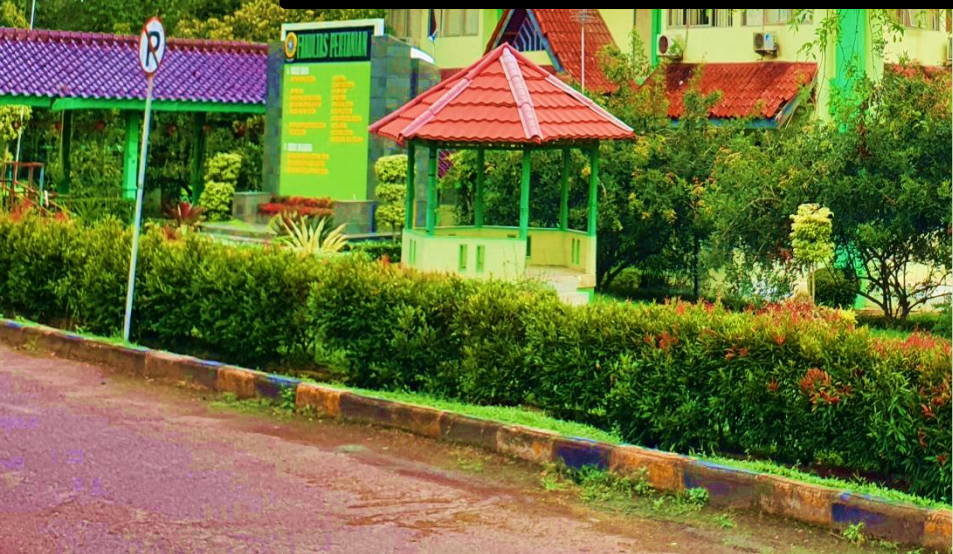




REPORT

COURSE FEEDBACK, STUDENT SATISFACTION TEACHING PROCESS, AND STUDENTS' WORKLOAD SURVEYS



PLANT PROTECTION
FACULTY OF AGRICULTURE
UNIVERSITAS SRIWIJAYA
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I. INTRODUCTION

There were two surveys conducted to students of Plant Protection Study 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/HPT_course_satisfaction)
2. QUESTIONNAIRE FOR THE FEEDBACK OF TEACHING PROCESS AND STUDENTS' WORKLOAD (https://bit.ly/New_HPT_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. Plant Protection Study Program (compulsory course)

2.1.1 Course Feedback and Student Satisfaction Surveys of Entomology

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 lecturer masters the subject's matter.*" It indicated that the lecturer masters the subject's matter is important to make it easier for students to understand the course material. It is close to 70% that students were "Absolutely agree" with the statement of "*Assignment, quiz, mid test and final exam can be an indicator of my knowledge of the course material*". The lowest percentage (33.09%) 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 70 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.1**.

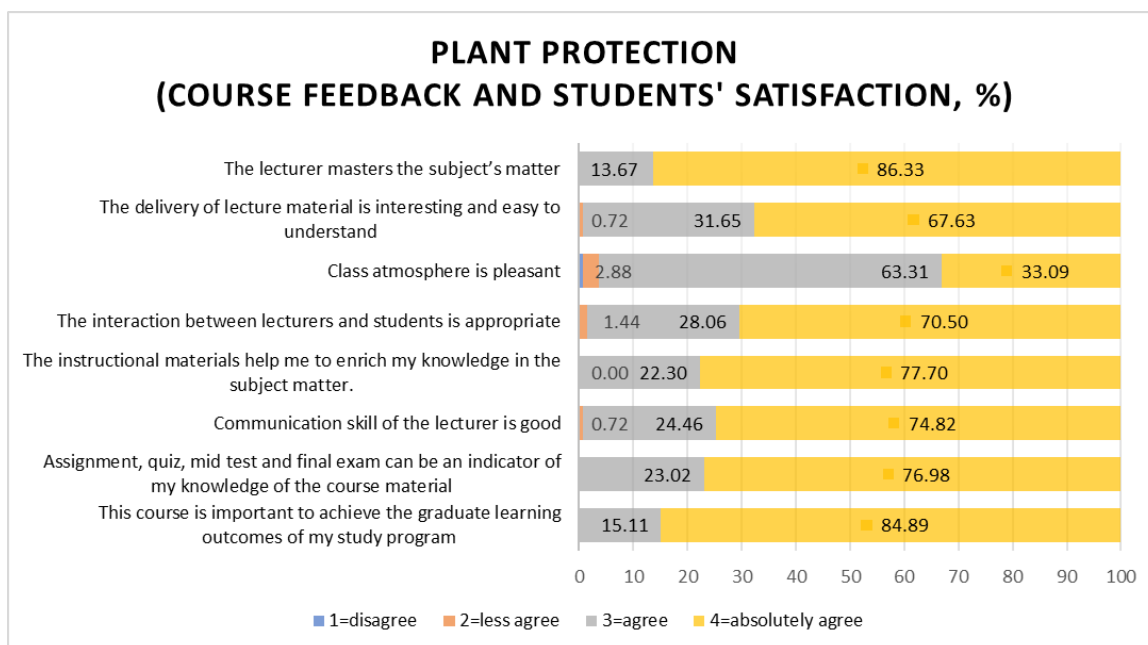


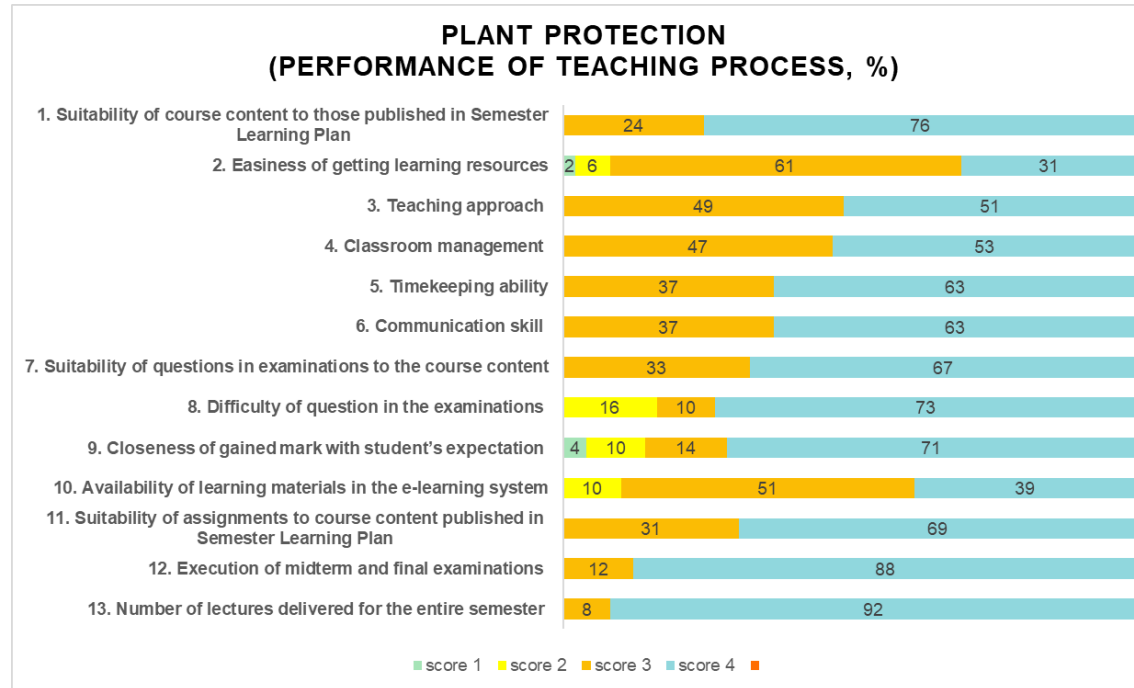
Figure 2.1. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	96.58	Very good
The delivery of lecture material is interesting and easy to understand	91.73	Very good
Class atmosphere is pleasant	85.07	Very good
The interaction between lecturers and students is appropriate	92.27	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	94.42	Very good
Communication skill of the lecturer is good	93.53	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	94.24	Very good
This course is important to achieve the graduate learning outcomes of my study program	96.22	Very good

2.1.1. 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.**



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 76% *Very suitable*, and 24% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 67% *Very suitable*, and 33% *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 Plant Protection

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	480.400	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	1349.23	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 suggest a need for improvement in student assignments to meet the time requirements for structural assignments. Consider increasing the number of assignments or incorporating analytical thinking challenges to encourage more in-depth study. Students typically spend half of the allocated independent study time at home, and it's recommended that lecturers encourage students to engage with course materials before lectures.

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	93.88	Very good
2. Easiness of getting learning resources	80.10	good
3. Teaching approach	87.76	Very good
4. Classroom management	88.27	Very good
5. Timekeeping ability	90.82	Very good
6. Communication skill	90.82	Very good
7. Suitability of questions in examinations to the course content	91.84	Very good
8. Difficulty of question in the examinations	89.29	Very good
9. Closeness of gained mark with student's expectation	88.27	Very good
10. Availability of learning materials in the e-learning system	82.14	good
11. Suitability of assignments to course content published in Semester Learning Plan	92.35	Very good
12. Execution of midterm and final examinations	96.94	Very good
13. Number of lectures delivered for the entire semester	97.96	Very good

As indicated in Table 2.3, there is a need to upload course materials on the Learning Management System (LMS) before lectures. Lecturers frequently share course materials via alternative channels like WhatsApp groups instead of LMS, possibly due to the practicality of WhatsApp. However, for future enhancements, course materials will be uploaded on LMS several days before the lecture.

2.1.2 Course Feedback and Student Satisfaction Surveys of Statistics

The course feedback and student satisfaction survey results, shown in Figure 2.3, indicate dominance in the categories of 'Agree' and 'Absolutely agree' for each statement. The highest percentage of 'Absolutely agree' was observed in the statement “*This course is important to achieve the graduate learning outcomes of my study program*”, approaching 80%. This suggests that the course plays a crucial role in attaining the desired learning outcomes and contributes to the understanding of other subjects. The lowest 'Absolutely agree' percentage (74.82%) was in the statement “*The delivery of lecture material is interesting and easy to understand and Class atmosphere is pleasant*”. Improvements are needed in the classroom atmosphere, potentially influenced by the large class size, approximately 70 students.

In conclusion, the course's achievement, as reflected in this survey, is summarized in Table 2.4."

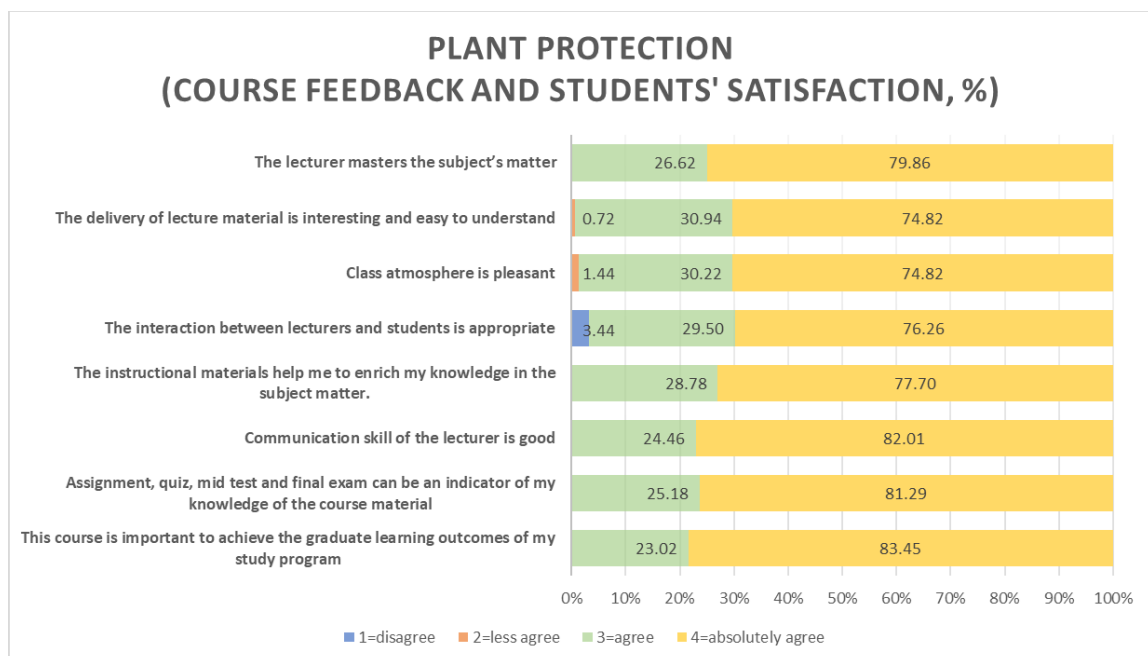


Figure 2.3. Course feedback and students' satisfaction (%)

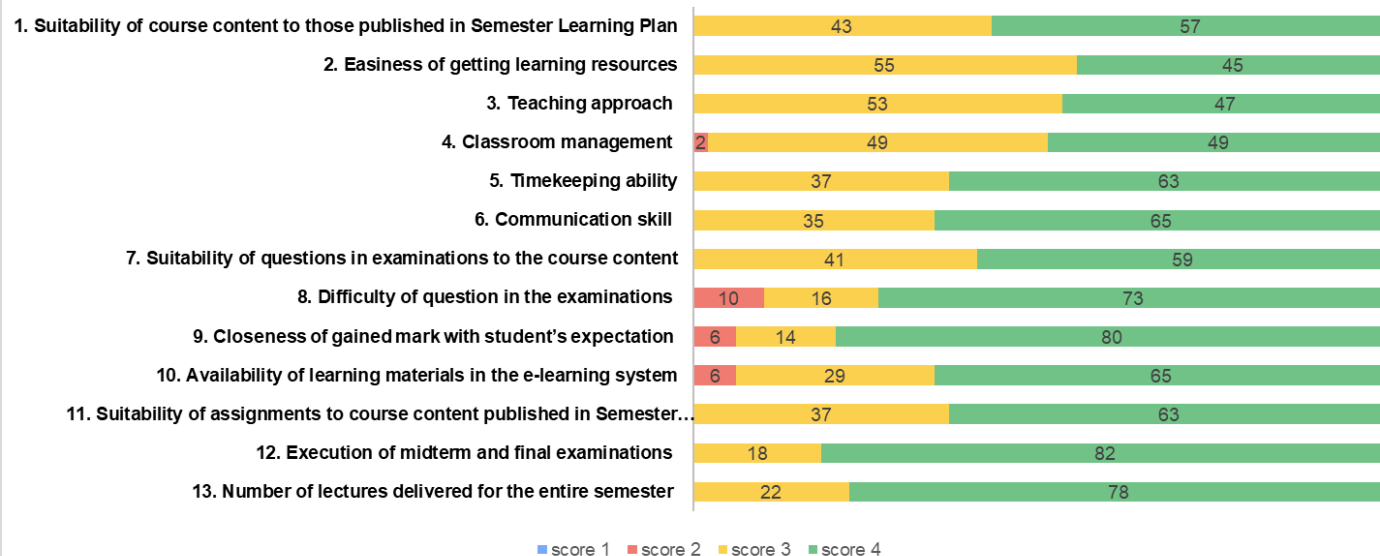
Table 2.4. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93.75	Very good
The delivery of lecture material is interesting and easy to understand	92.40	Very good
Class atmosphere is pleasant	92.23	Very good
The interaction between lecturers and students is appropriate	92.57	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	93.24	Very good
Communication skill of the lecturer is good	94.26	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	94.09	Very good
This course is important to achieve the graduate learning outcomes of my study program	94.76	Very good

1.1.1. 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.**

PLANT PROTECTION (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 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 57% *Very suitable*, and 43% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 59% *Very suitable*, and 41% *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 Plant Protection

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	849.807	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1273.88	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results in Table 2.5 suggest a need for improvement in student assignments to meet the time requirements for structural assignments. Increasing the number of assignments or incorporating analytical thinking elements could challenge students to study more effectively. Students allocate half of their independent study time at home, and lecturers should encourage them to review course materials before lectures.

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	88.78	Very good
2. Easiness of getting learning resources	86.22	Very good
3. Teaching approach	86.73	Very good
4. Classroom management	86.73	Very good
5. Timekeeping ability	90.82	Very good
6. Communication skill	91.33	Very good
7. Suitability of questions in examinations to the course content	89.80	Very good
8. Difficulty of question in the examinations	90.82	Very good
9. Closeness of gained mark with student's expectation	93.37	Very good
10. Availability of learning materials in the e-learning system	89.80	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	90.82	Very good
12. Execution of midterm and final examinations	95.41	Very good
13. Number of lectures delivered for the entire semester	94.39	Very good

As indicated in Table 2.6, course materials need to be uploaded to the LMS before lectures. Lecturers frequently share materials through alternative platforms like WhatsApp groups instead of the LMS, possibly due to the practicality of WhatsApp. However, for future improvements, course materials will be uploaded to the LMS several days before the lecture.

2.1.3 Course Feedback and Student Satisfaction Surveys of Pest Forecasting System

The results of course feedback and students' satisfaction survey were presented in **Figure 2.6**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter and this course is important to achieve the graduate learning outcomes of my study program.*" It indicated that the lecturer masters the subject's matter is important to make it easier for students to understand the course material and this course supports the success of understanding other lessons. It is close to 44% 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 (41.01%) 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. This may be due to the large number of students in one class and Interaction between lecturers and students will be enhanced through discussion groups which create a friendly atmosphere.

