table 2.29. Analysis of students’ workload for Agricultural Product Technology

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	567.00	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	1440.00	Stated in academic guide book
Length of time (in minutes) of Self study (in survey) per semester	1162.50	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

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 assignment given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

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

Statements	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	76.00	Good
2. Easiness of getting learning resources	70.00	Fairly Good
3. Teaching approach	76.00	Good
4. Classroom management	65.00	Fairly Good
5. Timekeeping ability	78.00	Good
6. Communication skill	72.00	Good
7. Suitability of questions in examinations to the course content	78.00	Good
8. Difficulty of question in the examinations	88.00	Very Good
9. Closeness of gained mark with student's expectation	85.00	Good
10. Availability of learning materials in the e-learning system	61.00	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	83.00	Good
12. Execution of midterm and final examinations	73.00	Good
13. Number of lectures delivered for the entire semester	100.00	Very Good

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

2.11. Basic Microbiology (Compulsory Course)

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 "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (33.33%) of "absolutely agree" was found in the statement of "*The interaction between lecturers and students is appropriate.*" 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 2.31**.

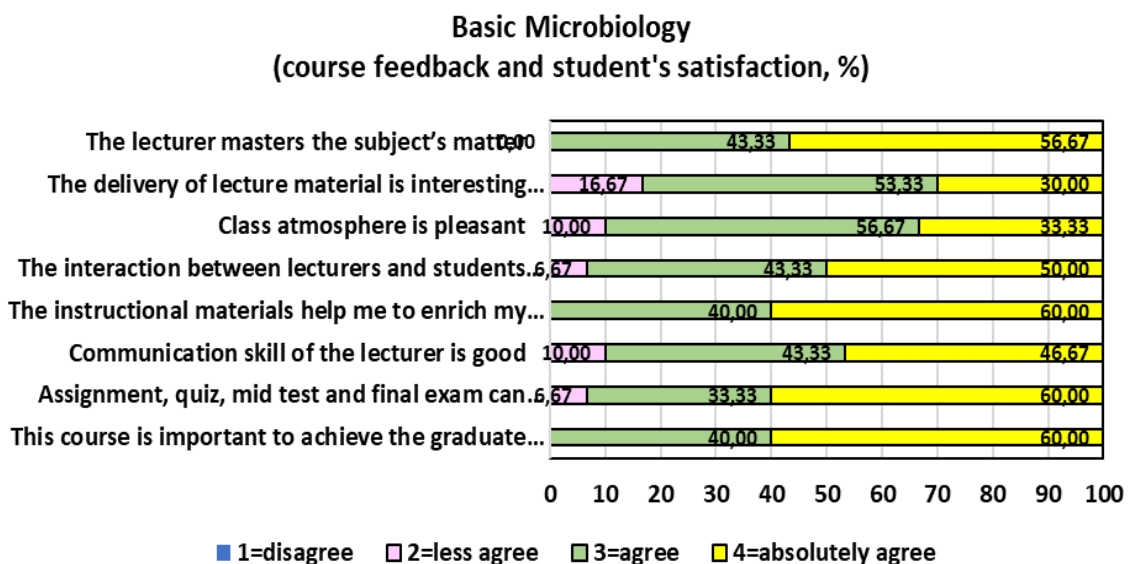


Figure 2.21. Course feedback and students' satisfaction (%)

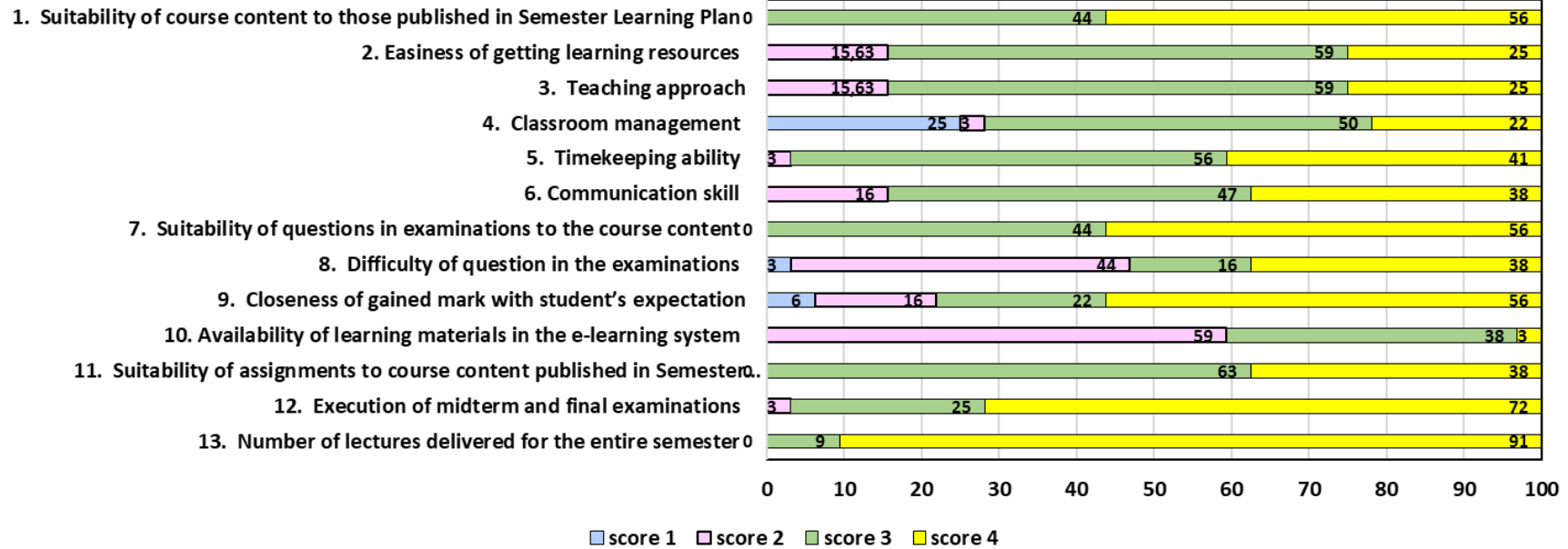
Table 2.31. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89.17	Very Good
The delivery of lecture material is interesting and easy to understand	78.33	Good
Class atmosphere is pleasant	80.83	Good
The interaction between lecturers and students is appropriate	85.83	Very Good
The instructional materials help me to enrich my knowledge in the subject matter.	90.00	Very Good
Communication skill of the lecturer is good	84.17	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	88.33	Very Good
This course is important to achieve the graduate learning outcomes of my study program	90.00	Very 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 2.32.**

Basic Microbiology
(performance of teaching process, %)



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

Figure 2.22. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.32.**, and level of achievement of teaching process is presented in **Table 2.33.**

Table 2.32. Analysis of students’ workload for Agricultural Product Technology

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	517.50	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	1062.90	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

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 assignment 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 2.33. 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	89.06	Very Good
2. Easiness of getting learning resources	77.34	Good
3. Teaching approach	77.34	Good
4. Classroom management	67.19	Good
5. Timekeeping ability	84.38	Good
6. Communication skill	80.47	Good
7. Suitability of questions in examinations to the course content	89.06	Very Good
8. Difficulty of question in the examinations	71.88	Good
9. Closeness of gained mark with student's expectation	82.03	Good
10. Availability of learning materials in the e-learning system	60.94	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	84.38	Good
12. Execution of midterm and final examinations	92.19	Very Good
13. Number of lectures delivered for the entire semester	97.66	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. South Sumatra Traditional Food Processing Technology (Elective course)

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 "Absolutely agree" was found in the statement of "***This course is important to achieve the graduate learning outcomes of my study program.***" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "***Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material***". The lowest percentage (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 2.34**.

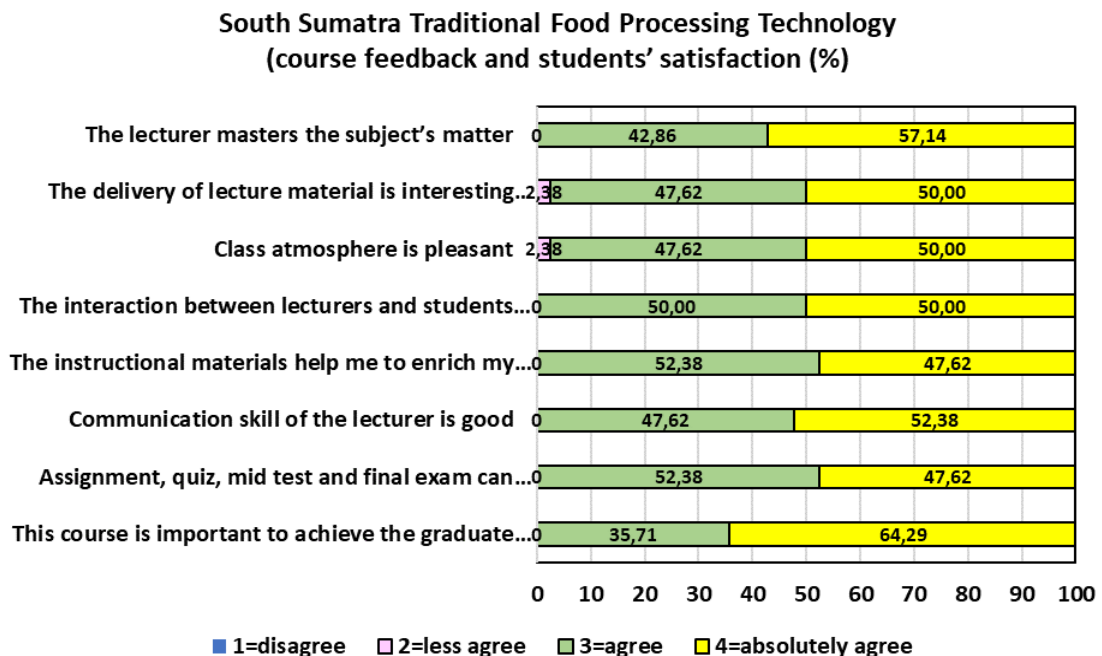


Figure 2.23. Course feedback and students' satisfaction (%)

