

COURSE FEEDBACK AND STUDENT SATISFACTION SURVEY

TEACHING-PROCESS AND WORKLOAD EVALUATION SURVEY



**SOIL SCIENCE STUDY PROGRAM,
FACULTY OF AGRICULTURE,
UNIVERSITAS SRIWIJAYA
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**ODD SEMESTER 2023/2024
(AUGUST - DECEMBER 2023)**



LIST OF CONTENT

	page
I. INTRODUCTION	1
II. RESULTS	1
2.1. Overall Courses	1
2.2. PTN 1001 Introduction of Soil Science	6
2.3. PTN 1102 Agrogeology	11
2.4. PTN 1104 Introduction to Environmental Science	15
2.5. PTN 1103 Entrepreneurship Basics	19
2.6. PTN 4106 Natural Resources and Environment Management	23
2.7. PTN2101 Wetland Farming	27
2.8. PTN2102 Soil Chemistry	31
2.9. PTN3105 Regional Planning and Development	35
2.10. PTN2102 Scientific Method	39
2.11. PTN2101 Soil Biology	43
2.12. PTN2103 Experimental Design	47
2.13. PTN3103 Organic Farming System	51
2.14. PTN3104 Land Ecology	55
2.15. PTN2104 Soil and Water Conservation	59
2.16. PTN3210 Watershed Management	63
2.17. PTN3102 Land Remediation	67
2.18. PTN3107 Irrigation and Drainage	71
2.19. PTN3209 Spatial Planning and Land Use	75
2.20. PTN3211 Soil and Water Management	79

I. INTRODUCTION

Surveys conducted to students of Soil Science Ba. Program, Faculty of Agriculture, Universitas Sriwijaya. A survey has been conducted to measure student satisfaction on 1) teaching process and student work load, and 2) teachers preparation and feedback. The survey was carried for completed teaching process in Odd Semester 2023/2024 academic year (August to December 2023) for both compulsory and elective courses. It used two Google forms, each was intended for teaching proces and teacher competence, ie.:

1. QUESTIONNAIRE FOR COURSE FEEDBACK AND STUDENT SATISFACTION SURVEYS (<https://forms.gle/N5gRXpQmCJGGnFn7A>)
2. QUESTIONNAIRE FOR THE FEEDBACK OF TEACHING PROCESS AND STUDENTS' WORKLOAD (<https://forms.gle/T5zMmuHJqNJmHbaf8>)

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. Overall Courses (compulsory and elective courses)

2.1.1. Course Feedback and Student Satisfaction Surveys

The results of the course feedback survey and student satisfaction are presented in Figure 2.1. "Agree" and "Absolutely agree" dominate each statement. The highest percentage of "Absolutely agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 50% of student respondents "Absolutely agree" with all the statements given. The lowest percentage (46.6%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students.

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

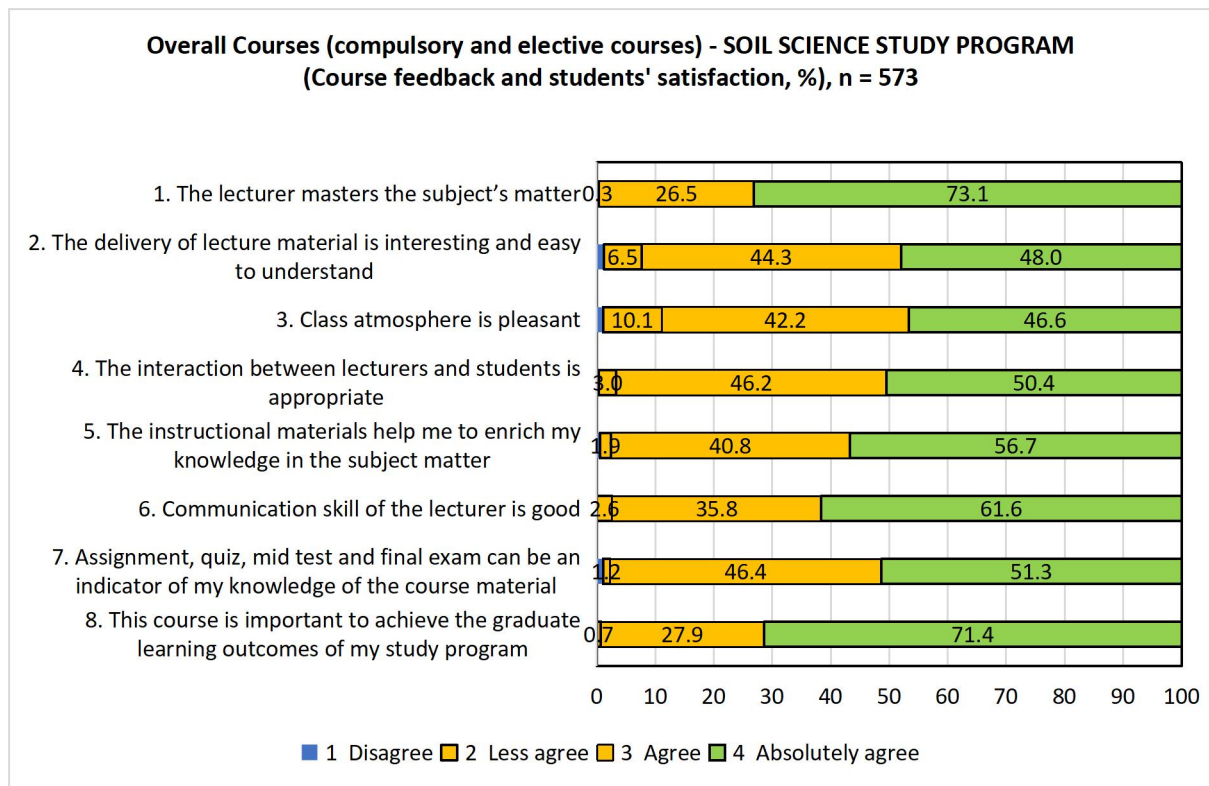


Figure 2.1. Course feedback and students' satisfaction (%) for overall courses

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

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93,2	Very good
The delivery of lecture material is interesting and easy to understand	84,8	Good
Class atmosphere is pleasant	83,6	Good
The interaction between lecturers and students is appropriate	86,7	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	88,4	Very good
Communication skill of the lecturer is good	89,7	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	87,0	Very good
This course is important to achieve the graduate learning outcomes of my study program	92,7	Very good

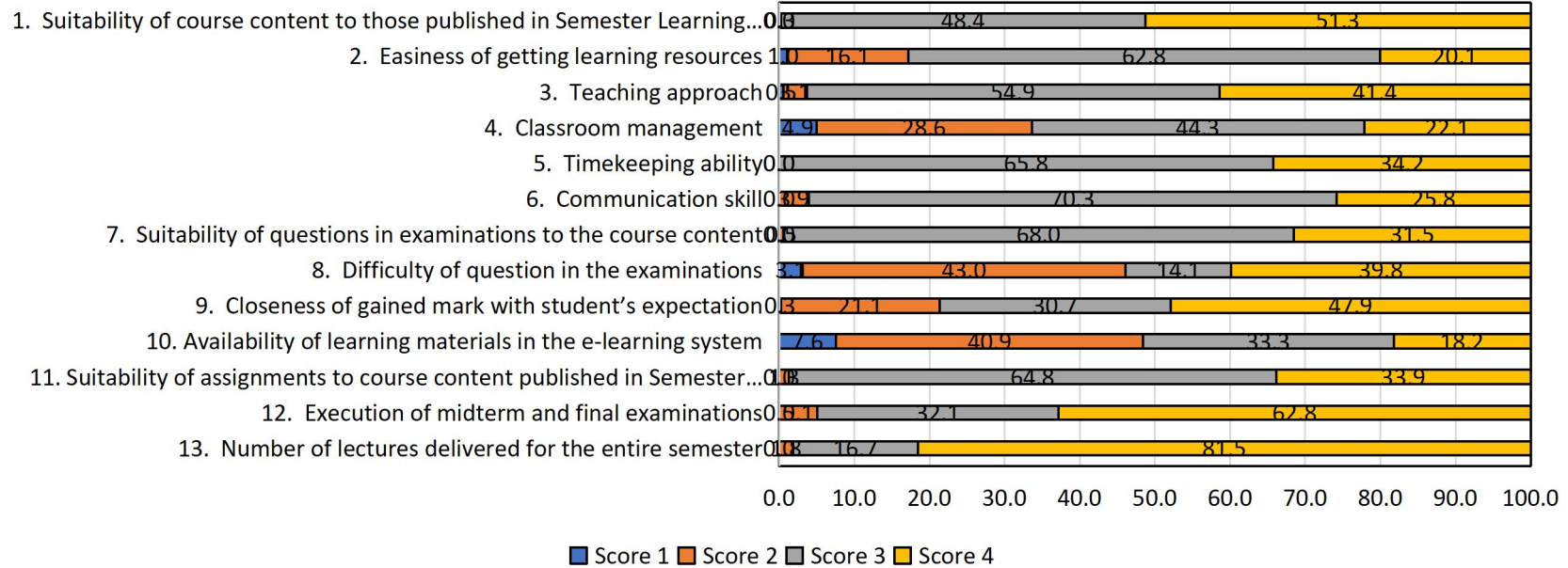
2.1.2. Teaching Process and Students' Workload Surveys for overall courses

The results of the teaching process survey are presented in Figure 2.2, and the results of the workload survey are presented in Table 2.2. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 51.3% Very suitable, and 48.4% Suitable. For the statement "The suitability of the exam questions with the course content" was 31.5% Very suitable, and 68.0% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.2, and the level of achievement of the teaching process is presented in Table 2.3.

Table 2.2. Analysis of students' workload for overall courses

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	415	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	977	Students spend about two-thirds 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

**Overall Courses (compulsory and elective courses) - SOIL SCIENCE STUDY PROGRAM
(Performance of Teaching Process, %), n = 384**



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 for overall courses

Analysis of student workload as in the data in Table 2.2. shows that efforts still need to be made to improve the assignments given to students which are more challenging and hone students' more creative thinking skills, so that the length of time for completing structural assignments can be met. The number of assignments given to students should be increased and enriched with analytical thinking material so as to challenge students to study harder. Students spend two-thirds of their allocated time studying independently at home. Lecturers should encourage students to look for lecture material first, both before and after lecture activities are carried out.

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

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan (SLP)	87,8	Very good
2. Easiness of getting learning resources	75,5	Good
3. Teaching approach	84,3	Good
4. Classroom management	70,9	Good
5. Timekeeping ability	82,4	Good
6. Communication skill	80,5	Good
7. Suitability of questions in examinations to the course content	82,7	Good
8. Difficulty of question in the examinations	72,5	Good
9. Closeness of gained mark with student's expectation	81,7	Good
10. Availability of learning materials in the e-learning system	65,6	Fairly good
11. Suitability of assignments to course content published in (SLP)	83,1	Good
12. Execution of midterm and final examinations	88,3	Very good
13. Number of lectures delivered for the entire semester	94,9	Very good

As shown in Table 2.3, course materials need to be uploaded to the LMS before the lecture. Often lecturers deliver lecture material or provide teaching material not via LMS, but via other media such as e-mail, WhatsApp, Line, etc. This may be because it is more practical to use WhatsApp compared to LMS. However, for further improvements, lecture material should be uploaded to the LMS first a few days before the lecture starts.

2.2. PTN1001 Introduction of Soil Science (compulsory course)

2.2.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.3. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 50% of student respondents "Absolutely agree" with all the statements given. The lowest percentage of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant" and "The delivery of lecture material is interesting and easy to understand". The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.4.

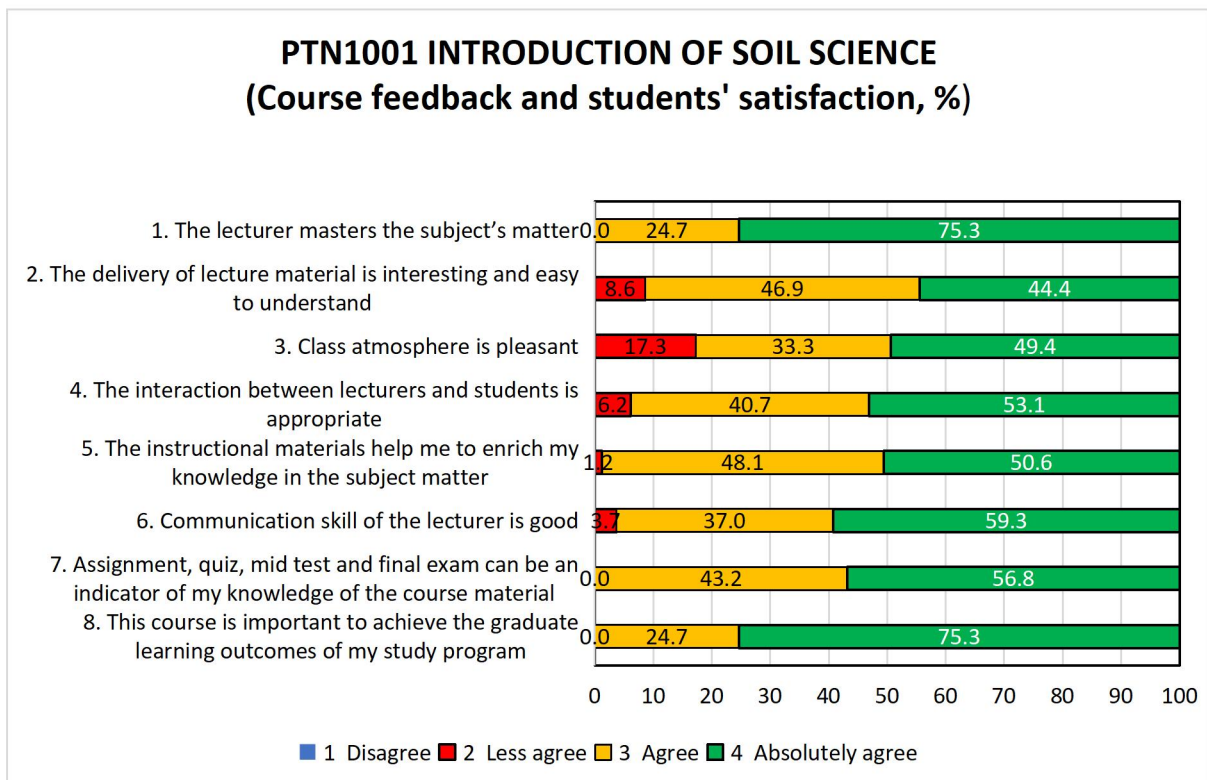


Figure 2.3. Course feedback and students' satisfaction (%) for PTN1001 Introduction of Soil Science

Tabel 2.4. The achievement of each question in the questionnaire of teaching process for PTN1001 Introduction of Soil Science

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92,7	Very good
The delivery of lecture material is interesting and easy to understand	82,9	Good
Class atmosphere is pleasant	82,0	Good
The interaction between lecturers and students is appropriate	85,7	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	86,3	Very good
Communication skill of the lecturer is good	87,8	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	88,1	Very good
This course is important to achieve the graduate learning outcomes of my study program	92,7	Very good

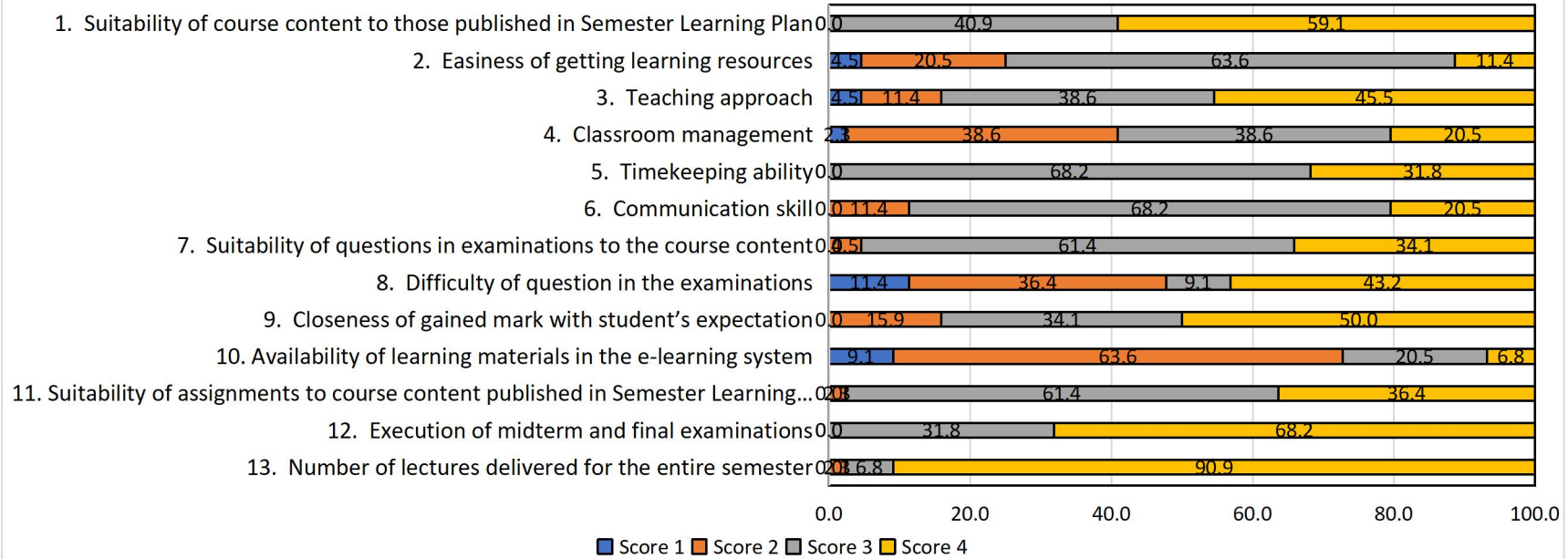
2.2.2. Teaching Process and Students' Workload Surveys for PTN1001 Introduction of Soil Science

The results of the teaching process survey are presented in Figure 2.4, and the results of the workload survey are presented in Table 2.4. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Suitability of course content to those published in Semester Learning Plan" reached 59.1% Very suitable, and 40.9% Suitable. For the statement "The suitability of the exam questions with the course content" was 34.1% Very suitable, and 61.4% Suitable (Figure 2.4). The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.5, and the level of achievement of the teaching process is presented in Table 2.6.

Table 2.5. Analysis of students' workload for PTN1001 Introduction of Soil Science

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	369,05	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	910,23	Students spend about two-thirds 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

PTN1001 INTRODUCTION OF SOIL SCIENCE (Performance of Teaching Process, %)



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

Figure 2.4. Performance of teaching process for PTN1001 Introduction of Soil Science

Table 2.6. The achievement of each question in the questionnaire of teaching process for PTN1001 Introduction of Soil Science

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	89,8	Very good
2. Easiness of getting learning resources	70,5	Good
3. Teaching approach	81,3	Good
4. Classroom management	69,3	Fairly good
5. Timekeeping ability	83,0	Good
6. Communication skill	77,3	Good
7. Suitability of questions in examinations to the course content	82,4	Very good
8. Difficulty of question in the examinations	71,0	Good
9. Closeness of gained mark with student's expectation	83,5	Good
10. Availability of learning materials in the e-learning system	56,3	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	83,5	Good
12. Execution of midterm and final examinations	92,0	Very good
13. Number of lectures delivered for the entire semester	97,2	Very good

2.3. PTN1102 Agrogeology (compulsory course)

2.3.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.5. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 50% of student respondents "Absolutely agree" with all the statements given. The lowest percentage (51.9%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.7.