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

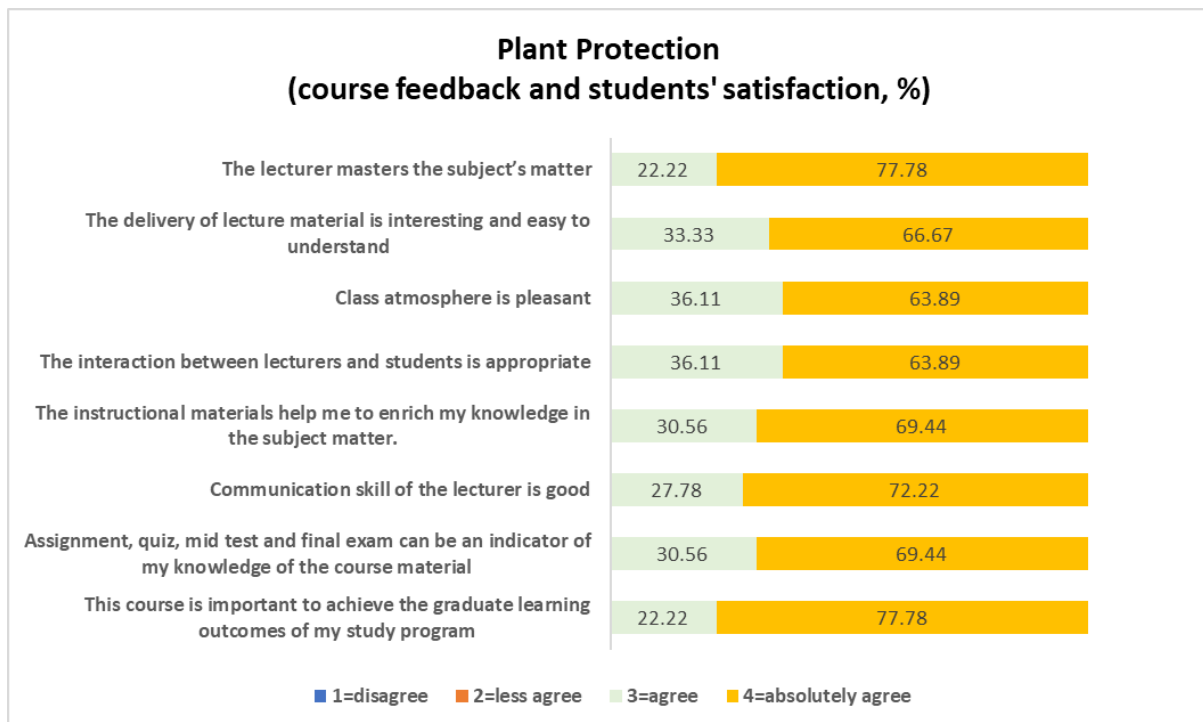


Figure 2.6. Course feedback and students' satisfaction (%)

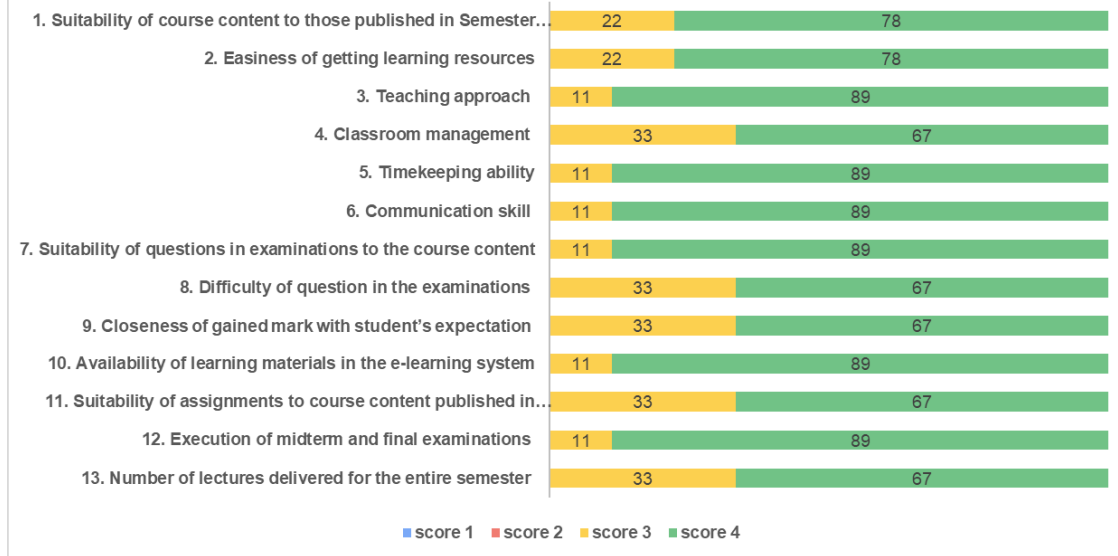
Table 2.7. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	94.44	Very good
The delivery of lecture material is interesting and easy to understand	91.67	Very good
Class atmosphere is pleasant	90.97	Very good
The interaction between lecturers and students is appropriate	90.97	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92.36	Very good
Communication skill of the lecturer is good	93.06	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	92.36	Very good
This course is important to achieve the graduate learning outcomes of my study program	94.44	Very good

1.1.2. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.7.** whereas the results of workload survey were presented in **Table 2.8.**

PLANT PROTECTION (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 2.7. 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 78% *Very suitable*, and 22% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 89% *Very suitable*, and 11% *Suitable*. The number of meeting of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

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

Table 2.8. Analysis of students’ workload for Plant Protection

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	466.667	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	2200.00	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results in Table 2.8 indicate the need for improvement in assignments to meet the time requirements for structural assignments. The number of assignments given to students should be increased, or analytical thinking components should be included to challenge students to study harder. Students spend half of the allocated independent study time at home. Lecturers should encourage students to search for course material before lectures.

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	88.78	Very good
2. Easiness of getting learning resources	86.22	Very good
3. Teaching approach	86.73	Very good
4. Classroom management	86.73	Very good
5. Timekeeping ability	90.82	Very good
6. Communication skill	91.33	Very good
7. Suitability of questions in examinations to the course content	89.80	Very good
8. Difficulty of question in the examinations	90.82	Very good
9. Closeness of gained mark with student's expectation	93.37	Very good
10. Availability of learning materials in the e-learning system	89.80	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	90.82	Very good
12. Execution of midterm and final examinations	95.41	Very good
13. Number of lectures delivered for the entire semester	94.39	Very good

As indicated in Table 2.9, course materials need to be uploaded to the LMS before lectures. Lecturers commonly deliver course materials or instructional content through other media, such as WhatsApp groups, rather than in the LMS, possibly due to the practicality of using WhatsApp. However, for future improvements, course materials will be uploaded to the LMS a few days before the lecture starts.

2.1.4 Course Feedback and Student Satisfaction Surveys of Pesticides and Environment

The results of course feedback and students' satisfaction survey were presented in **Figure 2.8**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter and this course is important to achieve the graduate learning outcomes of my study program.*" It indicated that the lecturer masters the subject's matter is important to make it easier for students to understand the course material and this course supports the success of understanding other lessons. It is close to 44% 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 (41.01%) 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 70 students.

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

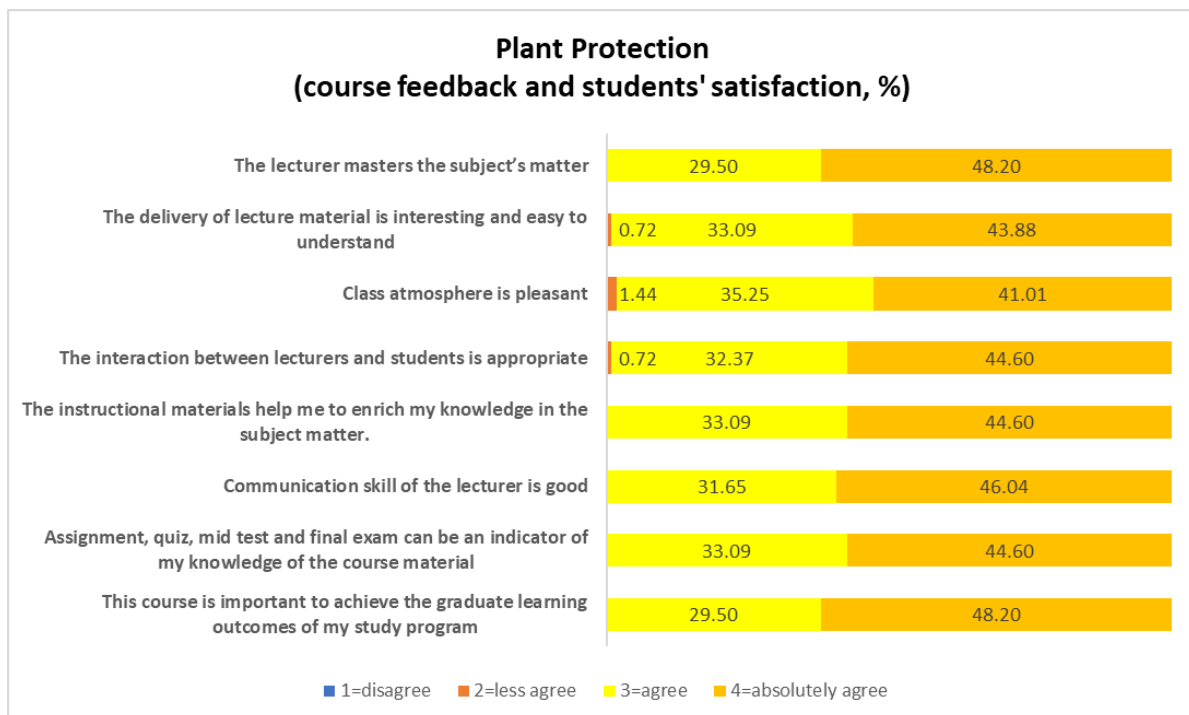


Figure 2.8. Course feedback and students' satisfaction (%)

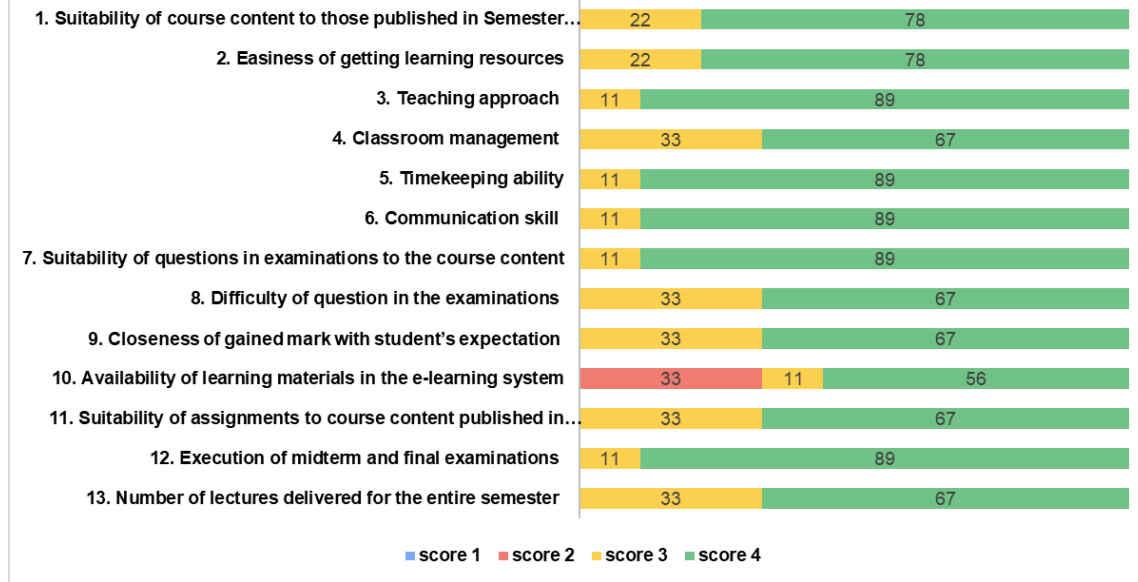
Table 2.10. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	90.51	Very good
The delivery of lecture material is interesting and easy to understand	88.89	Very good
Class atmosphere is pleasant	87.73	Very good
The interaction between lecturers and students is appropriate	89.12	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	89.35	Very good
Communication skill of the lecturer is good	89.81	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	89.35	Very good
This course is important to achieve the graduate learning outcomes of my study program	90.51	Very good

1.1.3. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.9**. whereas the results of workload survey were presented in **Table 2.11**.

PLANT PROTECTION (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
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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 2.9. 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 78% *Very suitable*, and 22 % *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 89% *Very suitable*, and 11% *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 2.11.**, and level of achievement of teaching process is presented in **Table 2.12.**

Table 2.11. Analysis of students’ workload for Plant Protection

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	849.807	more assignment to be given or improving the quality of assignments given that involve more analytical thinking
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Stated in academic guide book
Length of time (in minutes) of Self-study (in survey) per semester	1273.88	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results in Table 2.11 show the need for improvements in assignments to meet the timeframe for structural assignments. The number of assignments should be increased, or analytical thinking elements should be incorporated to challenge students to study more diligently. Students allocate half of their independent study time at home, and lecturers should encourage them to review course materials before lectures.

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	88.78	Very good
2. Easiness of getting learning resources	86.22	Very good
3. Teaching approach	86.73	Very good
4. Classroom management	86.73	Very good
5. Timekeeping ability	90.82	Very good
6. Communication skill	91.33	Very good
7. Suitability of questions in examinations to the course content	89.80	Very good
8. Difficulty of question in the examinations	90.82	Very good
9. Closeness of gained mark with student's expectation	93.37	Very good
10. Availability of learning materials in the e-learning system	89.80	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	90.82	Very good
12. Execution of midterm and final examinations	95.41	Very good
13. Number of lectures delivered for the entire semester	94.39	Very good

As shown in Table 2.12, course materials need to be uploaded to LMS before lectures. Lecturers often deliver course materials or instructional content through other media, such as WhatsApp groups, rather than LMS, possibly due to the practicality of using WhatsApp. However, for the next improvement, course materials will be uploaded to LMS a few days before the lecture starts.

2.1.5 Course Feedback and Student Satisfaction Surveys of Seed and Post-Harvest Diseases

The results of course feedback and students' satisfaction survey were presented in **Figure 2.10**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*Communication skill of the lecturer is good*". It indicated that communication skill is important to make it easier for students to understand the course material and this course supports the success of understanding other lessons. It is close to 53% 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 (38.46%) 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 and Interaction between lecturers and students will be enhanced through discussion groups which create a friendly atmosphere.

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

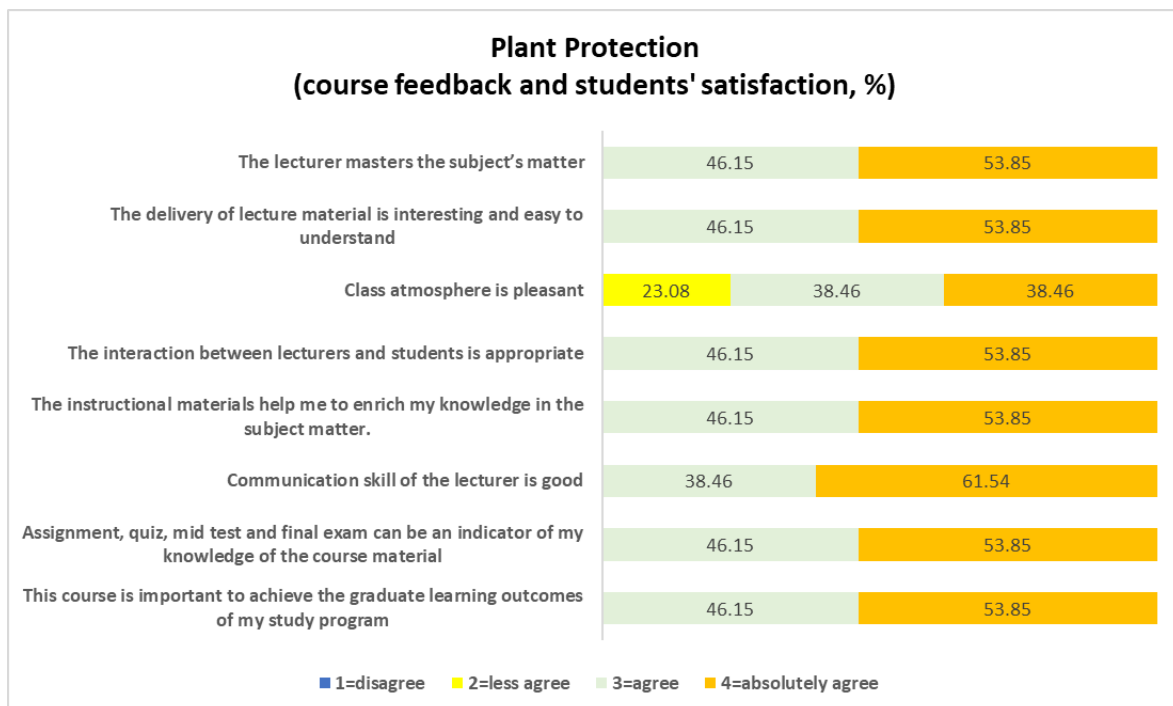


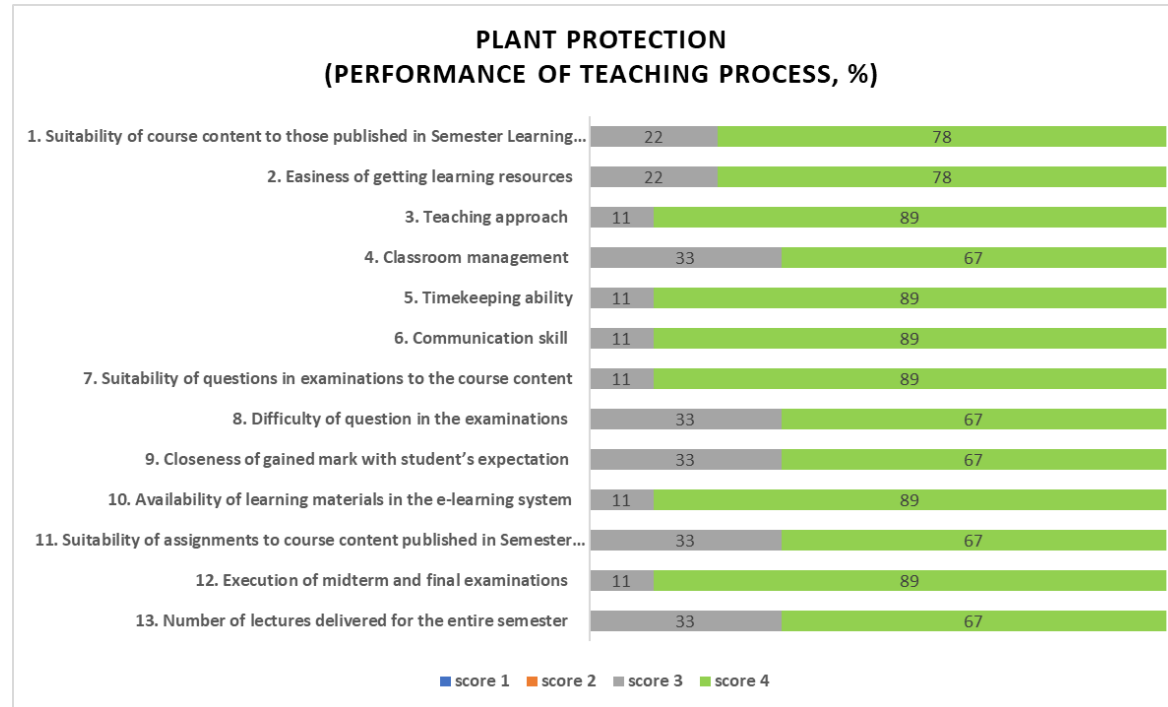
Figure 2.10. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	88.46	Very good
The delivery of lecture material is interesting and easy to understand	88.46	Very good
Class atmosphere is pleasant	78.85	Very good
The interaction between lecturers and students is appropriate	88.46	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	88.46	Very good
Communication skill of the lecturer is good	90.38	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	88.46	Very good
This course is important to achieve the graduate learning outcomes of my study program	88.46	Very good

1.1.4. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.11**. whereas the results of workload survey were presented in **Table 2.14**.



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 2.11. 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 78% *Very suitable*, and 22% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 89% *Very suitable*, and 11% *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 2.14.**, and level of achievement of teaching process is presented in **Table 2.15.**

Table 2.14. Analysis of students’ workload for Plant Protection

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	466.666667	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	2200	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 2.14 indicate a need for improvement in assignments to meet the timeframe for structure assignments. The number of assignments should be increased, or there should be an inclusion of analytical thinking elements challenging students to study harder. Students allocate half of their time for independent study at home, and lecturers should encourage them to search for course materials before lectures.

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	94.44	Very good
2. Easiness of getting learning resources	94.44	Very good
3. Teaching approach	97.22	Very good
4. Classroom management	91.67	Very good
5. Timekeeping ability	97.22	Very good
6. Communication skill	97.22	Very good
7. Suitability of questions in examinations to the course content	97.22	Very good
8. Difficulty of question in the examinations	91.67	Very good
9. Closeness of gained mark with student's expectation	91.67	Very good
10. Availability of learning materials in the e-learning system	97.22	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	97.22	Very good
13. Number of lectures delivered for the entire semester	91.67	Very good

As depicted in Table 2.15, course materials need to be uploaded to the LMS before a lecture. Lecturers frequently deliver course materials or instructional content through other media, such as WhatsApp groups, instead of the LMS, possibly due to the practicality of using WhatsApp. However, for the next improvement, course materials will be uploaded to the LMS a few days before the lecture starts.