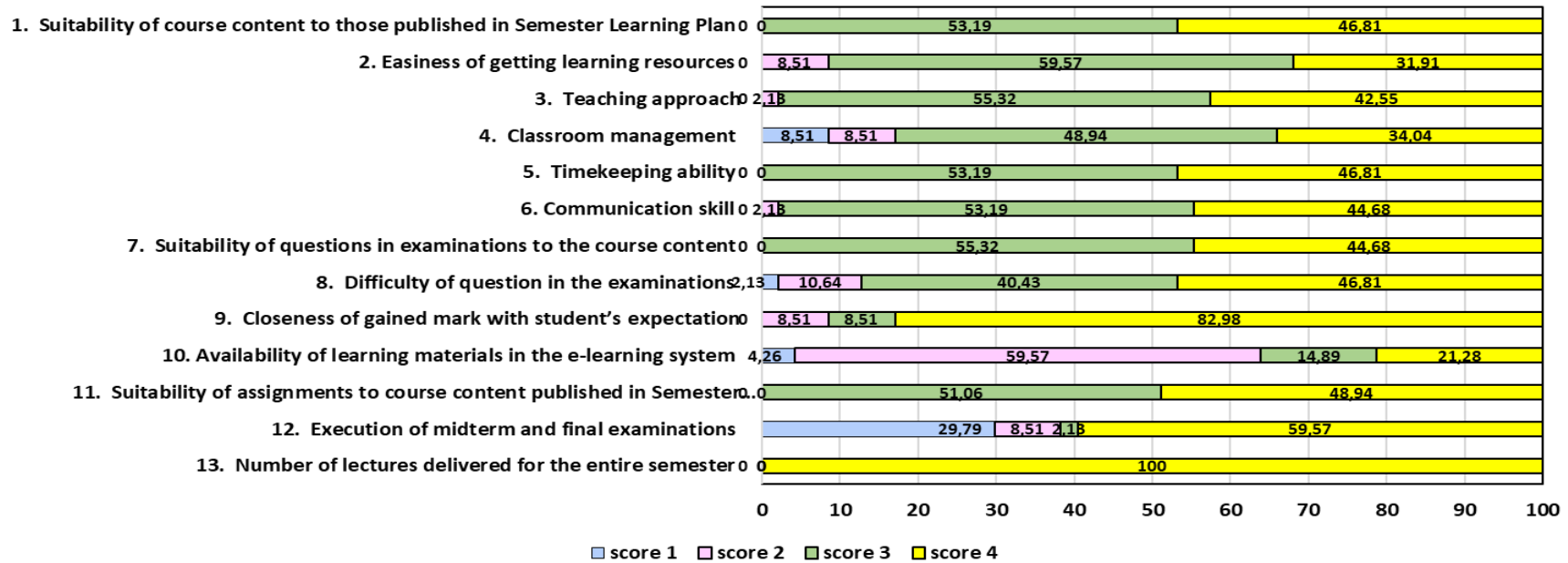
Table 2.34. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89.29	Very Good
The delivery of lecture material is interesting and easy to understand	86.90	Very Good
Class atmosphere is pleasant	86.90	Very Good
The interaction between lecturers and students is appropriate	87.50	Very Good
The instructional materials help me to enrich my knowledge in the subject matter.	86.90	Very Good
Communication skill of the lecturer is good	88.10	Very Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	86.90	Very Good
This course is important to achieve the graduate learning outcomes of my study program	91.07	Very 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**.

South Sumatra Traditional Food Processing Technology Performance of teaching process, %



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

Figure 2.24. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.35.**, and level of achievement of teaching process is presented in **Table 2.36.**

Table 2.35. Analysis of students’ workload for Agricultural Product Technology

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	431.10	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	1056.83	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

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 assignment 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 2.36. 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	86.70	Good
2. Easiness of getting learning resources	80.85	Good
3. Teaching approach	85.11	Good
4. Classroom management	77.13	Fairly Good
5. Timekeeping ability	86.70	Good
6. Communication skill	85.64	Good
7. Suitability of questions in examinations to the course content	86.17	Good
8. Difficulty of question in the examinations	82.98	Very Good
9. Closeness of gained mark with student's expectation	93.62	Good
10. Availability of learning materials in the e-learning system	61.70	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	87.23	Good
12. Execution of midterm and final examinations	72.87	Very Good
13. Number of lectures delivered for the entire semester	100.00	Very 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. Calculus (Compulsory Course)

2.13.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.25**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (33.33%) of "absolutely agree" was found in the statement of "*The interaction between lecturers and students is appropriate.*" 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**.

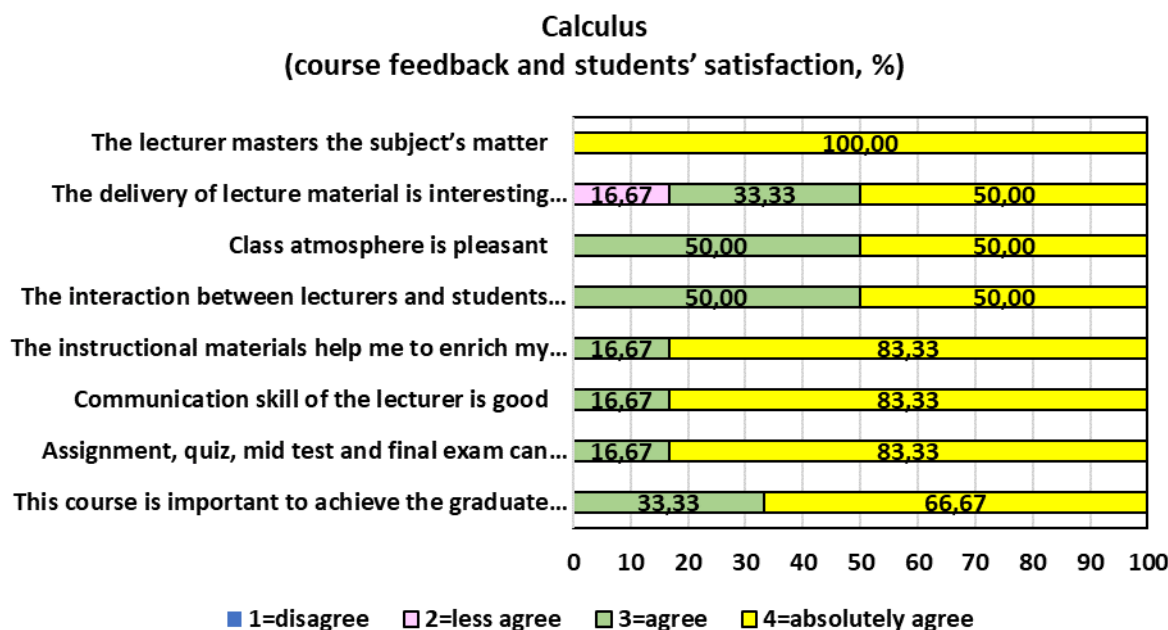


Figure 2.25. Course feedback and students' satisfaction (%)