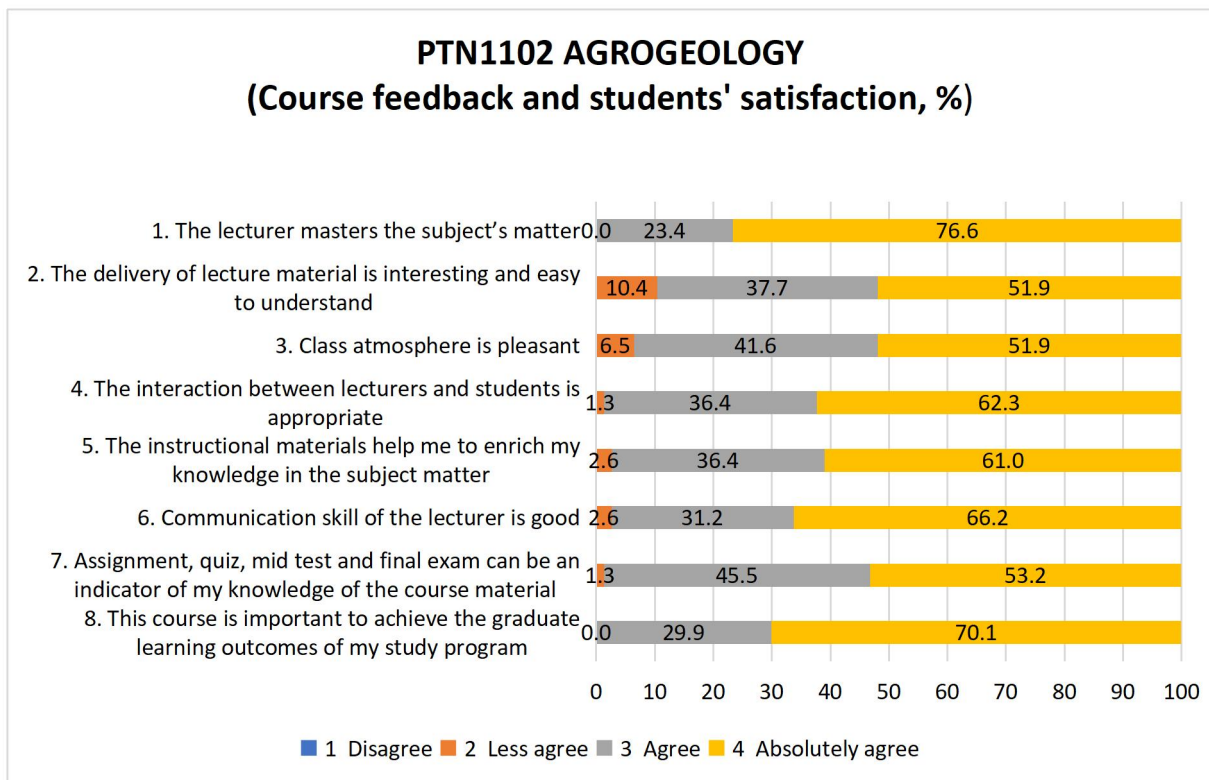


Figure 2.5. Course feedback and students' satisfaction (%) for PTN 1102 Agrogeology

Table 2.7. The achievement of each question in the questionnaire of course feedback for PTN1102 Agrogeology

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	94,2	Very good
The delivery of lecture material is interesting and easy to understand	85,4	Very good
Class atmosphere is pleasant	86,4	Very good
The interaction between lecturers and students is appropriate	90,3	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	89,6	Very good
Communication skill of the lecturer is good	90,9	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	88,0	Very good
This course is important to achieve the graduate learning outcomes of my study program	92,5	Very good

2.3.2. Teaching Process and Students' Workload Surveys for PTN1102 Agrogeology

The results of the teaching process survey are presented in Figure 2.6, and the results of the workload survey are presented in Table 2.8. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 65.4% Very suitable, and 34.6% Suitable. For the statement "The suitability of the exam questions with the course content" was 32.7% Very suitable, and 67.3% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.8, and the level of achievement of the teaching process is presented in Table 2.9.

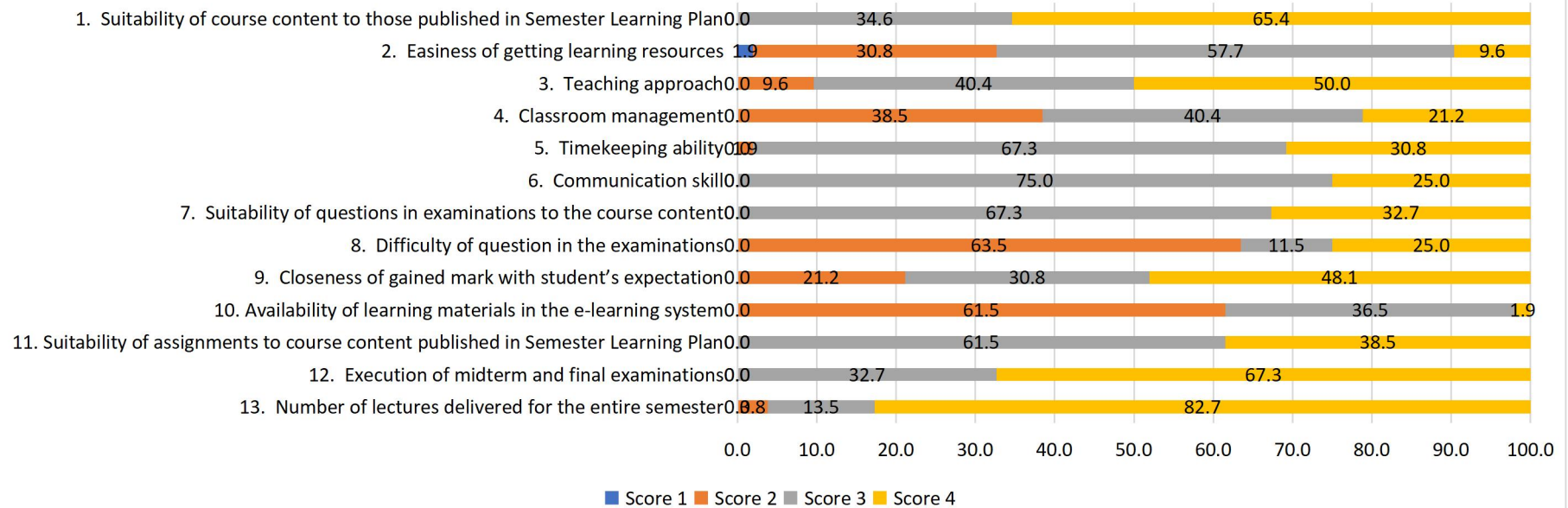
Table 2.8. Analysis of students' workload for PTN1102 Agrogeology

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	415	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	894	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.9. The achievement of each question in the questionnaire of teaching process for PTN1102 Agrogeology

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	91,3	Very good
2. Easiness of getting learning resources	68,8	Fairly good
3. Teaching approach	85,1	Very good
4. Classroom management	70,7	Good
5. Timekeeping ability	82,2	Good
6. Communication skill	81,3	Good
7. Suitability of questions in examinations to the course content	83,2	Good
8. Difficulty of question in the examinations	65,4	Good
9. Closeness of gained mark with student's expectation	81,7	Good
10. Availability of learning materials in the e-learning system	60,1	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	84,6	Good
12. Execution of midterm and final examinations	90,9	Very good
13. Number of lectures delivered for the entire semester	94,7	Very good

PTN1102 AGROGEOLOGY (Performance of Teaching Process, %)



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

Figure 2.6. Performance of teaching process for PTN1102 Agrogeology

2.4. PTN1104 Introduction to Environmental Science (compulsory course)

2.4.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.7. On average, more than 55% of student respondents "Absolutely Agree" with all the statements given. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (55.4%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.10.

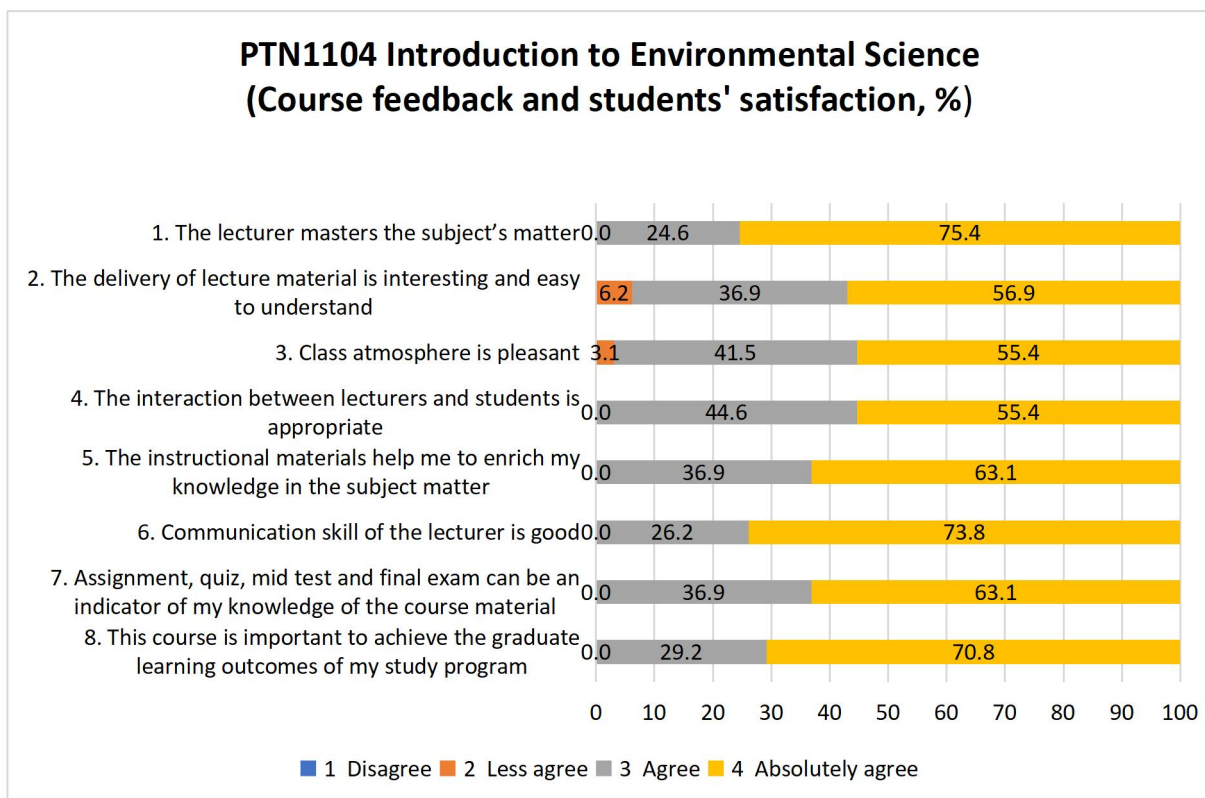


Figure 2.7. Course feedback and students' satisfaction (%) for PTN1104 Introduction to Environmental Science

Table 2.10. The achievement of each question in the questionnaire of course feedback for PTN1104 Introduction to Environmental Science

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93,8	Very good
The delivery of lecture material is interesting and easy to understand	87,7	Very good
Class atmosphere is pleasant	88,1	Very good
The interaction between lecturers and students is appropriate	88,8	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90,8	Very good
Communication skill of the lecturer is good	93,5	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	90,8	Very good
This course is important to achieve the graduate learning outcomes of my study program	92,7	Very good

2.4.2. Teaching Process and Students' Workload Surveys for PTN1104 Introduction to Environmental Science

The results of the teaching process survey are presented in Figure 2.8, and the results of the workload survey are presented in Table 2.11. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 72.5% Very suitable, and 27.5% Suitable. For the statement "The suitability of the exam questions with the course content" was 40.0% Very suitable, and 60.0% Suitable. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.11, and the level of achievement of the teaching process is presented in Table 2.12.

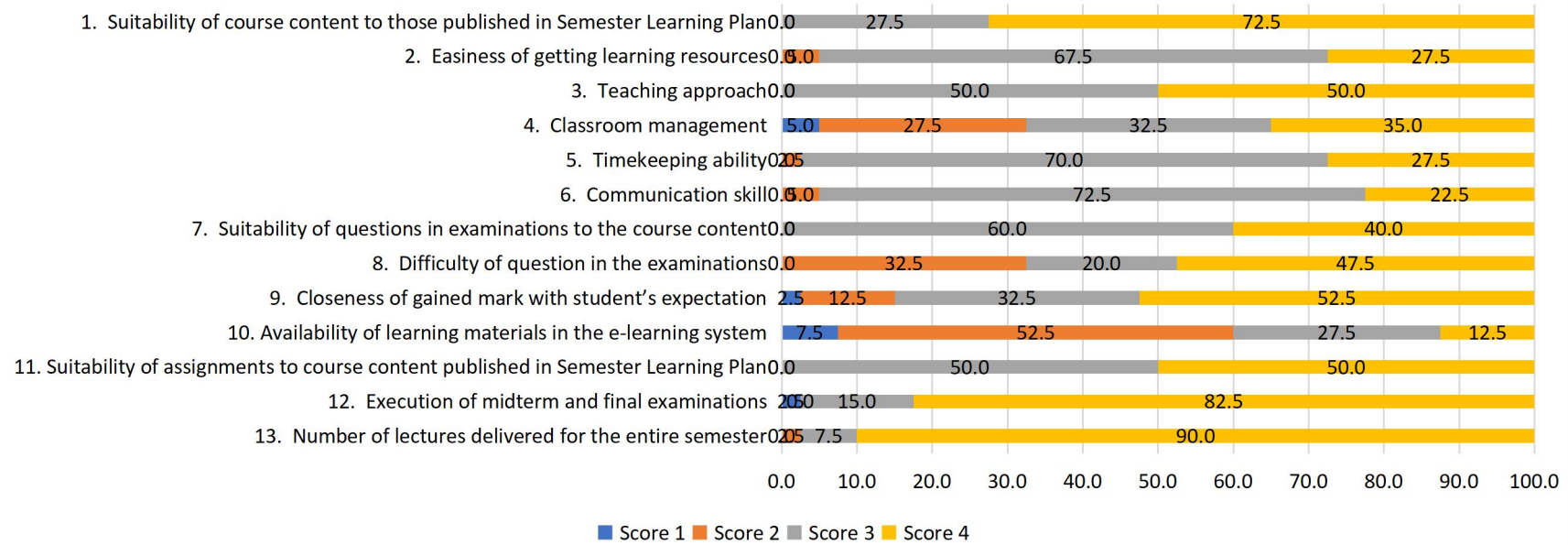
Table 2.11. Analysis of students' workload for PTN1104 Introduction to Environmental Science

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	533	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	844	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.12. The achievement of each question in the questionnaire of teaching process for PTN1104 Introduction to Environmental Science

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	93,1	Very good
2. Easiness of getting learning resources	80,6	Good
3. Teaching approach	87,5	Very good
4. Classroom management	74,4	Good
5. Timekeeping ability	81,3	Good
6. Communication skill	79,4	Good
7. Suitability of questions in examinations to the course content	85,0	Very good
8. Difficulty of question in the examinations	78,8	Good
9. Closeness of gained mark with student's expectation	83,8	Good
10. Availability of learning materials in the e-learning system	61,3	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	87,5	Very good
12. Execution of midterm and final examinations	94,4	Very good
13. Number of lectures delivered for the entire semester	96,9	Very good

PTN1104 Introduction to Environmental Science (Performance of Teaching Process, %)



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

Figure 2.8. Performance of teaching process for PTN1104 Introduction to Environmental Science

2.5. PTN1103 Entrepreneurship Basics (compulsory course)

2.5.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.9. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" (74.4%) and "The communication skill of the lecturer" (74.4%). This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 58% of student respondents "Absolutely Agree" with all the statements given. The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.13.

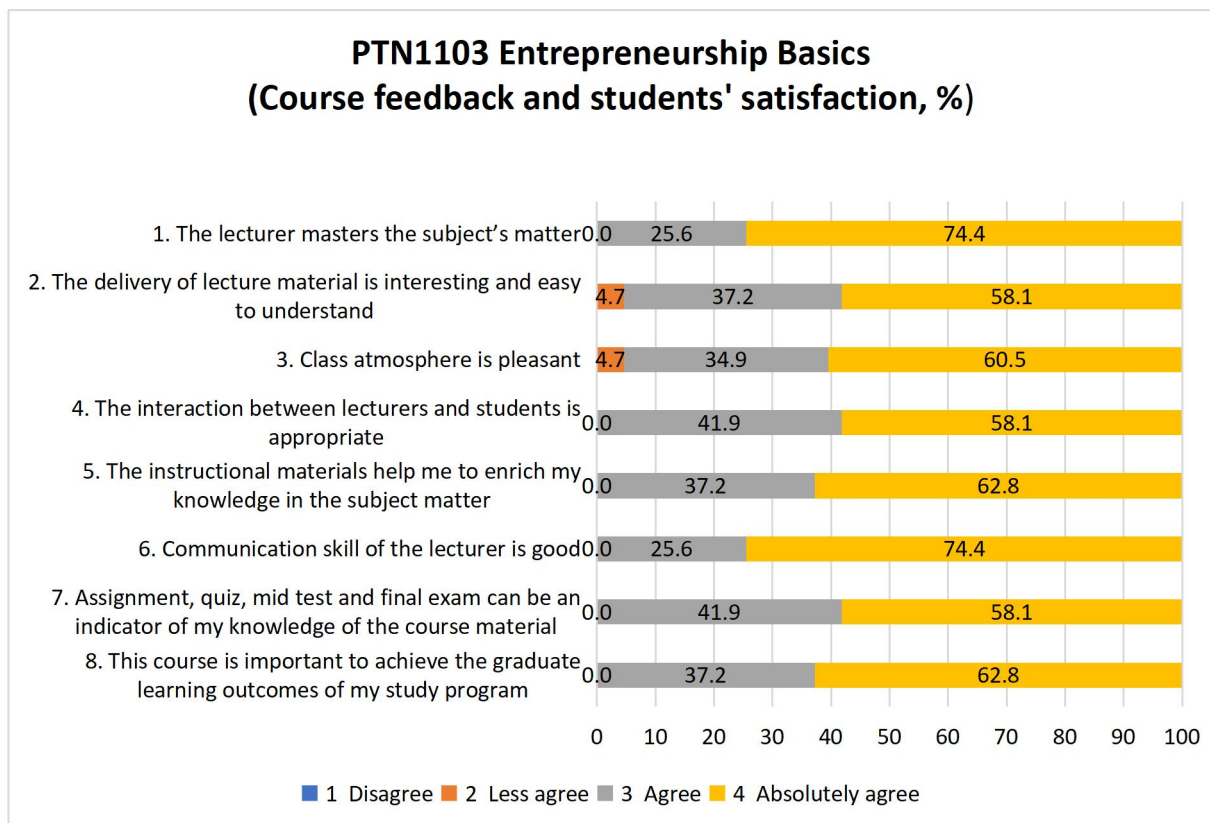


Figure 2.9. Course feedback and students' satisfaction (%) for PTN1103 Entrepreneurship Basics

Table 2.13. The achievement of each question in the questionnaire of course feedback for PTN1103 Entrepreneurship Basics

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	93,6	Very good
The delivery of lecture material is interesting and easy to understand	88,4	Very good
Class atmosphere is pleasant	89,0	Very good
The interaction between lecturers and students is appropriate	89,5	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90,7	Very good
Communication skill of the lecturer is good	93,6	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	89,5	Very good
This course is important to achieve the graduate learning outcomes of my study program	90,7	Very good

2.5.2. Teaching Process and Students' Workload Surveys for PTN1103 Entrepreneurship Basics

The results of the teaching process survey are presented in Figure 2.10, and the results of the workload survey are presented in Table 2.14. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 68.2% Very suitable, and 27.3% Suitable. For the statement "The suitability of the exam questions with the course content" was 45.5% Very suitable, and 54.5% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system.

Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.14, and the level of achievement of the teaching process is presented in Table 2.15.

