



# STUDENT WORKLOAD REPORT



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## VALIDITY SHEET

### STUDENTS' WORKLOAD ASSESSMENT REPORT SOCIAL SCIENCE EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION LAMBUNG MANGKURAT UNIVERSITY – BANJARMASIN

This document presents the results of the **Students' Workload Assessment** conducted within the Social Science Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin.

The assessment aims to measure and evaluate the academic workload experienced by students in relation to the designed credit system, learning activities, and expected learning outcomes. It is intended to ensure that the workload assigned to students is realistic, manageable, and aligned with the Indonesian National Qualifications Framework (KKNI) and the standards of outcome-based education.

The components analyzed in this report include:

- The allocation of time for in-class and out-of-class learning activities (lectures, assignments, discussions, fieldwork, projects, etc.)
- The correlation between credit units (SKS) and actual learning hours
- Students' perceptions of academic pressure and time management
- The effectiveness and efficiency of course design and delivery

Data were collected through student surveys, course evaluations, and workload mapping documents. The findings indicate the extent to which students are able to engage meaningfully with the learning process, complete academic tasks within reasonable timeframes, and achieve course learning outcomes effectively.

This report is used as a reference for curriculum review, course load adjustment, academic planning, and quality assurance efforts. It reflects the program's commitment to fostering a supportive academic environment that promotes student well-being, engagement, and success.

Confirmed by:

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## STUDENT WORKLOAD SURVEY

Student workload is related to the number of credits given to students. Student workload surveys are a tool to evaluate the suitability of workload with applicable regulations. This questionnaire is intended for active students of the **Social Science Education Study Program** FKIP ULM in the 2023/2024 academic year with a total of 140 respondents. The results of this survey successfully covered 69 courses offered in the last two semesters.

**Table 1. Kuesioner Student's W**

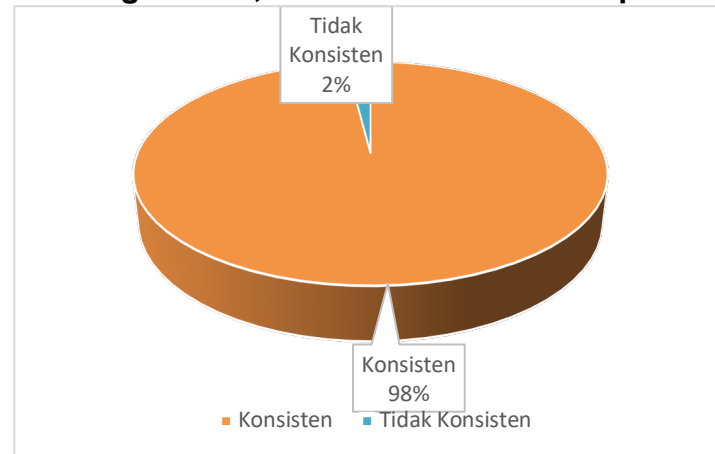
No	Indicator	Answer
1	The workload of the course is given according to the definition of one credit (1 credit consists of 50 minutes of face-to-face interaction in class, 60 minutes of structured assignments, and 60 minutes of independent study)	a. Consistent b. Inconsistency
2	Hours of study for students in lectures	a. In accordance with the Terms b. More Than Just Conditions c. Less than the Terms
3	How effective is the time spent in face-to-face lecture meetings (in minutes)?	a. 100-150 Minutes b. 150-200 Minutes c. >201 Minutes
4	Effective time spent in a week for self-study (out-of-class sessions) of this lecture (in minutes)	a. 120-180 Minutes b. 180-240 Minutes c. > 241 Minutes
5	The time given by lecturers with a workload is sufficient	a. Strongly agree b. Agree c. Disagree
6	Is the time given to complete the task or project appropriate?	a. Yes b. No
7	Are you still able to do other activities (daily activities) with the given workload?	a. Yes b. No
8	Are you satisfied with the lecture load and time allocation for learning activities in lectures?	a. Yes b. No

## STUDENT WORKLOAD (2 credits = 3.2 ECTS)

### Result

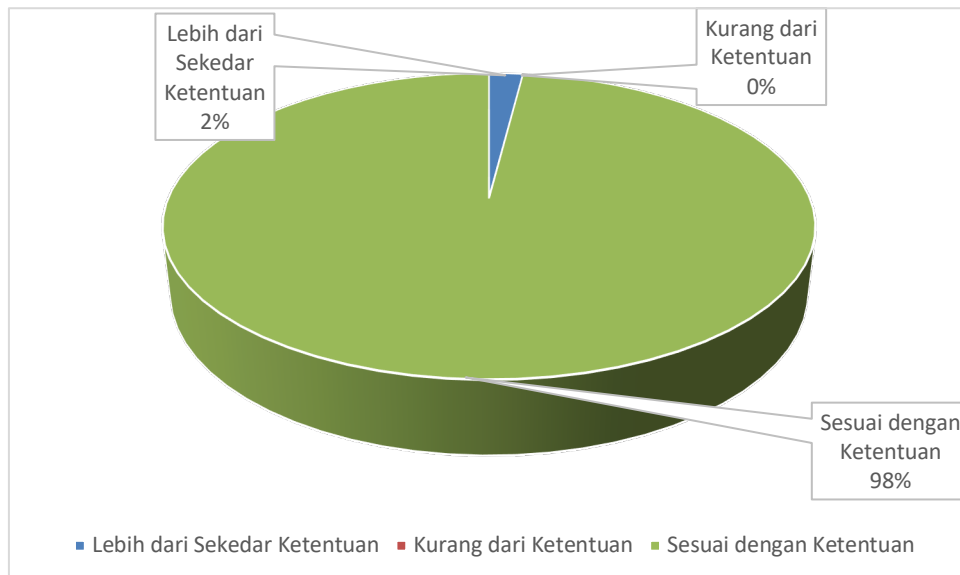
**Course:** English: Basic; Basic Social Sciences Concept; Pancasila; Introduction to Social Sciences; Introduction to the Wetland Environment; Introduction to Education; Student Development; English: Intermediate; Learning and Learning; Anthropology and Social Studies Education; Economics and Social Studies Education; Geography and Social Studies Education; Political Science and Social Studies Education; Psychology and Social Studies Education; History and Social Studies Education; Sociology and Social Studies Education; Civic Education; Education Profession; Individuals, Communities, and Institutions; Journalism; Power, Authority, and Government; Logic; School Administration Management; People, Places, and Environments; Indonesian Society and Culture; Multicultural Society; Environmental Education; Individual and Identity Development; Production, Distribution, and Consumption; Science, Technology, and Society; Time, Sustainability, and Change; Fundamentals of Statistics; Philosophy of Science; Study of Social Studies Learning Curriculum in Elementary School; Study of Social Studies Learning Curriculum in Junior High School; Local Wisdom and Ethnopedagogy; Entrepreneurship; **Banjar Society and Culture\***; Tourism; Global Perspective; **Literature of Banjar\***; **Nationalism and National Identity\***; Qualitative Research Approach; Quantitative Research Approach; Transdisciplinary and Cross-Disciplinary Approaches in Social Studies Learning; Micro-Teaching; **Social Skills Development\***; Social Studies Learning Resources; **E-Learning\***; **Educational Innovation\***; Human Resource Management; **Anti-Corruption Education\***; **Development of Social Studies Learning Laboratory\***; Fieldwork Practice; Proposal Seminar; **Contemporary Issues\***; River Community Life; Social Studies Education and Character Education; **Social Change\***