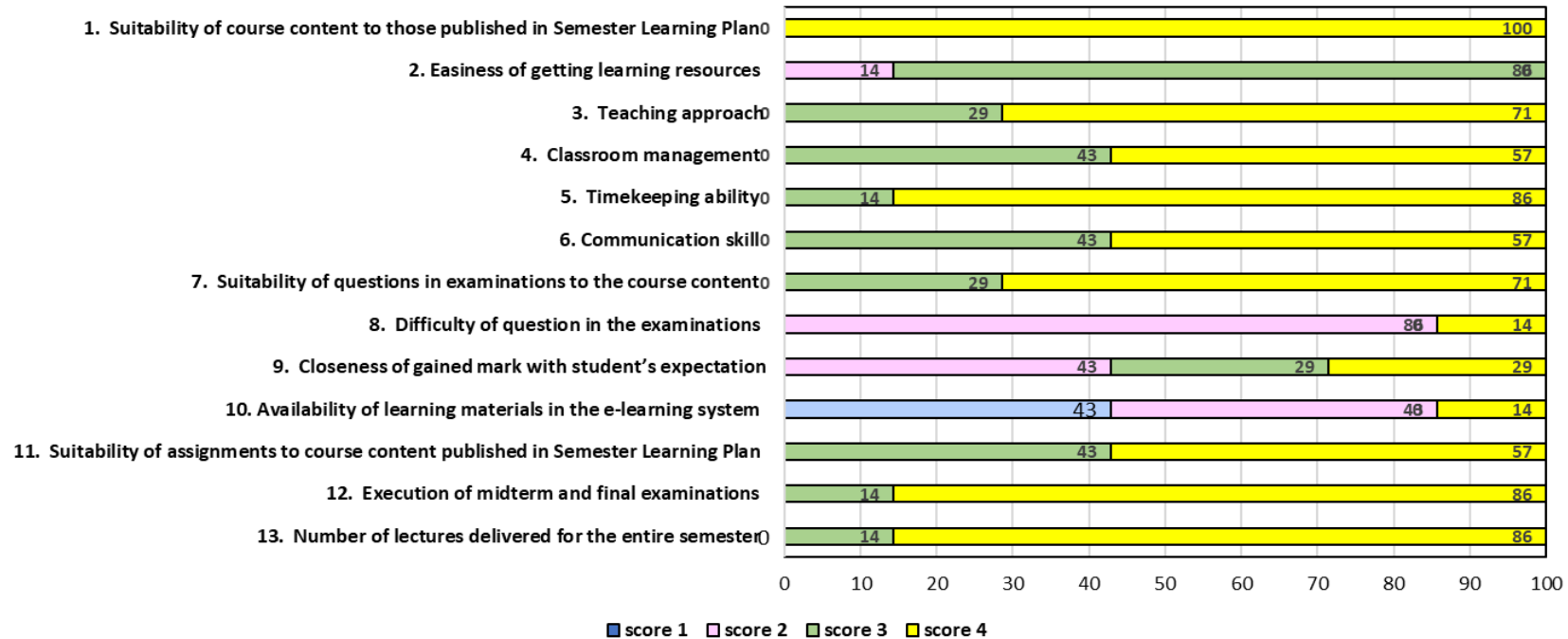
Table 2.37. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	100.00	Very Good
The delivery of lecture material is interesting and easy to understand	83.33	Good
Class atmosphere is pleasant	87.50	Very Good
The interaction between lecturers and students is appropriate	87.50	Very Good
The instructional materials help me to enrich my knowledge in the subject matter.	95.83	Very Good
Communication skill of the lecturer is good	95.83	Very Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	95.83	Very Good
This course is important to achieve the graduate learning outcomes of my study program	91.67	Very Good

2.13.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.26**. whereas the results of workload survey were presented in **Table 2.38**.

Calculus (performance of teaching process, %)



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

Figure 2.26. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.38.**, and level of achievement of teaching process is presented in **Table 2.39.**

Table 2.38. Analysis of students’ workload for Agricultural Product Technology

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	525.72	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	1189.28	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

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 assignment 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 2.39. 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	76.00	Good
2. Easiness of getting learning resources	70.00	Fairly Good
3. Teaching approach	76.00	Good
4. Classroom management	65.00	Fairly Good
5. Timekeeping ability	78.00	Good
6. Communication skill	72.00	Good
7. Suitability of questions in examinations to the course content	78.00	Good
8. Difficulty of question in the examinations	88.00	Very Good
9. Closeness of gained mark with student's expectation	85.00	Good
10. Availability of learning materials in the e-learning system	61.00	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	83.00	Good
12. Execution of midterm and final examinations	73.00	Good
13. Number of lectures delivered for the entire semester	100.00	Very Good

As shown in Table 2.39., 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.

2.14. Analytical Chemistry (Compulsory Course)

2.14.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.27**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "**The lecturer masters the subject's matter.**" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "**Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material**". The lowest percentage (33.33%) of "absolutely agree" was found in the statement of "**The interaction between lecturers and students is appropriate.**" 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 2.40**.

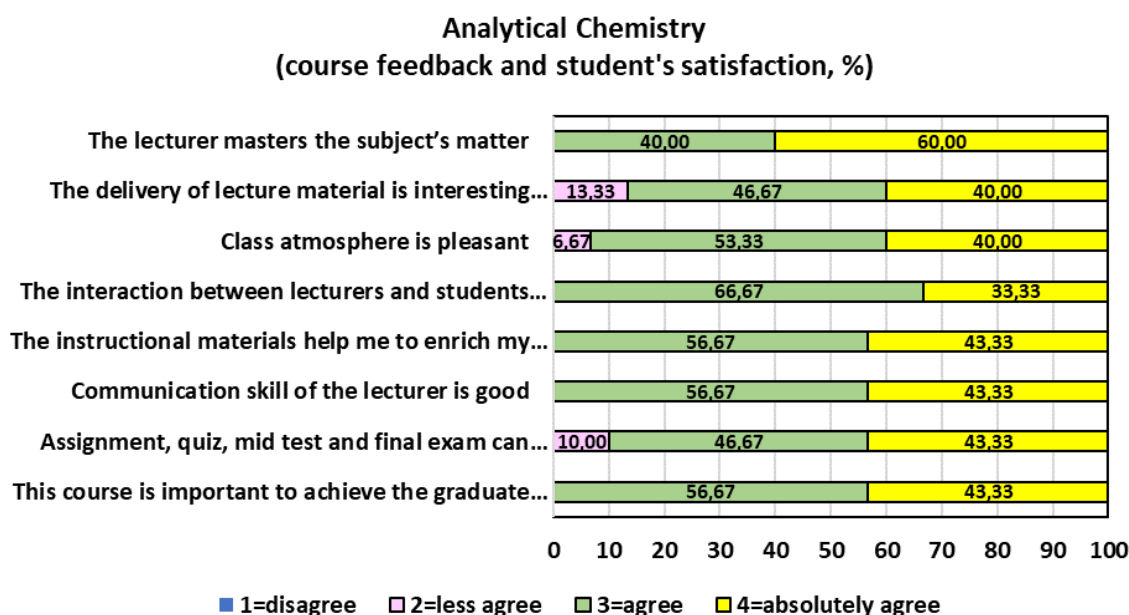


Figure 2.27. Course feedback and students' satisfaction (%)

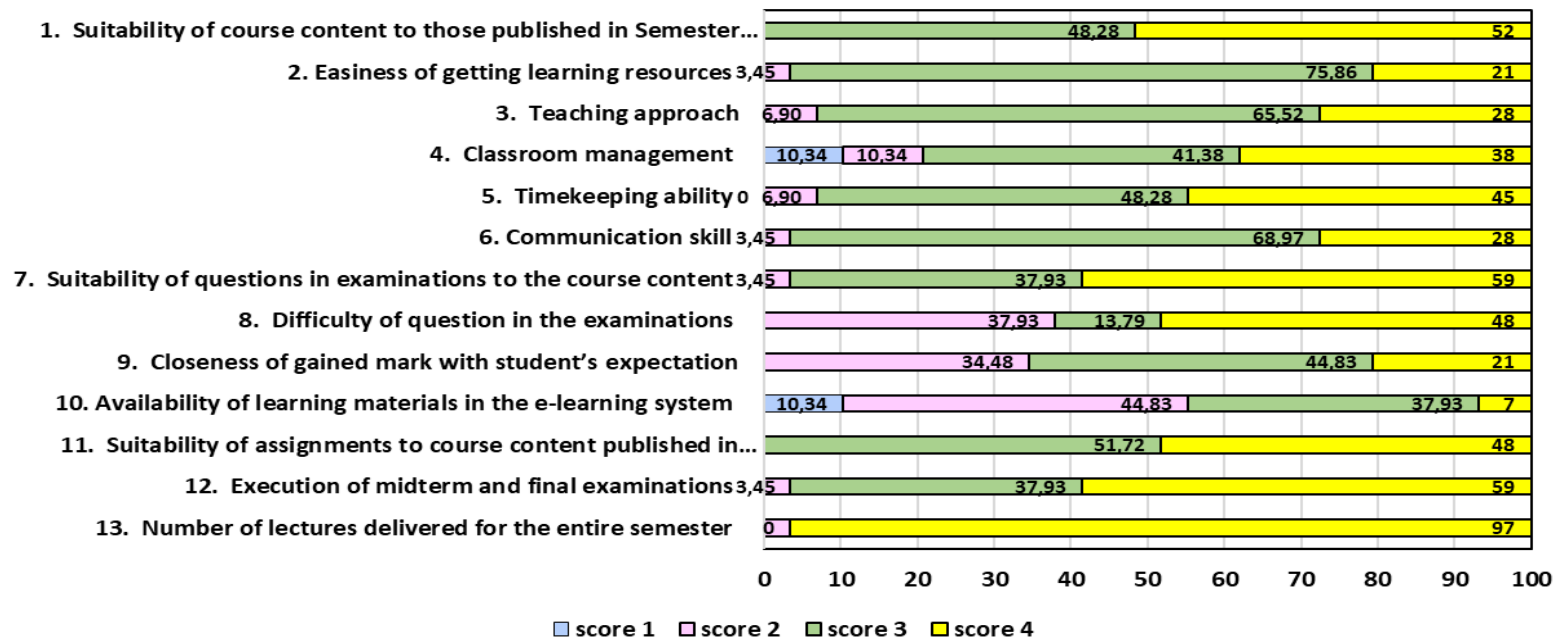
Table 2.40. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	90.52	Very Good
The delivery of lecture material is interesting and easy to understand	82.76	Good
Class atmosphere is pleasant	83.62	Good
The interaction between lecturers and students is appropriate	83.62	Good
The instructional materials help me to enrich my knowledge in the subject matter.	86.21	Very Good
Communication skill of the lecturer is good	86.21	Very Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	83.62	Good
This course is important to achieve the graduate learning outcomes of my study program	86.21	Very Good

2.14.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.28**. whereas the results of workload survey were presented in **Table 2.41**.