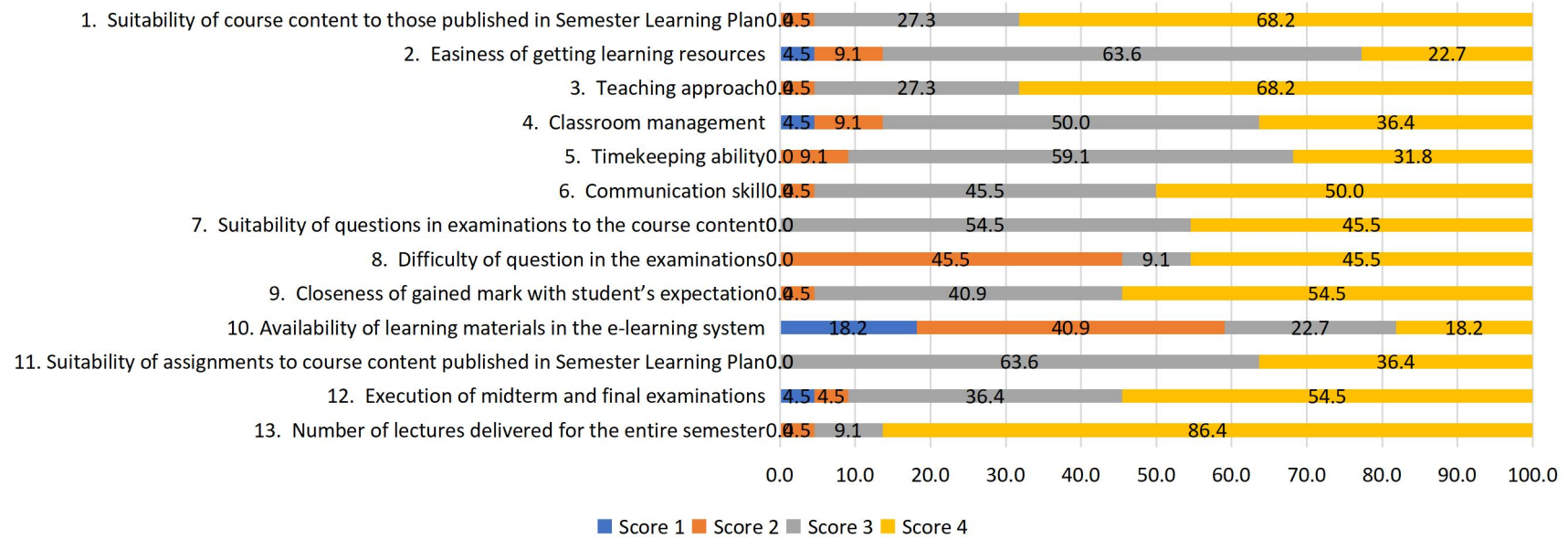
Table 2.14. Analysis of students' workload for PTN1103 Entrepreneurship Basics

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

Table 2.15. The achievement of each question in the questionnaire of teaching process for PTN1103 Entrepreneurship Basics

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	90,9	Very good
2. Easiness of getting learning resources	76,1	Good
3. Teaching approach	90,9	Very good
4. Classroom management	79,5	Good
5. Timekeeping ability	80,7	Good
6. Communication skill	86,4	Very good
7. Suitability of questions in examinations to the course content	86,4	Very good
8. Difficulty of question in the examinations	75,0	Good
9. Closeness of gained mark with student's expectation	87,5	Very good
10. Availability of learning materials in the e-learning system	60,2	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	84,1	Good
12. Execution of midterm and final examinations	76,1	Good
13. Number of lectures delivered for the entire semester	95,5	Very good

PTN1103 Entrepreneurship Basics (Performance of Teaching Process, %)



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

Figure 2.10. Performance of teaching process for PTN1103 Entrepreneurship Basics

2.6. PTN4106 Natural Resources and Environment Management (elective course)

2.6.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.11. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "Communication skill of the lecturer". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 71.4% of student respondents "Absolutely Agree" with all the statements given. The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.16.

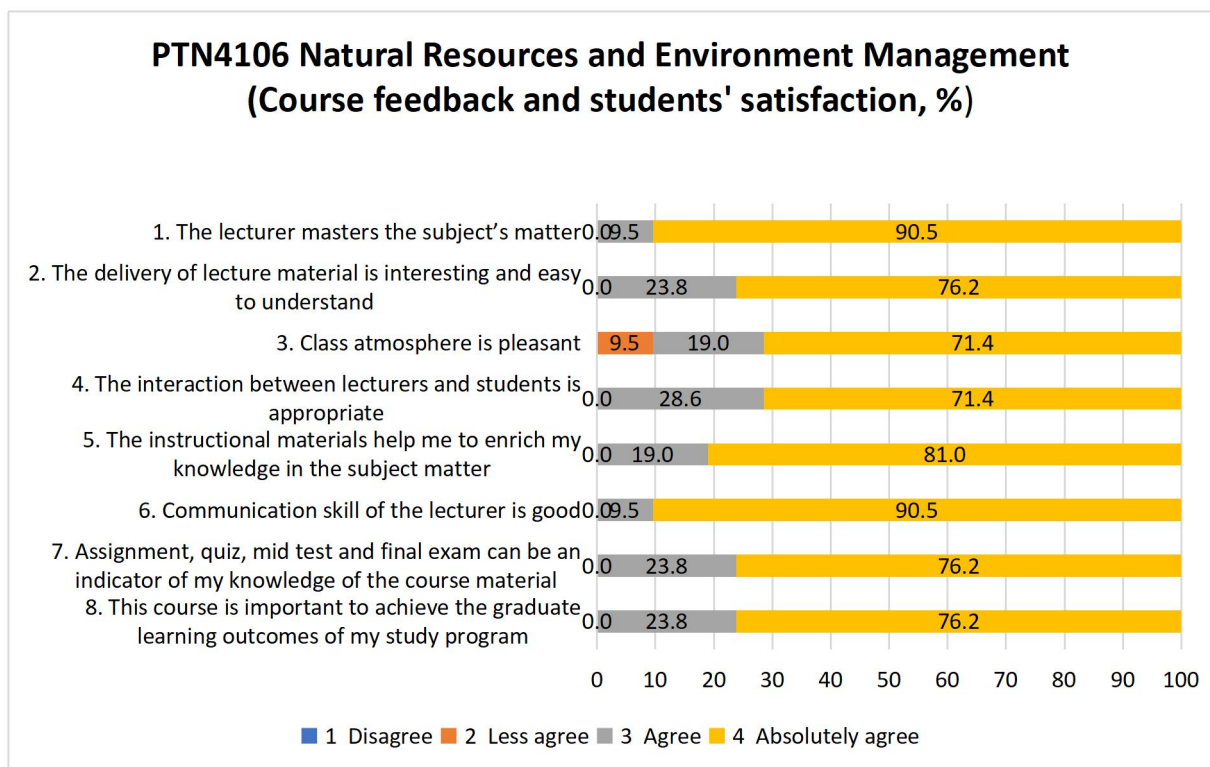


Figure 2.11. Course feedback and students' satisfaction (%) for PTN4106 Natural Resources and Environment Management

Table 2.16. The achievement of each question in the questionnaire of course feedback for PTN4106 Natural Resources and Environment Management

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	97,6	Very good
The delivery of lecture material is interesting and easy to understand	94,0	Very good
Class atmosphere is pleasant	90,5	Very good
The interaction between lecturers and students is appropriate	92,9	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	95,2	Very good
Communication skill of the lecturer is good	97,6	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	94,0	Very good
This course is important to achieve the graduate learning outcomes of my study program	94,0	Very good

2.6.2. Teaching Process and Students' Workload Surveys for PTN4106 Natural Resources and Environment Management

The results of the teaching process survey are presented in Figure 2.12, and the results of the workload survey are presented in Table 2.17. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 40.0% Very suitable, and 60.0% Suitable. For the statement "The suitability of the exam questions with the course content" was 40.0% Very suitable, and 60.0%% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.17, and the level of achievement of the teaching process is presented in Table 2.18.

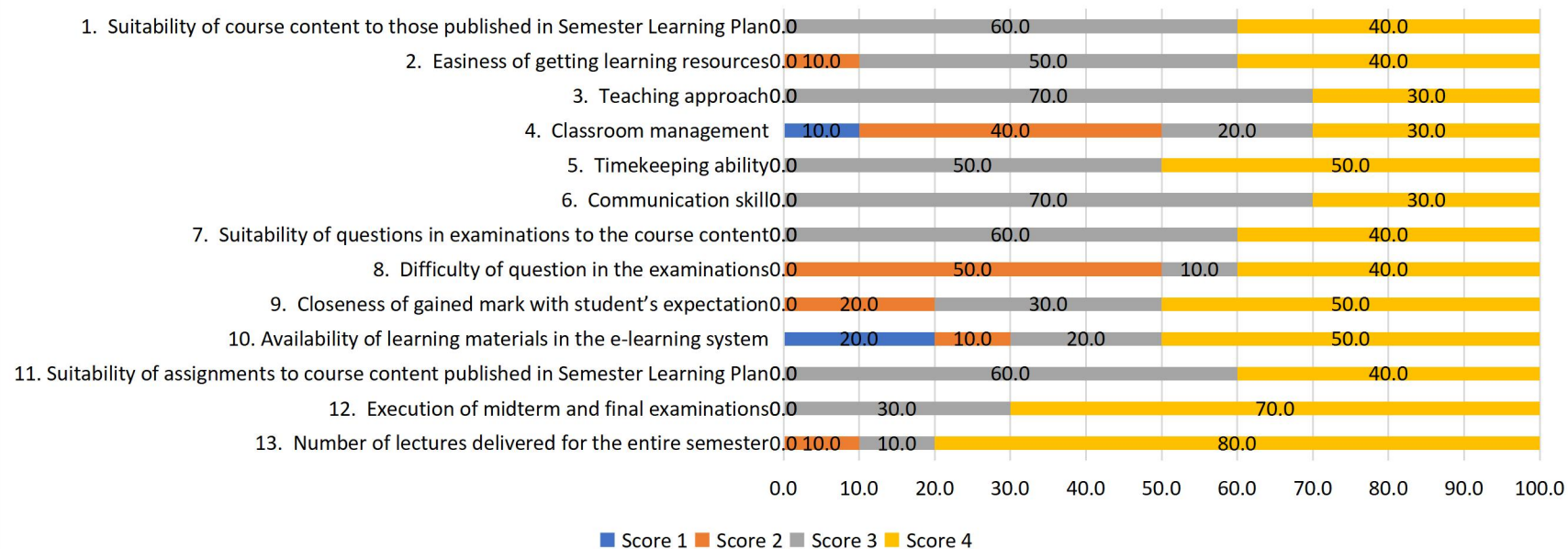
Table 2.17. Analysis of students' workload for PTN4106 Natural Resources and Environment Management

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

Table 2.18. The achievement of each question in the questionnaire of teaching process for PTN4106 Natural Resources and Environment Management

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	85,0	Very good
2. Easiness of getting learning resources	82,5	Good
3. Teaching approach	82,5	Good
4. Classroom management	67,5	Fairly good
5. Timekeeping ability	87,5	Very good
6. Communication skill	82,5	Good
7. Suitability of questions in examinations to the course content	85,0	Very good
8. Difficulty of question in the examinations	72,5	Fairly good
9. Closeness of gained mark with student's expectation	82,5	Good
10. Availability of learning materials in the e-learning system	75,0	Good
11. Suitability of assignments to course content published in Semester Learning Plan	85,0	Very good
12. Execution of midterm and final examinations	92,5	Very good
13. Number of lectures delivered for the entire semester	92,5	Very good

PTN4106 Natural Resources and Environment Management (Performance of Teaching Process, %)



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

Figure 2.12. Performance of teaching process for PTN4106 Natural Resources and Environment Management

2.7. PTN2101 Wetland Farming (compulsory course)

2.7.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.13. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (26.9%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.19.

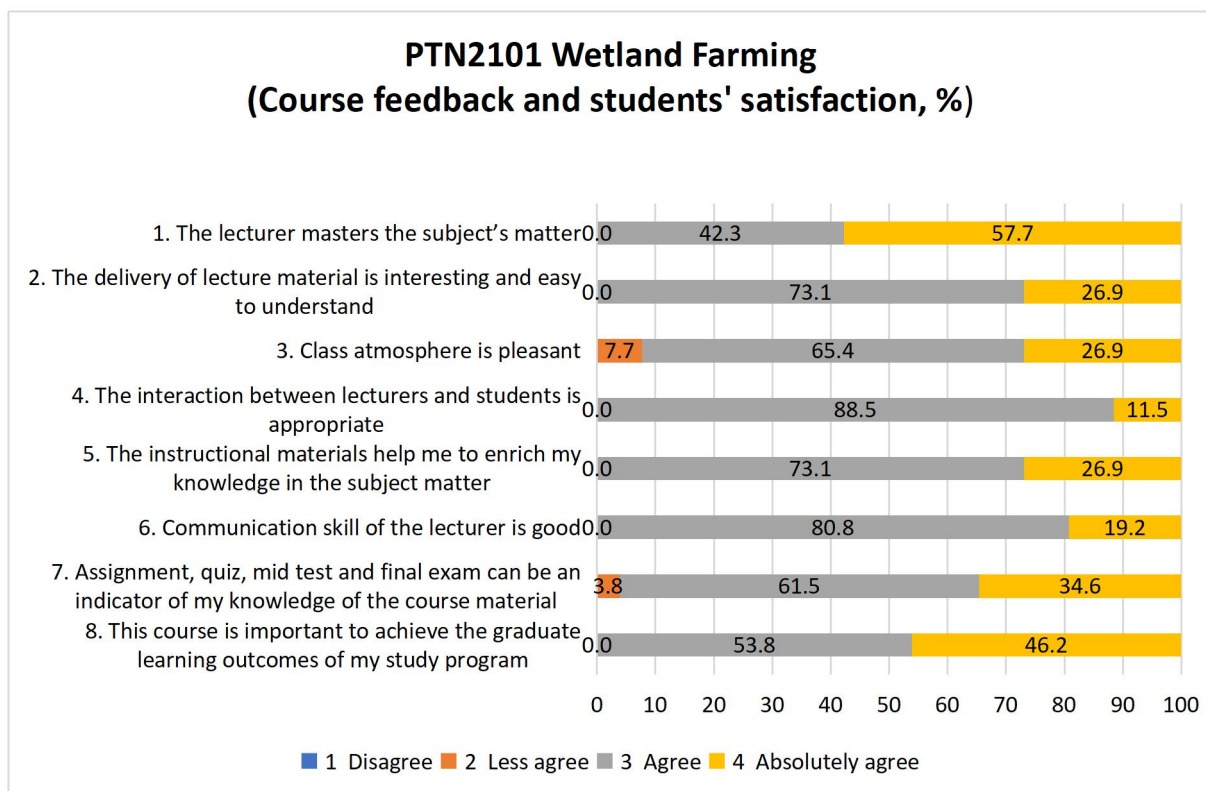


Figure 2.13. Course feedback and students' satisfaction (%) for PTN2101 Wetland Farming

Table 2.19. The achievement of each question in the questionnaire of course feedback for PTN2101 Wetland Farming

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89,4	Very good
The delivery of lecture material is interesting and easy to understand	81,7	Good
Class atmosphere is pleasant	79,8	Good
The interaction between lecturers and students is appropriate	77,9	Good
The instructional materials help me to enrich my knowledge in the subject matter.	81,7	Good
Communication skill of the lecturer is good	79,8	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	82,7	Good
This course is important to achieve the graduate learning outcomes of my study program	86,5	Very good

2.7.2. Teaching Process and Students' Workload Surveys for PTN2101 Wetland Farming

The results of the teaching process survey are presented in Figure 2.14, and the results of the workload survey are presented in Table 2.20. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 40% Very suitable, and 60% Suitable. For the statement "The suitability of the exam questions with the course content" was 100% Very suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system.

Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.20, and the level of achievement of the teaching process is presented in Table 2.21.

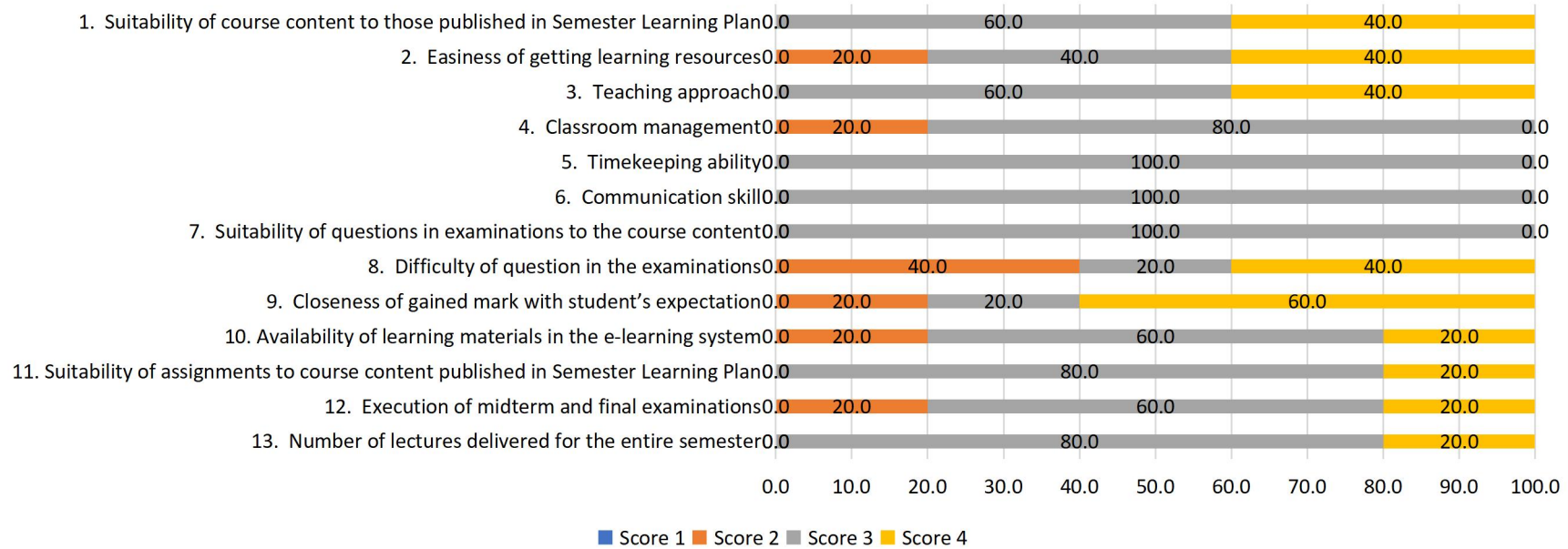
Table 2.20. Analysis of students' workload for PTN2101 Wetland Farming

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	420	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	990	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.21. The achievement of each question in the questionnaire of teaching process for PTN2101 Wetland Farming

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	85,0	Very good
2. Easiness of getting learning resources	80,0	Good
3. Teaching approach	85,0	Very good
4. Classroom management	70,0	Good
5. Timekeeping ability	75,0	Good
6. Communication skill	75,0	Good
7. Suitability of questions in examinations to the course content	75,0	Good
8. Difficulty of question in the examinations	75,0	Good
9. Closeness of gained mark with student's expectation	85,0	Good
10. Availability of learning materials in the e-learning system	75,0	Good
11. Suitability of assignments to course content published in Semester Learning Plan	80,0	Good
12. Execution of midterm and final examinations	75,0	Good
13. Number of lectures delivered for the entire semester	80,0	Good

PTN2101 Wetland Farming (Performance of Teaching Process, %)



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

Figure 2.14. Performance of teaching process for PTN2101 Wetland Farming

2.8. PTN2102 Soil Chemistry (compulsory course)

2.8.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.15. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (64.5%) was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (26.9%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.22.