**The workload of the course is given according to the definition of one credit (1 credit consists of 50 minutes of face-to-face interaction in class, 60 minutes of structured assignments, and 60 minutes of independent study)**



With respect to the compliance indicators regarding the workload of academic courses with respect to the definition of 1 credit (consisting of 170 minutes, which includes 50 minutes of face-to-face meetings, 60 minutes of structured assignments, and 60 minutes of independent assignments), it is evident that the workload assigned to the course complies with the established definition of semester credit units (credits). In this context, **98% of college students report that workload is consistent** with the 1-credit definition, which includes 50 minutes of face-to-face class engagement, 60 minutes of organized assignments, and 60 minutes dedicated to self-learning. A small percentage of college students expressed concerns about workload suitability, with **2% indicating that it was "inconsistent."** This observation shows that the planning and implementation of the workload in the Social Science Education Study Program is in accordance with the applicable academic standards and is well accepted by most students. Therefore, it can be concluded that the distribution of time and workload across lectures in the Social Science Education Study Program has been carried out consistently, thereby increasing the efficacy of learning, in line with the guidelines specified for 1 credit.

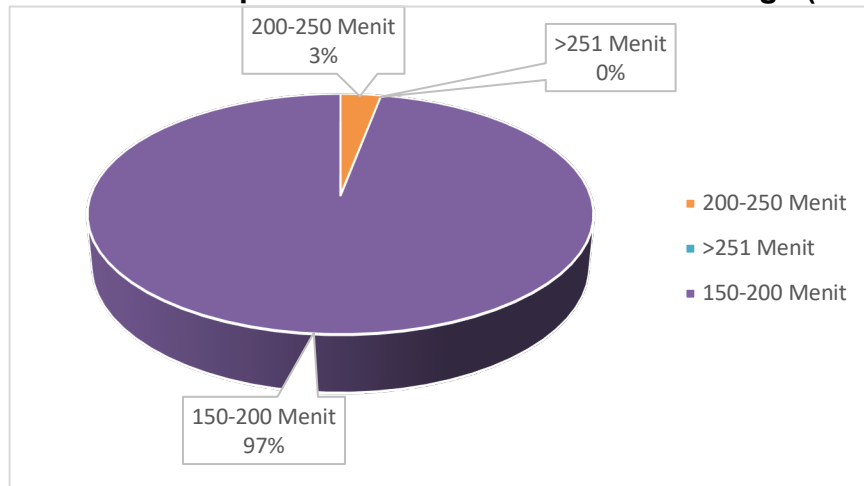
### Hours of study for students in lectures



With respect to the indicator of the amount of time dedicated by students to a particular course in relation to other courses. Most students in the Social Science Education Study Program express the view that the specified study hours are in accordance with the relevant regulations. **As many as 98% of the student population affirmed that the allocated study hours were in line with the provisions** articulated in the academic guidelines. This shows that the distribution of study time is carefully structured, thus giving students ample opportunity to engage in lecture activities with optimal efficacy. Furthermore, **2% of college students indicated that their study hours covered more than just provisions**. This implies that a small percentage of students feel that the rigor or number of study hours goes beyond established guidelines, potentially due to the need to engage more comprehensively with the subject matter or to participate in more rigorous academic endeavors. No students reported that the prescribed study hours were below the prescribed threshold, **with 0% indicating such a response**. These findings imply that there is no evidence to suggest that the allocated study hours are inadequate to meet the students' educational requirements. In summary, with **97% of students affirming compliance with the set conditions and 3% stating the perception of overtime**, it can be concluded that the study hours set in the Social Science Education Study Program are in line with academic standards and the needs of the dominant student body, thus facilitating the achievement of effective educational goals.