Analytical Chemistry
(performance of teaching process, %)



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

Figure 2.28. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.41.**, and level of achievement of teaching process is presented in **Table 2.42.**

Table 2.41. Analysis of students’ workload for Agricultural Product Technology

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	508.16	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	1011.08	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

The results in Table 2.41. 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 assignment 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 2.42. 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	87.96	Very Good
2. Easiness of getting learning resources	79.63	Good
3. Teaching approach	80.56	Good
4. Classroom management	78.70	Good
5. Timekeeping ability	85.19	Good
6. Communication skill	81.48	Good
7. Suitability of questions in examinations to the course content	89.81	Very Good
8. Difficulty of question in the examinations	77.78	Good
9. Closeness of gained mark with student's expectation	72.22	Good
10. Availability of learning materials in the e-learning system	60.19	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	87.04	Very Good
12. Execution of midterm and final examinations	88.89	Very Good
13. Number of lectures delivered for the entire semester	98.15	Very Good

As shown in Table 2.42., 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.

2.15. Food Preservative Technology (Compulsory Course)

2.15.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.29**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (33.33%) of "absolutely agree" was found in the statement of "*The interaction between lecturers and students is appropriate.*" 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 2.43**.

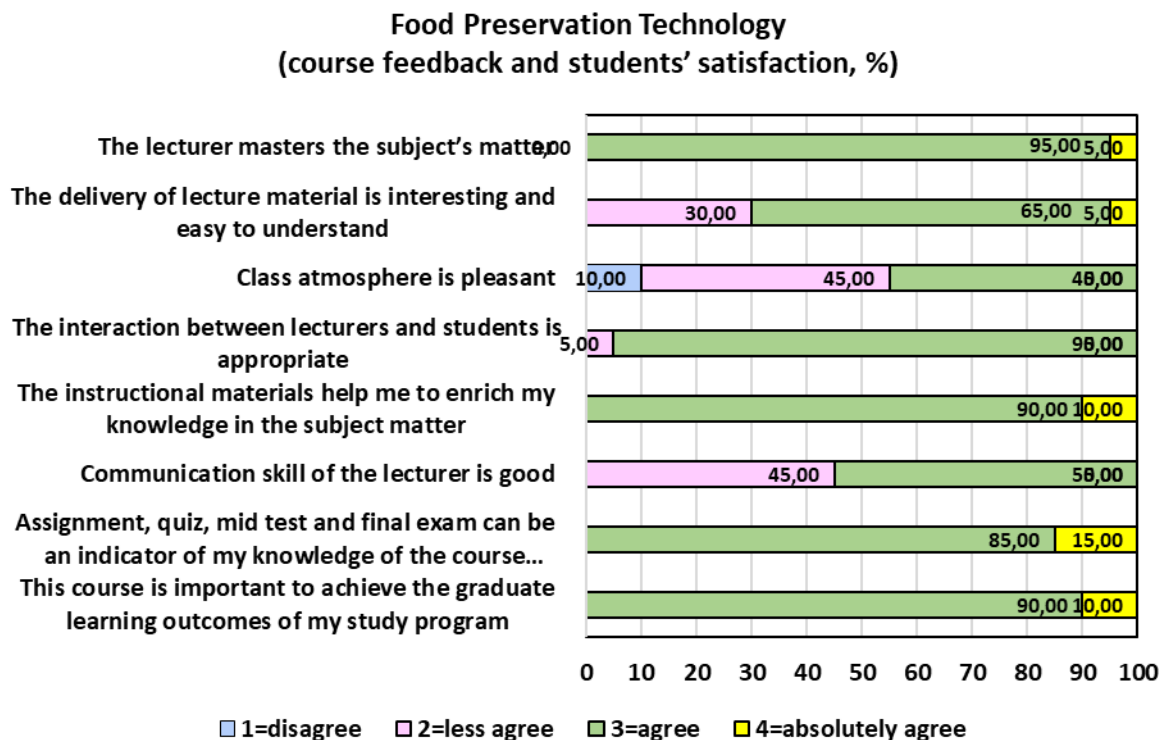


Figure 2.29. Course feedback and students' satisfaction (%)

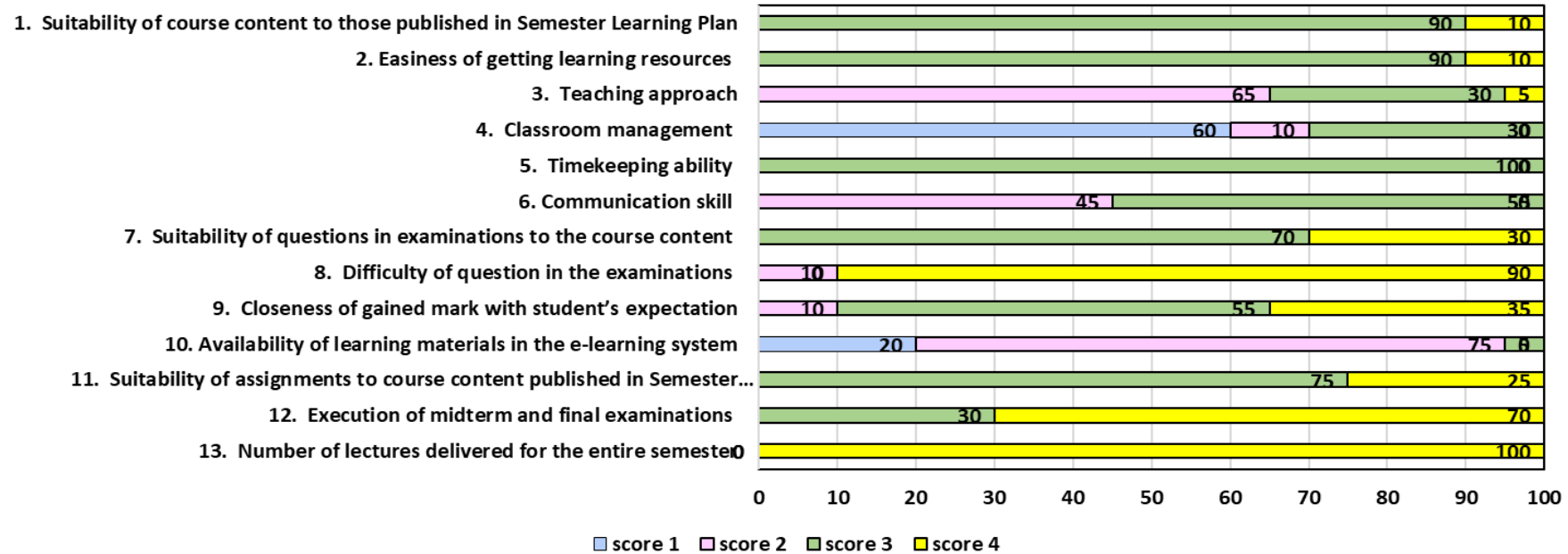
Table 2.43. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	76.25	Good
The delivery of lecture material is interesting and easy to understand	68.75	Fairly Good
Class atmosphere is pleasant	58.75	Fairly Good
The interaction between lecturers and students is appropriate	73.75	Good
The instructional materials help me to enrich my knowledge in the subject matter.	77.50	Good
Communication skill of the lecturer is good	63.75	Fairly Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	78.75	Good
This course is important to achieve the graduate learning outcomes of my study program	77.50	Good

2.15.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.30**. whereas the results of workload survey were presented in **Table 2.44**.

Food Preservation Technology
Performance of teaching process, %



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

Figure 2.30. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.45.**, and level of achievement of teaching process is presented in **Table 2.46.**

Table 2.45. Analysis of students’ workload for Agricultural Product Technology

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	508.00	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	1440.00	Stated in academic guide book
Length of time (in minutes) of Self study (in survey) per semester	1005.00	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

The results in Table 2.45. 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 assignment 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 2.46. 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	77.50	Good
2. Easiness of getting learning resources	77.50	Good
3. Teaching approach	60.00	Fairly Good
4. Classroom management	57.50	Fairly Good
5. Timekeeping ability	75.00	Good
6. Communication skill	63.75	Fairly Good
7. Suitability of questions in examinations to the course content	82.50	Good
8. Difficulty of question in the examinations	95.00	Very Good
9. Closeness of gained mark with student's expectation	81.25	Good
10. Availability of learning materials in the e-learning system	57.50	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	81.25	Good
12. Execution of midterm and final examinations	92.50	Very Good
13. Number of lectures delivered for the entire semester	100.00	Very Good

As shown in Table 2.46., 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.

2.16. Thermobacteriology (Elective Course)

2.16.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.31**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The instructional materials help me to enrich my knowledge in the subject matter.*" It indicated that providing an instructional material prior starting a lecture is important to make it easier for students to understand the course material. It is close to 50% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (21,05%) 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 2.47**.