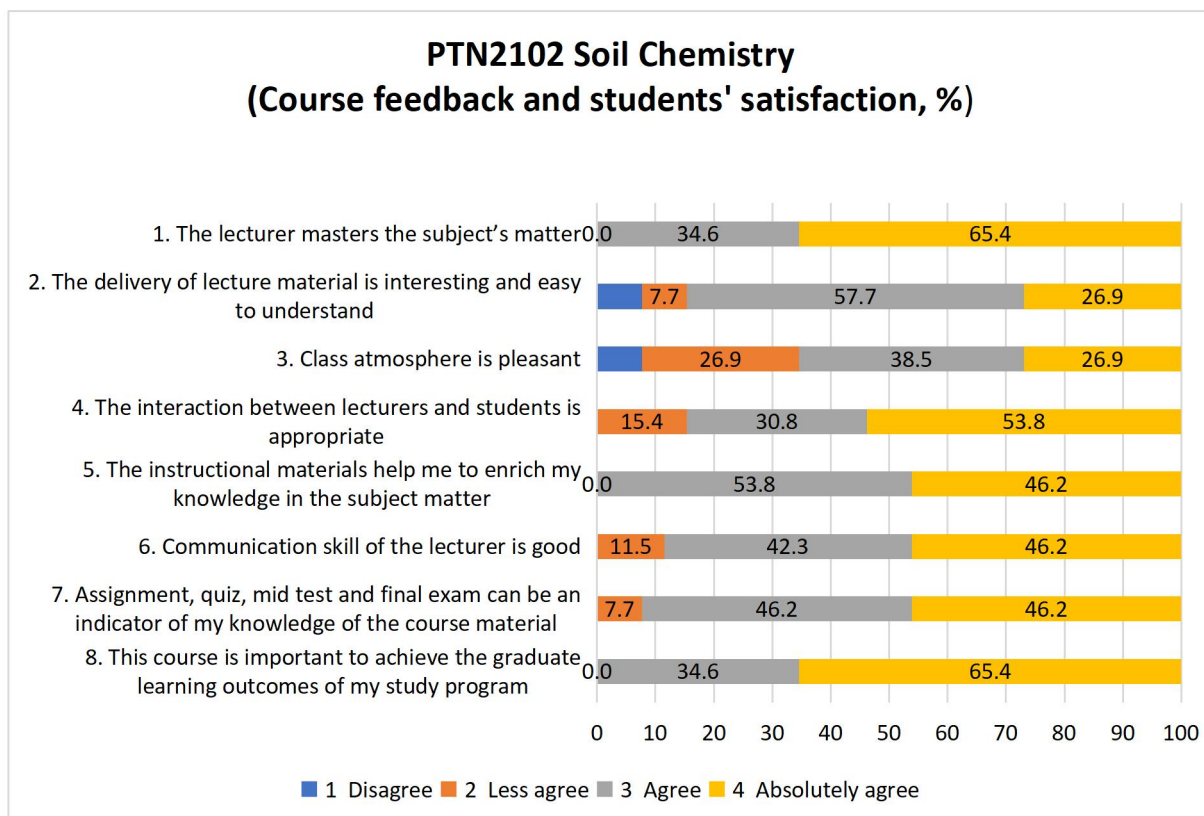


Figure 2.15. Course feedback and students' satisfaction (%) for PTN2102 Soil Chemistry

Table 2.22. The achievement of each question in the questionnaire of course feedback for PTN2102 Soil Chemistry

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91,3	Very good
The delivery of lecture material is interesting and easy to understand	76,0	Good
Class atmosphere is pleasant	71,2	Good
The interaction between lecturers and students is appropriate	84,6	Good
The instructional materials help me to enrich my knowledge in the subject matter.	86,5	Very good
Communication skill of the lecturer is good	83,7	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	84,6	Good
This course is important to achieve the graduate learning outcomes of my study program	91,3	Very good

2.8.2. Teaching Process and Students' Workload Surveys for PTN2102 Soil Chemistry

The results of the teaching process survey are presented in Figure 2.16, and the results of the workload survey are presented in Table 2.23. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 100% Very suitable. For the statement "The suitability of the exam questions with the course content" was 100% Very suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.23, and the level of achievement of the teaching process is presented in Table 2.24.

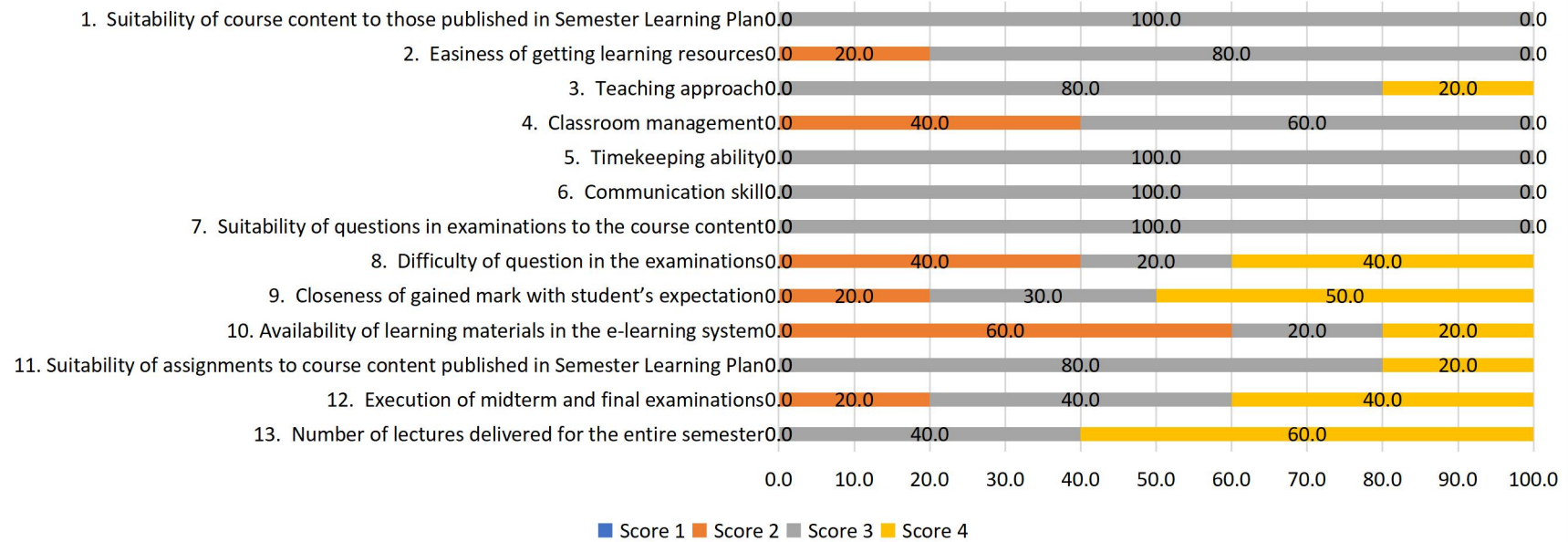
Table 2.23. Analysis of students' workload for PTN2102 Soil Chemistry

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	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	956	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.24. The achievement of each question in the questionnaire of teaching process for PTN2102 Soil Chemistry

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	75,0	Good
2. Easiness of getting learning resources	70,0	Good
3. Teaching approach	80,0	Good
4. Classroom management	65,0	Fairly good
5. Timekeeping ability	75,0	Good
6. Communication skill	75,0	Good
7. Suitability of questions in examinations to the course content	75,0	Good
8. Difficulty of question in the examinations	75,0	Good
9. Closeness of gained mark with student's expectation	82,5	Good
10. Availability of learning materials in the e-learning system	65,0	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	80,0	Good
12. Execution of midterm and final examinations	80,0	Good
13. Number of lectures delivered for the entire semester	90,0	Very good

PTN2102 Soil Chemistry (Performance of Teaching Process, %)



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

Figure 2.16. Performance of teaching process for PTN2102 Soil Chemistry

2.9. PTN3105 Regional Planning and Development (compulsory course)

2.9.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.17. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (77.8%) was found in the statement "The lecturer masters the subject's matter". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. On average, more than 59% of student respondents "Absolutely Agree" with all the statements given. The lowest percentage (59.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.25.

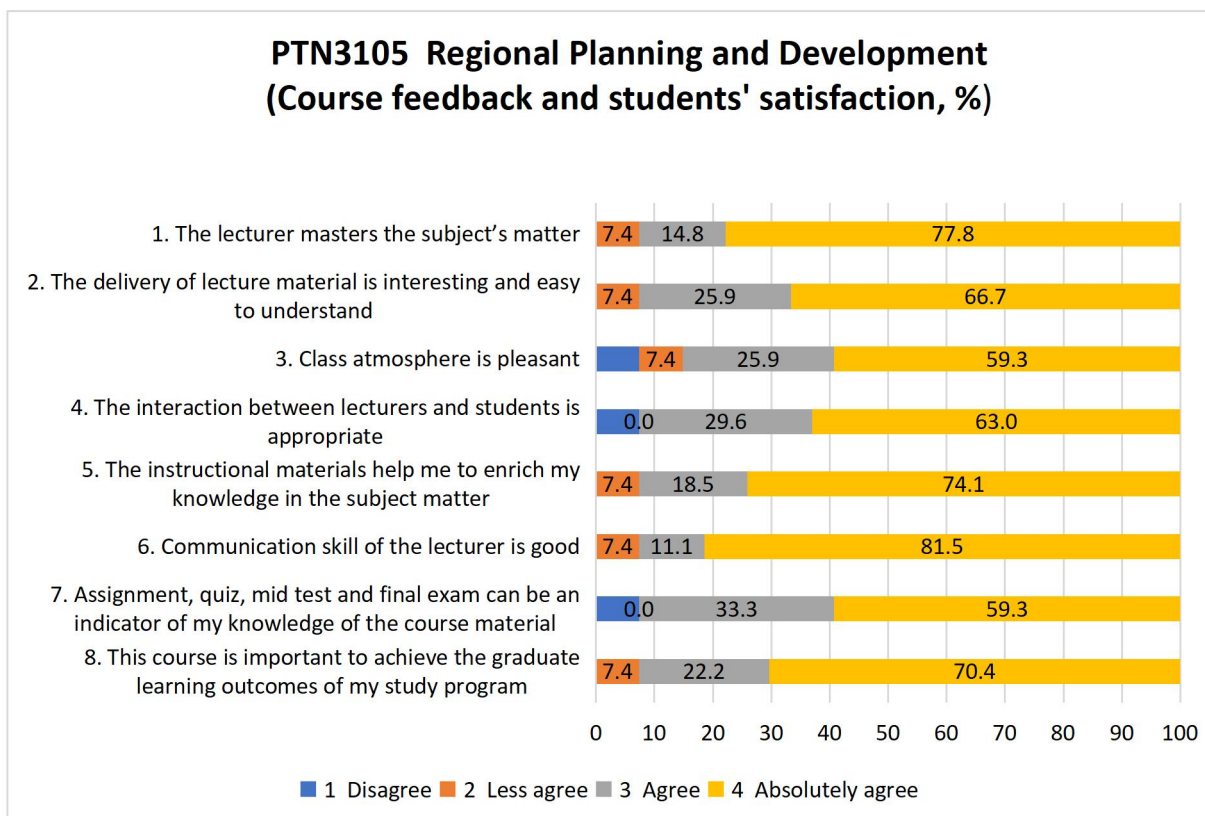


Figure 2.17. Course feedback and students' satisfaction (%) for PTN3105 Regional Planning and Development

Table 2.25. The achievement of each question in the questionnaire of course feedback for PTN3105 Regional Planning and Development

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	92,6	Very good
The delivery of lecture material is interesting and easy to understand	89,8	Very good
Class atmosphere is pleasant	84,3	Good
The interaction between lecturers and students is appropriate	87,0	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	91,7	Very good
Communication skill of the lecturer is good	93,5	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	86,1	Very good
This course is important to achieve the graduate learning outcomes of my study program	90,7	Very good

2.9.2. Teaching Process and Students' Workload Surveys for PTN3105 Regional Planning and Development

The results of the teaching process survey are presented in Figure 2.18, and the results of the workload survey are presented in Table 2.26. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 64.7% Very suitable, and 35.3% Suitable. For the statement "The suitability of the exam questions with the course content" was 35.3% Very suitable, and 64.7% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.26, and the level of achievement of the teaching process is presented in Table 2.27.

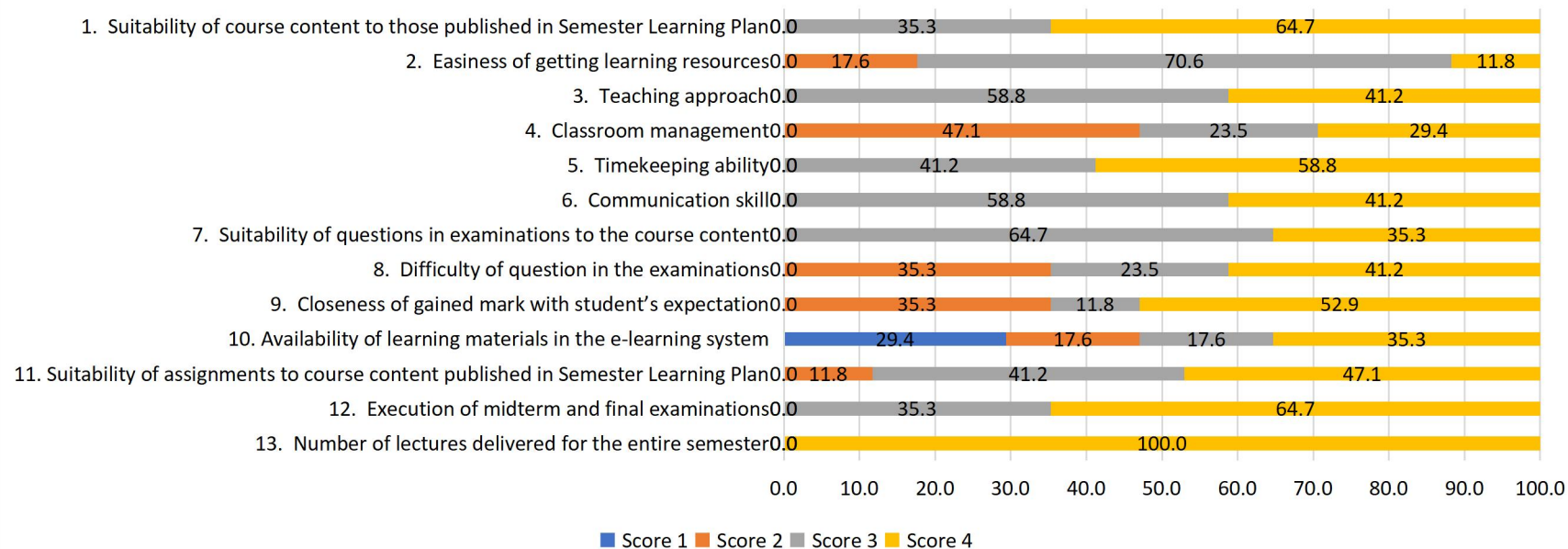
Table 2.26. Analysis of students' workload for PTN3105 Regional Planning and Development

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	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	1147	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.27. The achievement of each question in the questionnaire of teaching process for PTN3105 Regional Planning and Development

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	91,2	Very good
2. Easiness of getting learning resources	73,5	Good
3. Teaching approach	85,3	Very good
4. Classroom management	70,6	Good
5. Timekeeping ability	89,7	Very good
6. Communication skill	85,3	Very good
7. Suitability of questions in examinations to the course content	83,8	Good
8. Difficulty of question in the examinations	76,5	Good
9. Closeness of gained mark with student's expectation	79,4	Good
10. Availability of learning materials in the e-learning system	64,7	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	83,8	Good
12. Execution of midterm and final examinations	91,2	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3105 Regional Planning and Development (Performance of Teaching Process, %)



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

Figure 2.18. Performance of teaching process for PTN3105 Regional Planning and Development

2.10. PTN2102 Scientific Method (compulsory course)

2.10.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.19. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" (58.8%) and "This course is important to achieve the graduate learning outcomes of my study program" (82.4%). This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (35.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.28.

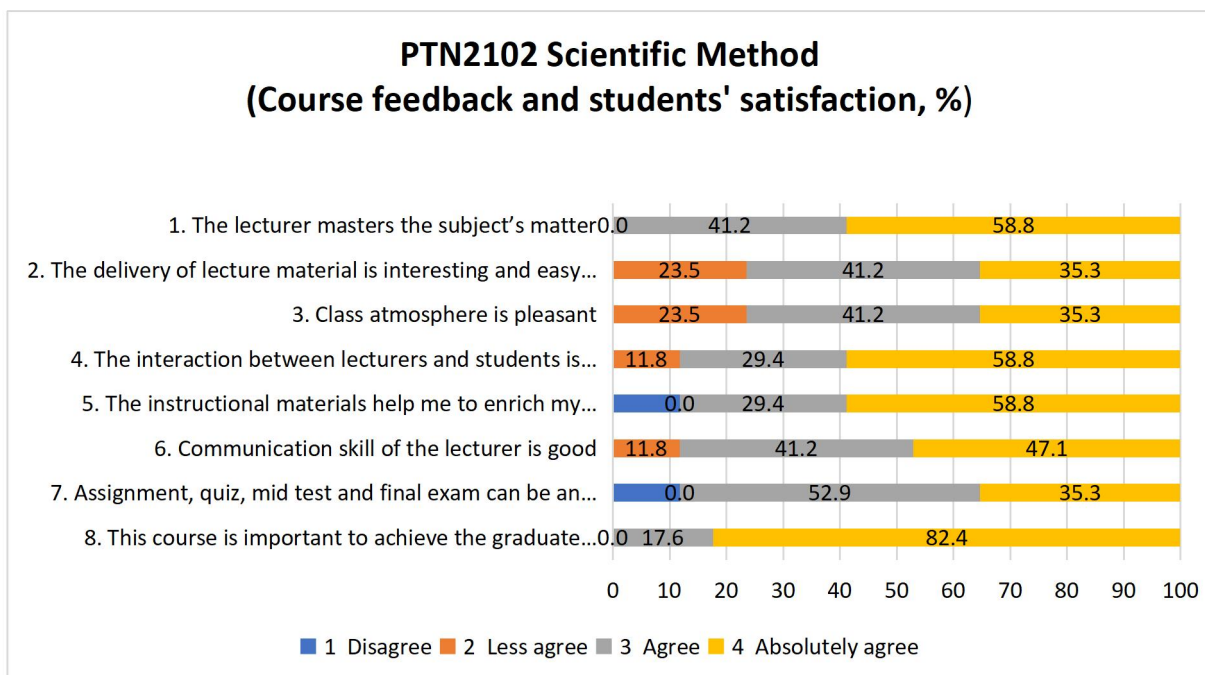


Figure 2.19. Course feedback and students' satisfaction (%) for PTN2102 Scientific Method

Table 2.28. The achievement of each question in the questionnaire of course feedback for PTN2102 Scientific Method

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89,7	Very good
The delivery of lecture material is interesting and easy to understand	77,9	Good
Class atmosphere is pleasant	77,9	Good
The interaction between lecturers and students is appropriate	86,8	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	83,8	Good
Communication skill of the lecturer is good	83,8	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	77,9	Good
This course is important to achieve the graduate learning outcomes of my study program	95,6	Very good

2.10.2. Teaching Process and Students' Workload Surveys for PTN2102 Scientific Method

The results of the teaching process survey are presented in Figure 2.20, and the results of the workload survey are presented in Table 2.29. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "Conformity of course content with that contained in the Semester Learning Plan" reached 27.3% Very suitable, and 72.7% Suitable. For the statement "The suitability of the exam questions with the course content" was 9.1% Very suitable, and 90.9% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system.

Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.29, and the level of achievement of the teaching process is presented in Table 2.30.

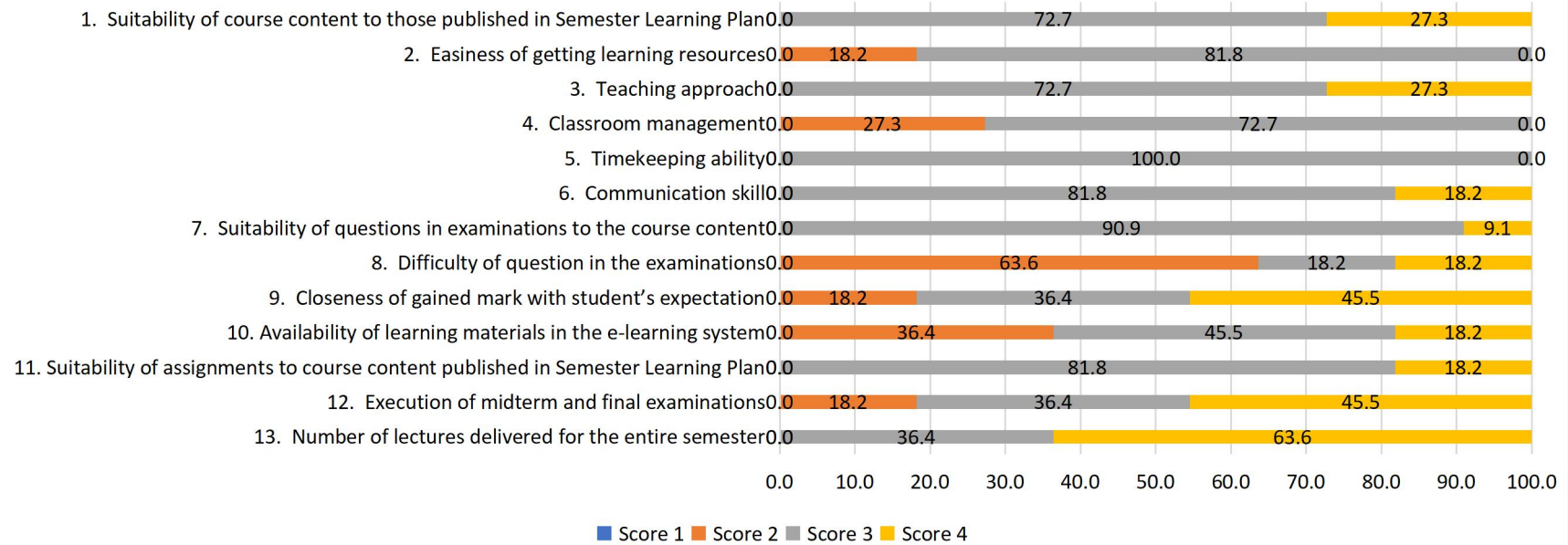
Table 2.29. Analysis of students' workload for PTN2102 Scientific Method

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	509	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	1063	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.30. The achievement of each question in the questionnaire of teaching process for PTN2102 Scientific Method

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	81,8	Good
2. Easiness of getting learning resources	70,5	Good
3. Teaching approach	81,8	Good
4. Classroom management	68,2	Fairly good
5. Timekeeping ability	75,0	Good
6. Communication skill	79,5	Good
7. Suitability of questions in examinations to the course content	77,3	Good
8. Difficulty of question in the examinations	63,6	Fairly good
9. Closeness of gained mark with student's expectation	81,8	Good
10. Availability of learning materials in the e-learning system	70,5	Good
11. Suitability of assignments to course content published in Semester Learning Plan	79,5	Good
12. Execution of midterm and final examinations	81,8	Good
13. Number of lectures delivered for the entire semester	90,9	Very good

PTN2102 Scientific Method (Performance of Teaching Process, %)



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

Figure 2.20. Performance of teaching process for PTN2102 Scientific Method

2.11. PTN2101 Soil Biology (compulsory course)

2.11.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.21. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (14.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.31.