### Effectiveness of time spent in face-to-face lecture meetings (in minutes)

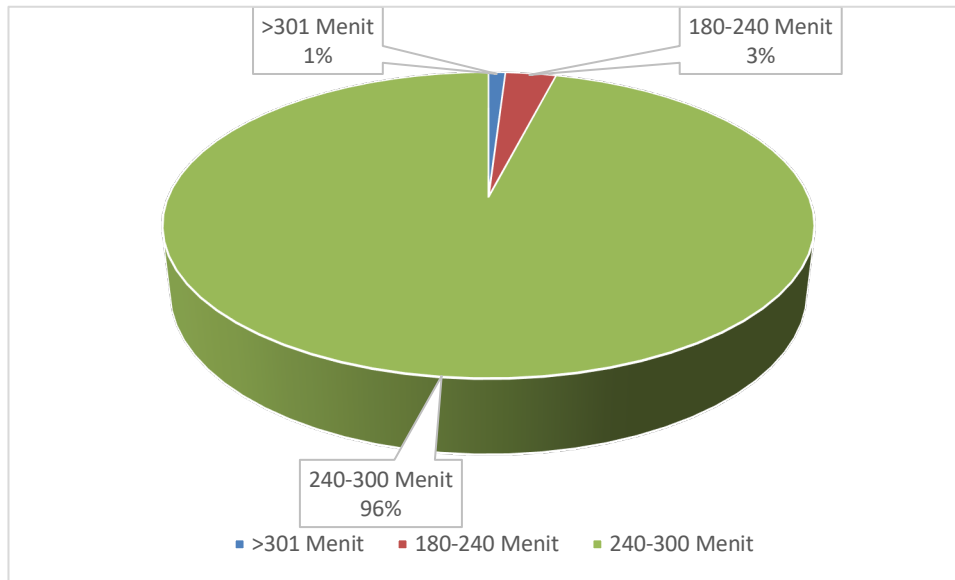


With regard to the effective time indicator allocated by students for face-to-face meetings per week in class, it showed very positive results. Most students of the Social Science Education Study Program considered that the allocation of time during lectures was in line with expectations. As many as **97% of students stated that the duration of face-to-face lecture meetings ranged from 100 to 150 minutes**. This indicates that the length of time set for each lecture session is seen as appropriate and conducive to facilitating an optimal academic experience. This time span is considered sufficient to handle the comprehensive content delivered and offers an adequate avenue for students to engage with the instructor and discuss the subject presented. Furthermore, **3% of students stated that the duration of lecture meetings is between 150 to 200 minutes**. This suggests that a small percentage of students perceive meetings to be slightly longer than generally allocated, which may reflect a need for more in-depth material discussions or longer discussion sessions.

No students reported that the duration of lecture meetings exceeded **201 minutes**, with **0% responding**. This indicates that the length of the lecture meeting time does not exceed the reasonable time limit and remains within an effective time range for the learning process.

Overall, with **97% of students feeling that face-to-face lecture meeting time is effective in the range of 100-150 minutes**, it can be concluded that the allocation of time in lectures has been well implemented, supports learning effectiveness, and meets the expectations of most students.

**Effective time spent in a week for self-study (out-of-class sessions) of this lecture (in minutes)**



With respect to the indicator of effective time that students dedicate to independent learning per week (outside of class hours) in minutes, the findings show that students in the Social Science Education Study Program have effectively maximized their time for independent learning efforts.

As many as 94% of students reported that the time they spent studying independently in a week ranged from 240 to 300 minutes. This reflects that most students have set aside a sufficient amount of time to engage in self-study efforts, in accordance with the academic demands and workload of the course, thus allowing for the improvement of their understanding of the material and the completion of the assigned tasks well.

Furthermore, **3% of college students reported that they spent between 180-240 minutes** studying independently. This implies that a small percentage of college students dedicate less time than would normally be expected, which may be due to many factors including individual time management practices or concurrent responsibilities.

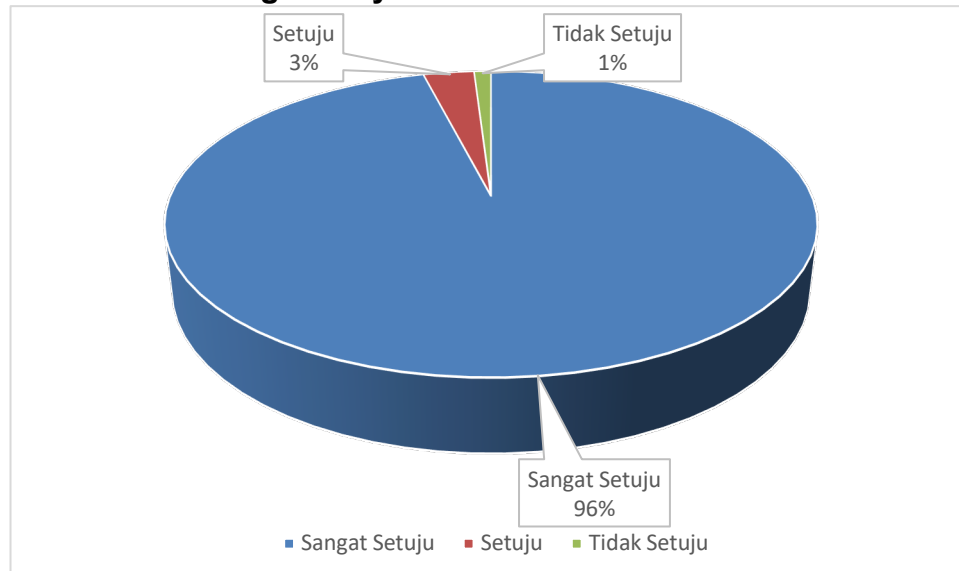
Only **1% of college students reported spending more than >301 minutes** a week on independent study. This suggests that there is a small percentage of students who may allocate more time than necessary to self-study efforts, which may be due to potentially stemming from an intrinsic motivation to understand the material or a desire to prepare more intensively.

Overall, with **96% of students allocating independent study time in the range of 200-300 minutes**, it can be concluded that the allocation of time for independent



study in this lecture has been carried out effectively by the majority of students, supporting the achievement of optimal learning outcomes and meeting the set academic standards.

**The time given by lecturers with the workload is sufficient.**

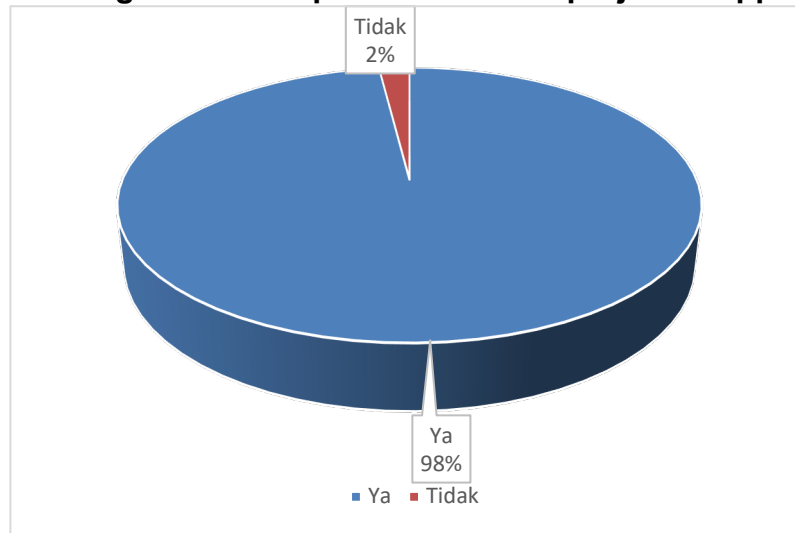


In relation to the adequacy of the time given by lecturers with the workload of the course, the results of the responses from students showed a very good level of satisfaction. As many as **96% of students stated that they strongly agreed** that the time allocated by lecturers was enough to complete the workload given. This shows that most college students show comfort with the time allocation and workload distribution applied.