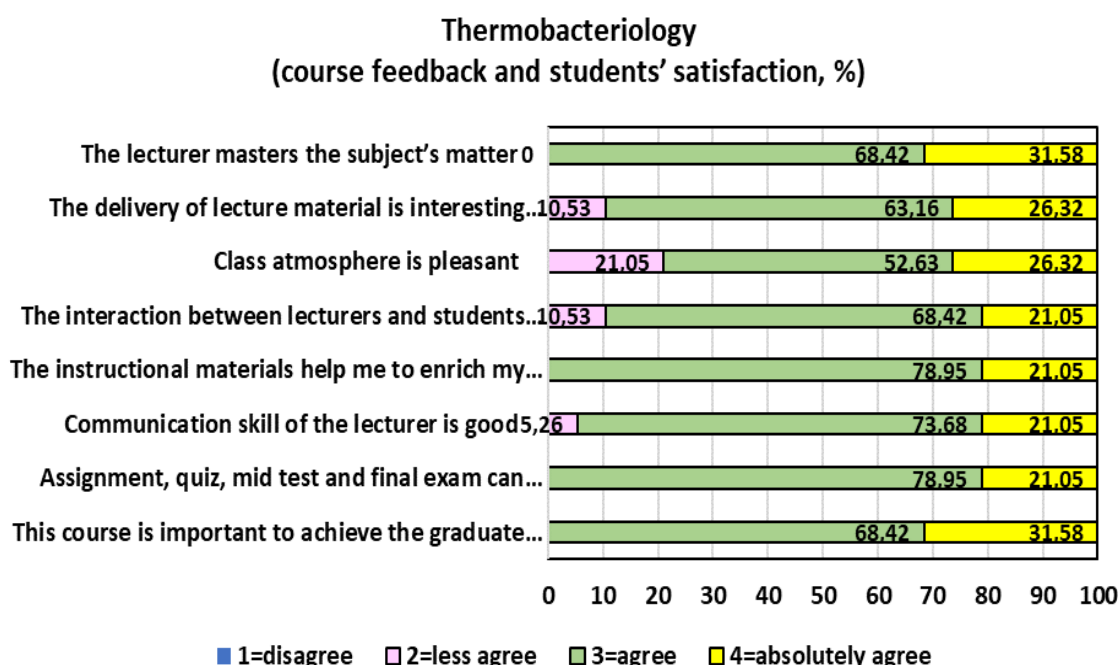


Figure 2.31. Course feedback and students' satisfaction (%)

Table 2.47. The achievement of each question in the questionnaire of course feedback

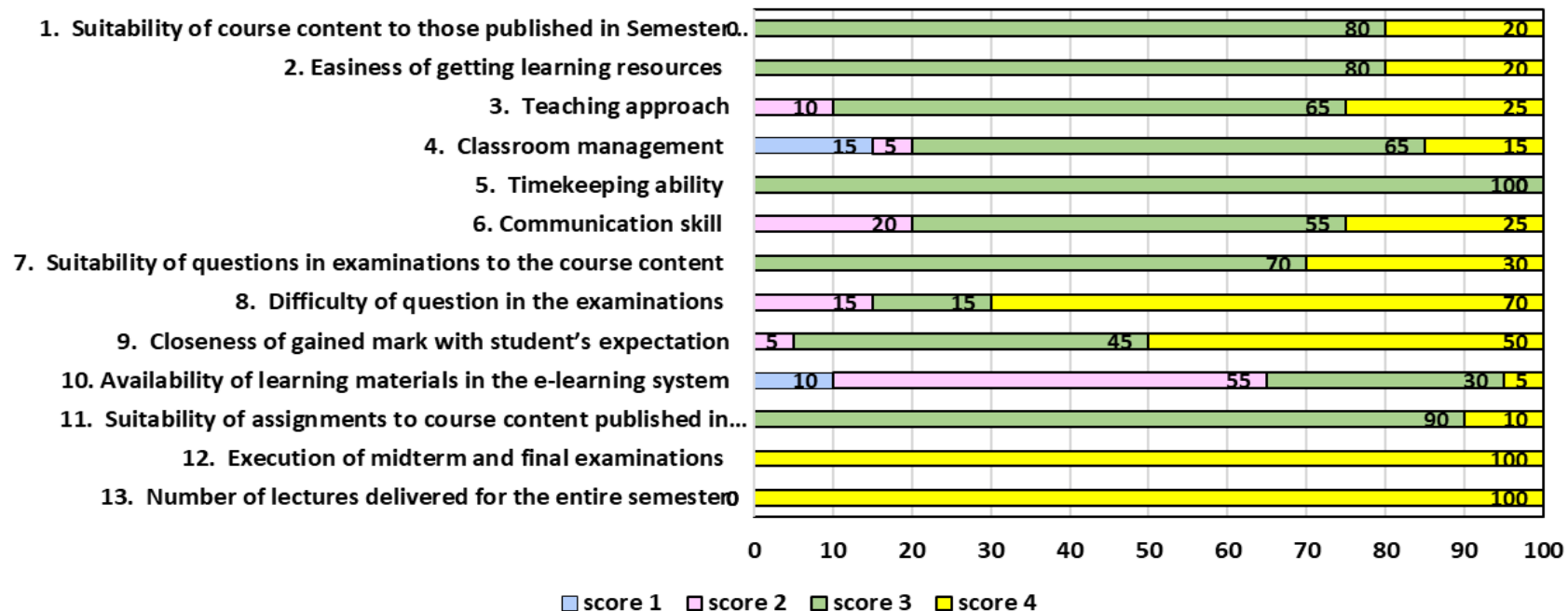
Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	82.89	Good
The delivery of lecture material is interesting and easy to understand	78.95	Good
Class atmosphere is pleasant	76.32	Good
The interaction between lecturers and students is appropriate	77.63	Good
The instructional materials help me to enrich my knowledge in the subject matter.	80.26	Good
Communication skill of the lecturer is good	78.95	Good
Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material	80.26	Good
This course is important to achieve the graduate learning outcomes of my study program	82.89	Good

2.16.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.32**. whereas the results of workload survey were presented in **Table 2.48**.

Thermobacteriology

Performance of teaching process, %



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

Figure 2.32. Performance of teaching process

The results of performance of teaching process were varied among the questions in the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 30% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 43% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.48.**, and level of achievement of teaching process is presented in **Table 2.49.**

Table 2.48. Analysis of students’ workload for Agricultural Product Technology

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	572.00	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	1440.00	Stated in academic guide book
Length of time (in minutes) of Self study (in survey) per semester	1218.75	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self study (based on regulation) per semester	1440.00	Stated in academic guide book

The results in Table 2.48. 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 assignment 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 2.49. 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	80.00	Good
2. Easiness of getting learning resources	80.00	Good
3. Teaching approach	78.75	Good
4. Classroom management	70.00	Fairly Good
5. Timekeeping ability	75.00	Good
6. Communication skill	76.25	Good
7. Suitability of questions in examinations to the course content	82.50	Good
8. Difficulty of question in the examinations	88.75	Very Good
9. Closeness of gained mark with student's expectation	86.25	Very Good
10. Availability of learning materials in the e-learning system	57.50	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	77.50	Good
12. Execution of midterm and final examinations	100.00	Very Good
13. Number of lectures delivered for the entire semester	100.00	Very Good

As shown in Table 2.49., 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.

2.17. Agricultural Product Process Engineering (Compulsory Course)

2.17.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.33**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of *"This course is important to achieve the graduate learning outcomes of my study program"*. The lowest percentage of "absolutely agree" was found in statement of *"The interaction between lectures and students in appropriate"*, *"Communication skill of the lecturer"* and *"The instructional materials to enrich student knowledge in the subject matter"*.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.50**.