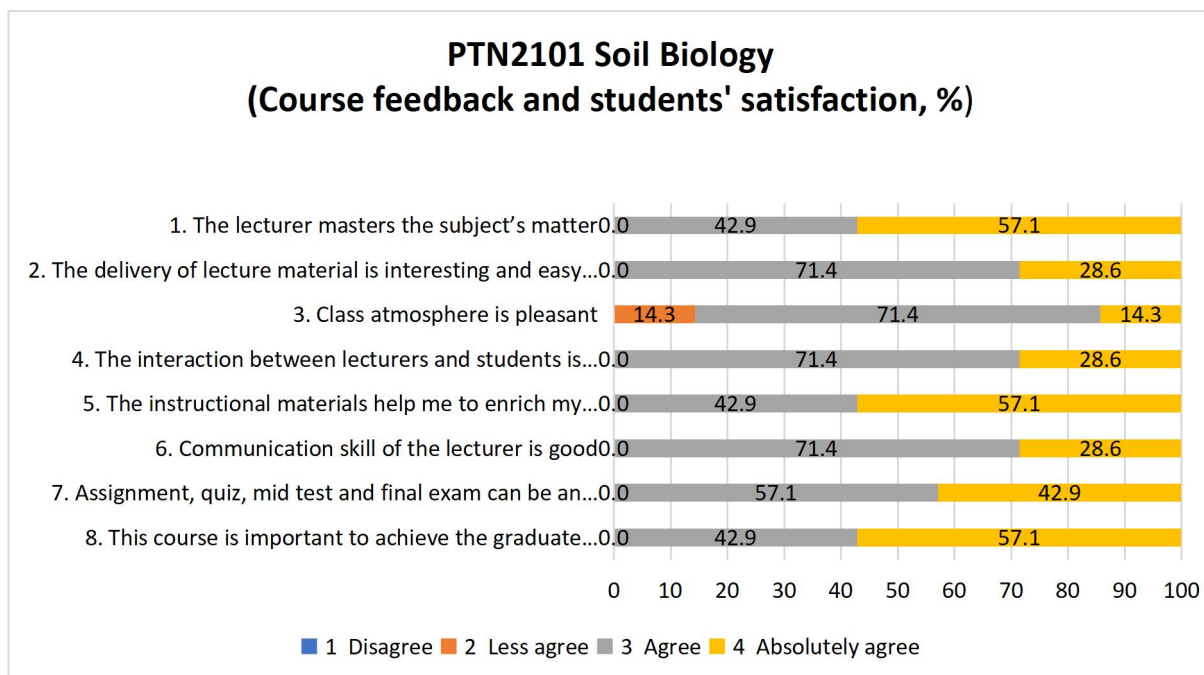


Figure 2.21. Course feedback and students' satisfaction (%) for PTN2101 Soil Biology

Table 2.31. The achievement of each question in the questionnaire of course feedback for PTN2101 Soil Biology

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89,3	Very good
The delivery of lecture material is interesting and easy to understand	82,1	Good
Class atmosphere is pleasant	75,0	Good
The interaction between lecturers and students is appropriate	82,1	Good
The instructional materials help me to enrich my knowledge in the subject matter.	89,3	Very good
Communication skill of the lecturer is good	82,1	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	85,7	Very good
This course is important to achieve the graduate learning outcomes of my study program	89,3	Very good

2.11.2. Teaching Process and Students' Workload Surveys for PTN2101 Soil Biology

The results of course feedback and students' satisfaction survey were presented in Figure 2.21. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (14.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.31.

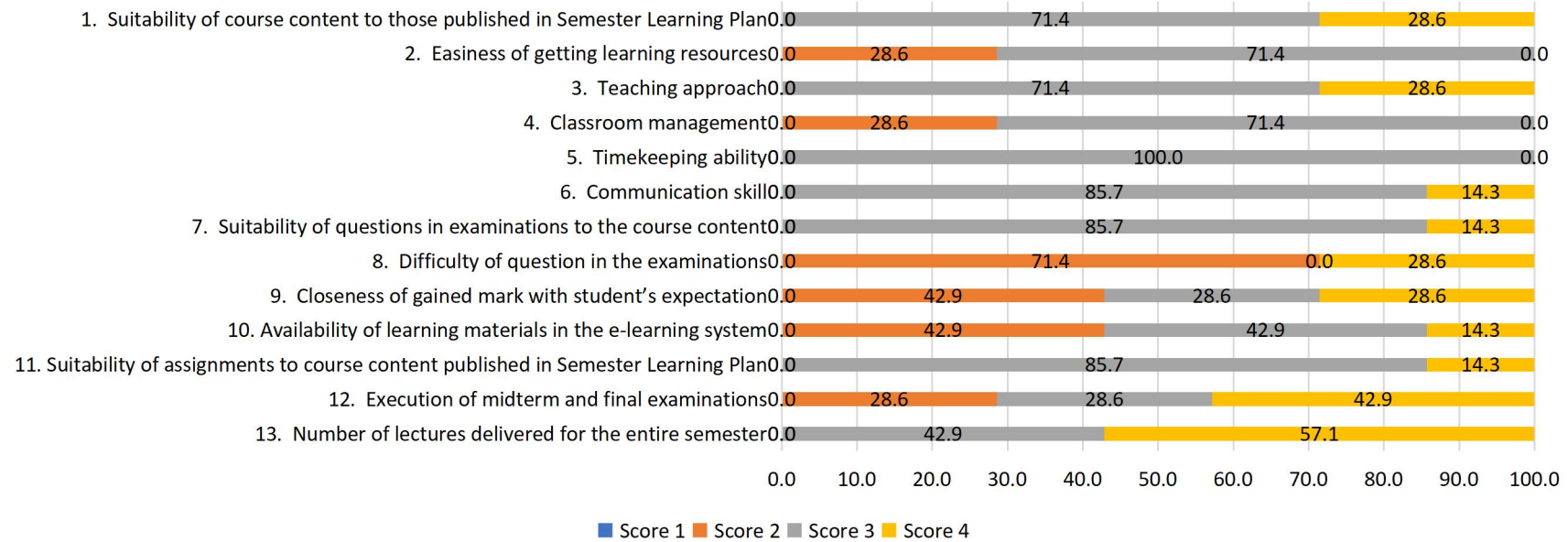
Table 2.5. Analysis of students' workload for Table 2.32. Analysis of students' workload for PTN2101 Soil Biology

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	486	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	1093	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.33. The achievement of each question in the questionnaire of teaching process for PTN2101 Soil Biology

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	82,1	Good
2. Easiness of getting learning resources	67,9	Fairly good
3. Teaching approach	82,1	Good
4. Classroom management	67,9	Fairly good
5. Timekeeping ability	75,0	Good
6. Communication skill	78,6	Good
7. Suitability of questions in examinations to the course content	78,6	Good
8. Difficulty of question in the examinations	60,7	Fairly good
9. Closeness of gained mark with student's expectation	71,4	Good
10. Availability of learning materials in the e-learning system	67,9	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	78,6	Good
12. Execution of midterm and final examinations	78,6	Good
13. Number of lectures delivered for the entire semester	89,3	Very good

PTN2101 Soil Biology (Performance of Teaching Process, %)



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

Figure 2.22. Performance of teaching process for PTN2101 Soil Biology

2.12. PTN2103 Experimental Design (compulsory course)

2.12.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.23. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" (66.7%) and "This course is important to achieve the graduate learning outcomes of my study program" (71.4%). This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (47.6%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.34.

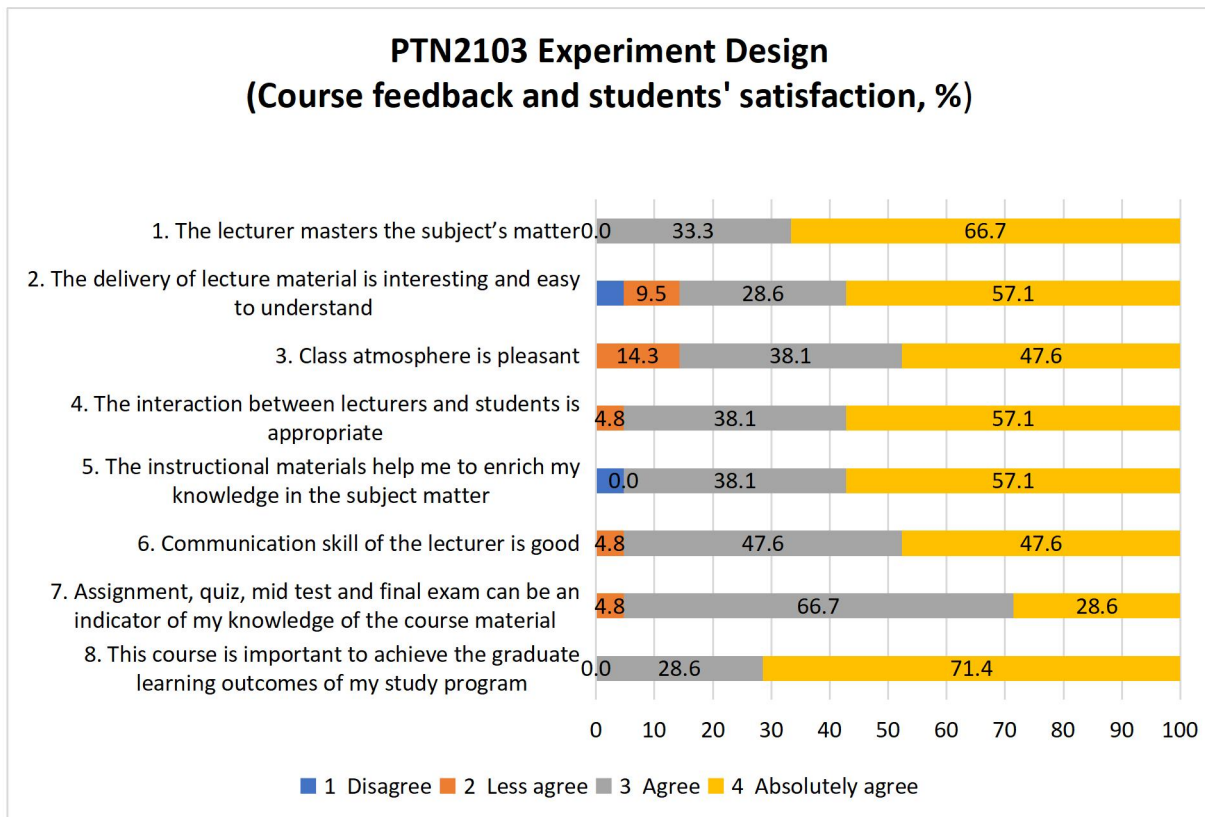


Figure 2.23. Course feedback and students' satisfaction (%) for PTN2103 Experimental Design

Table 2.34. The achievement of each question in the questionnaire of course feedback for PTN2103 Experimental Design

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	91,7	Very good
The delivery of lecture material is interesting and easy to understand	84,5	Good
Class atmosphere is pleasant	83,3	Good
The interaction between lecturers and students is appropriate	88,1	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	86,9	Very good
Communication skill of the lecturer is good	85,7	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	81,0	Good
This course is important to achieve the graduate learning outcomes of my study program	92,9	Very good

2.12.2. Teaching Process and Students' Workload Surveys for PTN2103 Experimental Design

The results of the teaching process survey are presented in Figure 2.24, and the results of the workload survey are presented in Table 2.35. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 41.2% Very suitable, and 58.8% Suitable. For the statement "The suitability of the exam questions with the course content" was 23.5% Very suitable, and 76.5% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one 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.

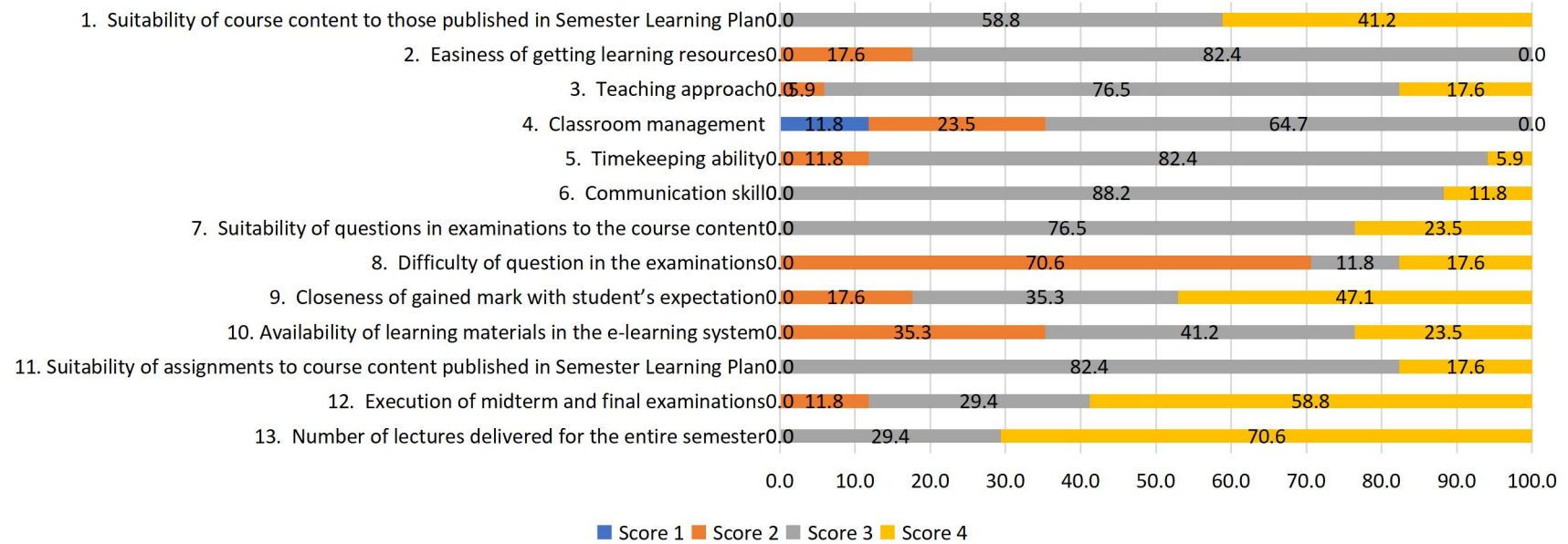
Table 2.35. Analysis of students' workload for PTN2103 Experimental Design

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	506	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	1029	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.36. The achievement of each question in the questionnaire of teaching process for PTN2103 Experimental Design

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	85,3	Very good
2. Easiness of getting learning resources	70,6	Good
3. Teaching approach	77,9	Good
4. Classroom management	63,2	Fairly good
5. Timekeeping ability	73,5	Good
6. Communication skill	77,9	Good
7. Suitability of questions in examinations to the course content	80,9	Good
8. Difficulty of question in the examinations	61,8	Fairly good
9. Closeness of gained mark with student's expectation	85,3	Good
10. Availability of learning materials in the e-learning system	72,1	Good
11. Suitability of assignments to course content published in Semester Learning Plan	79,4	Good
12. Execution of midterm and final examinations	86,8	Very good
13. Number of lectures delivered for the entire semester	92,6	Very good

PTN2103 Experimental Design (Performance of Teaching Process, %)



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

Figure 2. 24. Performance of teaching process for PTN2103 Experimental Design

2.13. PTN3103 Organic Farming System (elective course)

2.13.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.25. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (63.6%) was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (36.4%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.37.

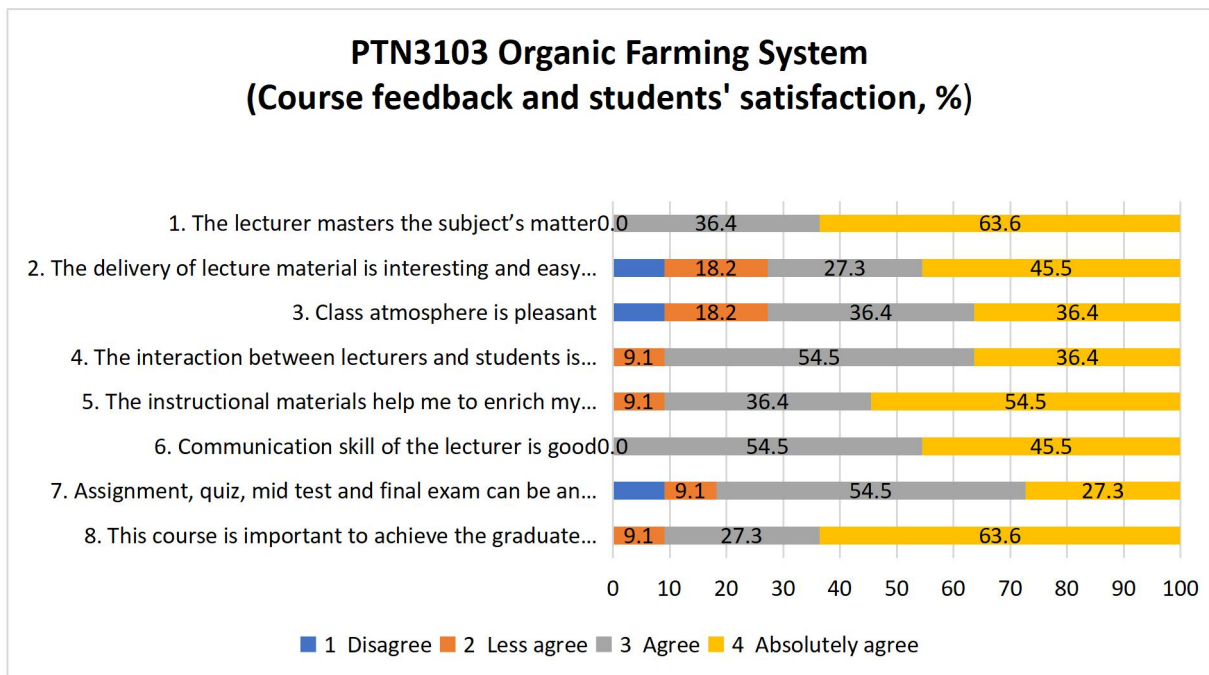


Figure 2.25. Course feedback and students' satisfaction (%) for PTN3103 Organic Farming System

Table 2.37. The achievement of each question in the questionnaire of course feedback for PTN3103 Organic Farming System

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	90,9	Very good
The delivery of lecture material is interesting and easy to understand	77,3	Good
Class atmosphere is pleasant	75,0	Good
The interaction between lecturers and students is appropriate	81,8	Good
The instructional materials help me to enrich my knowledge in the subject matter.	86,4	Very good
Communication skill of the lecturer is good	86,4	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	75,0	Good
This course is important to achieve the graduate learning outcomes of my study program	88,6	Very good

2.13.2. Teaching Process and Students' Workload Surveys for PTN3103 Organic Farming System

The results of course feedback and students' satisfaction survey were presented in Figure 2.25. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (63.6%) was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (36.4%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.37.