Furthermore, **3% of college students said they agreed**, indicating a positive acceptance, albeit with a slight difference from the "strongly agree" response. This illustrates that a small percentage of students continue to consider the time allocated as adequate, even though it is not considered optimal as most students feel. However, there are **1% of students who say they disagree**. Although this percentage is very small, it is still a concern to better understand the individual needs of these students, whether related to time management difficulties, task complexity, or other factors that affect their perception of the adequacy of the time given.

Overall, with **96% of students feeling that the time given by lecturers is sufficient**, it can be concluded that the time allocated in relation to the course workload is very much in line with the needs of most students, supporting the learning process effectively and efficiently.

### Whether the time given to complete the task or project is appropriate

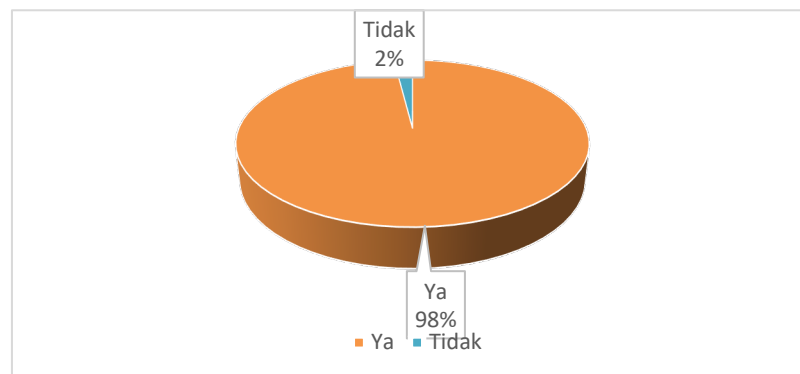


In relation to the sufficiency of time given by lecturers to complete assignments, most students gave positive responses. **As many as 98% of students said "Yes"**, which shows that almost all students feel that the time allocated to complete assignments or projects is appropriate and adequate. This reflects good planning and scheduling of assignments by lecturers, thus supporting students in completing assignments on time without feeling burdened.

Meanwhile, **2% of students said "No"**, which indicates that there is a small percentage of students who feel that the time given is not enough. Although this percentage is relatively small, it is necessary to look further to know the influencing factors, such as the complexity of the task, the level of difficulty, or time management that may vary among students.

Overall, with **98% of students stating that time appropriateness**, it can be concluded that the time given to complete an assignment or project has been adjusted to the needs of most students, thus supporting the effective achievement of learning goals.

### Are you still able to do other activities (daily activities) with the given workload

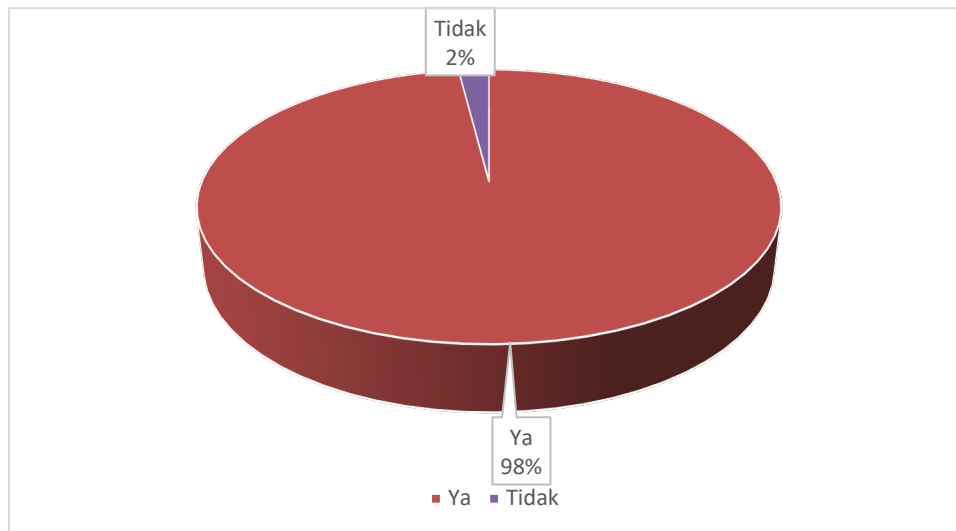


With respect to the ability of students to engage in other activities (daily activities) in addition to their academic load, the results showed a predominantly positive response. As many as **98% of students said "Yes"**, which shows that most students are still able to carry out daily activities such as organizing, working, or other personal activities, even with the workload of existing courses. This reflects that the workload provided is not too burdensome and facilitates students in maintaining a balance between academics and other activities.

However, **2 % of students said "No"**, indicating that a small percentage of students find it difficult to manage their academic workload along with their other activities. This can be due to differences in time management, material difficulty, or other responsibilities outside of lectures that affect that balance.

Overall, with **98% of students able to carry out other activities with a given workload**, it can be concluded that the imposed academic workload remains within acceptable parameters for the vast majority of students, thus facilitating the establishment of a balance between academic pursuits and non-academic activities.

**Are you satisfied with the lecture load and time allocation for learning activities in lectures**



In relation to student satisfaction with the lecture load and the allocation of time for learning activities, the majority of students gave a very positive response. A total of **98% of students said "Yes"**, which indicates a very high level of satisfaction regarding the management of the lecture workload and the time allocated to various learning activities. This signifies that the academic workload and time distribution in the learning process have been carefully structured and aligned with the needs of the majority of students.

However, there are **2% of students who say "No"**, which indicates that a small percentage of students are dissatisfied with the lecture load and time allocation given. This can be caused by various factors such as differences in perception of the difficulty of the material, teaching methods, or challenges in managing time between lectures and other activities. Overall, with **98% of students satisfied**, it can be concluded that the lecture load and time allocation of learning activities have been implemented effectively, supporting the achievement of learning objectives, and meeting the expectations of most students.