2.1.6 Course Feedback and Student Satisfaction Surveys of Integrated Pest and Disease Management

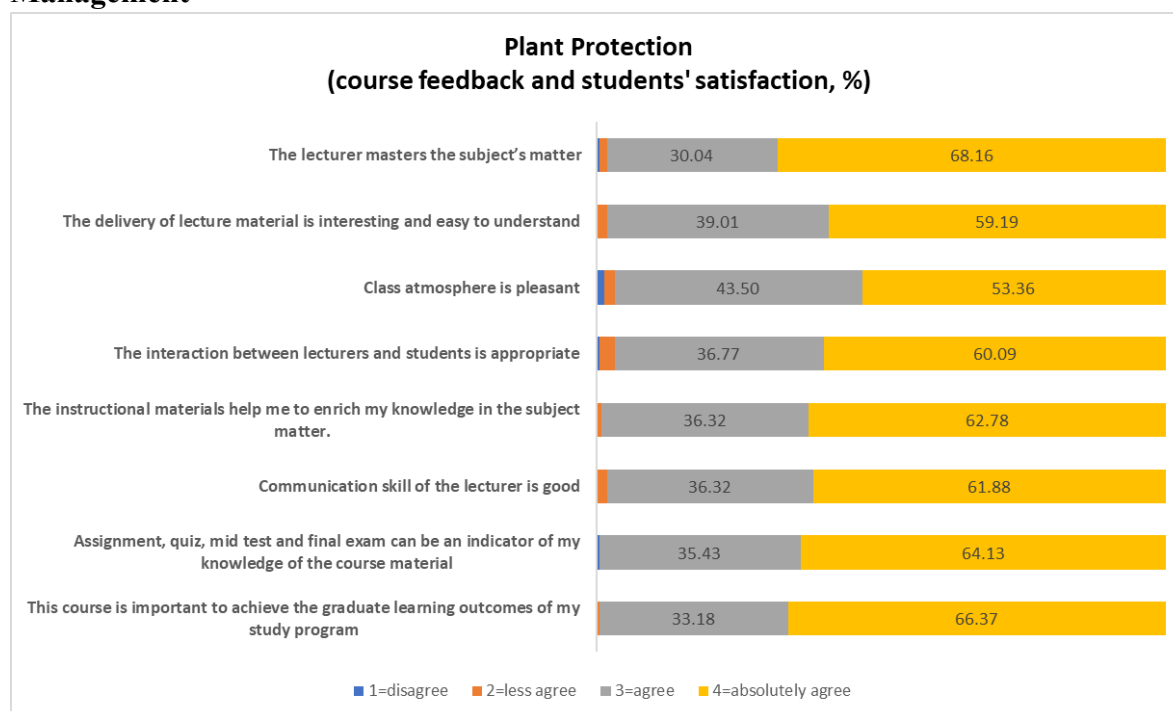


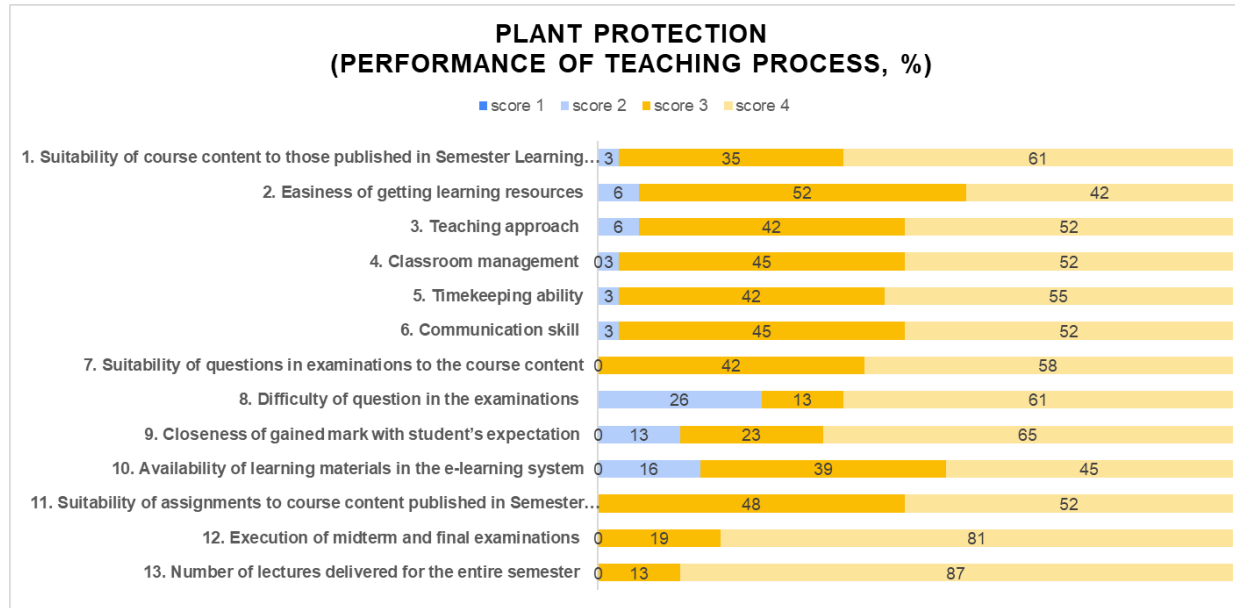
Figure 2.12. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91.48	Very good
The delivery of lecture material is interesting and easy to understand	89.35	Very good
Class atmosphere is pleasant	87.22	Very good
The interaction between lecturers and students is appropriate	89.13	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90.47	Very good
Communication skill of the lecturer is good	90.02	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90.69	Very good
This course is important to achieve the graduate learning outcomes of my study program	91.48	Very good

1.1.5. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.13**. whereas the results of workload survey were presented in **Table 2.17**.



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 2.13. Performance of teaching process

The answers to the questionnaire's questions differed depending on how the teaching process was performed. Achieving 61% Very suitable and 35% Suitable, the most crucial component—the "Suitability of course content to those published in Semester Learning Plan"—was evaluated. The percentage of respondents who agreed that exam questions were appropriate for the course material was 58% Very suitable and 42% Suitable. According to the statement, 42% of the questions were Very suitable and 52% of the questions were Suitable for the ease of learning process. The percentages for the statement "Suitability of questions in teaching approach" were 42% Suitable and 52% Very suitable. This lecture has met the minimum number of meetings required by the academic guidebook, which is sixteen. The e-learning system's ability to access learning resources needs to be improved.

The amount of time students spent in a semester was compared to the standard amount of time specified in the academic guidebook in order to analyse the workload of the students. Table 2.17 displays the analytical results, and Table 2.18 displays the degree of success of the teaching procedure.

Table 2.17. Analysis of students' workload for Integrated Pest and Disease Management

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	365.198	More assignments that need more analytical thought should be assigned, or the quality of existing assignments should be improved.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	As mentioned in the academic reference guide
Length of time (in minutes) of Self-study (in survey) per semester	1162.50	Half of the time allotted to them is spent studying on their own at home.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results shown in Table 2.17 show that students' assignments need to be improved if they are to finish the structural assignment in the allocated time. There should be more homework given to students or more assignments requiring critical thinking in order to encourage them to put in more effort in their studies. Students spend half of their permitted time for

independent study at home. Teachers should encourage their students to research the course material before to class.

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	89.52	Very good
2. Easiness of getting learning resources	83.87	good
3. Teaching approach	86.29	Very good
4. Classroom management	87.10	Very good
5. Timekeeping ability	87.90	Very good
6. Communication skill	86.29	Very good
7. Suitability of questions in examinations to the course content	89.52	Very good
8. Difficulty of question in the examinations	83.87	good
9. Closeness of gained mark with student's expectation	87.90	Very good
10. Availability of learning materials in the e-learning system	82.26	good
11. Suitability of assignments to course content published in Semester Learning Plan	87.90	Very good
12. Execution of midterm and final examinations	95.16	Very good
13. Number of lectures delivered for the entire semester	96.77	Very good

Prerequisites for uploading course materials into the LMS before a lecture are indicated in Table 2.18. Instead of using LMSs, lecturers frequently used alternative media to provide course materials or impart knowledge, such WhatsApp groups. Using WhatsApp instead of LMS may have been more sensible in this situation. Nonetheless, the upcoming enhancement will involve uploading the course materials into the LMS a few days ahead of the lecture.

2.1.7 Course Feedback and Student Satisfaction Surveys of Mass Breeding of Biological Agents

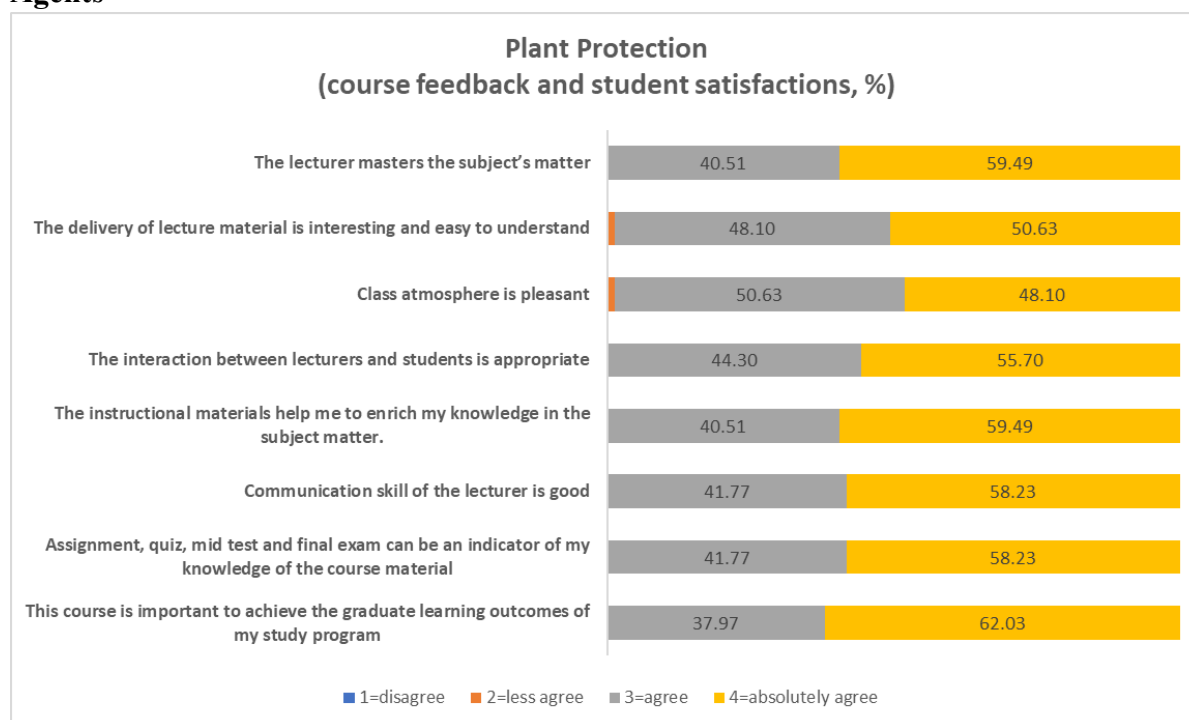


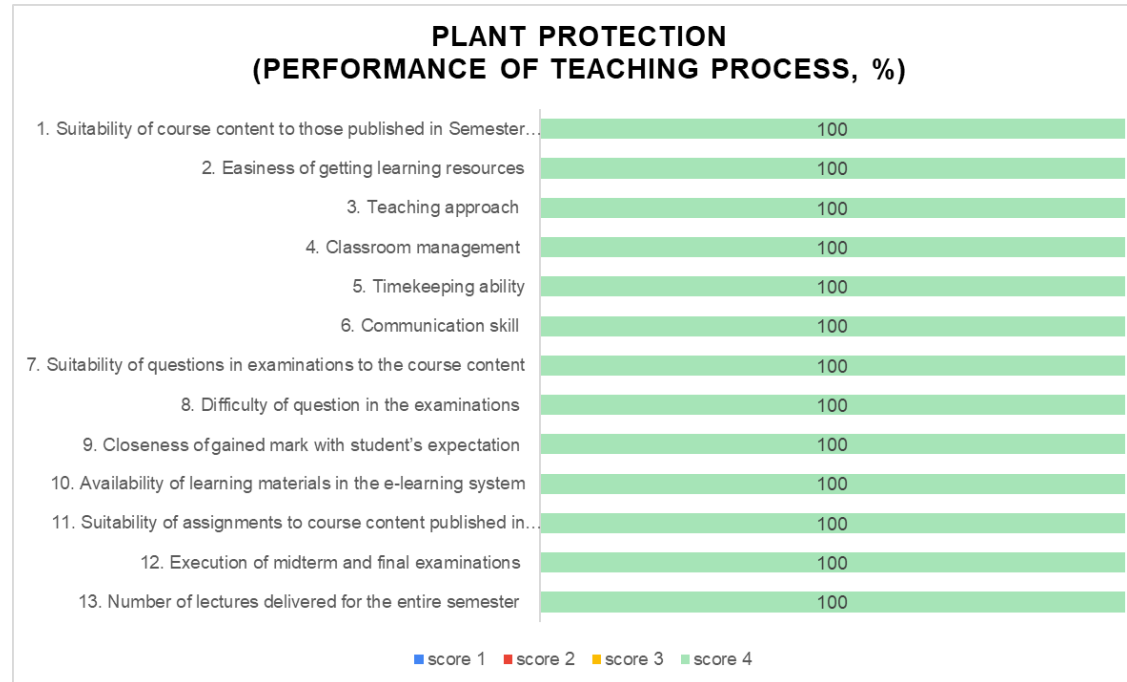
Figure 2.14. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89.87	Very good
The delivery of lecture material is interesting and easy to understand	87.34	Very good
Class atmosphere is pleasant	86.71	Very good
The interaction between lecturers and students is appropriate	88.92	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	89.87	Very good
Communication skill of the lecturer is good	89.56	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	89.56	Very good
This course is important to achieve the graduate learning outcomes of my study program	90.51	Very good

1.1.6. Teaching Process and Students' Workload Surveys

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



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

Figure 2.15. Performance of teaching process

The answers to the questionnaire's questions differed depending on how the teaching process was performed. Achieving 100% Very suitable, the most crucial component—the "Suitability of course content to those published in Semester Learning Plan"—was evaluated. The percentage of respondents who agreed that exam questions were appropriate for the course material was 100% Very suitable. According to the statement, 100% of the questions were Very suitable for the ease of learning process. The percentages for the statement "Suitability of questions in teaching approach" was 100% Very suitable. This lecture has met the minimum number of meetings required by the academic guidebook, which is sixteen. The e-learning system's ability to access learning resources needs to be improved.

The amount of time students spent in a semester was compared to the standard amount of time specified in the academic guidebook in order to analyse the workload of the students. Table 2.15 displays the analytical results, and Table 2.20 displays the degree of success of the teaching procedure.

Table 2.20. Analysis of students' workload for Mass Breeding Of Biological Agents

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	1200	More assignments that need more analytical thought should be assigned, or the quality of existing assignments should be improved.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	As mentioned in the academic reference guide
Length of time (in minutes) of Self-study (in survey) per semester	2700	Half of the time allotted to them is spent studying on their own at home.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The findings presented in Table 2.20 indicate that in order for students to complete the structural assignment within the allotted time, the assignments they receive need to be improved. In order to motivate students to work more in their studies, there should be more assignments assigned to them or assignments that need critical thinking. Half of the time

allotted for independent study is spent by the students at home. Instructors ought to advise their pupils to look up course information before class.

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

Before a lecture, the course materials must be uploaded to the LMS, as indicated in Table 2.21. Lecturers frequently used alternative media, such WhatsApp groups, to provide course materials or impart knowledge instead of using LMSs. This could be because WhatsApp is more useful than LMS in this situation. The course materials will, however, be uploaded on the LMS a few days ahead of the lecture for the upcoming enhancement.

2.1.8 Course Feedback and Student Satisfaction Surveys of Agricultural Microbiology

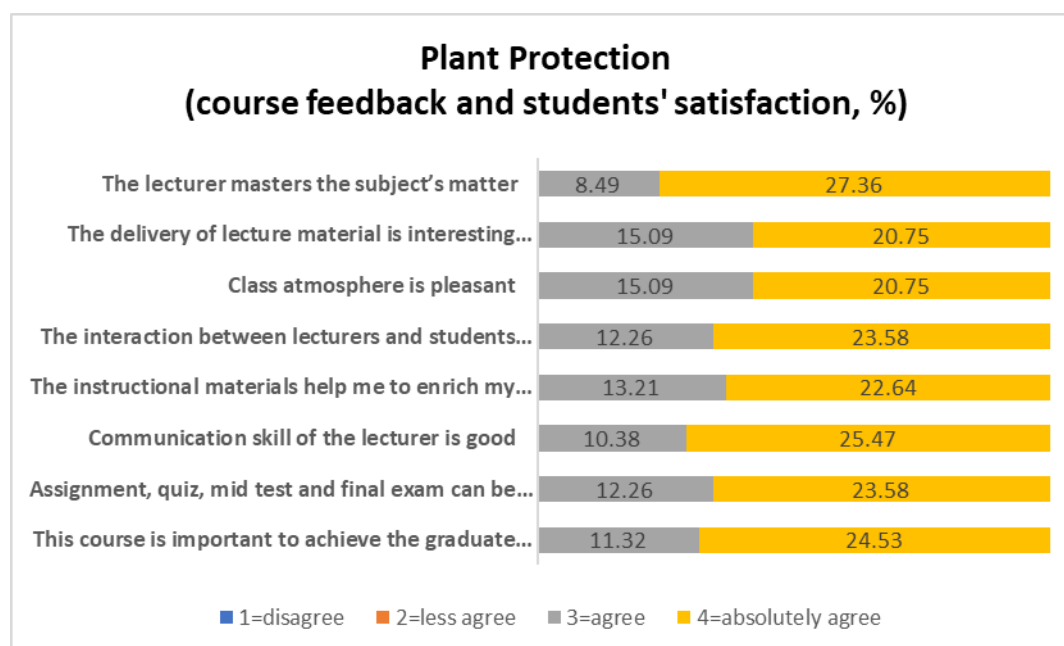


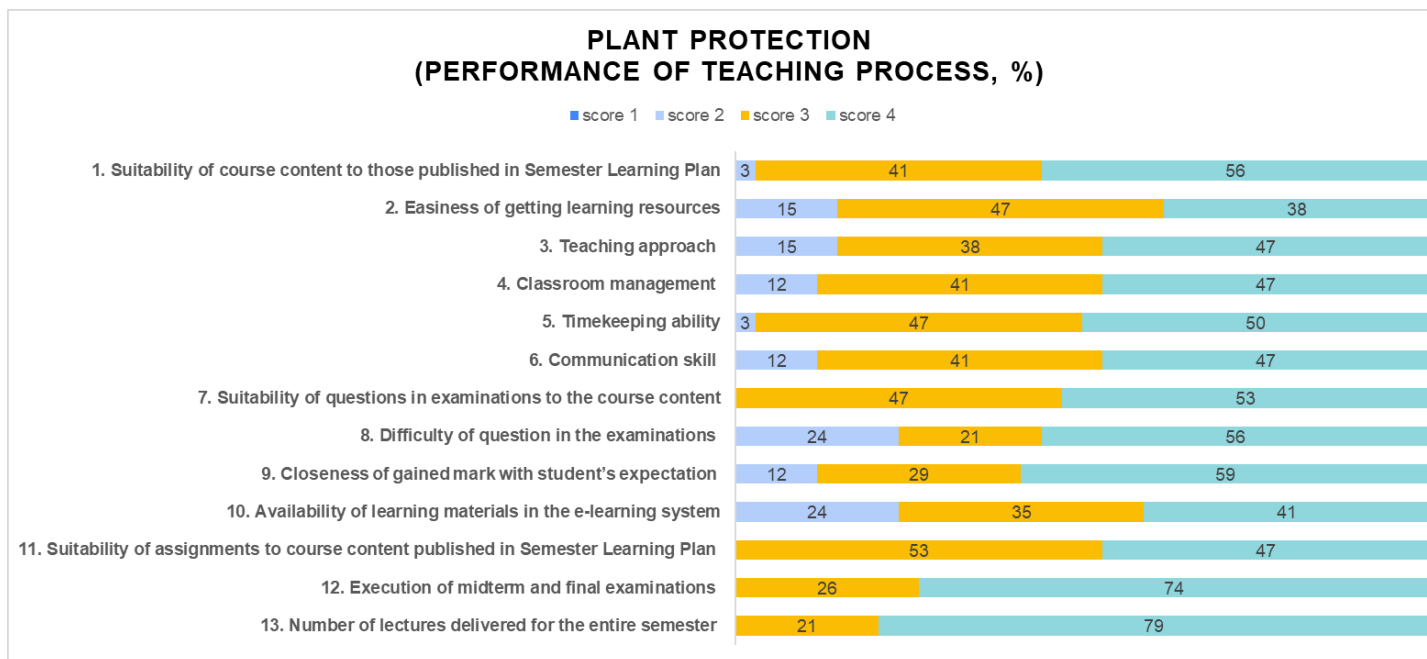
Figure 2.16. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91.75	Very good
The delivery of lecture material is interesting and easy to understand	88.21	Very good
Class atmosphere is pleasant	87.50	Very good
The interaction between lecturers and students is appropriate	90.09	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	89.62	Very good
Communication skill of the lecturer is good	91.04	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	89.86	Very good
This course is important to achieve the graduate learning outcomes of my study program	91.04	Very good

1.1.7. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.17**. whereas the results of workload survey were presented in **Table 2.23**.