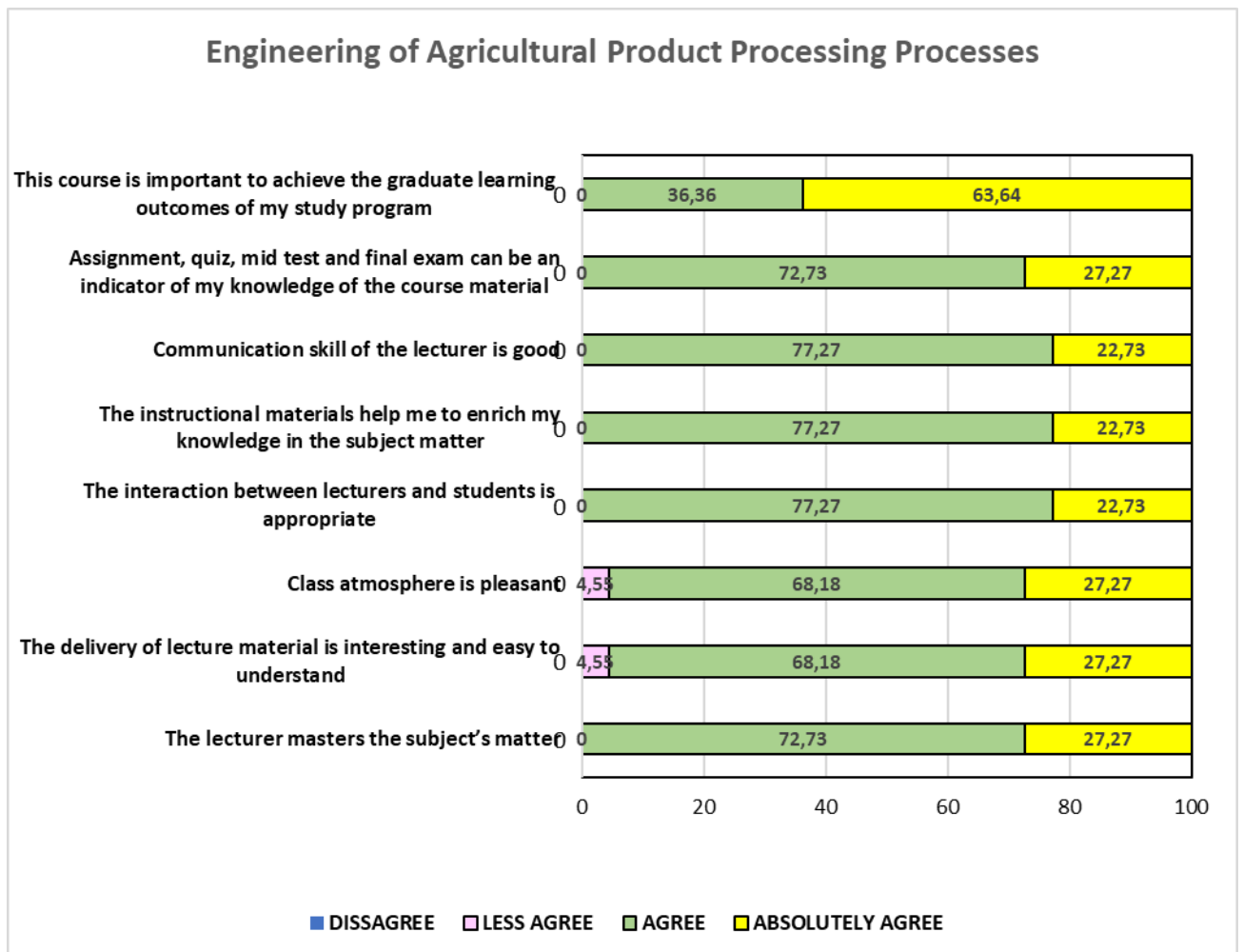


Figure 2.33. Course feedback and students' satisfaction (%)

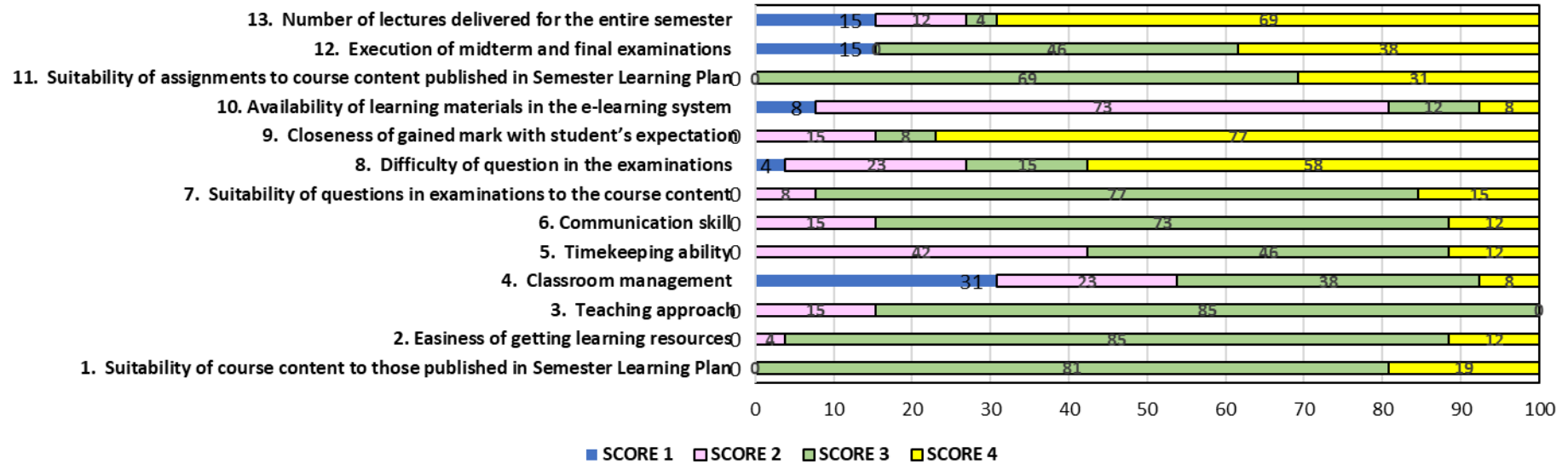
Table 2.50. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	81,82	Good
The delivery of lecture material is interesting and easy to understand	80,68	Good
Class atmosphere is pleasant	80,68	Good
The interaction between lecturers and students is appropriate	80,68	Good
The instructional materials help me to enrich my knowledge in the subject matter.	80,68	Good
Communication skill of the lecturer is good	80,68	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	81,82	Good
This course is important to achieve the graduate learning outcomes of my study program	90,91	Very Good

2.17.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.34**. whereas the results of workload survey were presented in **Table 2.51**.

Engineering of Agricultural Product Processing Processes



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 2.34. Performance of teaching process

The results of students workload are presented in **Table 2.51.**, and level of achievement of teaching process is presented in **Table 2.52.**

Table 2.51. Analysis of students' workload for Engineering of Agricultural Product Processing Processes

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	234,24	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	1089,28	Students allocate more time to 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 2.52. 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	79,81	Good
2. Easiness of getting learning resources	76,92	Good
3. Teaching approach	71,15	Good
4. Classroom management	55,77	Fairly Good
5. Timekeeping ability	67,31	Fairly Good
6. Communication skill	74,04	Good
7. Suitability of questions in examinations to the course content	76,92	Good
8. Difficulty of question in the examinations	81,73	Good
9. Closeness of gained mark with student's expectation	90,38	Very Good
10. Availability of learning materials in the e-learning system	54,81	Not Good
11. Suitability of assignments to course content published in Semester Learning Plan	82,69	Good
12. Execution of midterm and final examinations	76,92	Good
13. Number of lectures delivered for the entire semester	81,73	Good

2.18. Operating Unit II (Compulsory Course)

2.18.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.35**. "Agree" dominate in each statement. The highest percentage of "agree" was found in the statement of "*Assignment, quiz, mid test and final exam*".

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.53**.

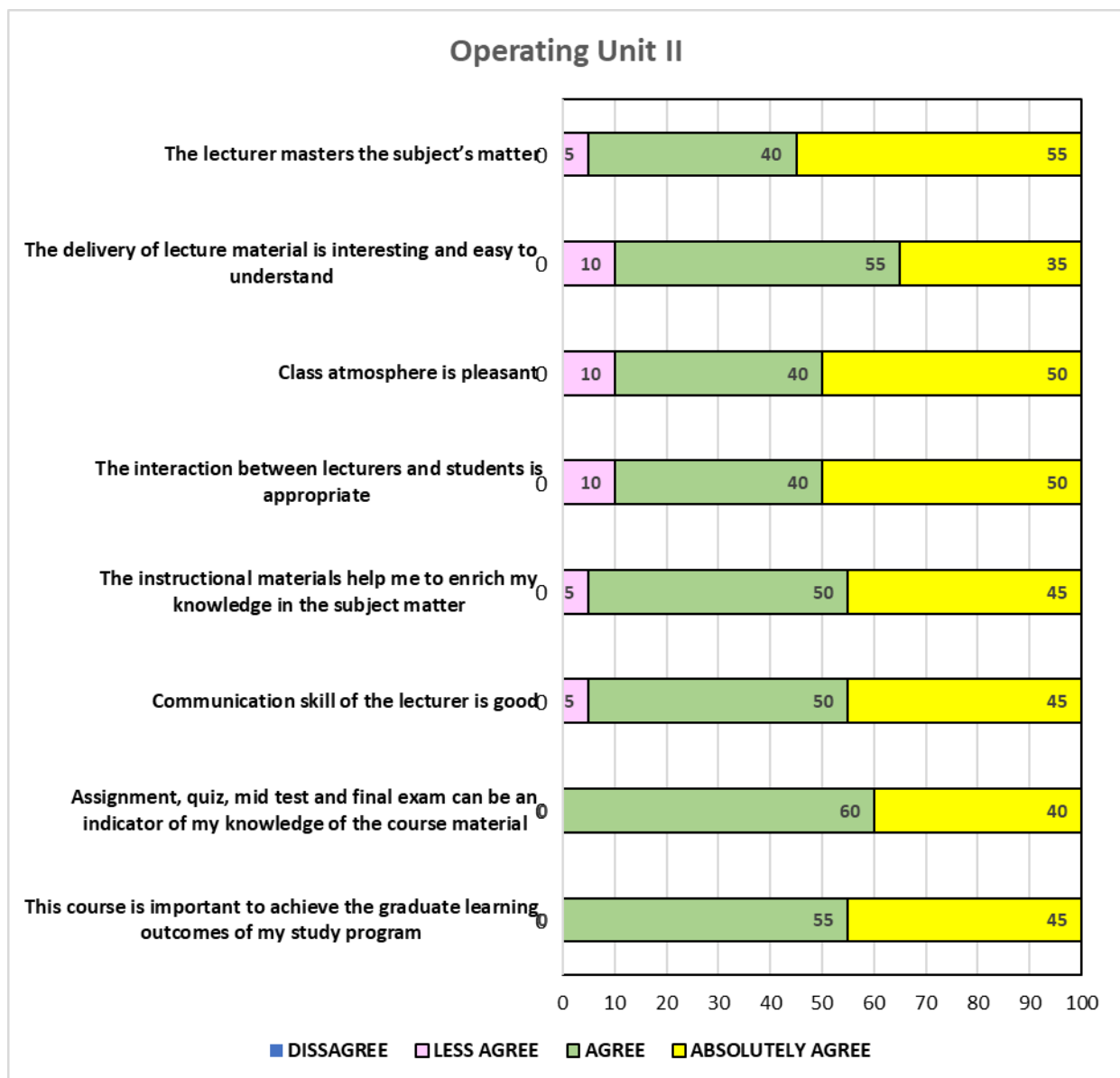


Figure 2.35. Course feedback and students' satisfaction (%)