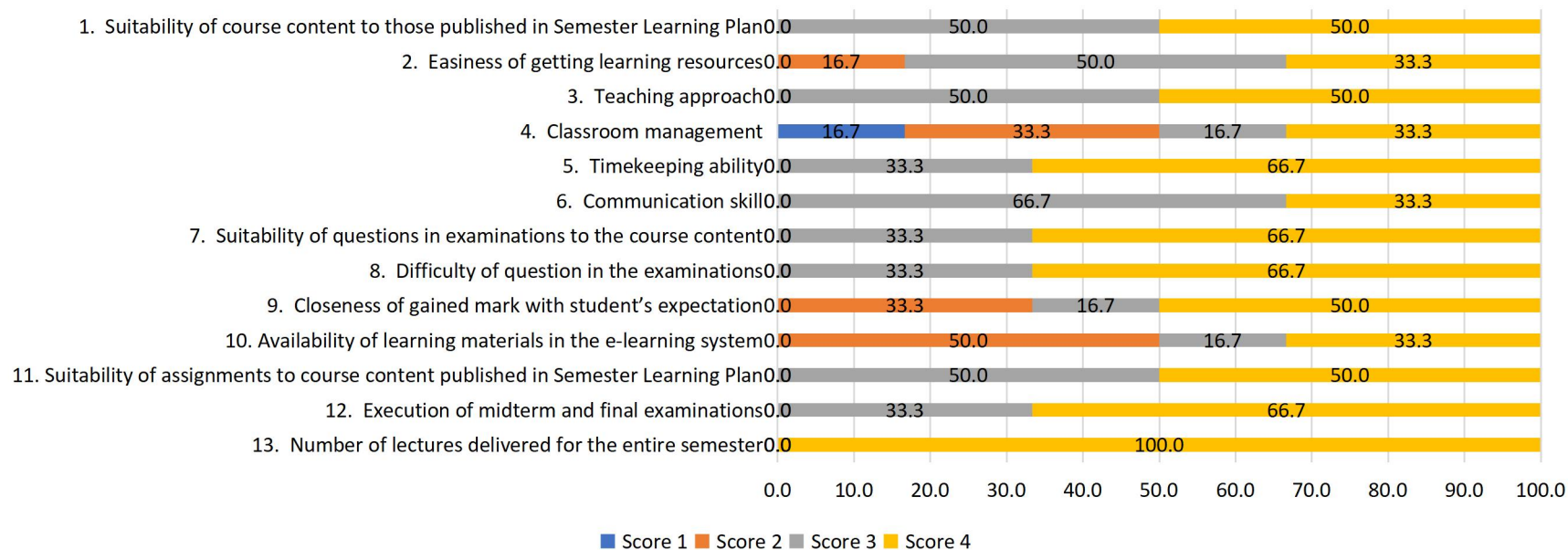
Table 2.38. Analysis of students' workload for PTN3103 Organic Farming System

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	350	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	1150	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.39. The achievement of each question in the questionnaire of teaching process for PTN3103 Organic Farming System

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	87,5	Very good
2. Easiness of getting learning resources	79,2	Good
3. Teaching approach	87,5	Very good
4. Classroom management	66,7	Fairly good
5. Timekeeping ability	91,7	Good
6. Communication skill	83,3	Good
7. Suitability of questions in examinations to the course content	91,7	Very good
8. Difficulty of question in the examinations	91,7	Very good
9. Closeness of gained mark with student's expectation	79,2	Good
10. Availability of learning materials in the e-learning system	70,8	Good
11. Suitability of assignments to course content published in Semester Learning Plan	87,5	Very good
12. Execution of midterm and final examinations	91,7	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3103 Organic Farming System (Performance of Teaching Process, %)



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

Figure 2.26. Performance of teaching process for PTN3103 Organic Farming System

2.14. PTN3104 Land Ecology (elective course)

2.14.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.27. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "This course is important to achieve the graduate learning outcomes of my study program", "The lecturer masters the subject's matter" and "The communication skill of the lecturer is good". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (26.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.40.

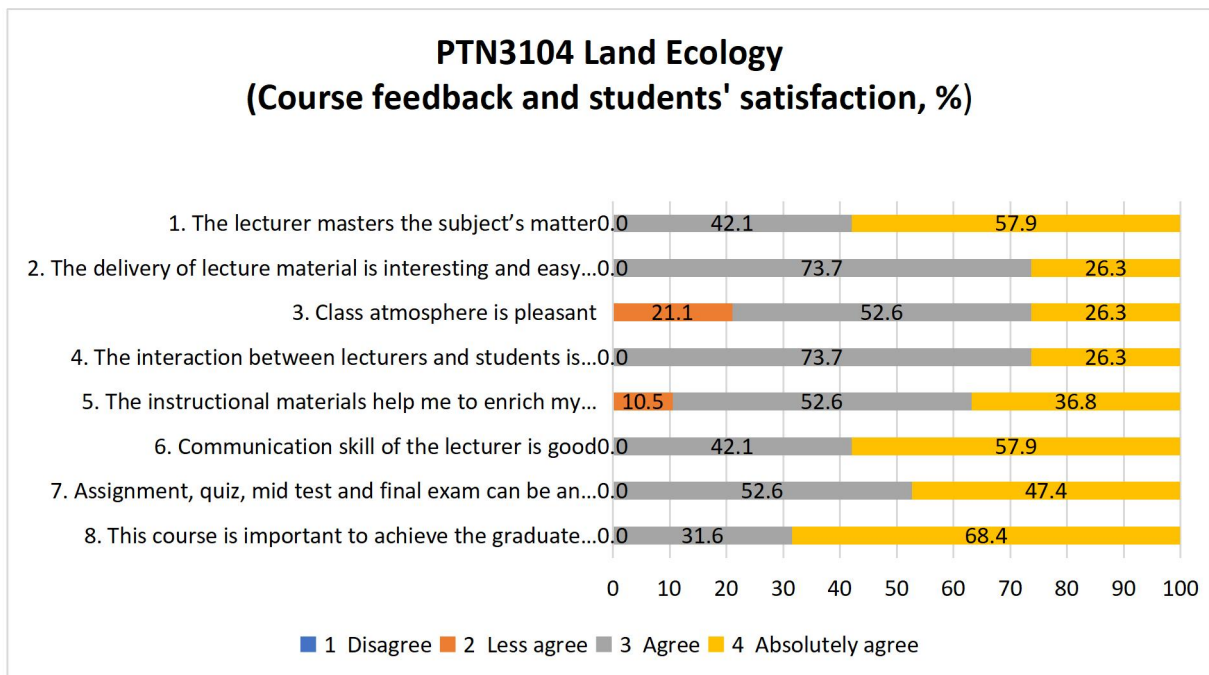


Figure 2.27. Course feedback and students' satisfaction (%) for PTN3104 Land Ecology

Table 2.40. The achievement of each question in the questionnaire of course feedback for PTN3104 Land Ecology

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	89,5	Very good
The delivery of lecture material is interesting and easy to understand	81,6	Good
Class atmosphere is pleasant	76,3	Good
The interaction between lecturers and students is appropriate	81,6	Good
The instructional materials help me to enrich my knowledge in the subject matter.	81,6	Good
Communication skill of the lecturer is good	89,5	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	86,8	Very good
This course is important to achieve the graduate learning outcomes of my study program	92,1	Very good

2.14.2. Teaching Process and Students' Workload Surveys for PTN3104 Land Ecology

The results of the teaching process survey are presented in Figure 2.28, and the results of the workload survey are presented in Table 2.41. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 33.3% Very suitable, and 66.7% Suitable. For the statement "The suitability of the exam questions with the course content" was 33.3% Very suitable, and 66.7% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.41, and the level of achievement of the teaching process is presented in Table 2.42.

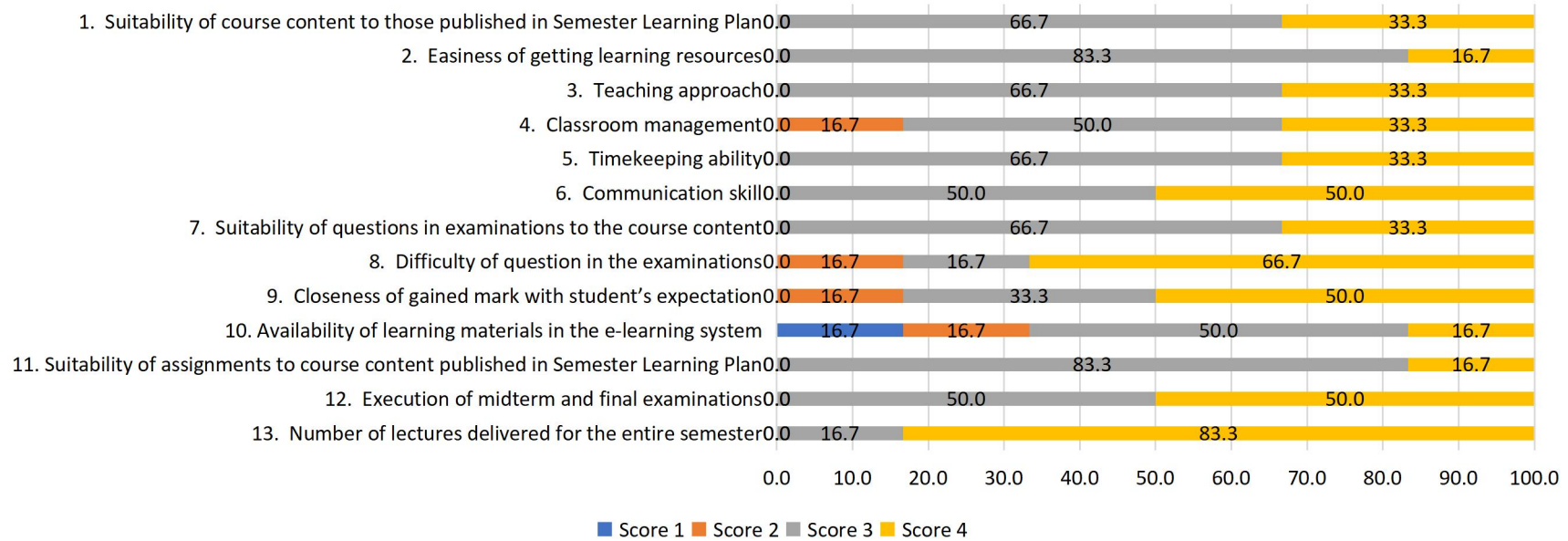
Table 2.41. Analysis of students' workload for PTN3104 Land Ecology

Criteria of academic workload (2 credits face to face meeting, excluded 1 credit practical work)	Length of time (in minutes) per semester	Analysis of results and suggestions
Length of time (in minutes) of Structured assignment (in survey) per semester	350	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	1087	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.42. The achievement of each question in the questionnaire of teaching process for PTN3104 Land Ecology

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	83,3	Good
2. Easiness of getting learning resources	79,2	Good
3. Teaching approach	83,3	Good
4. Classroom management	79,2	Good
5. Timekeeping ability	83,3	Good
6. Communication skill	87,5	Very good
7. Suitability of questions in examinations to the course content	83,3	Good
8. Difficulty of question in the examinations	87,5	Very good
9. Closeness of gained mark with student's expectation	83,3	Good
10. Availability of learning materials in the e-learning system	66,7	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	79,2	Good
12. Execution of midterm and final examinations	87,5	Very good
13. Number of lectures delivered for the entire semester	95,8	Very good

PTN3104 Land Ecology (Performance of Teaching Process, %)



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

Figure 2.28. Performance of teaching process for PTN3104 Land Ecology

2.15. PTN2104 Soil and Water Conservation (compulsory course)

2.15.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.29. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (77.8%) was found in the statement "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.43.

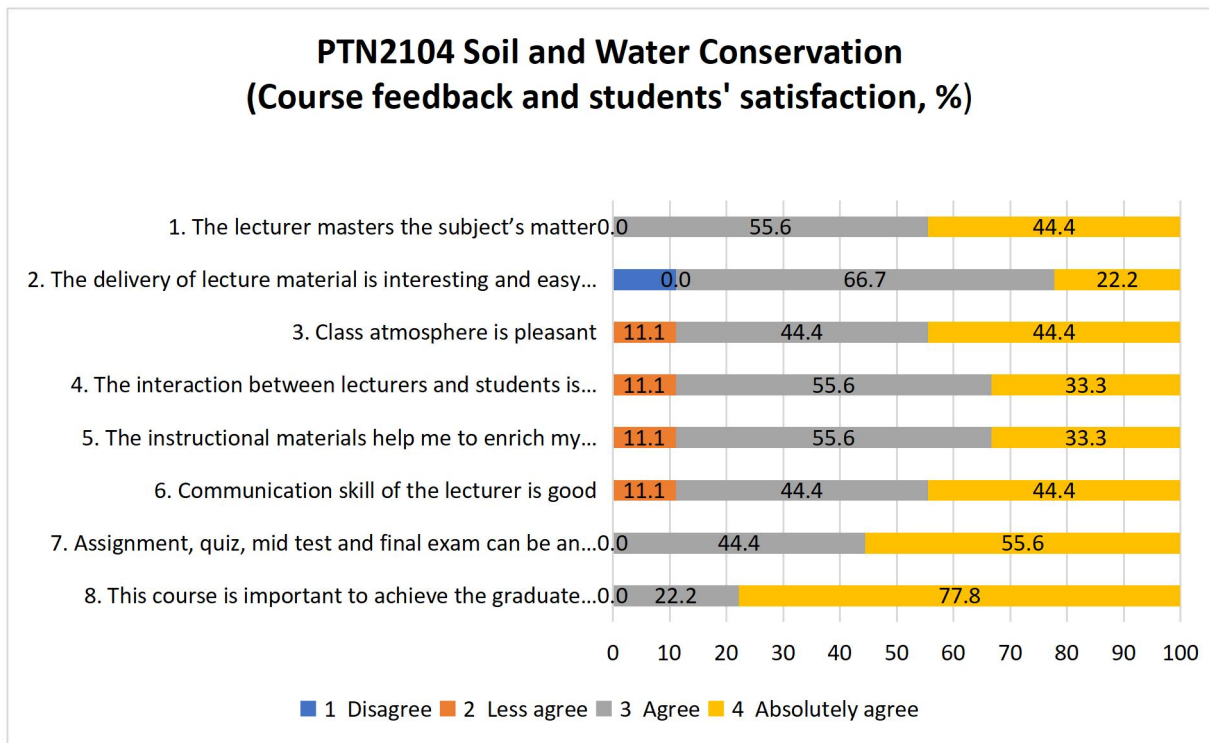


Figure 2.29. Course feedback and students' satisfaction (%) for PTN2104 Soil and Water Conservation

Table 2.43. The achievement of each question in the questionnaire of course feedback for PTN2104 Soil and Water Conservation

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	86,1	Very good
The delivery of lecture material is interesting and easy to understand	75,0	Good
Class atmosphere is pleasant	83,3	Good
The interaction between lecturers and students is appropriate	80,6	Good
The instructional materials help me to enrich my knowledge in the subject matter.	80,6	Good
Communication skill of the lecturer is good	83,3	Good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	88,9	Very good
This course is important to achieve the graduate learning outcomes of my study program	94,4	Very good

2.15.2. Teaching Process and Students' Workload Surveys for PTN2104 Soil and Water Conservation

The results of the teaching process survey are presented in Figure 2.30, and the results of the workload survey are presented in Table 2.44. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 33.3% Very suitable, and 66.7% Suitable. For the statement "The suitability of the exam questions with the course content" was 16.7% Very suitable, and 83.3% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one 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.

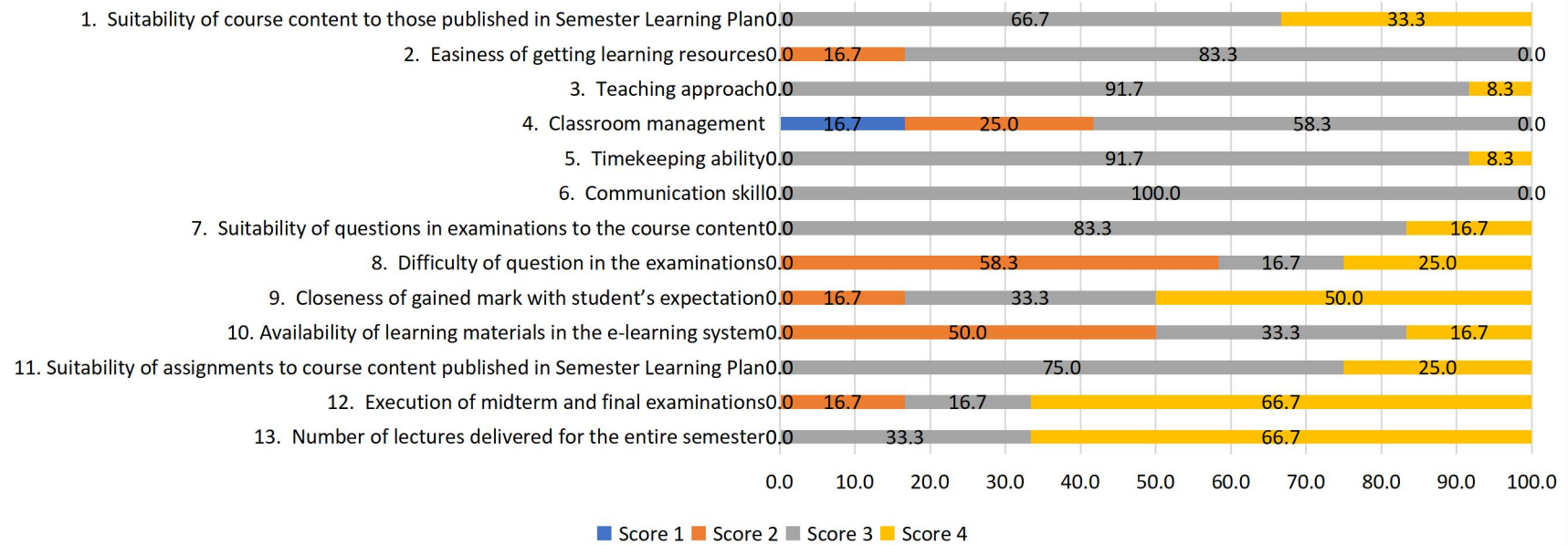
Table 2.44. Analysis of students' workload for PTN2104 Soil and Water Conservation

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	492	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	1137	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.45. The achievement of each question in the questionnaire of teaching process for PTN2104 Soil and Water Conservation

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	83,3	Good
2. Easiness of getting learning resources	70,8	Good
3. Teaching approach	77,1	Good
4. Classroom management	60,4	Fairly good
5. Timekeeping ability	77,1	Good
6. Communication skill	75,0	Good
7. Suitability of questions in examinations to the course content	79,2	Good
8. Difficulty of question in the examinations	66,7	Fairly good
9. Closeness of gained mark with student's expectation	83,3	Good
10. Availability of learning materials in the e-learning system	66,7	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	81,3	Good
12. Execution of midterm and final examinations	87,5	Very good
13. Number of lectures delivered for the entire semester	91,7	Very good

PTN2104 Soil and Water Conservation (Performance of Teaching Process, %)



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

Figure 2.30. Course feedback and students' satisfaction (%) for PTN2104 Soil and Water Conservation

2.16. PTN3210 Watershed Management (elective course)

2.16.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.31. "Agree" and "Absolutely agree" dominate in each statement. 80% of student respondents "Absolutely Agree" with all the statements given. This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.46.