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

Figure 2.17. Performance of teaching process

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 56% *Very suitable*, and 41% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 53% *Very suitable*, and 47% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.23.**, and level of achievement of teaching process is presented in **Table 2.34.**

Table 2.23. Analysis of students’ workload for Plant Protection

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	366.319	The students have more tasks to assign or need to improve the quality of the tasks and analytical thinking.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Listed in the academic guide.
Length of time (in minutes) of Self-study (in survey) per semester	1152.57	Students spend half of their allotted time at home on independent study.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Listed in the academic guide.

The results are shown in Table 2.23., it shows that the task given to the students’ needs to be improved according to the duration of the structured task. The number of assignments given to students should be increased or analytical thinking skills should be included in assignments that encourage students to study more. Students spend half of their allotted time studying at home. Instructors should encourage students to search for course materials before the instructor.

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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	88.24	Very good
2. Easiness of getting learning resources	83.09	good
3. Teaching approach	85.29	Very good
4. Classroom management	83.09	good
5. Timekeeping ability	86.76	Very good
6. Communication skill	85.29	Very good
7. Suitability of questions in examinations to the course content	88.97	Very good
8. Difficulty of question in the examinations	80.88	good
9. Closeness of gained mark with student's expectation	88.24	Very good
10. Availability of learning materials in the e-learning system	80.88	good
11. Suitability of assignments to course content published in Semester Learning Plan	87.50	Very good
12. Execution of midterm and final examinations	95.59	Very good
13. Number of lectures delivered for the entire semester	97.06	Very good

Course materials must be uploaded to the LMS before the lecture, as shown in Table 2.4. Instructors often delivered or shared course materials through other media, such as WhatsApp groups rather than LMS. This may be because it is more convenient to use WhatsApp instead of LMS. However, for the next improvement, the material will be uploaded to his LMS a few days before the lecture starts.

2.1.9 Course Feedback and Student Satisfaction Surveys of Mycology

The results of course feedback and students' satisfaction survey were presented in **Figure 2.18**. "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 micology is important to achieve the graduate learning outcomes of my study program and supports the success of understanding other lessons. It is close to 86% 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 (71.94%) 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 70 students.

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

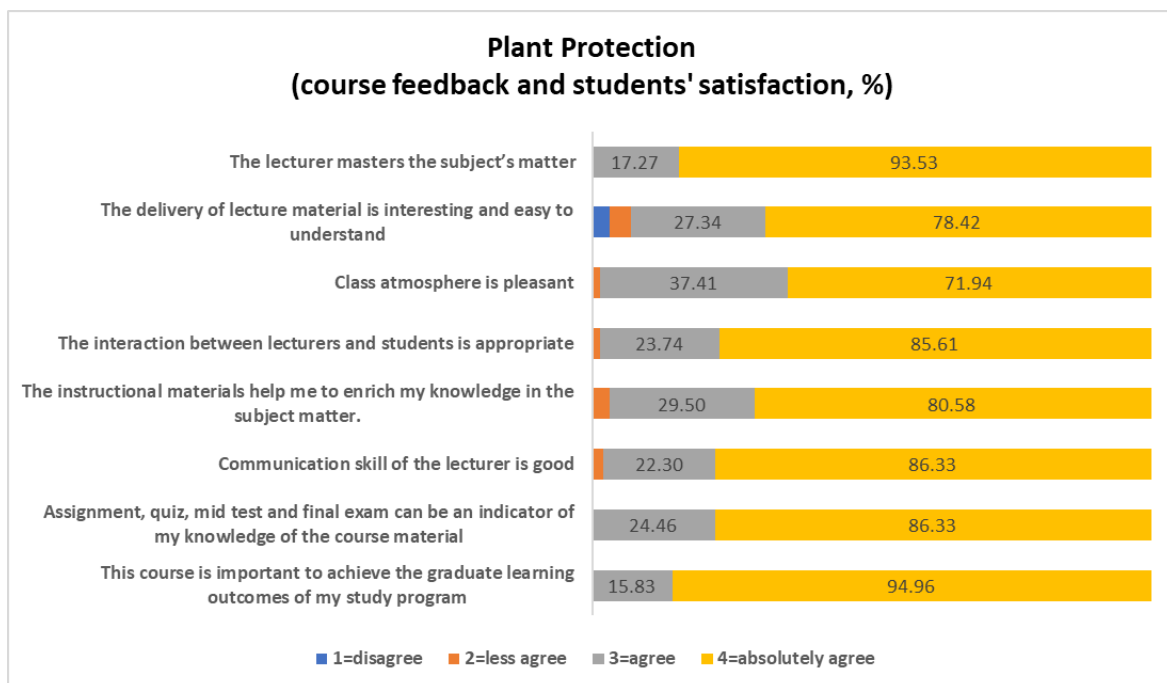


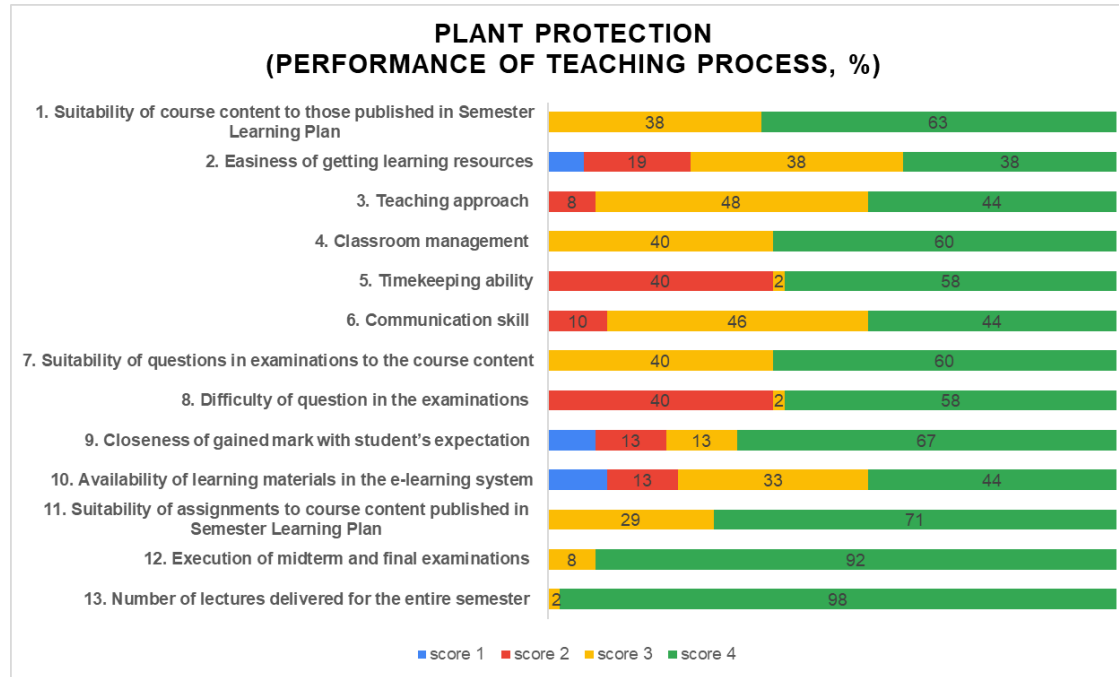
Figure 2.18. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	96.10	Very good
The delivery of lecture material is interesting and easy to understand	91.40	Very good
Class atmosphere is pleasant	90.91	Very good
The interaction between lecturers and students is appropriate	93.99	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	93.02	Very good
Communication skill of the lecturer is good	93.99	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	94.48	Very good
This course is important to achieve the graduate learning outcomes of my study program	96.43	Very good

1.1.8. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.19**. whereas the results of workload survey were presented in **Table 2.26**.



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 2.19. 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 83% *Very suitable*, and 38% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 60% *Very suitable*, and 40% *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 Plant Protection

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	183.066	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	1319.53	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 2.26 suggest a need for improvement in assignments to meet the time requirements for structural assignments. Either increasing the number of assignments or incorporating analytical challenges could encourage students to study more rigorously. Students allocate half of their independent study time at home, and lecturers should motivate them to access course materials before lectures.

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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	90.63	Very good
2. Easiness of getting learning resources	76.56	good
3. Teaching approach	83.85	good
4. Classroom management	78.65	good
5. Timekeeping ability	83.33	good
6. Communication skill	83.33	good
7. Suitability of questions in examinations to the course content	90.10	Very good
8. Difficulty of question in the examinations	79.69	good
9. Closeness of gained mark with student's expectation	84.38	good
10. Availability of learning materials in the e-learning system	77.60	good
11. Suitability of assignments to course content published in Semester Learning Plan	92.71	Very good
12. Execution of midterm and final examinations	97.92	Very good
13. Number of lectures delivered for the entire semester	99.48	Very good

As shown in Table 2.27, course materials should be uploaded to the LMS before lectures. Lecturers often deliver instructional materials through other media, such as WhatsApp groups, which may be more practical than LMS. However, for the next improvement, course materials will be uploaded to the LMS a few days before the lecture starts.

2.1.10 Course Feedback and Student Satisfaction Surveys of Scientific Method

The results of course feedback and students' satisfaction survey were presented in **Figure 2.20**. "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 this course is important to achieve the graduate learning outcomes of my study program and supports the success of understanding other lessons. It is close to 83% 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 (74.10%) 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 70 students.

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

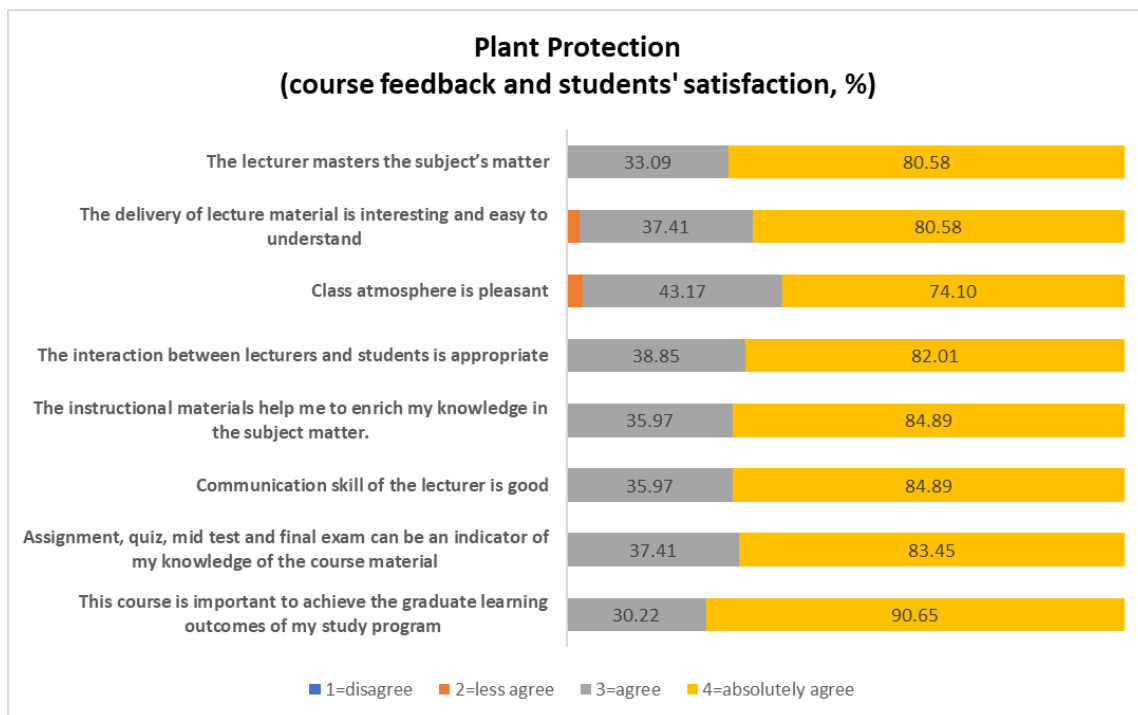


Figure 2.20. Course feedback and students' satisfaction (%)

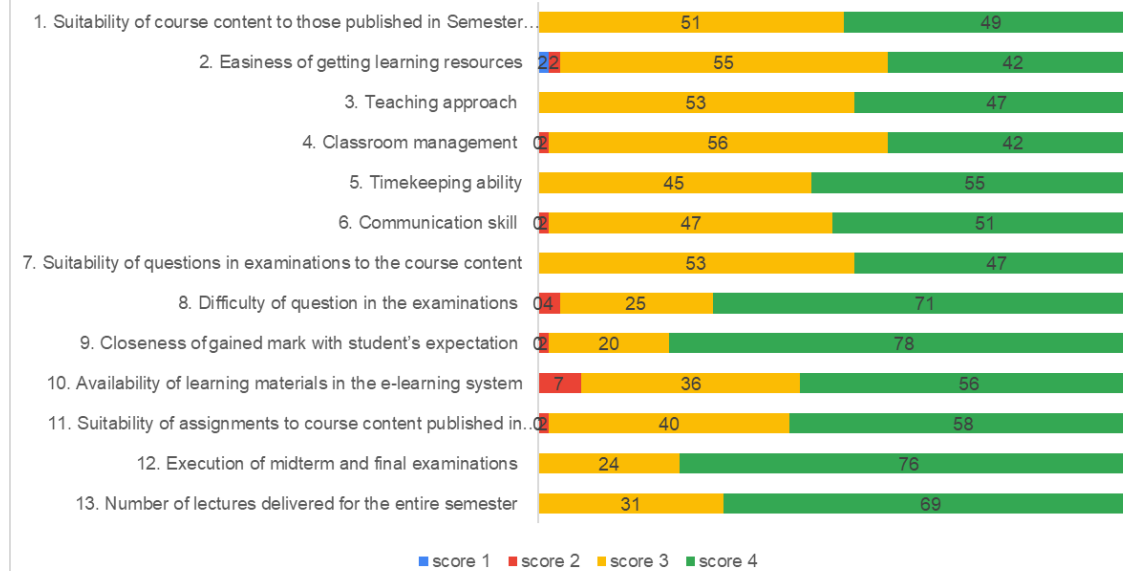
Table 2.28. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93.15	Very good
The delivery of lecture material is interesting and easy to understand	91.07	Very good
Class atmosphere is pleasant	0.00	Very good
The interaction between lecturers and students is appropriate	91.96	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92.56	Very good
Communication skill of the lecturer is good	92.56	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	92.26	Very good
This course is important to achieve the graduate learning outcomes of my study program	93.75	Very good

1.1.9. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.21**. whereas the results of workload survey were presented in **Table 2.29**.

PLANT PROTECTION (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 2.21. 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 49% *Very suitable*, and 51% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 47% *Very suitable*, and 53% *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 Plant Protection

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	490.808	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	1225.91	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 2.29. 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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	87.27	Very good
2. Easiness of getting learning resources	84.09	good
3. Teaching approach	86.82	good
4. Classroom management	85.00	good
5. Timekeeping ability	88.64	Very good
6. Communication skill	87.27	Very good
7. Suitability of questions in examinations to the course content	86.82	Very good
8. Difficulty of question in the examinations	91.82	Very good
9. Closeness of gained mark with student's expectation	94.09	Very good
10. Availability of learning materials in the e-learning system	87.27	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	89.09	Very good
12. Execution of midterm and final examinations	94.09	Very good
13. Number of lectures delivered for the entire semester	92.27	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.

2.1.11 Course Feedback and Student Satisfaction Surveys of Insect Collection

The results of course feedback and students' satisfaction survey were presented in **Figure 2.22**. "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 this course is important to achieve the graduate learning outcomes of my study program and supports the success of understanding other lessons. It is close to 66% 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 (61.03%) 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 50 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.31**.

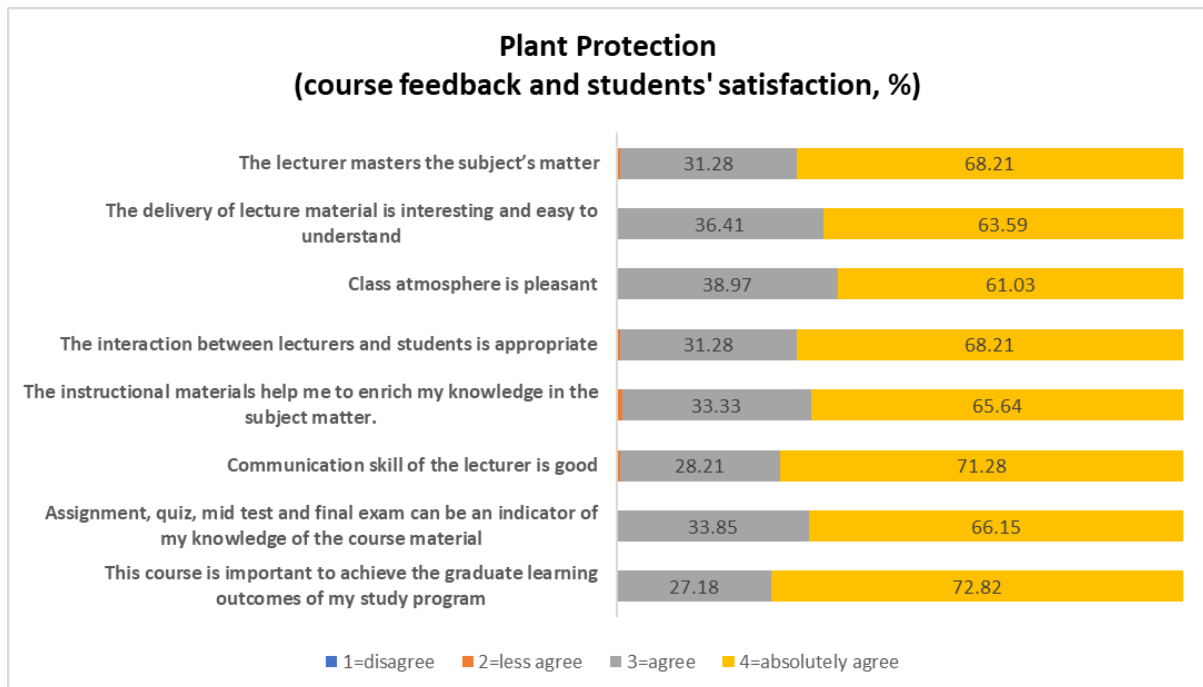


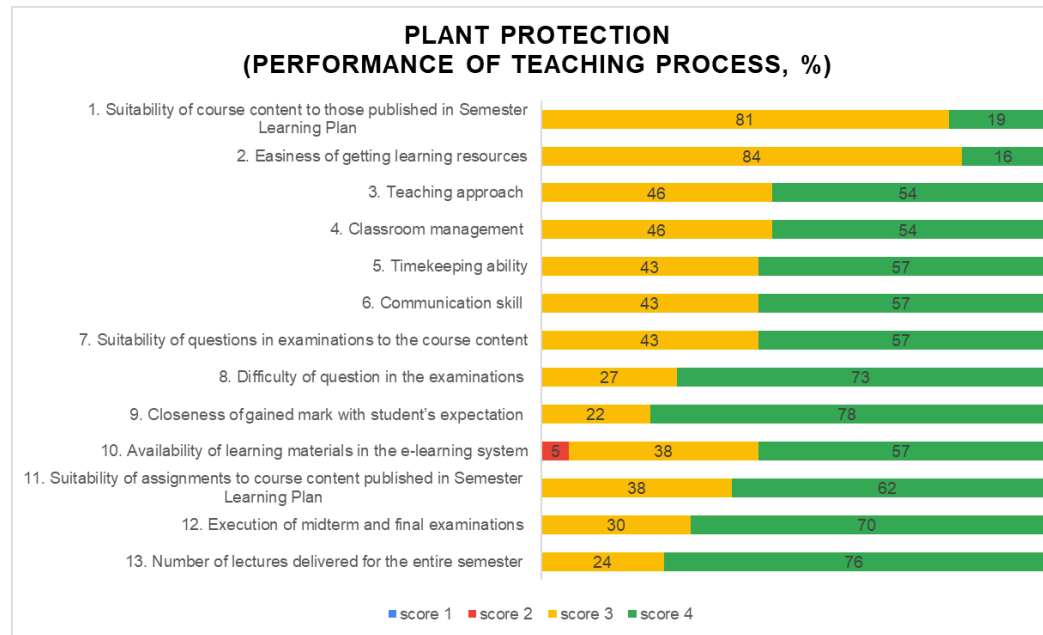
Figure 2.22. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91.92	Very good
The delivery of lecture material is interesting and easy to understand	90.90	Very good
Class atmosphere is pleasant	90.26	Very good
The interaction between lecturers and students is appropriate	91.92	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	91.15	Very good
Communication skill of the lecturer is good	92.69	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	91.54	Very good
This course is important to achieve the graduate learning outcomes of my study program	93.21	Very good

1.1.10. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.23**. whereas the results of workload survey were presented in **Table 2.32**.