## **Suggestion**

### **Category 1 : Student Workload Management**

Suggestion: Conduct periodic evaluations of students who declare incompatibility with the workload with credit standards. Identify courses that have the potential to provide an excess load and adjust the distribution of assignments to stay within the 1-credit corridor (170 minutes total).

### **Category 2 : Independent Study Time**

Tip: Provide time management guidance for students who only allocate 120-180 minutes to self-study. Provide a more efficient learning strategy of students who spend more than 241 minutes.

### **Category 3 : Effectiveness of Face-to-Face Meetings**

Tip: Keep the duration of face-to-face meetings in the range of 100-150 minutes that is already effective of students. Evaluation and optimization of learning methods for 3% of students who experience 150-200 minutes of meetings.

### **Category 4 : Balance of Academic and Non-Academic Activities**

Suggestion: Provide socialization of time management and academic counseling of students who have difficulty carrying out other activities in addition to academic loads. Evaluate the workload so that it is not excessive.

### **Category 5 : Student Satisfaction with Lecture Load and Time**

Suggestion: Conduct a follow-up survey of students who expressed dissatisfaction to identify the causative factors and develop targeted corrective strategies

## **Action Plan**

<b>No</b>	<b>Category</b>	<b>Action Plan</b>
1	Student Workload	Conduct monthly monitoring of the distribution of assignments in each course and compile an integrated academic calendar to avoid deadline accumulation.
2	Independent Study Time	Develop independent study guidelines and time management strategies that will be socialized to students at the beginning of the semester.
3	The Effectiveness of Face-to-Face Meetings	Providing brief training for lecturers on optimizing lecture time, including active learning methods and the use of learning media
4	Activity Balance	Students in managing academic balance and other activities
5	Student Satisfaction	Organize a short feedback survey at the end of each semester and a student-lecturer discussion forum to capture the dynamics of the lecture load more quickly and responsively.

## Result

### STUDENT WORKLOAD (3 CREDITS = 4.8 ECTS)

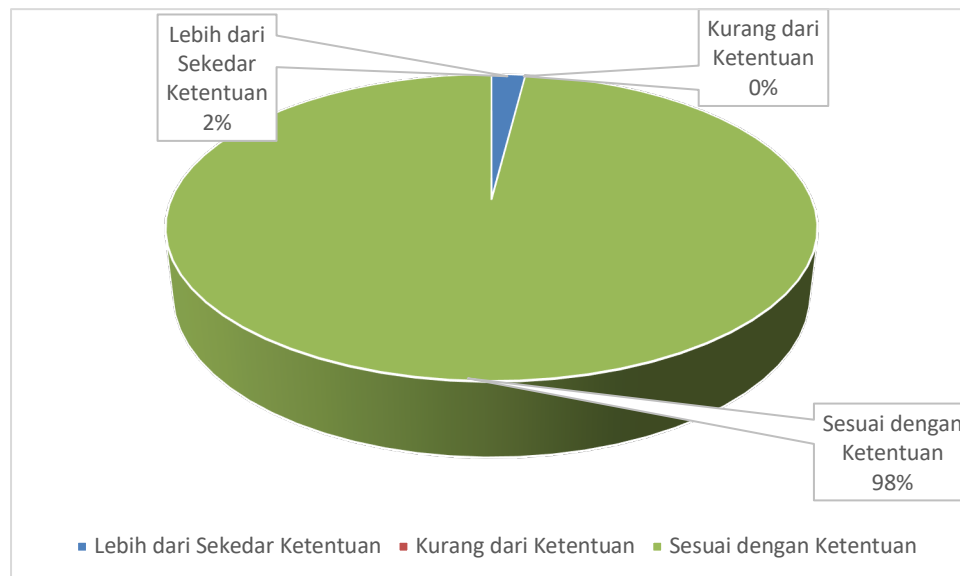
**Courses** : Indonesian; Religious Education; Social Studies Textbook Review; Social Studies Learning Planning; Social Studies Learning Evaluation; Social Studies Research Study; Social Studies Learning Media; Social Studies Learning Strategies; Scientific Work Guidance; Teaching Practices in Schools; History of Banjar.

**The workload of the course is given according to the definition of one credit (1 credit consists of 50 minutes of face-to-face interaction in class, 60 minutes of structured assignments, and 60 minutes of independent study)**



With respect to the compliance indicators regarding the workload of academic courses with respect to the definition of 1 credit (consisting of 170 minutes, which includes 50 minutes of face-to-face meetings, 60 minutes of structured assignments, and 60 minutes of independent assignments), it is evident that the workload assigned to the course complies with the established definition of semester credit units (credits). In this context, **98% of college students report that workload is consistent** with the 1-credit definition, which includes 50 minutes of face-to-face classroom engagement, 60 minutes of organized assignments, and 60 minutes dedicated to self-paced learning. A small percentage of college students expressed concerns regarding workload suitability, with **2% indicating that it was "inconsistent."** This observation shows that the planning and implementation of the workload in the Social Science Education Study Program is in accordance with the applicable academic standards and is well accepted by most students. Therefore, it can be concluded that the distribution of time and workload across lectures in the Social Science Education Study Program has been carried out consistently, thereby increasing the efficacy of learning, in line with the guidelines specified for 1 credit.