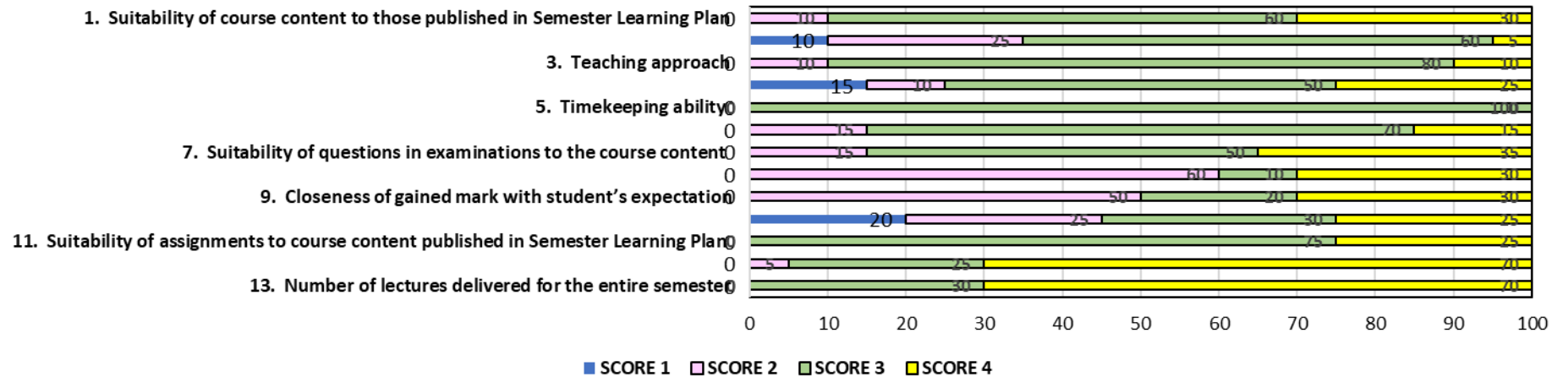
Table 2.53. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	87,50	Very Good
The delivery of lecture material is interesting and easy to understand	81,25	Good
Class atmosphere is pleasant	85,00	Good
The interaction between lecturers and students is appropriate	85,00	Good
The instructional materials help me to enrich my knowledge in the subject matter.	85,00	Good
Communication skill of the lecturer is good	85,00	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	85,00	Good
This course is important to achieve the graduate learning outcomes of my study program	86,25	Very Good

2.18.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.36**. whereas the results of workload survey were presented in **Table 2.54**.

Operating Unit II



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 2.36. Performance of teaching process

The results of students workload analysis are presented in **Table 2.54.**, and level of achievement of teaching process is presented in **Table 2.55.**

Table 2.54. Analysis of students' workload for Operating Unit II

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	175,71	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	870,48	Students spend full 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 2.55. 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	80,95	Good
2. Easiness of getting learning resources	65,48	Fairly Good
3. Teaching approach	76,19	Good
4. Classroom management	69,05	Fairly Good
5. Timekeeping ability	75,00	Good
6. Communication skill	75,00	Good
7. Suitability of questions in examinations to the course content	79,76	Good
8. Difficulty of question in the examinations	66,67	Fairly Good
9. Closeness of gained mark with student's expectation	69,05	Fairly Good
10. Availability of learning materials in the e-learning system	65,48	Fairly Good
11. Suitability of assignments to course content published in Semester Learning Plan	80,95	Good
12. Execution of midterm and final examinations	91,67	Very Good
13. Number of lectures delivered for the entire semester	92,86	Very Good

2.19. Physical Chemistry (Compulsory Course)

2.19.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.37**. "Agree" dominate in each statement. The lecturer delivers the material in a more interesting way and provides pleasant class conditions, increasing students' understanding of the lecture material.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.56**.

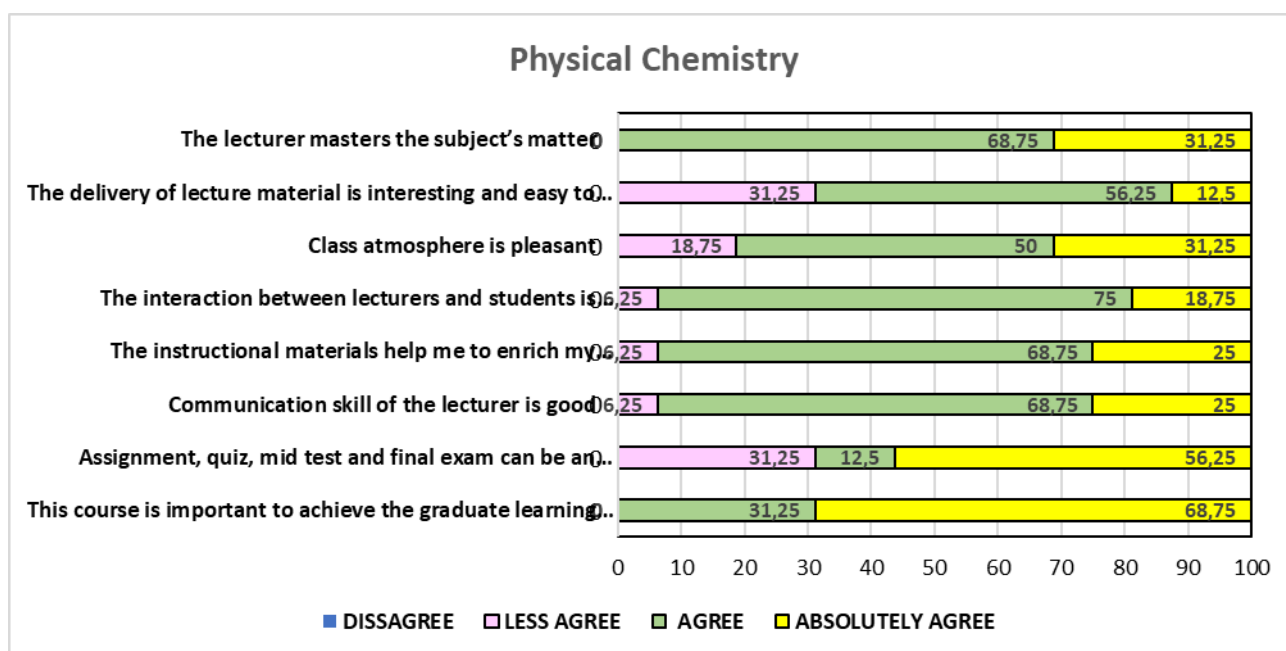


Figure 2.37. Course feedback and students' satisfaction (%)

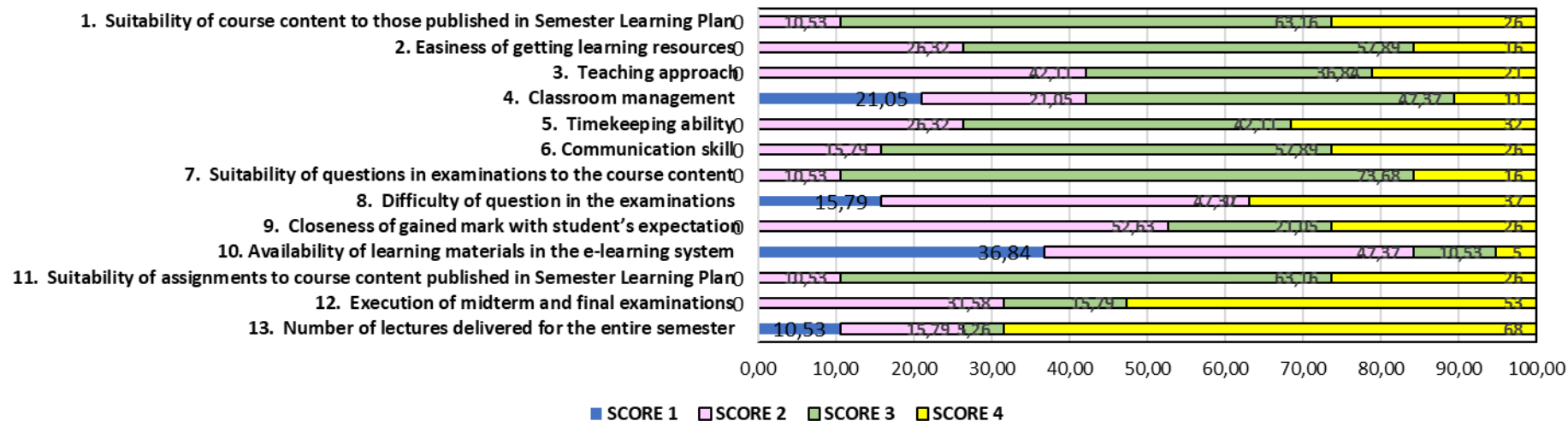
Table 2.56. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	82,81	Good
The delivery of lecture material is interesting and easy to understand	70,31	Good
Class atmosphere is pleasant	78,13	Good
The interaction between lecturers and students is appropriate	78,13	Good
The instructional materials help me to enrich my knowledge in the subject matter.	79,69	Good
Communication skill of the lecturer is good	79,69	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	92,19	Very Good