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 2.23. 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 19% *Very suitable*, and 81% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 57% *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 Plant Protection

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	573.287	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	1438.54	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 2.32. 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

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	85.42	Very good
3. Teaching approach	86.81	Very good
4. Classroom management	86.81	Very good
5. Timekeeping ability	86.81	Very good
6. Communication skill	88.19	Very good
7. Suitability of questions in examinations to the course content	87.50	Very good
8. Difficulty of question in the examinations	93.06	Very good
9. Closeness of gained mark with student's expectation	94.44	Very good
10. Availability of learning materials in the e-learning system	88.19	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	88.89	Very good
12. Execution of midterm and final examinations	93.06	Very good
13. Number of lectures delivered for the entire semester	93.75	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.

2.1.12 Course Feedback and Student Satisfaction Surveys of Plant Clinic

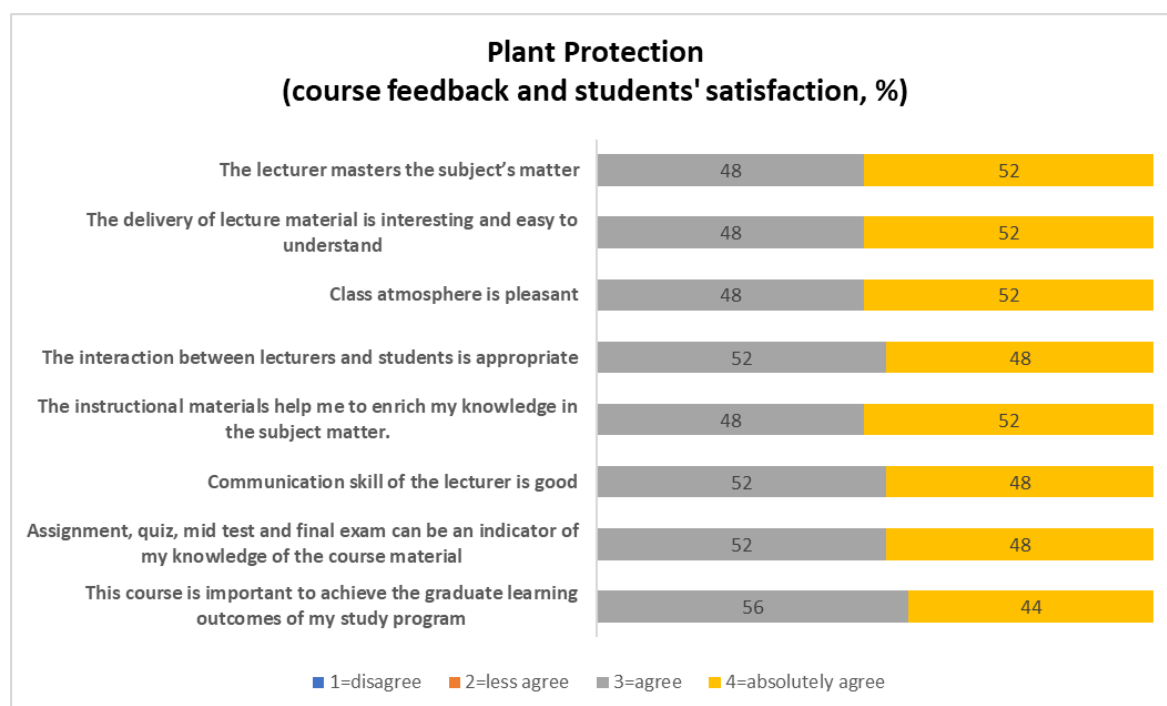


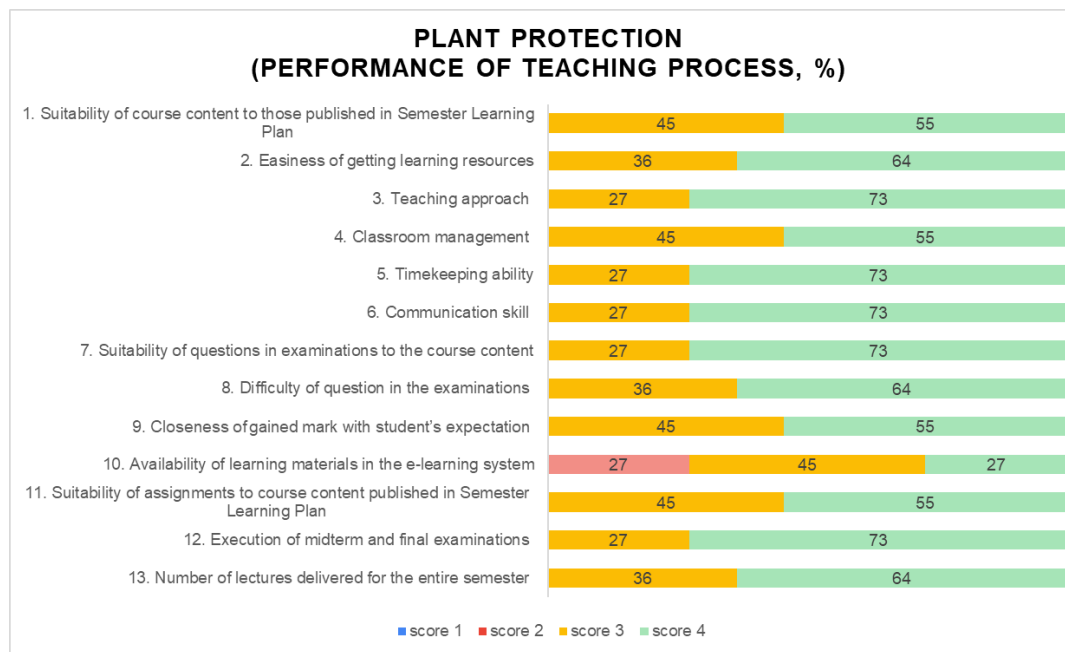
Figure 2.24. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	87	Very good
The delivery of lecture material is interesting and easy to understand	87	Very good
Class atmosphere is pleasant	87	Very good
The interaction between lecturers and students is appropriate	88	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	87	Very good
Communication skill of the lecturer is good	87	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	87	Very good
This course is important to achieve the graduate learning outcomes of my study program	88	Very good

1.1.11. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.25**. whereas the results of workload survey were presented in **Table 2.35**.



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

Figure 2.25. Performance of teaching process

The results of the performance of the teaching process 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 55% *Very suitable*, and 45% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 73% *Very suitable*, and 27% *Suitable*. The number of meetings at this lecture has fulfilled the minimum requirement as stated in the academic guidebook, 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 out by comparing the length of time spent by students in a semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.35., and the level of achievement of the teaching process is presented in **Table 2.36**.

Table 2.35. Analysis of students’ workload for Plant Protection

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	575.041	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	1779.55	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 2.35. shows that there should be an improvement in assignments given to students in order to fulfill the length of time for the structured assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenges 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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	88.64	Very good
2. Easiness of getting learning resources	90.91	Very good
3. Teaching approach	93.18	Very good
4. Classroom management	88.64	Very good
5. Timekeeping ability	93.18	Very good
6. Communication skill	93.18	Very good
7. Suitability of questions in examinations to the course content	93.18	Very good
8. Difficulty of questions in the examinations	90.91	Very good
9. Closeness of gained mark with student's expectation	88.64	Very good
10. Availability of learning materials in the e-learning system	75.00	good
11. Suitability of assignments to course content published in the Semester Learning Plan	88.64	Very good
12. Execution of midterm and final examinations	93.18	Very good
13. Number of lectures delivered for the entire semester	90.91	Very good

As shown in Table 2.36., the course materials need to be uploaded in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media, such as WhatsApp groups, 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.

2.1.13 Course Feedback and Student Satisfaction Surveys of Basic Agricultural Science

The results of course feedback and students' satisfaction survey were presented in **Figure 2.26**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*The lecturer masters the subject's matter*". It indicated that the lecturer masters the subject's matter is important to achieve the graduate learning outcomes of my study program and develops the classroom atmosphere at the course. It is close to 71% 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 (66.38%) 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 60 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.37**.

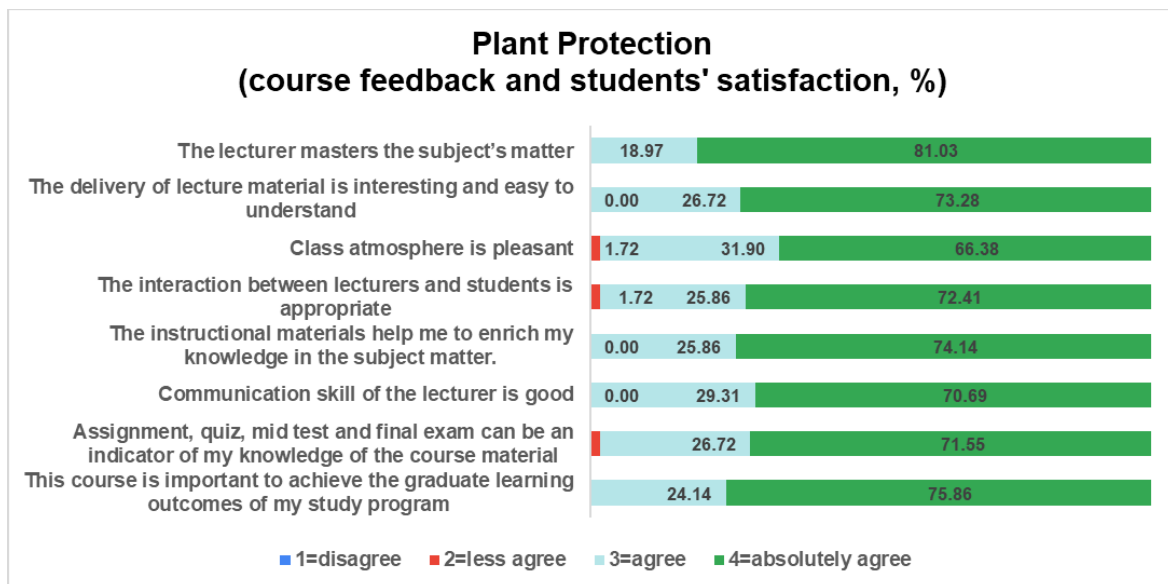


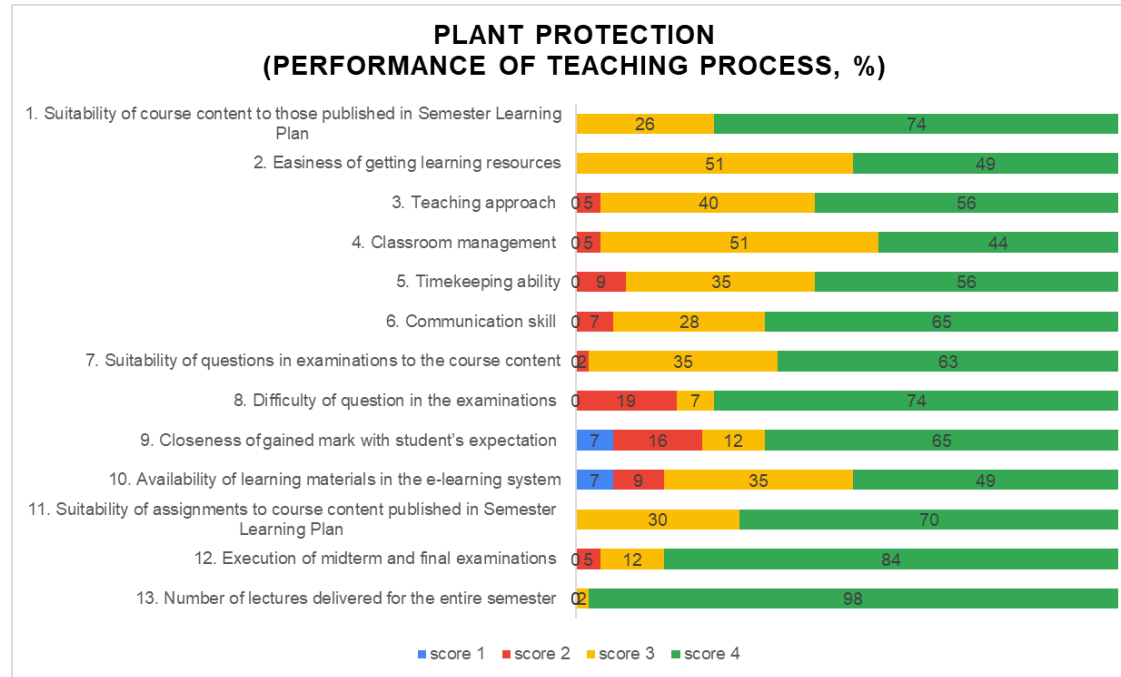
Figure 2.26. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	95.04	Very good
The delivery of lecture material is interesting and easy to understand	92.67	Very good
Class atmosphere is pleasant	90.73	Very good
The interaction between lecturers and students is appropriate	92.24	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92.46	Very good
Communication skill of the lecturer is good	92.89	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	93.53	Very good
This course is important to achieve the graduate learning outcomes of my study program	94.40	Very good

1.1.12. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.27**. whereas the results of workload survey were presented in **Table 2.38**.



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 2.27. 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 74% *Very suitable*, and 26% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 63% *Very suitable*, and 35% *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 Plant Protection

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	547.561	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	1333.43	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 2.38. 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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	91.28	Very good
2. Easiness of getting learning resources	86.63	Very good
3. Teaching approach	88.95	Very good
4. Classroom management	85.47	Very good
5. Timekeeping ability	86.05	Very good
6. Communication skill	89.53	Very good
7. Suitability of questions in examinations to the course content	90.12	Very good
8. Difficulty of question in the examinations	88.95	Very good
9. Closeness of gained mark with student's expectation	84.88	Very good
10. Availability of learning materials in the e-learning system	76.16	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	92.44	Very good
12. Execution of midterm and final examinations	94.19	Very good
13. Number of lectures delivered for the entire semester	99.42	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.

2.1.14 Course Feedback and Student Satisfaction Surveys of Identification of Plant Diseases

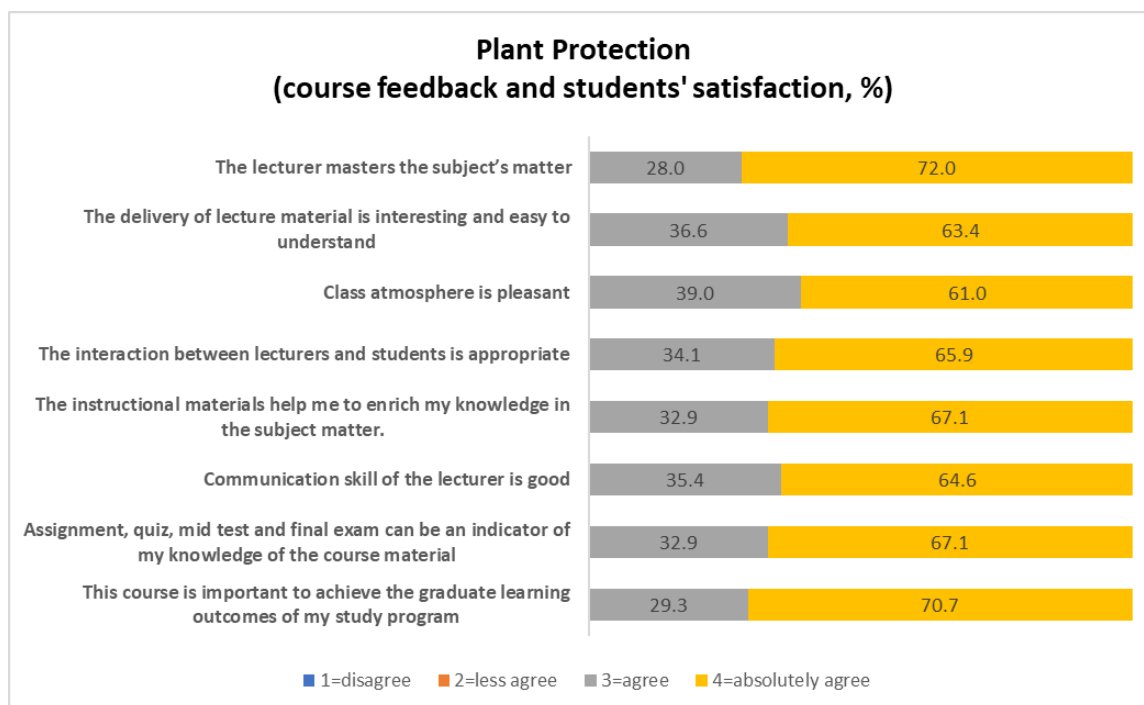


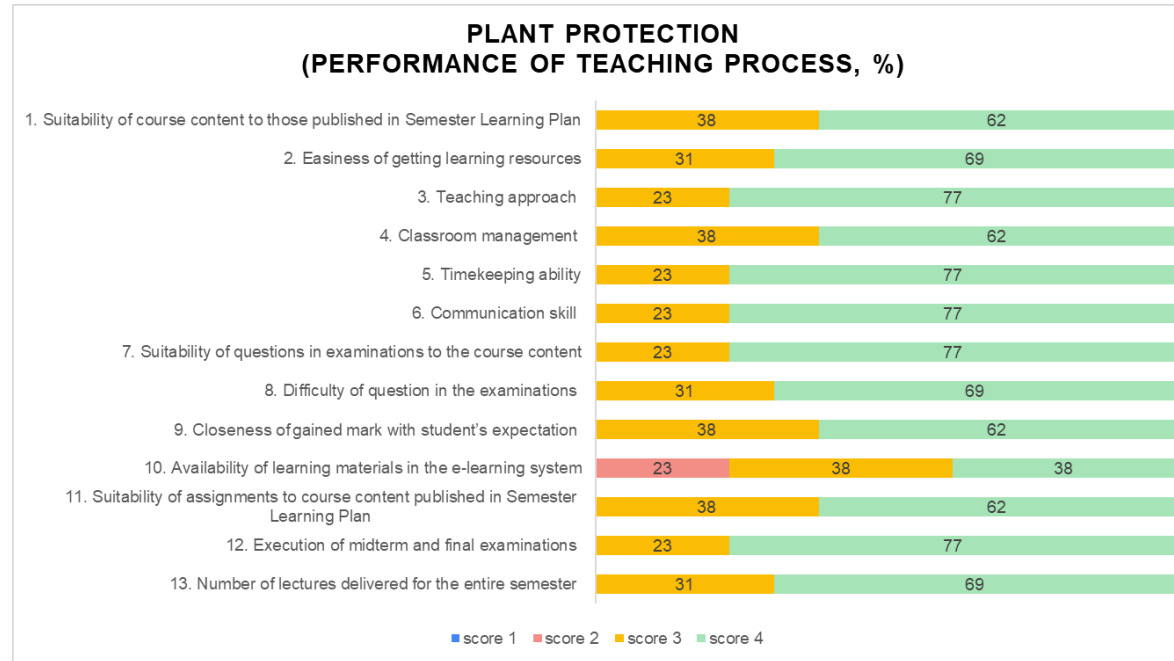
Figure 2.28. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	90.682	Very good
The delivery of lecture material is interesting and easy to understand	90.853	Very good
Class atmosphere is pleasant	90.243	Very good
The interaction between lecturers and students is appropriate	91.463	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	91.768	Very good
Communication skill of the lecturer is good	91.158	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	91.768	Very good
This course is important to achieve the graduate learning outcomes of my study program	92.378	Very good

1.1.13. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in Figure 2.29. whereas the results of workload survey were presented in Table 2.41.