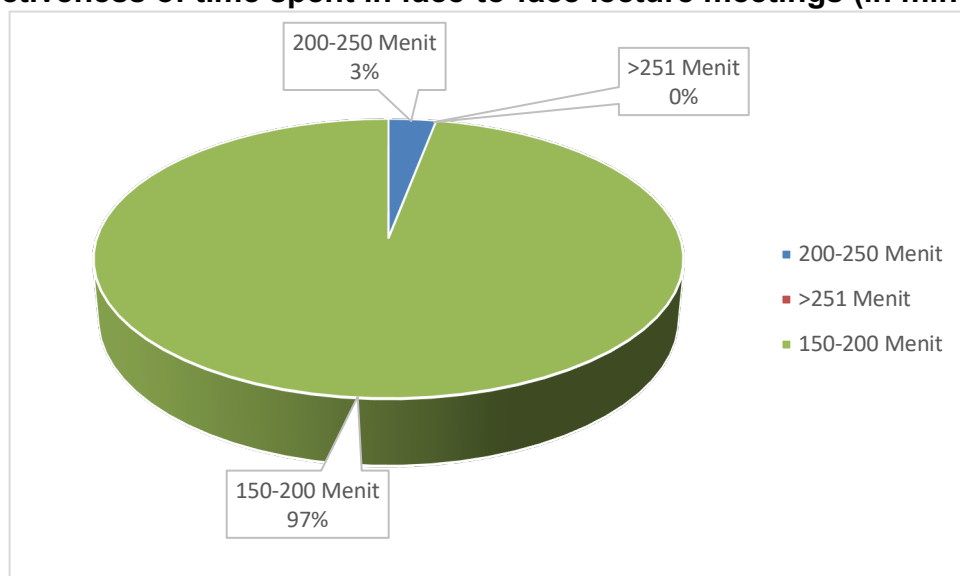


With respect to the indicator of the amount of time dedicated by students to a particular course in relation to other courses. Most students in the Social Science Education Study Program express the view that the specified study hours are in accordance with the relevant regulations. **As many as 98% of the student population affirmed that the allocated study hours are in line with the provisions articulated in the academic guidelines.** This shows that the distribution of study time is carefully structured, thus giving students ample opportunity to engage in lecture activities with optimal efficacy.

Furthermore, **2% of college students indicated that their study hours included more than just provisions.** This implies that a small percentage of students feel that the rigor or number of study hours goes beyond established guidelines, potentially due to the need to engage more comprehensively with the subject matter or to participate in more rigorous academic endeavors.

No students reported that the prescribed study hours were below the prescribed threshold, **with 0% indicating such a response.** These findings imply that there is no evidence to suggest that the allocated study hours are inadequate to meet the students' educational requirements. In summary, with **98% of students affirming compliance with the set conditions and 2% stating the perception of overtime,** it can be concluded that the learning hours set in the Social Science Education Study Program are in line with academic standards and the needs of the dominant student body, thus facilitating the achievement of effective educational goals.

### Effectiveness of time spent in face-to-face lecture meetings (in minutes)

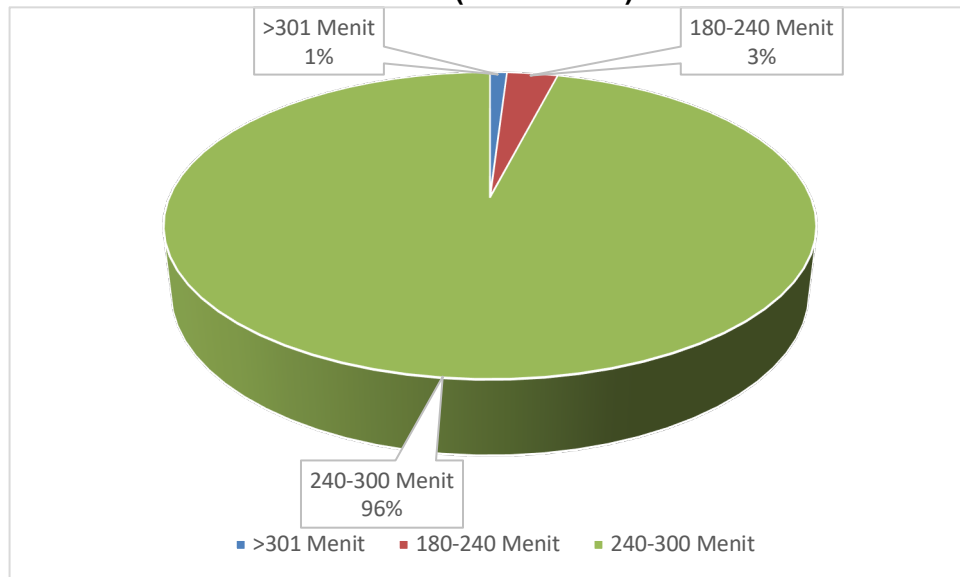


With respect to the indicator of effective time that students allocate to face-to-face meetings per week in class, shows very positive results. Most students of the Social Science Education Study Program consider that the allocation of time during lectures has been in line with expectations.

As many as **97% of students stated that the duration of face-to-face lecture meetings ranged from 150 to 200 minutes**. This indicates that the length of time set for each lecture session is seen as appropriate and conducive to facilitating an optimal academic experience. This time span is considered sufficient to handle the comprehensive content delivered and offers an adequate avenue for students to engage with the instructor and discuss the subject presented. Furthermore, **3% of students stated that the duration of lecture meetings is between 200 to 250 minutes**. This suggests that a small percentage of students perceive meetings to be slightly longer than generally allocated, which may reflect a need for more in-depth material discussions or longer discussion sessions. No students reported that the duration of lecture meetings exceeded **251 minutes**, with **0% responding as such**. This indicates that the length of the lecture meeting time does not exceed the reasonable time limit and remains within an effective time range for the learning process.

Overall, with **97% of students feeling that face-to-face lecture meeting time is effective in the range of 150-200 minutes**, it can be concluded that the allocation of time in lectures has been well implemented, supports learning effectiveness, and meets the expectations of most students.

**Effective time spent in a week for self-study (out-of-class sessions) of this lecture (in minutes)**



With respect to the indicator of effective time that students dedicate to independent learning per week (outside of class hours) in minutes, the findings show that students in the Social Science Education Study Program have effectively maximized their time for independent learning efforts.