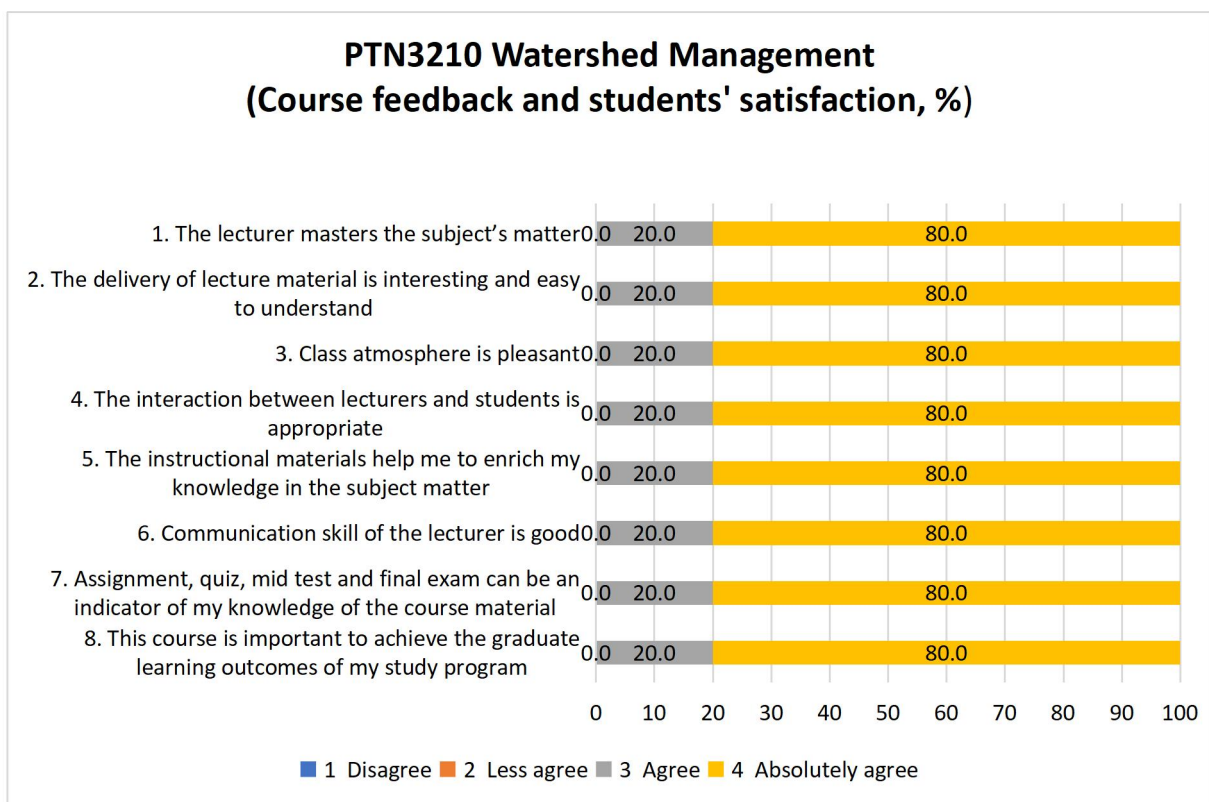


Figure 2.31. Course feedback and students' satisfaction (%) for PTN3210 Watershed Management

Table 2.46. The achievement of each question in the questionnaire of course feedback for PTN3210 Watershed Management

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	95,0	Very good
The delivery of lecture material is interesting and easy to understand	95,0	Very good
Class atmosphere is pleasant	95,0	Very good
The interaction between lecturers and students is appropriate	95,0	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	95,0	Very good
Communication skill of the lecturer is good	95,0	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	95,0	Very good
This course is important to achieve the graduate learning outcomes of my study program	95,0	Very good

2.16.2. Teaching Process and Students' Workload Surveys for PTN3210 Watershed Management

The results of the teaching process survey are presented in Figure 2.32, and the results of the workload survey are presented in Table 2.47. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 50% Very suitable, and 50% Suitable. For the statement "The suitability of the exam questions with the course content" was 50% Very suitable, and 50% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.47, and the level of achievement of the teaching process is presented in Table 2.48.

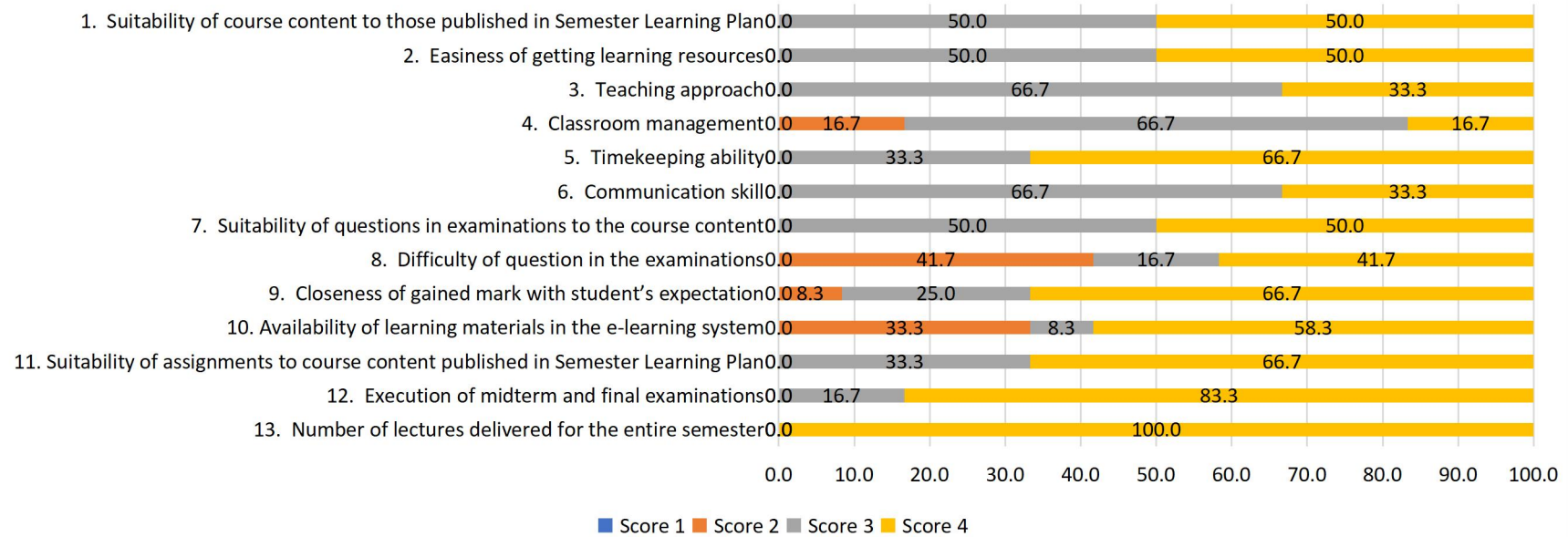
Table 2.47. Analysis of students' workload for PTN3210 Watershed Management

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	420	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	1088	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.48. The achievement of each question in the questionnaire of teaching process for PTN3210 Watershed Management

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	87,5	Very good
2. Easiness of getting learning resources	87,5	Very good
3. Teaching approach	83,3	Good
4. Classroom management	75,0	Good
5. Timekeeping ability	91,7	Very good
6. Communication skill	83,3	Good
7. Suitability of questions in examinations to the course content	87,5	Very good
8. Difficulty of question in the examinations	75,0	Good
9. Closeness of gained mark with student's expectation	89,6	Very good
10. Availability of learning materials in the e-learning system	81,3	Good
11. Suitability of assignments to course content published in Semester Learning Plan	91,7	Very good
12. Execution of midterm and final examinations	95,8	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3210 Watershed Management (Performance of Teaching Process, %)



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

Figure 2.32. Performance of teaching process for PTN3210 Watershed Management

2.17. PTN3102 Land Remediation (elective course)

2.17.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.33. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" (86.7%) and "This course is important to achieve the graduate learning outcomes of my study program" (73.3%). This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (26.7%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.49.

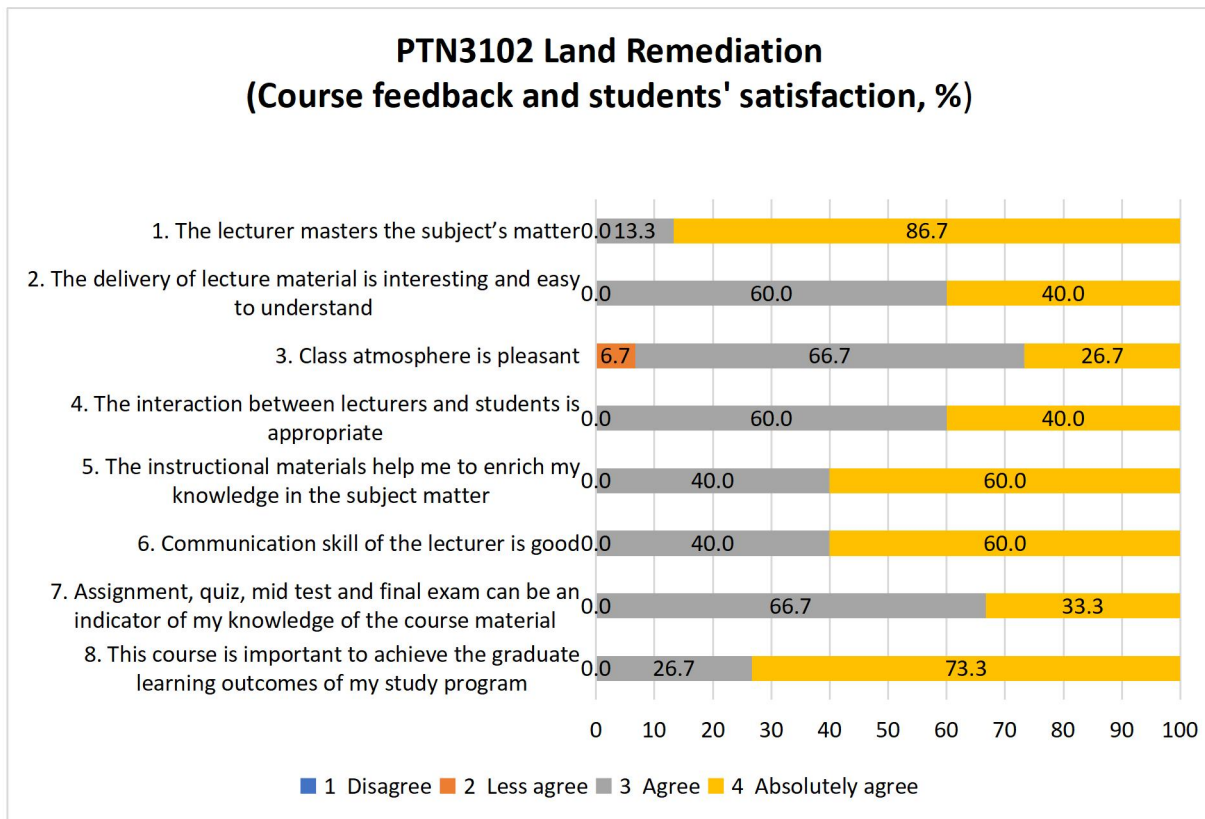


Figure 2.33. Course feedback and students' satisfaction (%) for PTN3102 Land Remediation

Table 2.49. The achievement of each question in the questionnaire of course feedback for PTN3102 Land Remediation

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	96,7	Very good
The delivery of lecture material is interesting and easy to understand	85,0	Very good
Class atmosphere is pleasant	80,0	Good
The interaction between lecturers and students is appropriate	85,0	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	90,0	Very good
Communication skill of the lecturer is good	90,0	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	83,3	Good
This course is important to achieve the graduate learning outcomes of my study program	93,3	Very good

2.17.2. Teaching Process and Students' Workload Surveys for PTN3102 Land Remediation

The results of the teaching process survey are presented in Figure 2.34, and the results of the workload survey are presented in Table 2.50. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 57.1% Very suitable, and 42.9% Suitable. For the statement "The suitability of the exam questions with the course content" was 28.6% Very suitable, and 71.4% Suitable. There is a need to increase the availability of learning materials in the e-learning system.

Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.50, and the level of achievement of the teaching process is presented in Table 2.51.

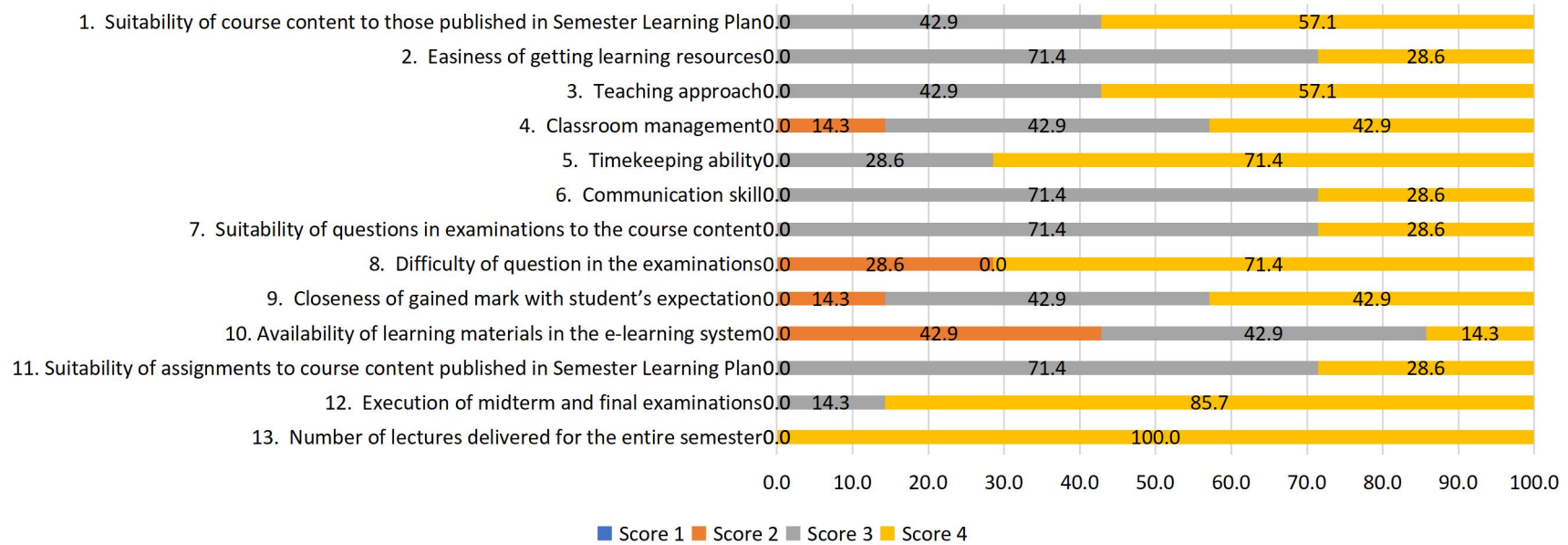
Table 2.50. Analysis of students' workload for PTN3102 Land Remediation

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	329	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	1029	Students spend about two-thirds their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.51. The achievement of each question in the questionnaire of teaching process for PTN3102 Land Remediation

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	89,3	Very good
2. Easiness of getting learning resources	82,1	Good
3. Teaching approach	89,3	Very good
4. Classroom management	82,1	Good
5. Timekeeping ability	92,9	Very good
6. Communication skill	82,1	Good
7. Suitability of questions in examinations to the course content	82,1	Good
8. Difficulty of question in the examinations	85,7	Very good
9. Closeness of gained mark with student's expectation	82,1	Good
10. Availability of learning materials in the e-learning system	67,9	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	82,1	Good
12. Execution of midterm and final examinations	96,4	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3102 Land Remediation (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 2.34. Performance of teaching process for PTN3102 Land Remediation

2.18. PTN3107 Irrigation and Drainage (elective course)

2.18.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.35. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.52.

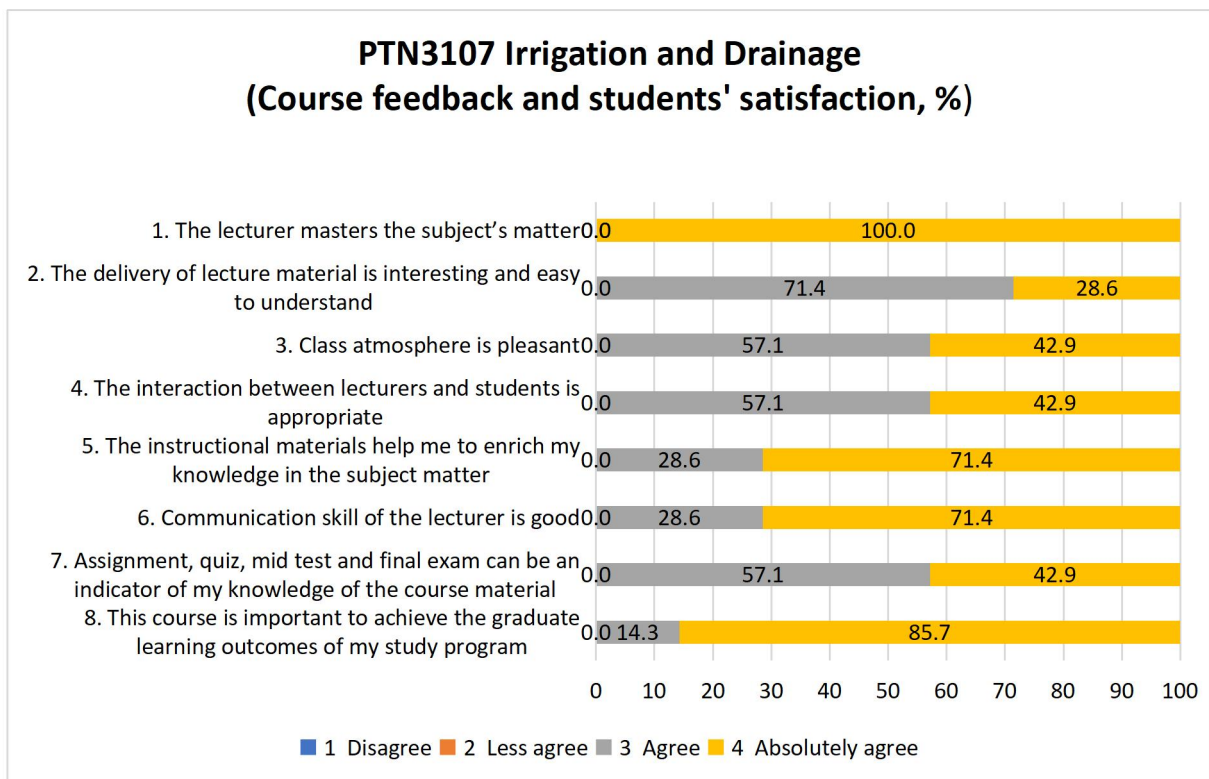


Figure 2.35. Course feedback and students' satisfaction (%) for PTN3107 Irrigation and Drainage

Table 2.52. The achievement of each question in the questionnaire of course feedback for PTN3107 Irrigation and Drainage

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	100,0	Very good
The delivery of lecture material is interesting and easy to understand	82,1	Good
Class atmosphere is pleasant	85,7	Very good
The interaction between lecturers and students is appropriate	85,7	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	92,9	Very good
Communication skill of the lecturer is good	92,9	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	85,7	Very good
This course is important to achieve the graduate learning outcomes of my study program	96,4	Very good

2.18.2. Teaching Process and Students' Workload Surveys for PTN3107 Irrigation and Drainage

The results of the teaching process survey are presented in Figure 2.36, and the results of the workload survey are presented in Table 2.53. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 85.7% Very suitable, and 14.3% Suitable. For the statement "The suitability of the exam questions with the course content" was 57.1% Very suitable, and 42.9% Suitable. There is a need to increase the availability of learning materials in the e-learning system. Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.53, and the level of achievement of the teaching process is presented in Table 2.54.