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 2.29. Performance of teaching process

The answers to the questionnaire's questions differed depending on how the teaching process was performed. Achieving 62% Very suitable and 38% Suitable, the most crucial component—the "Suitability of course content to those published in Semester Learning Plan"—was evaluated. The percentage of respondents who agreed that exam questions were appropriate for the course material was 77% Very suitable and 23% Suitable. According to the statement, 69% of the questions were Very suitable, and 31% of the questions were Suitable for the ease of the learning process. The percentages for the statement "Suitability of questions in teaching approach" were 23% Suitable and 77% Very suitable. This lecture has met the minimum number of meetings required by the academic guidebook, which is sixteen. The e-learning system's ability to access learning resources needs to be improved.

The amount of time students spent in a semester as compared to the standard amount of time specified in the academic guidebook to analyze the workload of the students. Table 2.41 displays the analytical results, and Table 2.42 displays the degree of success of the teaching procedure.

Table 2.41. Analysis of students' workload for Identification of Plant Disease

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	685.917	More assignments that need more analytical thought should be assigned, or the quality of existing assignments should be improved.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	As mentioned in the academic reference guide
Length of time (in minutes) of Self-study (in survey) per semester	1644.23	Half of the time allotted to them is spent studying on their own at home.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

According to Table 2.41's results, student assignments need to be improved in order for them to be completed in the allotted time for the structure assignment. Students should be given more assignments, or the assignments themselves should require more critical thinking in order to push them to work more in their studies. Students work alone for half of the allotted

time at home. Before a lecture, students should look up course material, instructors should advise.

Table 2.42. 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 the Semester Learning Plan	90.38	Very good
2. Easiness of getting learning resources	92.31	Very good
3. Teaching approach	94.23	Very good
4. Classroom management	90.38	Very good
5. Timekeeping ability	94.23	Very good
6. Communication skill	94.23	Very good
7. Suitability of questions in examinations to the course content	94.23	Very good
8. Difficulty of questions in the examinations	92.31	Very good
9. Closeness of gained mark with student's expectation	90.38	Very good
10. Availability of learning materials in the e-learning system	78.85	good
11. Suitability of assignments to course content published in the Semester Learning Plan	90.38	Very good
12. Execution of midterm and final examinations	94.23	Very good
13. Number of lectures delivered for the entire semester	92.31	Very good

The course materials must be uploaded to the LMS before a lecture, as indicated in Table 2.42. Instead of using an LMS, lecturers frequently used alternative media to distribute course materials or instructional content, such as WhatsApp groups. This may be because WhatsApp is more useful than LMS in this situation. For the upcoming upgrade, nevertheless, the course materials will be added to the LMS several days ahead of time of the lecture.

2.1.15 Course Feedback and Student Satisfaction Surveys of Identification of Plant Pests

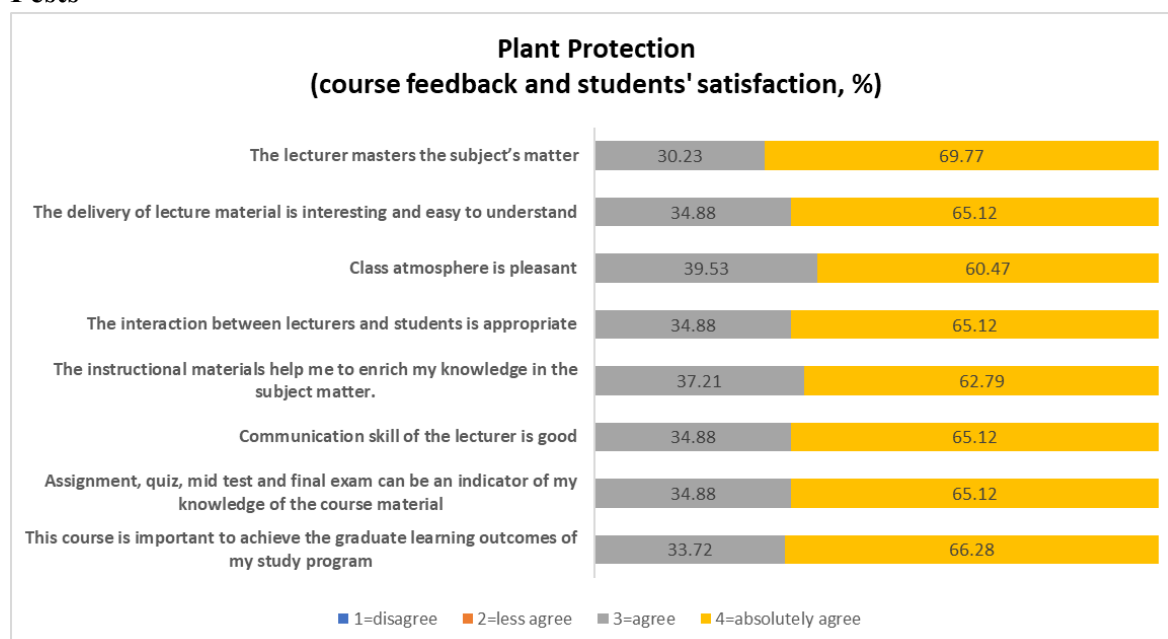


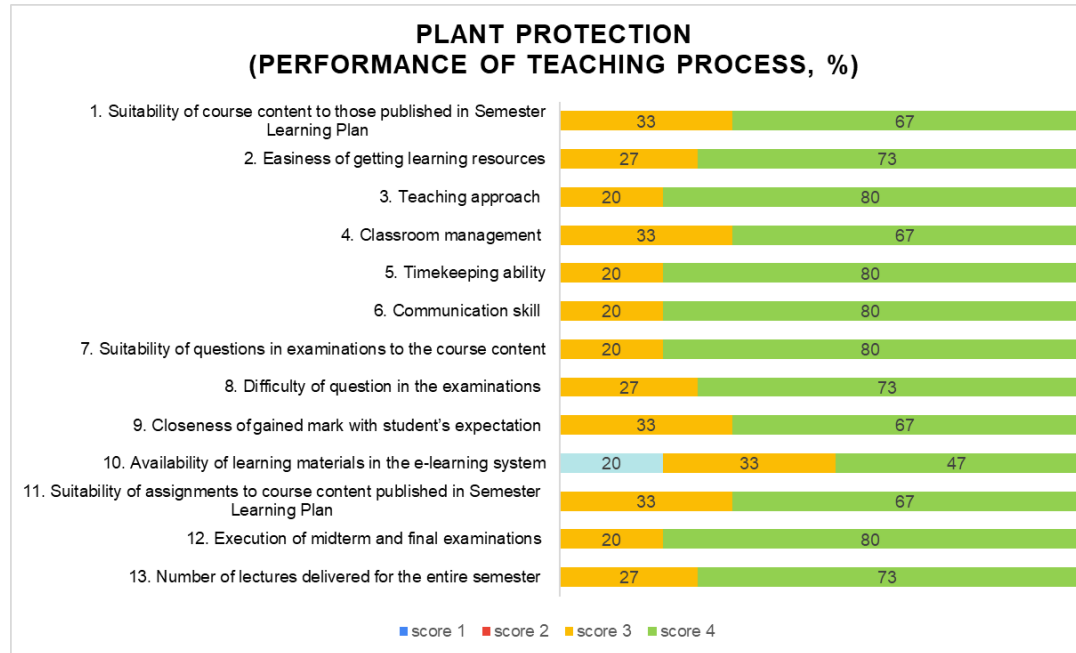
Figure 2.30. Course feedback and students' satisfaction (%)

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92.441	Very good
The delivery of lecture material is interesting and easy to understand	91.279	Very good
Class atmosphere is pleasant	90.116	Very good
The interaction between lecturers and students is appropriate	91.279	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90.697	Very good
Communication skill of the lecturer is good	91.279	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90.988	Very good
This course is important to achieve the graduate learning outcomes of my study program	91.569	Very good

1.1.14. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.31**. whereas the results of workload survey were presented in **Table 2.44**.



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 2.31. Performance of teaching process

The results of the performance of the teaching process 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 67% Very Suitable and 33% *Suitable*. The statement of “Suitability of questions in examinations to the course content” stood at 80% *Very suitable*, and 20% *Suitable*. The number of meetings at this lecture has fulfilled the minimum requirement as stated in the academic guidebook, 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 out by comparing the length of time spent by students in a semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in **Table 2.44.**, and the level of achievement of the teaching process is presented in **Table 2.45.**

Table 2.44. Analysis of students’ workload for Plant Protection

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	695.200	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	1530.00	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results are in Table 2.2. shows that there should be an improvement in assignments given to students to fulfill the length of time for the structured assignment. The number of assignments given to students should be increased, or there should be an involvement of analytical thinking matters in the assignment that challenges 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 2.45. 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	91.67	Very good
2. Easiness of getting learning resources	93.33	Very good
3. Teaching approach	95.00	Very good
4. Classroom management	91.67	Very good
5. Timekeeping ability	95.00	Very good
6. Communication skill	95.00	Very good
7. Suitability of questions in examinations to the course content	95.00	Very good
8. Difficulty of question in the examinations	93.33	Very good
9. Closeness of gained mark with student's expectation	91.67	Very good
10. Availability of learning materials in the e-learning system	81.67	good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	95.00	Very good
13. Number of lectures delivered for the entire semester	93.33	Very good

As shown in Table 2.45., the course materials need to be uploaded in LMS prior to a lecture. Lecturers often delivered the course materials or gave instructional material through other media, such as WhatsApp groups, 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.

2.1.16 Course Feedback and Student Satisfaction Surveys of Warehouse Pests

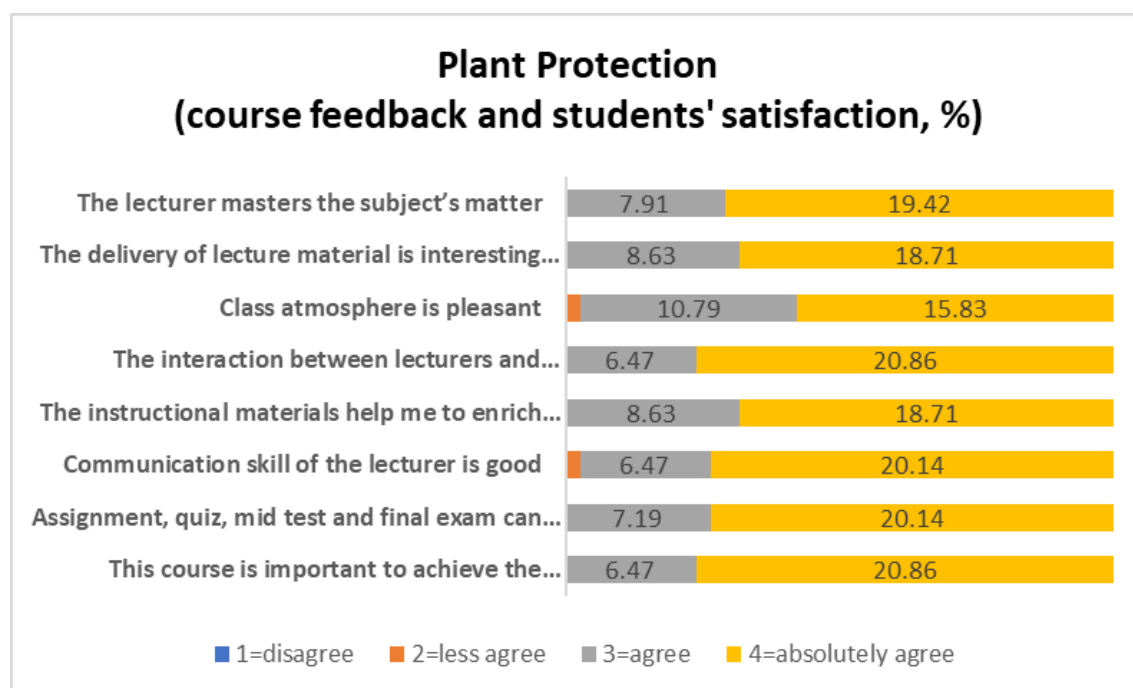


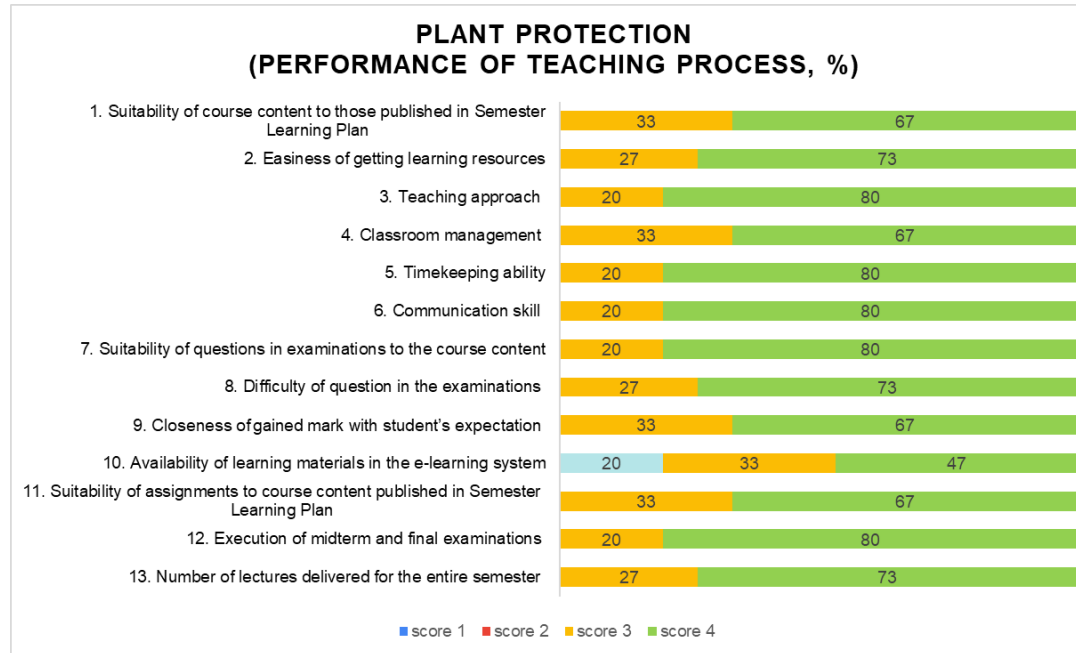
Figure 2.32. Course feedback and students' satisfaction (%)

Table 2.46. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92.76	Very good
The delivery of lecture material is interesting and easy to understand	92.11	Very good
Class atmosphere is pleasant	88.82	Very good
The interaction between lecturers and students is appropriate	94.08	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92.11	Very good
Communication skill of the lecturer is good	92.76	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	93.42	Very good
This course is important to achieve the graduate learning outcomes of my study program	94.08	Very good

1.1.15. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.33**. whereas the results of workload survey were presented in **Table 2.47**.



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 2.33. Performance of teaching process

The results of performance of teaching process were varied among the questions and the questionnaire. The most important component, namely the “Suitability of course content to those published in Semester Learning Plan” achieved 33% *Very suitable*, and 67% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 20% *Very suitable*, and 80% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.47.**, and level of achievement of teaching process is presented in **Table 2.48.**

Table 2.47. Analysis of students’ workload for Plant Protection

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	695.200	The students have more tasks to assign or need to improve the quality of the tasks and analytical thinking.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Listed in the academic guide.
Length of time (in minutes) of Self-study (in survey) per semester	1530.00	Students spend half of their allotted time at home on independent study.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Listed in the academic guide.

The results are shown in Table 2.47., it shows that the task given to the students’ needs to be improved according to the duration of the structured task. The number of assignments given to students should be increased or analytical thinking skills should be included in assignments that encourage students to study more. Students spend half of their allotted time studying at home. Instructors should encourage students to search for course materials before the instructor.

Table 2.48. 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	91.67	Very good
2. Easiness of getting learning resources	93.33	Very good
3. Teaching approach	95.00	Very good
4. Classroom management	91.67	Very good
5. Timekeeping ability	95.00	Very good
6. Communication skill	95.00	Very good
7. Suitability of questions in examinations to the course content	95.00	Very good
8. Difficulty of question in the examinations	93.33	Very good
9. Closeness of gained mark with student's expectation	91.67	Very good
10. Availability of learning materials in the e-learning system	81.67	good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	95.00	Very good
13. Number of lectures delivered for the entire semester	93.33	Very good

The results are shown in Table 2.48., it shows that the task given to the students' needs to be improved according to the duration of the structured task. The number of assignments given to students should be increased or analytical thinking skills should be included in assignments that encourage students to study more. Students spend half of their allotted time studying at home. Instructors should encourage students to search for course materials before the instructor.

2.1.17 Course Feedback and Student Satisfaction Surveys of Insect Ecology

The results of course feedback and students' satisfaction survey were presented in **Figure 2.34**. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement of "*Communication skill of the lecturer is good*". It indicated that the lecturer masters the subject's matter is important to achieve the graduate learning outcomes of my study program and develops the classroom atmosphere at the course. It is close to 69% 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 (61.73%) 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 60 students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.49**.