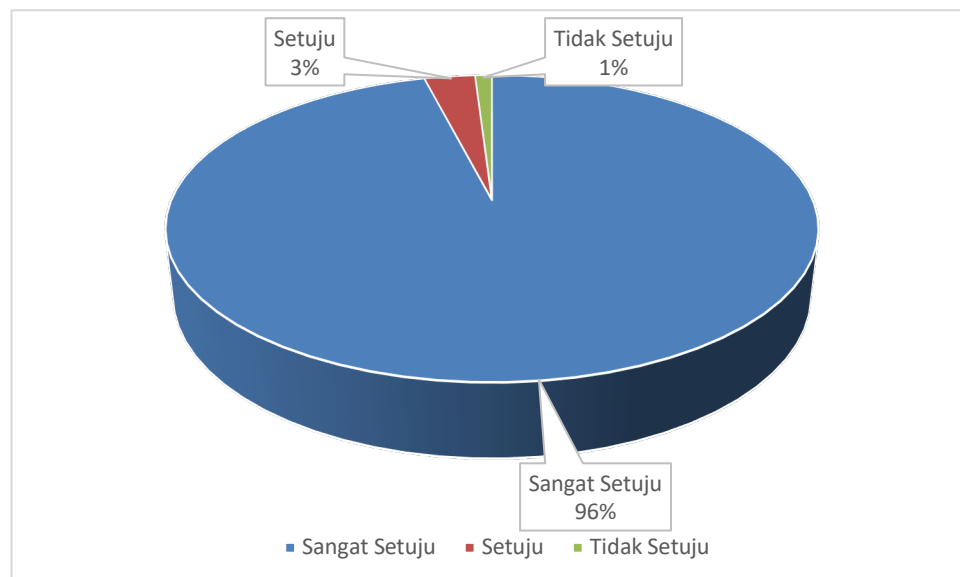
As many as 96% of college students reported that the time they spent studying independently in a week ranged from 240 to 300 minutes. This reflects that most students have set aside a sufficient amount of time to engage in self-study efforts, in accordance with the academic demands and workload of the course, thus allowing for the improvement of their understanding of the material and the completion of the assigned tasks well. Furthermore, **3% of college students reported that they spent between 180 and 240 minutes** studying independently. This implies that a small percentage of college students dedicate less time than would normally be expected, which may be due to many factors including individual time management practices or concurrent responsibilities.

Only **1% of college students reported spending more than 301 minutes** a week studying independently. This suggests that there is a small percentage of students who may allocate more time than necessary to self-study efforts, which may be due to potentially stemming from an intrinsic motivation to understand the material or a desire to prepare more intensively.

Overall, with **96% of students allocating independent study time in the range of 240-300 minutes**, it can be concluded that the allocation of time for independent study in this lecture has been carried out effectively by the majority of students,

supporting the achievement of optimal learning outcomes and meeting the set academic standards.

**The time given by lecturers with the workload is sufficient.**



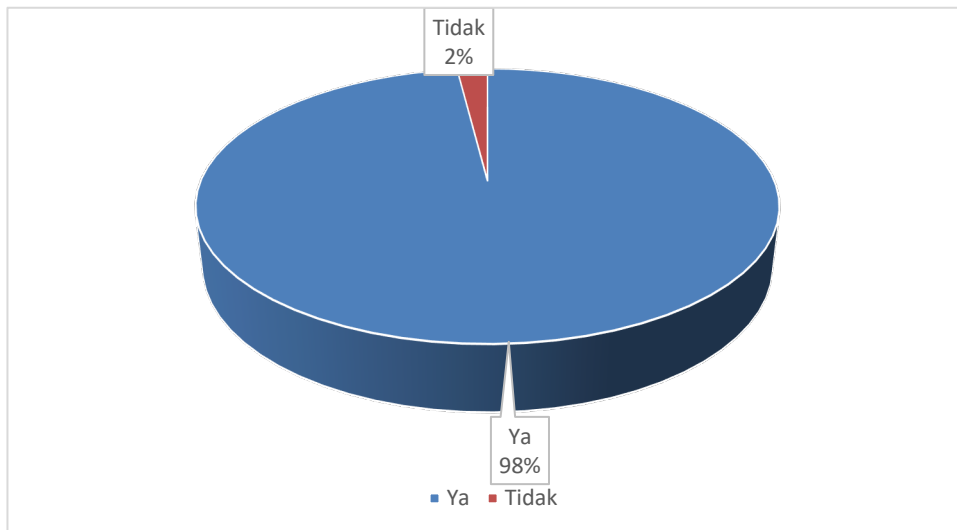
In relation to the adequacy of the time given by lecturers with the workload of the course, the results of the responses from students showed a very good level of satisfaction. As many as **96% of students stated that they strongly agreed** that the time allocated by lecturers was sufficient to complete the workload given. This shows that most college students show comfort with the time allocation and workload distribution applied.

Furthermore, **3% of students said they agreed**, indicating a positive acceptance, although with a slight difference from the "strongly agree" response. This illustrates that a small percentage of students continue to consider the time allocated as adequate, even though it is not considered optimal as most students feel.

However, there are **1% of students who say they disagree**. Although this percentage is very small, it is still a concern to better understand the individual needs of these students, whether related to time management difficulties, task complexity, or other factors that affect their perception of the adequacy of the time given.

Overall, with **96% of students feeling that the time given by the lecturer is sufficient**, it can be concluded that the time allocated in relation to the course workload is very much in accordance with the needs of most students, supporting the learning process effectively and efficiently.

**Whether the time given to complete the task or project is appropriate**

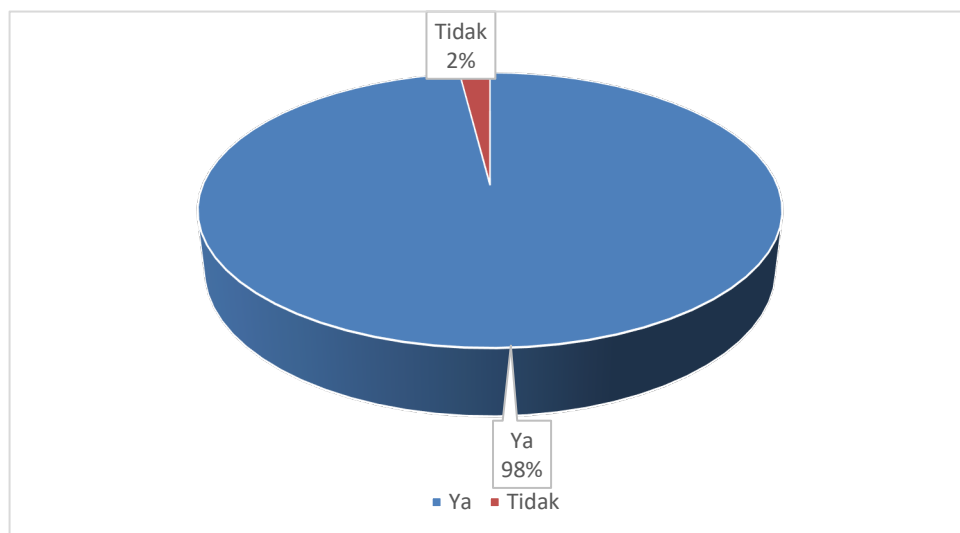


In relation to the sufficiency of time given by lecturers to complete assignments, most students gave positive responses. **As many as 97% of students said "Yes"**, which shows that almost all students feel that the time allocated to complete an assignment or project is appropriate and adequate. This reflects good planning and scheduling of assignments by lecturers, thus supporting students in completing assignments on time without feeling burdened.