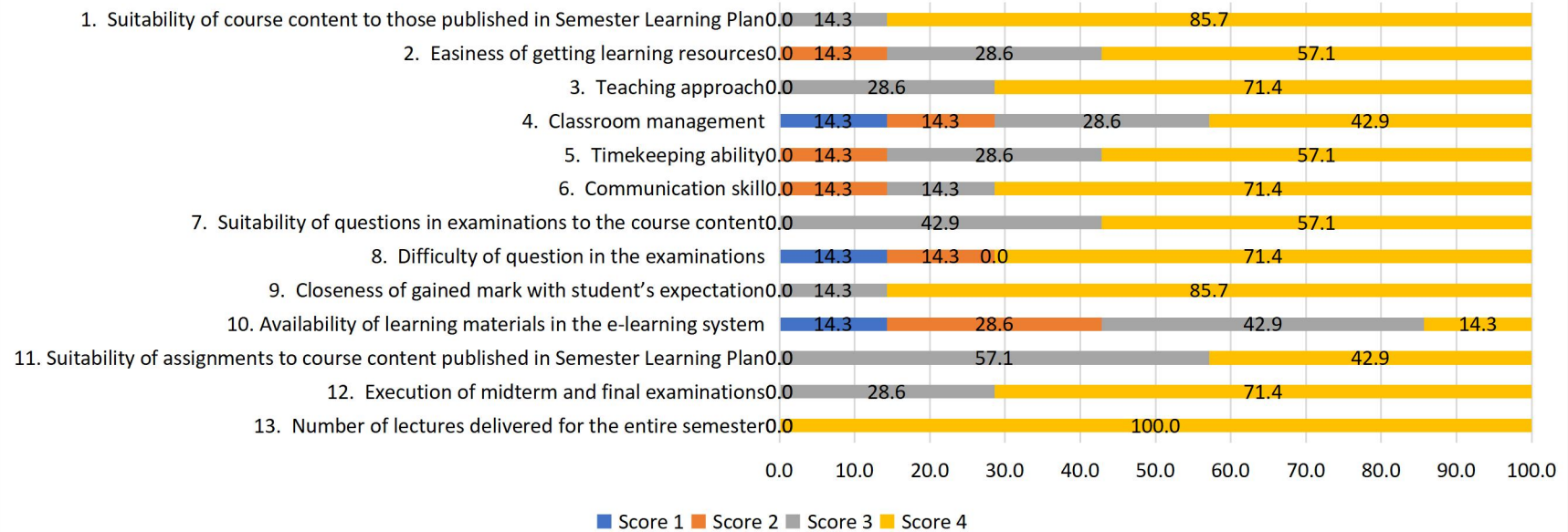
Table 2.53. Analysis of students' workload for PTN3107 Irrigation and Drainage

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	300	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	809	Students spend about three-quarter their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.54. The achievement of each question in the questionnaire of teaching process for PTN3107 Irrigation and Drainage

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	96,4	Very good
2. Easiness of getting learning resources	85,7	Very good
3. Teaching approach	92,9	Very good
4. Classroom management	75,0	Good
5. Timekeeping ability	85,7	Very good
6. Communication skill	89,3	Very good
7. Suitability of questions in examinations to the course content	89,3	Very good
8. Difficulty of question in the examinations	82,1	Very good
9. Closeness of gained mark with student's expectation	96,4	Very good
10. Availability of learning materials in the e-learning system	64,3	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	85,7	Very good
12. Execution of midterm and final examinations	92,9	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3107 Irrigation and Drainage (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 2.36. Performance of teaching process for PTN3107 Irrigation and Drainage

2.19. PTN3209 Spatial Planning and Land Use (elective course)

2.19.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.37. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (37.5%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. This may be due to the large number of students in one class, namely around 80 students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.55.

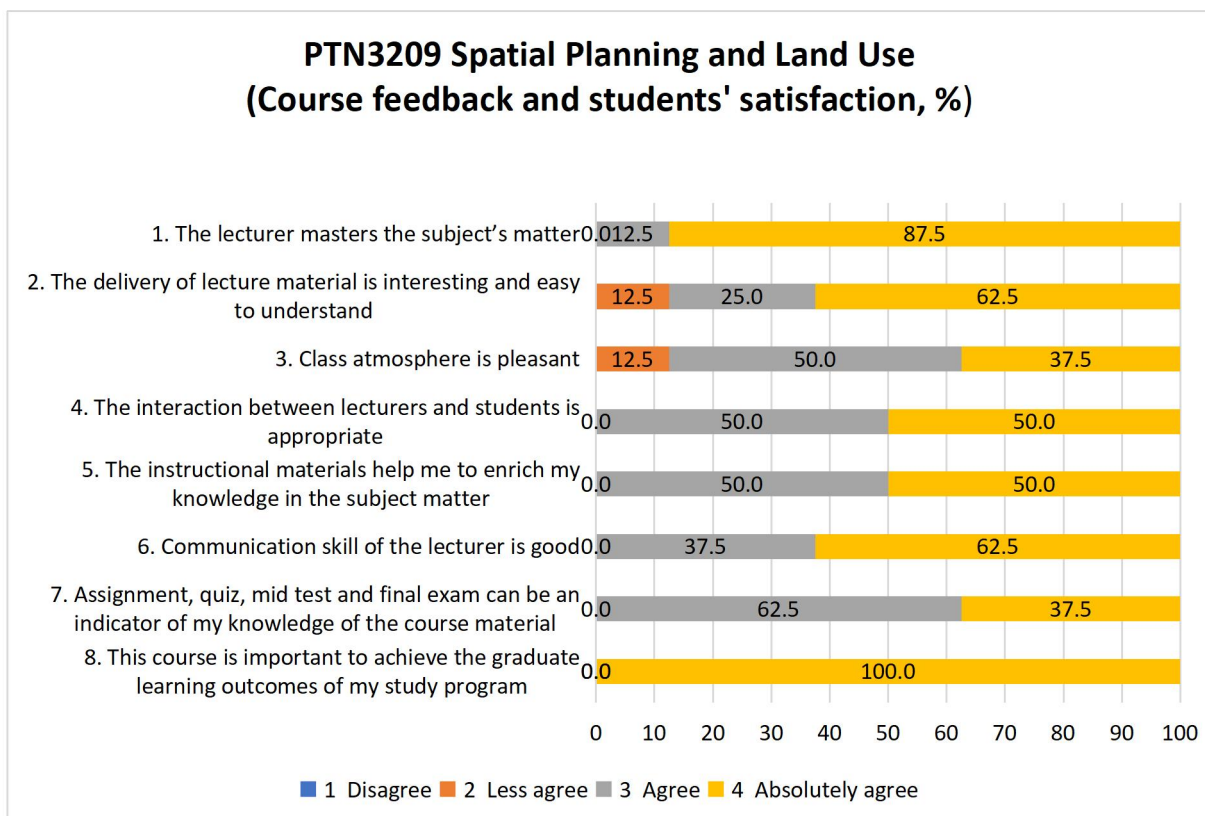


Figure 2.37. Course feedback and students' satisfaction (%) for PTN3209 Spatial Planning and Land Use

Table 2.55. The achievement of each question in the questionnaire of course feedback for PTN3209 Spatial Planning and Land Use

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	96,9	Very good
The delivery of lecture material is interesting and easy to understand	87,5	Very good
Class atmosphere is pleasant	81,3	Good
The interaction between lecturers and students is appropriate	87,5	Very good
The instructional materials help me to enrich my knowledge in the subject matter.	87,5	Very good
Communication skill of the lecturer is good	90,6	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	84,4	Very good
This course is important to achieve the graduate learning outcomes of my study program	100,0	Very good

2.19.2. Teaching Process and Students' Workload Surveys for PTN3209 Spatial Planning and Land Use

The results of the teaching process survey are presented in Figure 2.38, and the results of the workload survey are presented in Table 2.56. The results of the teaching process performance vary between the questions given on the questionnaire. The most important component, namely "The suitability of course content with that contained in the Semester Learning Plan" reached 42.9% Very suitable, and 57.1% Suitable. For the statement "The suitability of the exam questions with the course content" was 28.6% Very suitable, and 71.4% Suitable. The number of lecture meetings meets the minimum requirements as stated in the academic guidebook, namely 16 times. There is a need to increase the availability of learning materials in the e-learning system.

Analysis of student workload is carried out by comparing the length of time students spend in one semester with the standard length of time stated in the academic guidebook. The results of the analysis are presented in Table 2.56, and the level of achievement of the teaching process is presented in Table 2.57.

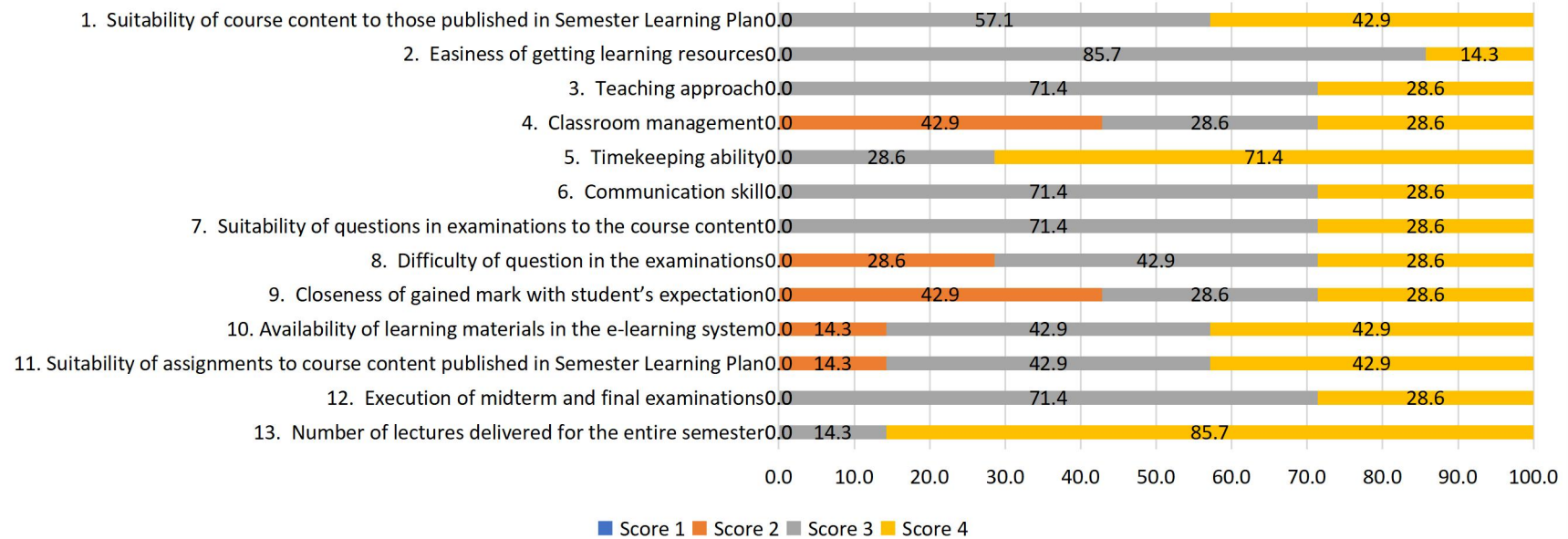
Table 2.56. Analysis of students' workload for PTN3209 Spatial Planning and Land Use

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

Table 2.57. The achievement of each question in the questionnaire of teaching process for PTN3209 Spatial Planning and Land Use

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	85,7	Very good
2. Easiness of getting learning resources	78,6	Good
3. Teaching approach	82,1	Good
4. Classroom management	71,4	Good
5. Timekeeping ability	92,9	Very good
6. Communication skill	82,1	Good
7. Suitability of questions in examinations to the course content	82,1	Good
8. Difficulty of question in the examinations	75,0	Good
9. Closeness of gained mark with student's expectation	71,4	Good
10. Availability of learning materials in the e-learning system	82,1	Good
11. Suitability of assignments to course content published in Semester Learning Plan	82,1	Good
12. Execution of midterm and final examinations	82,1	Good
13. Number of lectures delivered for the entire semester	96,4	Very good

PTN3209 Spatial Planning and Land Use (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 2.38. Performance of teaching process for PTN3209 Spatial Planning and Land Use

2.20. PTN3211 Soil and Water Management (elective course)

2.20.1. Course Feedback and Student Satisfaction Surveys

The results of course feedback and students' satisfaction survey were presented in Figure 2.39. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (83.3%) was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (33.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.58.

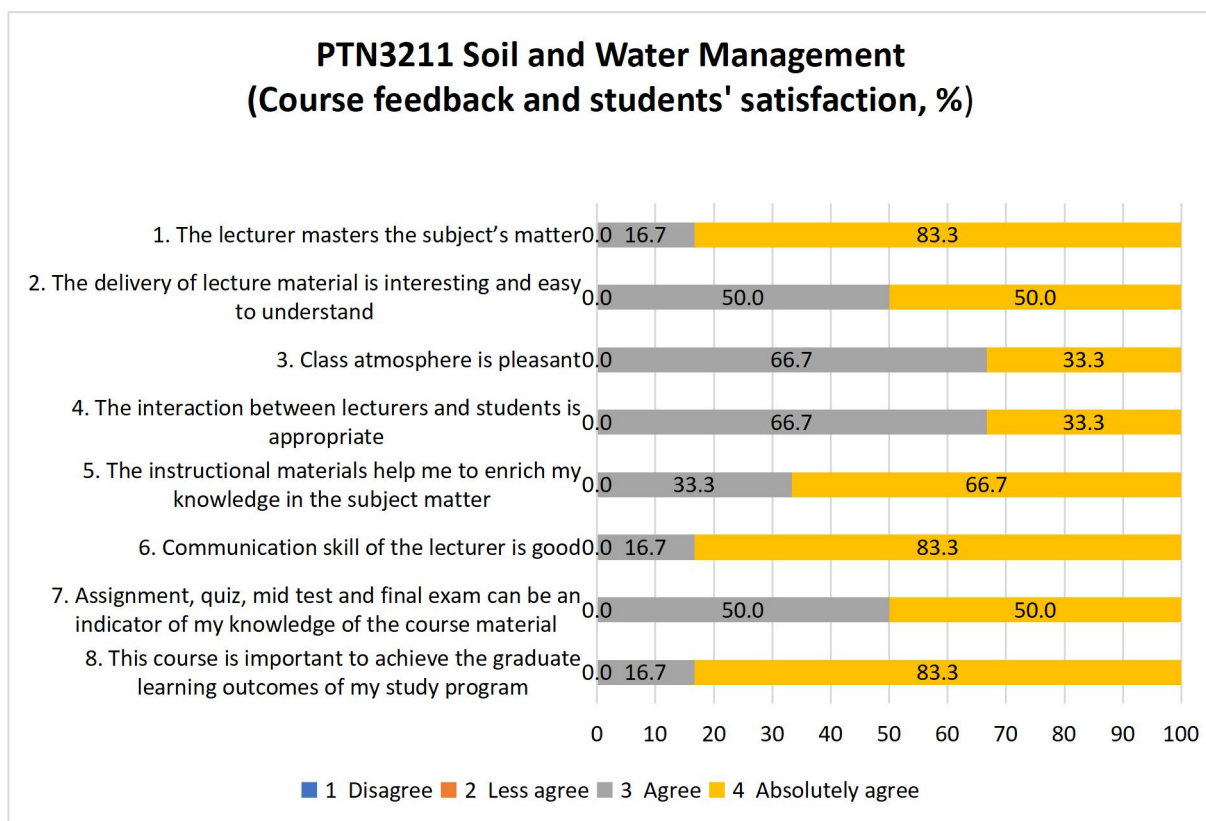


Figure 2.39. Course feedback and students' satisfaction (%) for PTN3211 Soil and Water Management

Table 2.58. The achievement of each question in the questionnaire of course feedback for PTN3211 Soil and Water Management

Statements	Achievement (%)	Conclusion
The lecturer masters the subject's matter	95,8	Very good
The delivery of lecture material is interesting and easy to understand	87,5	Very good
Class atmosphere is pleasant	83,3	Good
The interaction between lecturers and students is appropriate	83,3	Good
The instructional materials help me to enrich my knowledge in the subject matter.	91,7	Very good
Communication skill of the lecturer is good	95,8	Very good
Assignment, quiz, mid test, and final exam can be an indicator of my knowledge of the course material	87,5	Very good
This course is important to achieve the graduate learning outcomes of my study program	95,8	Very good

2.20.2. Teaching Process and Students' Workload Surveys for PTN3211 Soil and Water Management

The results of course feedback and students' satisfaction survey were presented in Figure 2.39. "Agree" and "Absolutely agree" dominate in each statement. The highest percentage of "Absolutely Agree" (83.3%) was found in the statement "The lecturer masters the subject's matter" and "This course is important to achieve the graduate learning outcomes of my study program". This shows that appropriate teaching materials and the provision of teaching materials before starting lectures will make it easier for students to understand the lecture material. The lowest percentage (33.3%) of "Absolutely agree" was found in the statement "The classroom atmosphere is pleasant." The classroom atmosphere needs to be improved to create more conducive conditions for students. In conclusion, we would like to report the achievements of this course based on the survey as presented in Table 2.58.

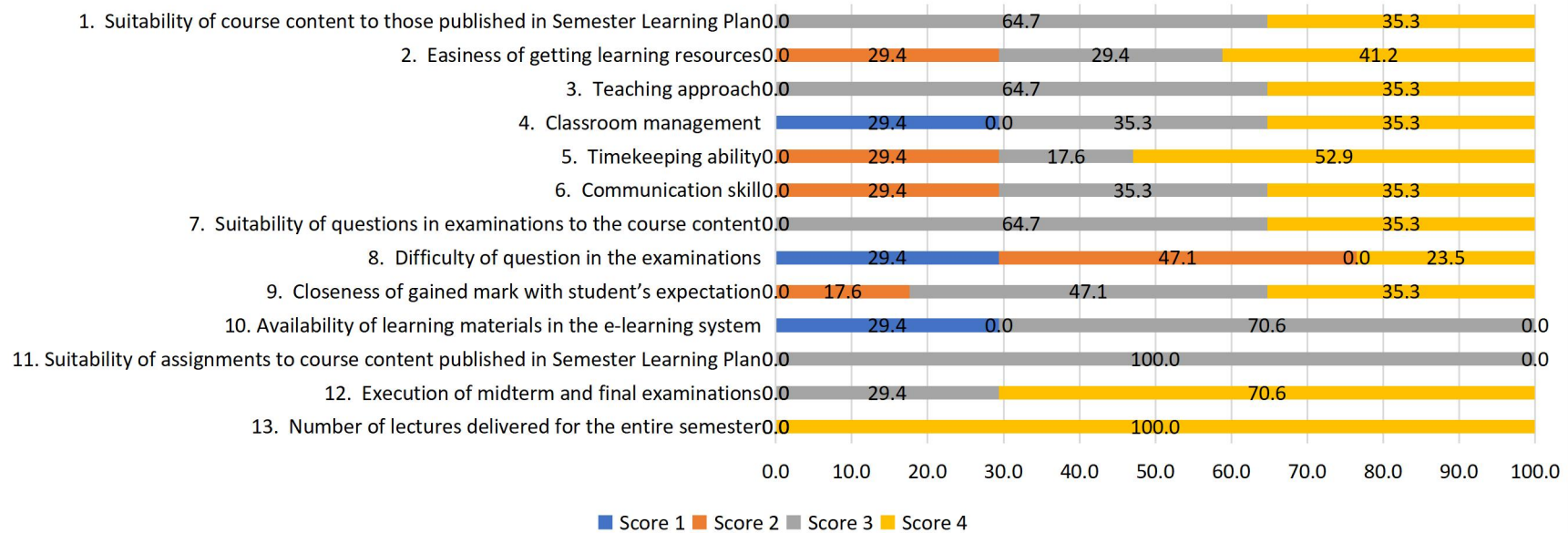
Table 2.59. Analysis of students' workload for PTN3211 Soil and Water Management

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	353	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	735	Students spend about three-quarter their allocated time studying independently at home
Length of time (in minutes) of Self-study (based on regulation) per semester	1440	Stated in academic guide book

Table 2.60. The achievement of each question in the questionnaire of teaching process for PTN3211 Soil and Water Management

Statement in questionnaire	Achievement (%)	Conclusion
1. Suitability of course content to those published in Semester Learning Plan	83,8	Good
2. Easiness of getting learning resources	77,9	Good
3. Teaching approach	83,8	Good
4. Classroom management	69,1	Fairly good
5. Timekeeping ability	80,9	Good
6. Communication skill	76,5	Good
7. Suitability of questions in examinations to the course content	83,8	Good
8. Difficulty of question in the examinations	54,4	Fairly good
9. Closeness of gained mark with student's expectation	79,4	Good
10. Availability of learning materials in the e-learning system	60,3	Fairly good
11. Suitability of assignments to course content published in Semester Learning Plan	75,0	Good
12. Execution of midterm and final examinations	92,6	Very good
13. Number of lectures delivered for the entire semester	100,0	Very good

PTN3211 Soil and Water Management (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 2.40. Performance of teaching process for PTN3211 Soil and Water Management