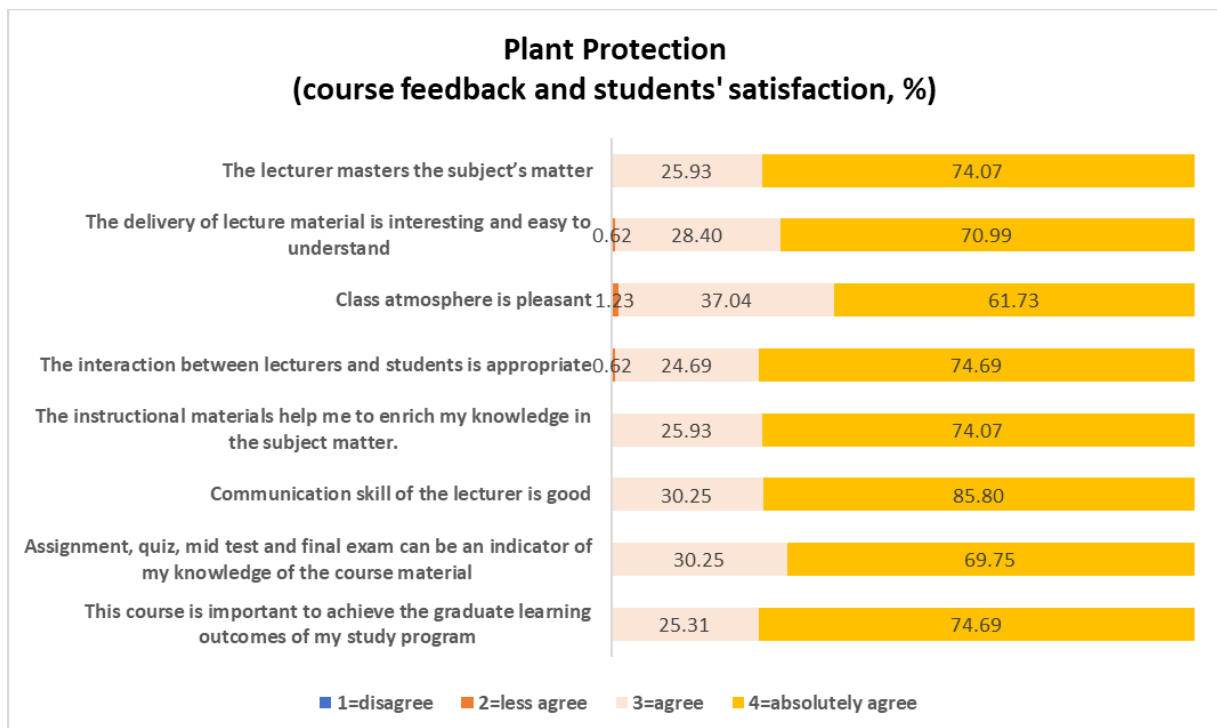


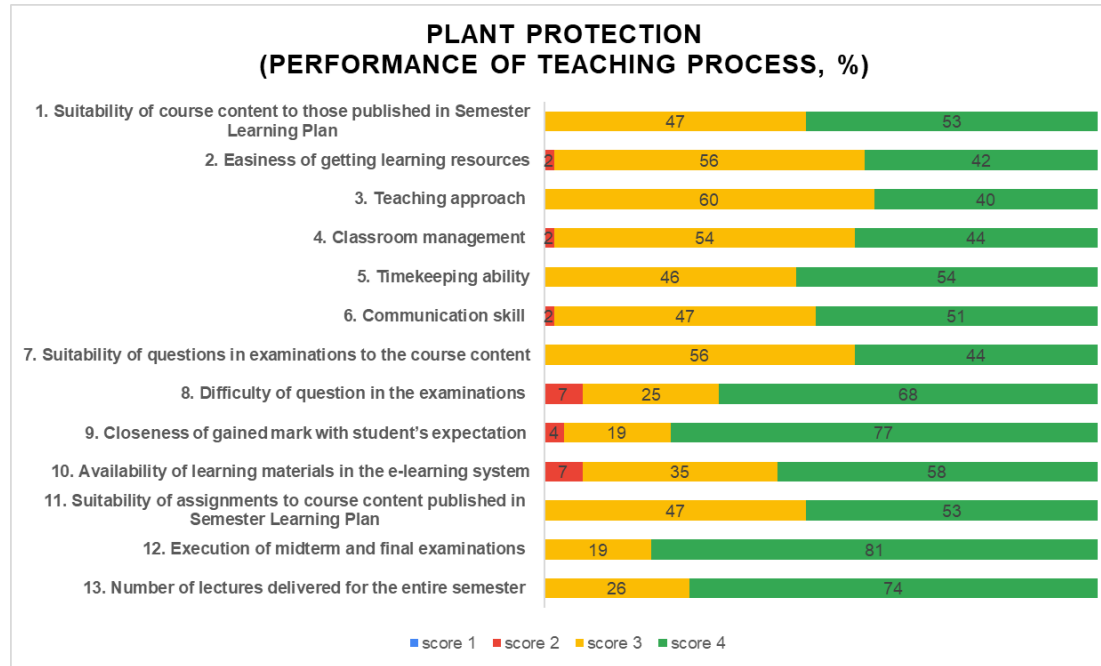
Figure 2.34. Course feedback and students' satisfaction (%)

Table 2.49. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93.36	Very good
The delivery of lecture material is interesting and easy to understand	92.28	Very good
Class atmosphere is pleasant	87.50	Very good
The interaction between lecturers and students is appropriate	92.44	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	93.21	Very good
Communication skill of the lecturer is good	92.75	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	92.44	Very good
This course is important to achieve the graduate learning outcomes of my study program	93.67	Very good

1.1.16. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.35**. whereas the results of workload survey were presented in **Table 2.50**.



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 2.35. 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 53% *Very suitable*, and 47% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 44% *Very suitable*, and 56% *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 2.50.**, and level of achievement of teaching process is presented in **Table 2.51.**

Table 2.50. Analysis of students’ workload for Plant Protection

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	642.856	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	1591.97	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results in Table 2.50. 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 2.51. 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	88.16	Very good
2. Easiness of getting learning resources	84.65	Very good
3. Teaching approach	85.09	Very good
4. Classroom management	85.96	Very good
5. Timekeeping ability	89.91	Very good
6. Communication skill	87.72	Very good
7. Suitability of questions in examinations to the course content	86.84	Very good
8. Difficulty of question in the examinations	90.35	Very good
9. Closeness of gained mark with student's expectation	93.42	Very good
10. Availability of learning materials in the e-learning system	87.72	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	87.72	Very good
12. Execution of midterm and final examinations	95.61	Very good
13. Number of lectures delivered for the entire semester	93.86	Very good

As shown in Table 2.51., 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.

2.1.18 Course Feedback and Student Satisfaction Surveys of Plant Protection Basics

The results of course feedback and students' satisfaction survey were presented in **Figure 2.36**. "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 the lecturer masters the subject's matter is important to achieve the graduate learning outcomes of my study program and develops the classroom atmosphere at the course. It is close to 83% 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 (61.73%) of "absolutely agree" was found in the statement of "*The interaction between lecturers and students is appropriate*". The interaction between lecturers and students is appropriate needs to be improved to create a more conducive conditions for students. A fun discussion session was created so that active interaction was formed by students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.52**.

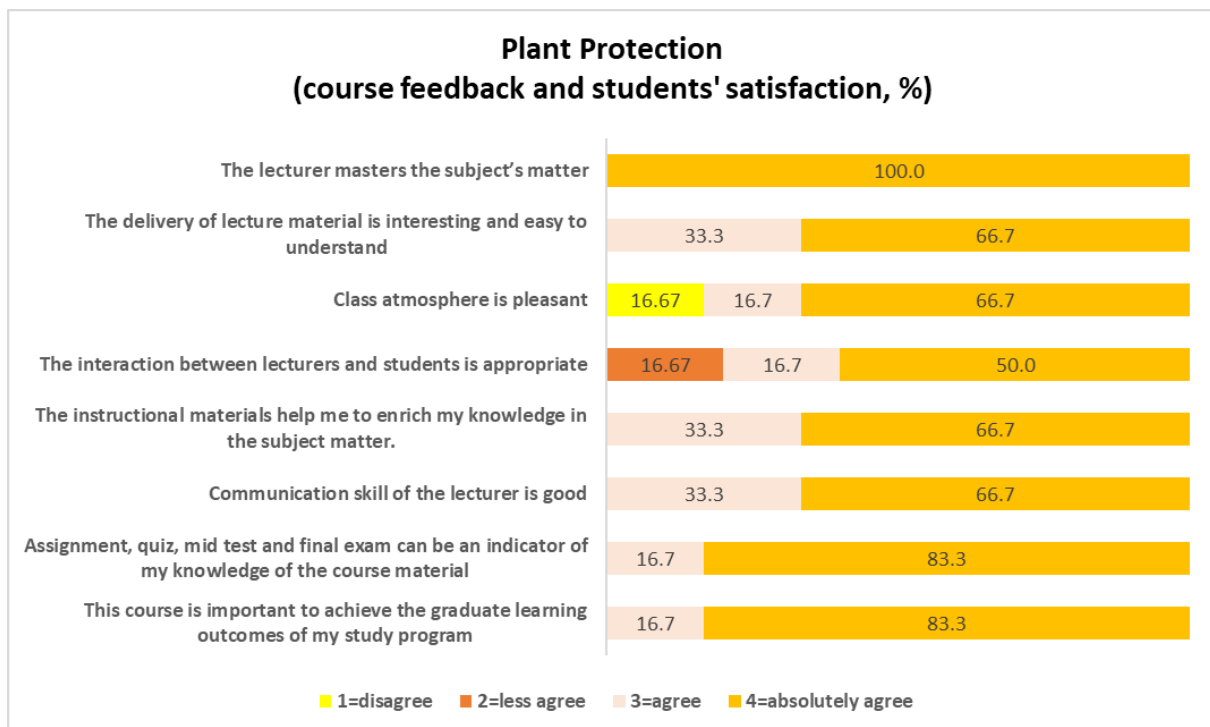


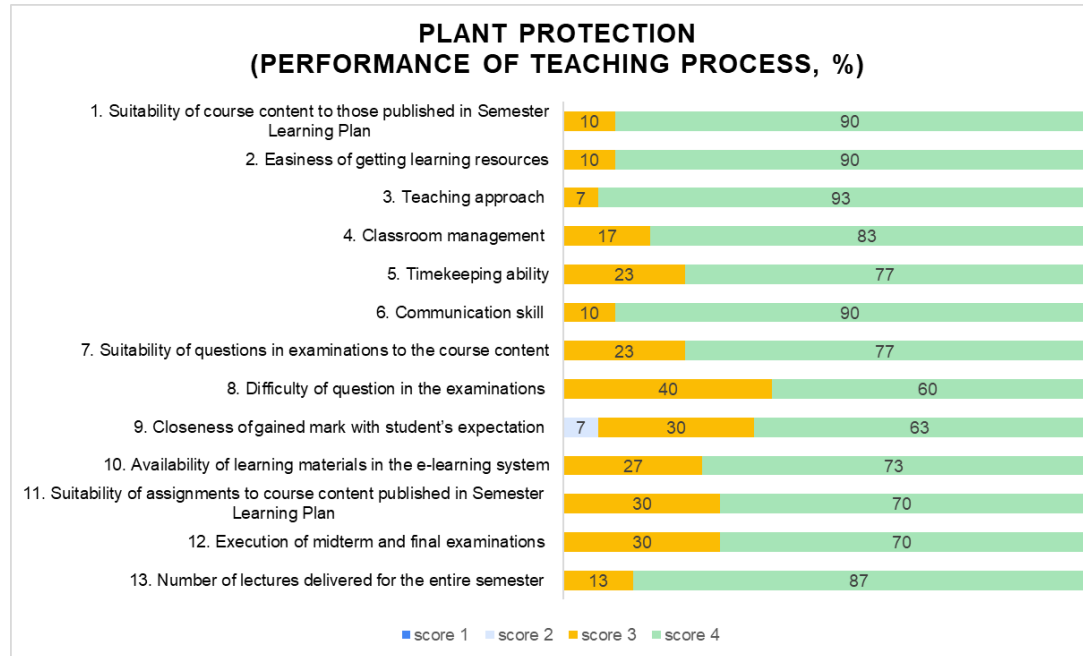
Figure 2.36. Course feedback and students' satisfaction (%)

Table 2.52. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	100	Very good
The delivery of lecture material is interesting and easy to understand	91.67	Very 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.	91.67	Very good
Communication skill of the lecturer is good	91.67	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	95.83	Very good

1.1.17. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.37**. whereas the results of workload survey were presented in **Table 2.53**.



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 2.37. 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 90% *Very suitable*, and 10% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 77% *Very suitable*, and 23% *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 2.53.**, and level of achievement of teaching process is presented in **Table 2.54.**

Table 2.53. Analysis of students’ workload for Plant Protection

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	888.276	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	1600.86	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 2.54. 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	93.33	Very good
2. Easiness of getting learning resources	89.17	Very good
3. Teaching approach	89.17	Very good
4. Classroom management	90.00	Very good
5. Timekeeping ability	88.33	Very good
6. Communication skill	89.17	Very good
7. Suitability of questions in examinations to the course content	86.67	Very good
8. Difficulty of question in the examinations	91.67	Very good
9. Closeness of gained mark with student's expectation	94.17	Very good
10. Availability of learning materials in the e-learning system	90.83	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	94.17	Very good
13. Number of lectures delivered for the entire semester	94.17	Very good

As shown in Table 2.54., 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.

2.1.19 Course Feedback and Student Satisfaction Surveys of Silkworm Cultivation

The results of course feedback and students' satisfaction survey were presented in **Figure 2.38**. "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 the lecturer masters the subject's matter is important to achieve the graduate learning outcomes of my study program and develops the classroom atmosphere at the course. It is close to 65% 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 (61.54%) of "absolutely agree" was found in the statement of "*The interaction between lecturers and students is appropriate*". The interaction between lecturers and students is appropriate needs to be improved to create a more conducive conditions for students. A fun discussion session was created so that active interaction was formed by students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.55**.

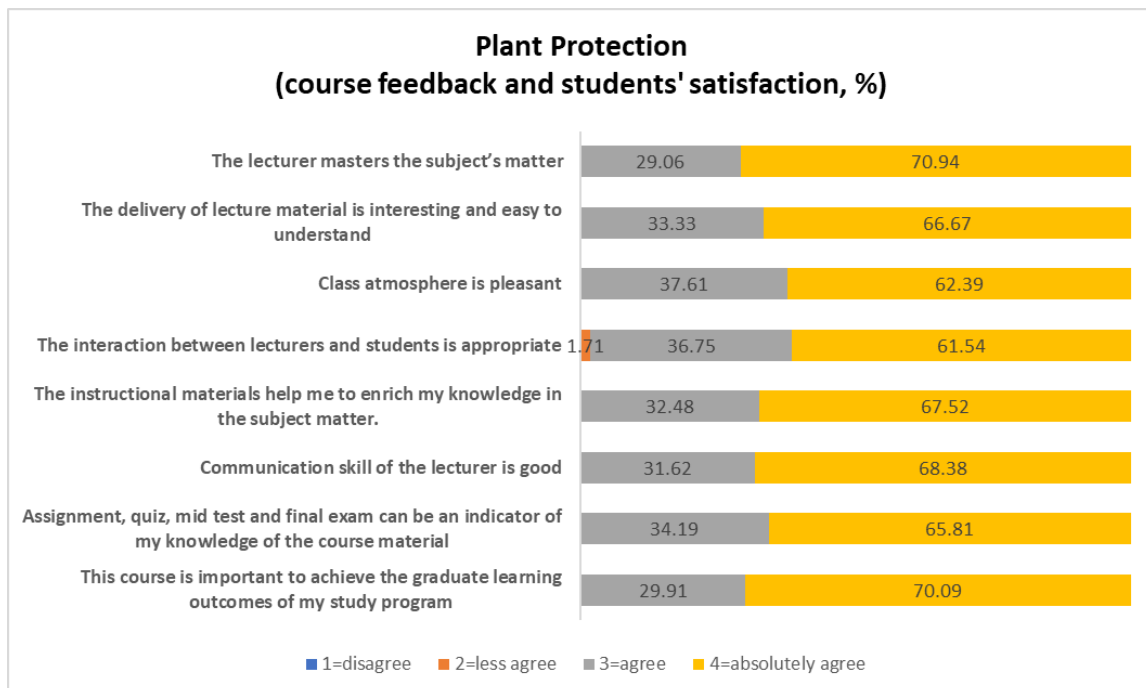


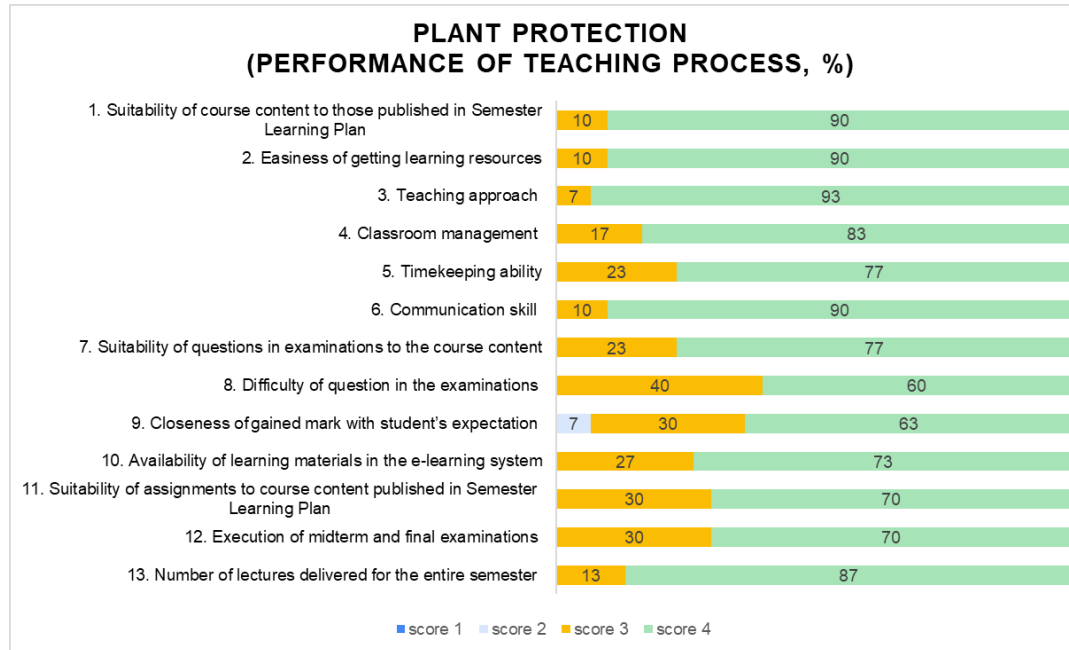
Figure 2.38. Course feedback and students' satisfaction (%)

Table 2.55. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92.31	Very good
The delivery of lecture material is interesting and easy to understand	91.24	Very good
Class atmosphere is pleasant	91.03	Very good
The interaction between lecturers and students is appropriate	90.81	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	91.45	Very good
Communication skill of the lecturer is good	91.67	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	91.24	Very good
This course is important to achieve the graduate learning outcomes of my study program	92.52	Very good

1.1.18. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.39**. whereas the results of workload survey were presented in **Table 2.56**.



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 2.39. 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 90% *Very suitable*, and 10% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 77% *Very suitable*, and 23% *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 2.56.**, and level of achievement of teaching process is presented in **Table 2.57.**

Table 2.56. Analysis of students’ workload for Plant Protection

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	888.276	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	1600.86	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 2.57. 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	93.33	Very good
2. Easiness of getting learning resources	89.17	Very good
3. Teaching approach	89.17	Very good
4. Classroom management	90.00	Very good
5. Timekeeping ability	88.33	Very good
6. Communication skill	89.17	Very good
7. Suitability of questions in examinations to the course content	86.67	Very good
8. Difficulty of question in the examinations	91.67	Very good
9. Closeness of gained mark with student's expectation	94.17	Very good
10. Availability of learning materials in the e-learning system	90.83	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	91.67	Very good
12. Execution of midterm and final examinations	94.17	Very good
13. Number of lectures delivered for the entire semester	94.17	Very good

As shown in Table 2.57., 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.