Meanwhile, **2% of students said "No"**, which indicates that there is a small percentage of students who feel that the time given is not enough. Although this percentage is relatively small, it is necessary to look further to know the influencing factors, such as the complexity of the task, the level of difficulty, or time management that may vary among students.

Overall, with **98% of students stating that time appropriateness**, it can be concluded that the time given to complete an assignment or project has been adjusted to the needs of most students, thus supporting the effective achievement of learning goals.

### Are you still able to do other activities (daily activities) with the given workload



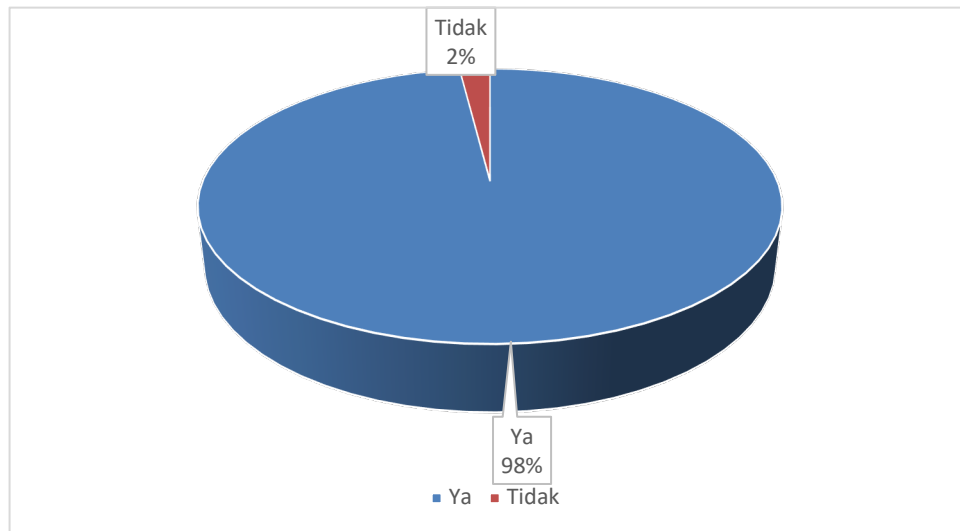
With respect to the ability of students to engage in other activities (daily activities) in addition to their academic load, the results showed a predominantly positive response. As many as **98% of students said "Yes"**, which shows that most students are still able to carry out daily activities such as organizing, working, or other personal activities, even with the workload of existing courses. This reflects that the workload provided is not too burdensome and facilitates students in maintaining a balance between academics and other activities.

However, **2% of students said "No"**, indicating that a small percentage of students find it difficult to manage their academic workload along with their other activities. This can be due to differences in time management, material difficulty, or other responsibilities outside of lectures that affect that balance.

Overall, with **98% of students able to carry out other activities with a given workload**, it can be concluded that the imposed academic workload remains within acceptable parameters for most students, thus facilitating the establishment of a balance between academic pursuits and non-academic activities.



**Are you satisfied with the lecture load and time allocation for learning activities in lectures**



In relation to student satisfaction with the lecture load and the allocation of time for learning activities, the majority of students gave a very positive response. A total of **98% of students said "Yes"**, which indicates a very high level of satisfaction regarding the management of the lecture workload and the time allocated to various learning activities. This signifies that the academic workload and time distribution in the learning process have been carefully structured and aligned with the needs of the majority of students.

However, there are **2% of students who say "No"**, which indicates that a small number of students are dissatisfied with the lecture load and time allocation given. This can be caused by various factors such as differences in perception of the difficulty of the material, teaching methods, or challenges in managing time between lectures and other activities. Overall, with **98% of students satisfied**, it can be concluded that the lecture load and time allocation of learning activities have been implemented effectively, supporting the achievement of learning objectives, and meeting the expectations of most students.

## **Suggestion**

### **Category 1 : Student Workload Management**

Suggestion: Monitor and remap of students who experience inconsistency with credit standards. An in-depth analysis of specific courses that provide a disproportionate burden and restructuring of the division of learning components to match the allocation of 1 credit.

### **Category 2: Effectiveness of Independent Study Time**

Suggestion: Provide a study time management technical guidance program of students with a suboptimal time allocation. The implementation of the workshop on effective learning strategies of students who use excessive time in independent learning.

### **Category 3 : Balance of Academic and Personal Activities**

Suggestion: Organize a life-skills management mentoring program of students who face obstacles in integrating academic activities with personal activities. It is necessary to re-assess the overall distribution of academic load.

### **Category 4 : Suitability of Task Work Time**

Suggestion: Conduct a comprehensive review of students who experience limited time in completing assignments. Implementation of an early warning system and provision of special academic support to identify and overcome bottlenecks in the process of completing assignments.

### **Category 5 : Student Satisfaction with Lecture Load and Time**

Suggestion: Initiate a focus group discussion of students who show dissatisfaction to explore the root cause of the problem and design interventions tailored to their individual needs.

## **Action Plan**

No	Category	Action Plan
1	Compliance with the definition of credits	Compile and circulate technical guidelines for managing credit load and conduct internal academic audits at the end of each semester.
2	Effectiveness of self-study time	Provide digital teaching materials that support independent learning and monitor through LMS logs or weekly reflections of students.
3	Balance of academic and personal activities	Provide time management training for students and provide flexible options for Collection of tasks for those who work/organize

No	Category	Action Plan
4	Suitability of task completion time	Create a joint academic calendar between lecturers per semester to set deadlines and prevent deadline buildup.
5	Satisfaction with tuition and time	Conduct a mid-semester evaluation survey and compile a reflection report on the results to be the basis for learning improvement.