2.19.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.38**. whereas the results of workload survey were presented in **Table 2.57**

Physical Chemistry



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 2.38. Performance of teaching process

The results of students workload analysis are presented in **Table 2.57.**, and level of achievement of teaching process is presented in **Table 2.58.**

Table 2.57. Analysis of students' workload for Physical Chemistry

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	43,95	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	861,04	Students spend full 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 2.58. 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	78,95	Good
2. Easiness of getting learning resources	72,37	Good
3. Teaching approach	69,74	Fairly Good
4. Classroom management	61,84	Fairly Good
5. Timekeeping ability	76,32	Good
6. Communication skill	77,63	Good
7. Suitability of questions in examinations to the course content	76,32	Good
8. Difficulty of question in the examinations	64,47	Fairly Good
9. Closeness of gained mark with student's expectation	68,42	Fairly Good
10. Availability of learning materials in the e-learning system	46,05	Not Good
11. Suitability of assignments to course content published in Semester Learning Plan	78,95	Good
12. Execution of midterm and final examinations	80,26	Good
13. Number of lectures delivered for the entire semester	82,89	Good

2.20. Design and Analysis of Agricultural Product Data (Compulsory Course)

2.20.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in **Figure 2.39**. "Agree" dominate in each statement. The highest percentage of "Agree" was found in the statement of "*Important to Achieve the Graduate learning*".

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.59**.

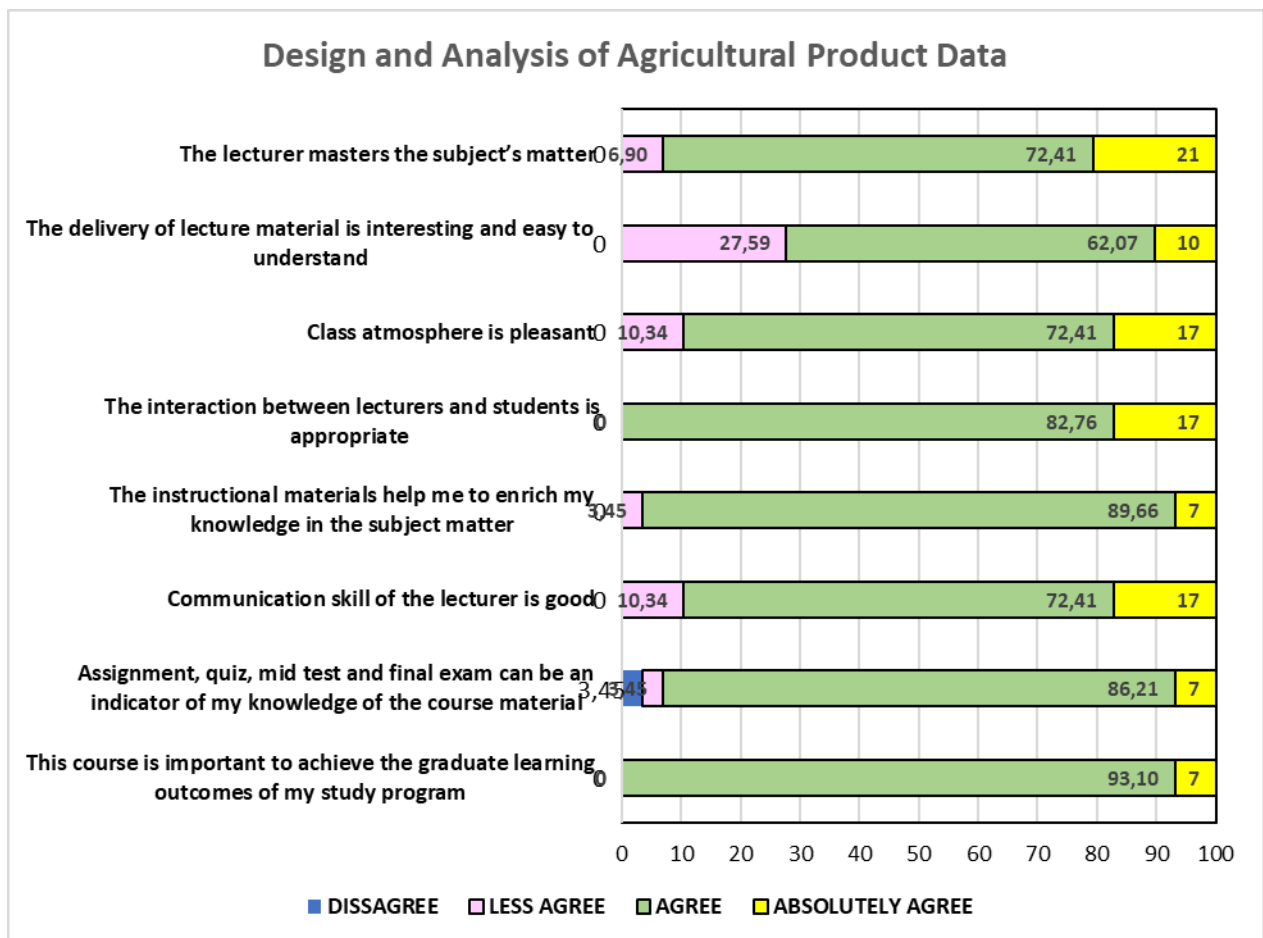


Figure 2.39. Course feedback and students' satisfaction (%)

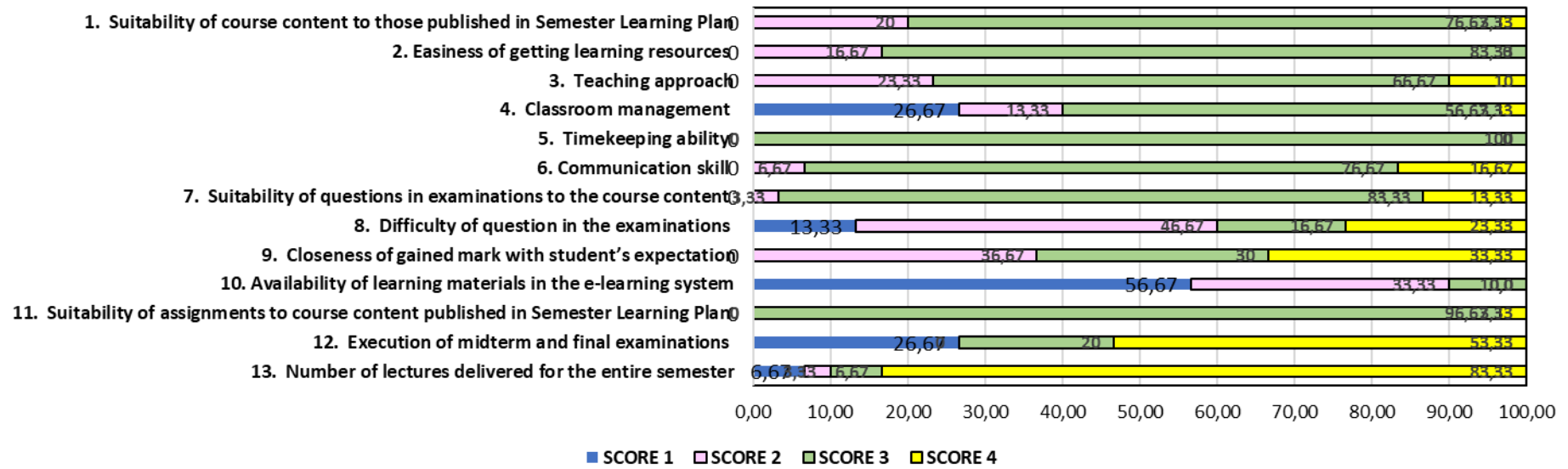
Table 2.59. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	78,45	Good
The delivery of lecture material is interesting and easy to understand	70,69	Good
Class atmosphere is pleasant	76,72	Good
The interaction between lecturers and students is appropriate	79,31	Good
The instructional materials help me to enrich my knowledge in the subject matter.	75,86	Good
Communication skill of the lecturer is good	76,72	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	74,14	Good
This course is important to achieve the graduate learning outcomes of my study program	76,72	Good

2.20.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.40**. whereas the results of workload survey were presented in **Table 2.60**.

Design and Analysis of Agricultural Product Data



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 2.40. Performance of teaching process

The results of students workload analysis are presented in **Table 2.60.**, and level of achievement of teaching process is presented in **Table 2.61.**

Table 2.60. Analysis of students' workload for Design and Analysis of Agricultural Product Data

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	244,50	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	400,00	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 2.61. 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	70,83	Good
2. Easiness of getting learning resources	70,83	Good
3. Teaching approach	71,67	Good
4. Classroom management	59,17	Fairly Good
5. Timekeeping ability	75,00	Good
6. Communication skill	77,50	Good
7. Suitability of questions in examinations to the course content	77,50	Good
8. Difficulty of question in the examinations	62,50	Fairly Good
9. Closeness of gained mark with student's expectation	74,17	Good
10. Availability of learning materials in the e-learning system	38,33	Not Good
11. Suitability of assignments to course content published in Semester Learning Plan	75,83	Good
12. Execution of midterm and final examinations	75,00	Good
13. Number of lectures delivered for the entire semester	91,67	Very Good