2.1.20 Course Feedback and Student Satisfaction Surveys of Mushroom cultivation

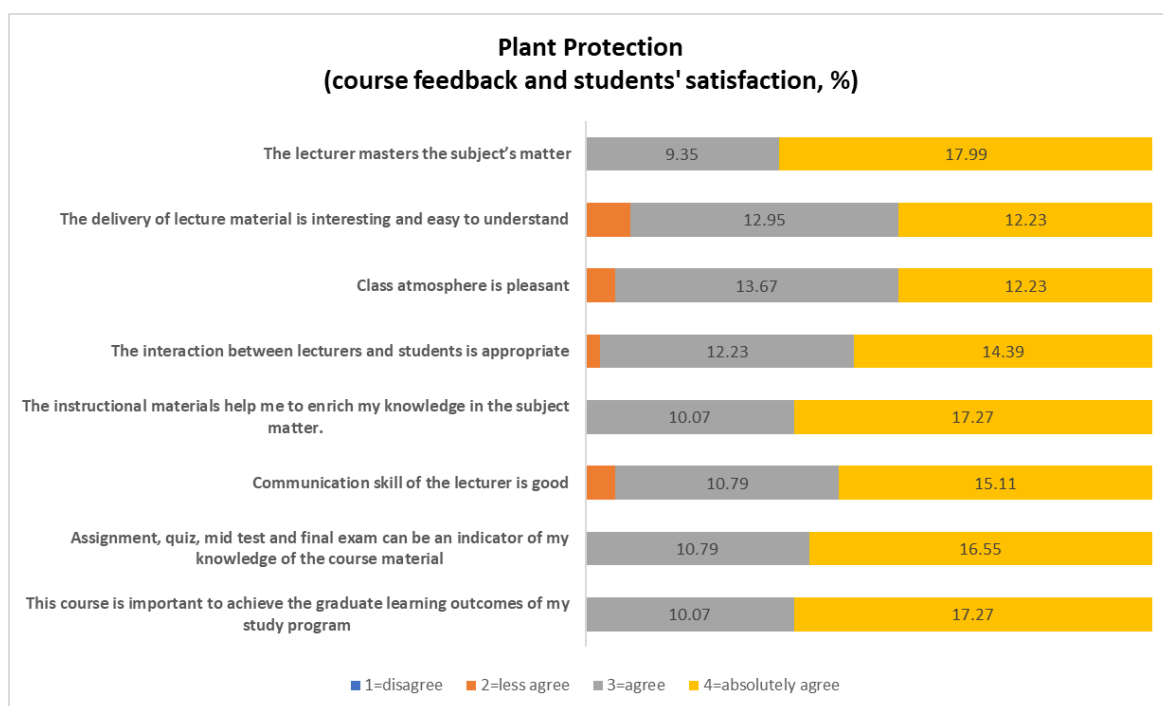


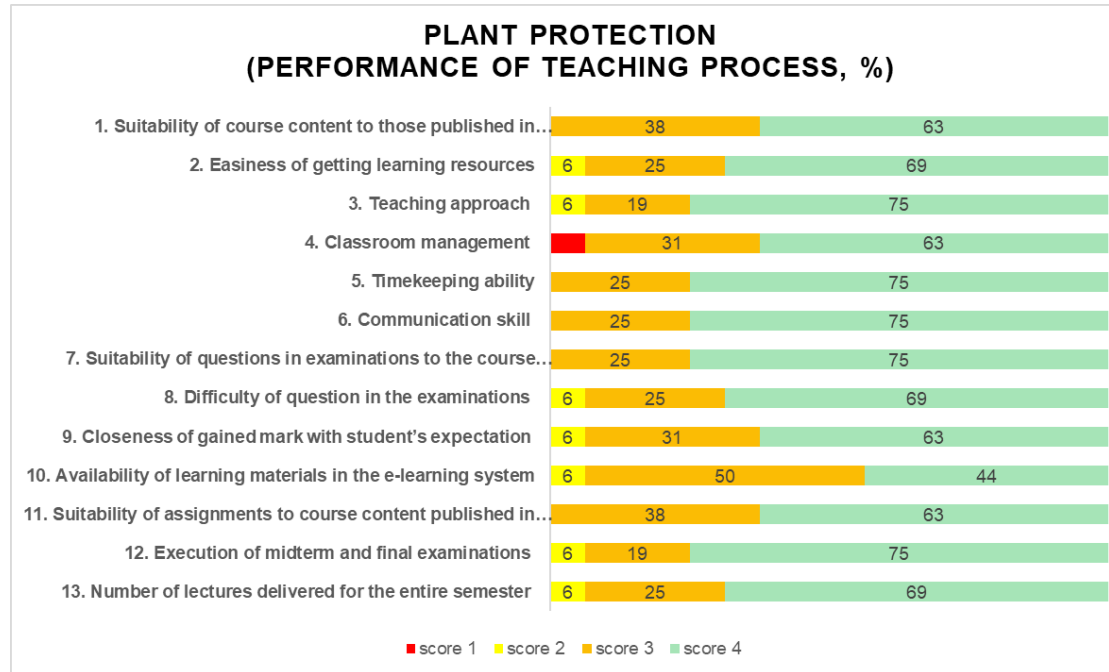
Figure 2.40. Course feedback and students' satisfaction (%)

Table 2.58. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91.44	Very good
The delivery of lecture material is interesting and easy to understand	86.64	Very good
Class atmosphere is pleasant	87.67	Very good
The interaction between lecturers and students is appropriate	89.38	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90.41	Very good
Communication skill of the lecturer is good	89.73	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90.41	Very good
This course is important to achieve the graduate learning outcomes of my study program	91.10	Very good

1.1.19. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.41**. whereas the results of workload survey were presented in **Table 2.59**.



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 2.41. 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 38% *Very suitable*, and 63% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 25% *Very suitable*, and 75% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.59.**, and level of achievement of teaching process is presented in **Table 2.60.**

Table 2.59. Analysis of students’ workload for Plant Protection

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	1050.469	The students have more tasks to assign or need to improve the quality of the tasks and analytical thinking.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	Listed in the academic guide.
Length of time (in minutes) of Self-study (in survey) per semester	1617.19	Students spend half of their allotted time at home on independent study.
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Listed in the academic guide.

The results are shown in Table 2.59., it shows that the task given to the students’ needs to be improved according to the duration of the structured task. The number of assignments given to students should be increased or analytical thinking skills should be included in assignments that encourage students to study more. Students spend half of their allotted time studying at home. Instructors should encourage students to search for course materials before the instructor.

Table 2.60. 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	90.63	Very good
2. Easiness of getting learning resources	90.63	Very good
3. Teaching approach	92.19	Very good
4. Classroom management	87.50	Very good
5. Timekeeping ability	93.75	Very good
6. Communication skill	93.75	Very good
7. Suitability of questions in examinations to the course content	93.75	Very good
8. Difficulty of question in the examinations	90.63	Very good
9. Closeness of gained mark with student's expectation	89.06	Very good
10. Availability of learning materials in the e-learning system	84.38	good
11. Suitability of assignments to course content published in Semester Learning Plan	90.63	Very good
12. Execution of midterm and final examinations	92.19	Very good
13. Number of lectures delivered for the entire semester	90.63	Very good

Course materials must be uploaded to the LMS before the lecture, as shown in Table 2.60. Instructors often delivered or shared course materials through other media, such as WhatsApp groups rather than LMS. This may be because it is more convenient to use WhatsApp instead of LMS. However, for the next improvement, the material will be uploaded to his LMS a few days before the lecture starts.

2.1.21 Course Feedback and Student Satisfaction Surveys of Agripreneurship

The results of course feedback and students' satisfaction survey were presented in **Figure 2.42**. "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 the lecturer masters the subject's matter is important to achieve the graduate learning outcomes of my study program and develops the classroom atmosphere at the course. It is close to 57% 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 (54.07%) of "absolutely agree" was found in the statement of "*Class atmosphere is pleasant*". Class atmosphere is appropriate needs to be improved to create a more conducive conditions for students. A fun discussion session was created so that active interaction was formed by students.

In conclusions, we would like to report the achievement of this course based on this survey as presented in **Table 2.61**.

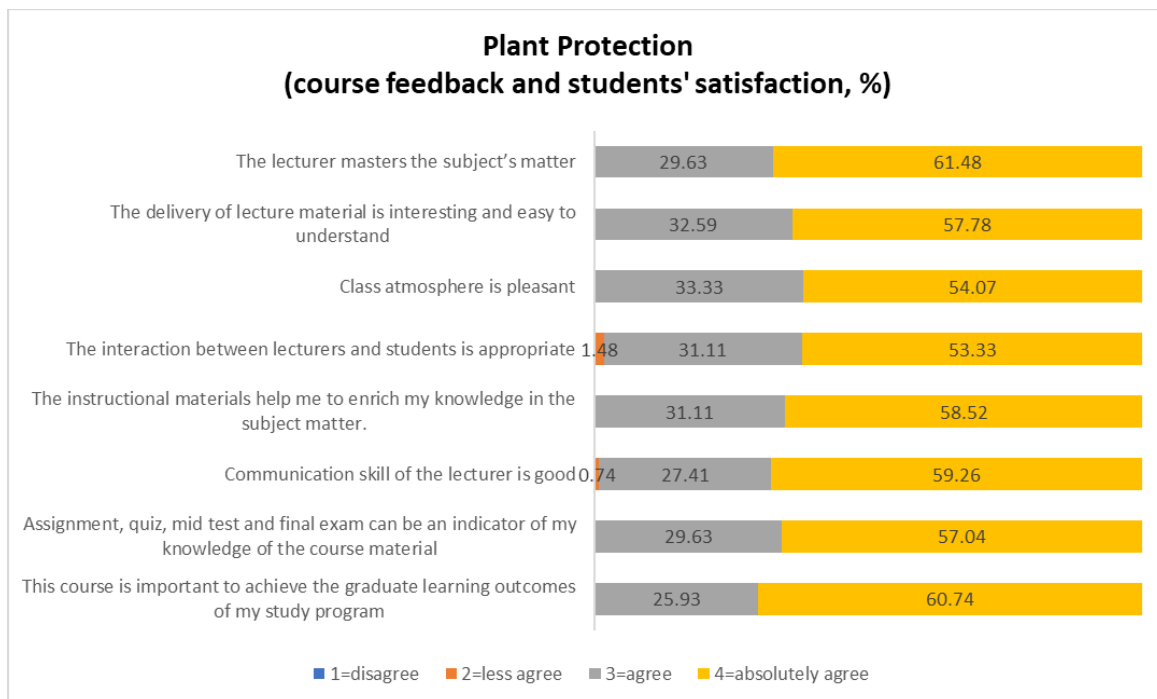


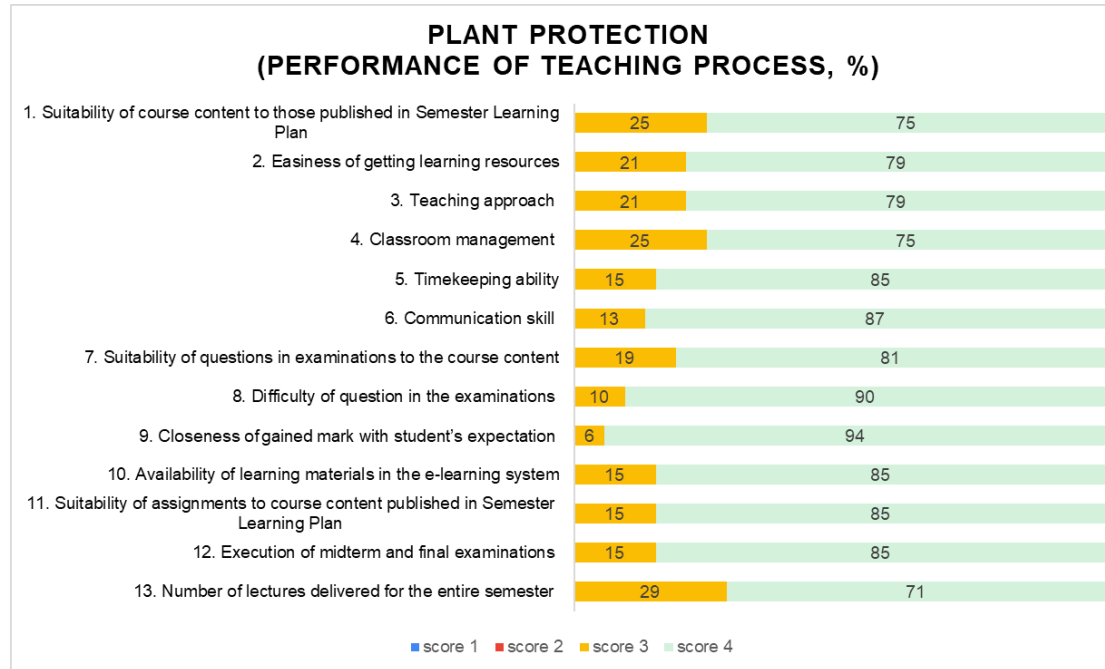
Figure 2.42. Course feedback and students' satisfaction (%)

Table 2.61. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92.59	Very good
The delivery of lecture material is interesting and easy to understand	91.48	Very good
Class atmosphere is pleasant	91.85	Very good
The interaction between lecturers and students is appropriate	92.41	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92.41	Very good
Communication skill of the lecturer is good	92.96	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	92.96	Very good
This course is important to achieve the graduate learning outcomes of my study program	93.70	Very good

1.1.20. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.43**. whereas the results of workload survey were presented in **Table 2.62**.



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 2.43. 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 75% *Very suitable*, and 25% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 81% *Very suitable*, and 19% *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 2.62.**, and level of achievement of teaching process is presented in **Table 2.63.**

Table 2.62. Analysis of students’ workload for Plant Protection

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	699.072	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	1711.50	Students spend half their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

The results in Table 2.62. 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 2.63. 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	89.90	Very good
2. Easiness of getting learning resources	90.87	Very good
3. Teaching approach	90.87	Very good
4. Classroom management	90.38	Very good
5. Timekeeping ability	92.31	Very good
6. Communication skill	92.79	Very good
7. Suitability of questions in examinations to the course content	91.35	Very good
8. Difficulty of question in the examinations	93.75	Very good
9. Closeness of gained mark with student's expectation	94.71	Very good
10. Availability of learning materials in the e-learning system	92.31	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	91.35	Very good
12. Execution of midterm and final examinations	92.31	Very good
13. Number of lectures delivered for the entire semester	89.90	Very good

As shown in Table 2.63., 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.

2.1.22 Course Feedback and Student Satisfaction Surveys of Plant Bacteriology

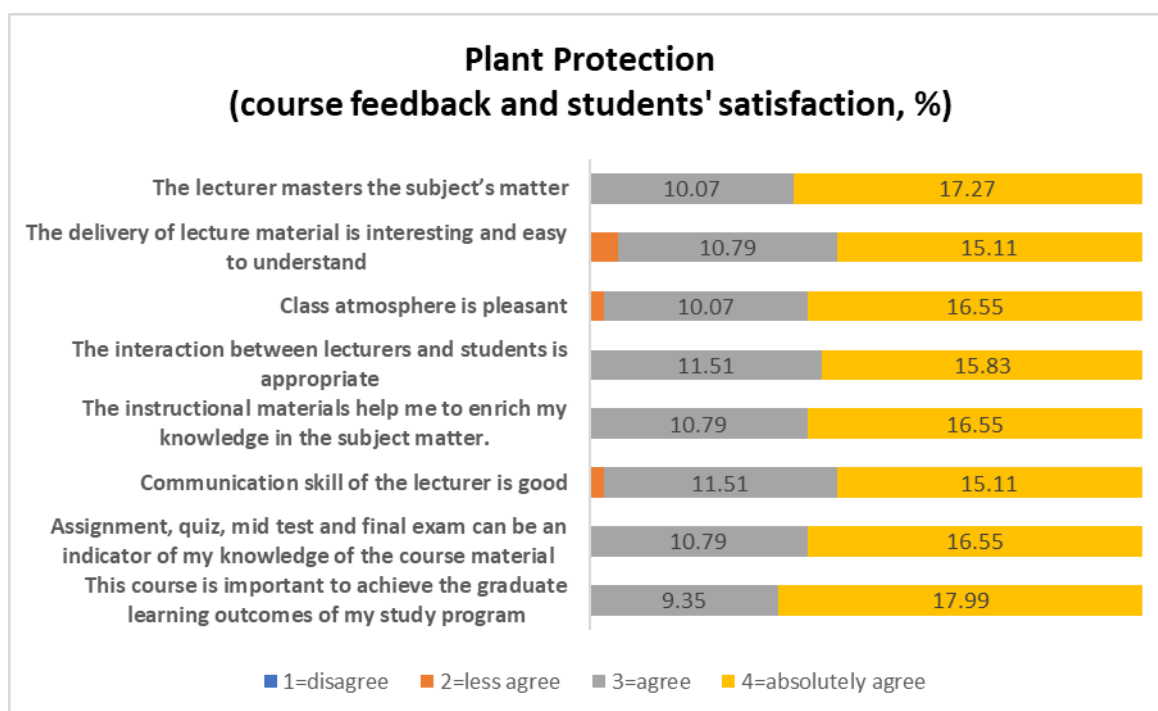


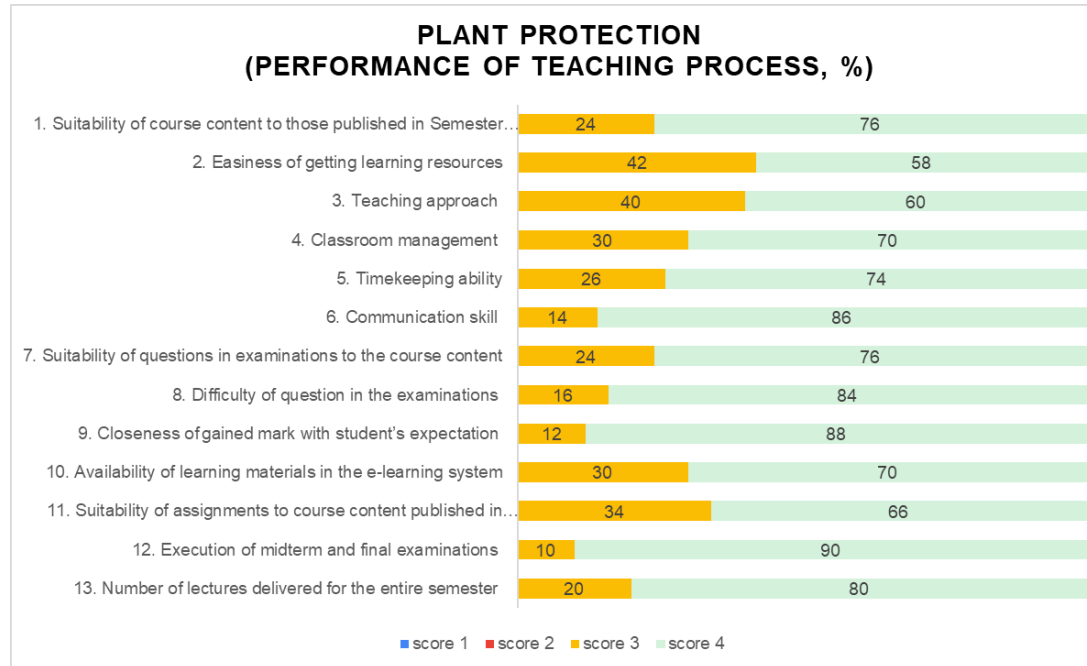
Figure 2.44. Course feedback and students' satisfaction (%)

Table 2.64. The achievement of each question in the questionnaire of course feedback

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91.49	Very good
The delivery of lecture material is interesting and easy to understand	88.89	Very good
Class atmosphere is pleasant	89.93	Very good
The interaction between lecturers and students is appropriate	90.10	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90.80	Very good
Communication skill of the lecturer is good	89.58	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90.45	Very good
This course is important to achieve the graduate learning outcomes of my study program	92.71	Very good

1.1.21. Teaching Process and Students' Workload Surveys

The results of teaching process survey were depicted in **Figure 2.45**. whereas the results of workload survey were presented in **Table 2.65**.



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 2.45. 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 76% *Very suitable*, and 24% *Suitable*. For the statement of “Suitability of questions in examinations to the course content” stood at 76% *Very suitable*, and 24% *Suitable*. The number of meetings of this lecture has fulfilled the minimum requirement as stated in the academic guide book, namely 16 times. There should be an improvement for the availability of learning materials in the e-learning system.

Analysis of students’ workload was carried by comparing the length of time spend by students in a semester with the standard length of time stated in academic guide book. The results of analysis are presented in **Table 2.65.**, and level of achievement of teaching process is presented in **Table 2.66.**

Table 2.65. Analysis of students’ workload for Plant Protection

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	633.600	More assignments that need more analytical thought should be assigned, or the quality of existing assignments should be improved.
Length of time (in minutes) of Structured assignment (based on regulation) per semester	1440	As mentioned in the academic reference guide
Length of time (in minutes) of Self-study (in survey) per semester	1765.50	Half of the time allotted to them is spent studying on their own 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 2.65. shows that there should be an improvement of assignment given to students in order to fulfill the length of time for the structure assignment. The number of assignments given to students should be increased or there should be an involvement of analytical thinking matter in the assignment that challenge the student to study harder. Students spend half of the time allocated for independent study at home. Lecturers should encourage students to search course material prior to a lecturer.

Table 2.66. 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	92.50	Very good
2. Easiness of getting learning resources	88.00	Very good
3. Teaching approach	88.50	Very good
4. Classroom management	90.00	Very good
5. Timekeeping ability	90.50	Very good
6. Communication skill	94.50	Very good
7. Suitability of questions in examinations to the course content	91.50	Very good
8. Difficulty of question in the examinations	93.50	Very good
9. Closeness of gained mark with student's expectation	95.00	Very good
10. Availability of learning materials in the e-learning system	91.50	Very good
11. Suitability of assignments to course content published in Semester Learning Plan	90.00	Very good
12. Execution of midterm and final examinations	95.50	Very good
13. Number of lectures delivered for the entire semester	93.00	Very good

As the findings presented in Table 2.66 indicate that in order for students to complete the structural assignment within the allotted time, the assignments they receive need to be improved. In order to motivate students to work more in their studies, there should be more assignments assigned to them or assignments that need critical thinking. Half of the time allotted for independent study is spent by the students at home. Instructors ought to advise their pupils to look up course information before class.