



*FACULTY OF PSYCHOLOGY
UNIVERSITAS GADJAH MADA*



STUDENT WORKLOAD REPORT

Odd Semester 2022/2023

Arranged by Quality Assurance Team

A. Mechanism

In order to evaluate student perception of courses workload as well as collect feedback to improve the quality of the courses, Faculty of Psychology conducted the evaluation system referred to as “*Evaluasi Dosen Oleh Mahasiswa* (EDOM)” or “Student Evaluation of Lecturers” in English. The evaluation form can be accessed by the students through the link https://simaster.ugm.ac.id/akademik/mhs_evaluasi_dosen/. The EDOM questionnaire consists of 12 items which evaluate the performance of the lecturers based on attendance, course planning, alignment of lectures with course plan, and mastery of lecturers (See Figure 1). Concerning student workload, this is evaluated by 2 items, namely item 8 and item 9. Item number 8 contains the statement “the workload for assignments are sufficient” and item number 9 consists of the item “the workload for quizzes are sufficient.” The questionnaire uses a Likert form and responses range from 1 = poor, 2 = unsatisfactory, 3 = good, 4 = excellent. In this report, we will focus on analysis of these 2 items on student workload and incorporate results of student qualitative feedback. The results of the analysis is provided below.

Nomor	Pertanyaan	Hasil
1	Dosen hadir sesuai jadwal	3.95
2	Dosen menggunakan waktu perkuliahan secara penuh	3.95
3	Mata kuliah mempunyai Rencana Topik Perkuliahan	3.93
4	Perkuliahan sesuai dengan Rencana Topik Perkuliahan	3.89
5	Sumber bahan perkuliahan mudah diperoleh	3.80
6	Dosen menguasai bahan perkuliahan	3.86
7	Dosen memberi kesempatan berdiskusi	3.93
8	Tugas sesuai beban studi	3.77
9	Kuis sesuai beban studi	3.80
10	Soal ujian sesuai materi perkuliahan	3.73
11	Saya dapat memahami materi kuliah yang disampaikan oleh dosen	3.66
12	Setelah mengikuti kuliah, saya termotivasi untuk belajar lebih giat	3.73
Total		3.83

Figure 1. EDOM Questionnaire

B. Result

1. Quantitative Result

Based on the quantitative data on the items "Assignments according to study load" and "Quiz according to study load" taken from the Lecturer Evaluation by Students (EDOM), odd semester 2022/2023, it was found that students rated the study load at the Faculty of Psychology as good and excellent. This is proven through the category scores produced by five courses that fall into the "Good" category. While the other five courses are in the "Excellent" category. Courses that have a "Good" score are as follows: (1) Community Empowerment and Psychoeducation; (2) Biopsychology I; (3) Psychology of Marriage and Family; (4) Mental Health; and (5) Counseling Psychology. While the courses that have an "Excellent" score are: (1) Psychology of Communication; (2) Qualitative Research Methods; (3) Introduction to Assessment; (4) Psychology of Disaster and Crisis; and (5) Mental Disorders. A summary of the analysis of student workload can be seen in the table below.

Table 1. Analysis of students' workload per course for odd semester 2022

No	Course	Workload Score	Category
1	Community Empowerment and Psychoeducation	2.73	Good
2	Biopsychology I	3.09	Good
3	Psychology of Communication	3.85	Excellent
4	Qualitative Research Methods	3.86	Excellent
5	Introduction to Assessment	3.78	Excellent
6	Psychology of Marriage and Family	3.21	Good

7	Psychology of Disaster and Crisis	3.62	Excellent
8	Mental Disorder	3.72	Excellent
9	Mental Health	3.43	Good
10	Counseling Psychology	3.45	Good
Mean		3.47	Good

2. Qualitative Result

a. Community Empowerment and Psychoeducation

A student perceived this lesson as being difficult, while other students wanted the instructor to be more interactive and engaging. Students mentioned that some exam questions were irrelevant to the course, and there is some lack of clarity regarding what will be studied in the course.

b. Psychology of Communication

Students mentioned that the course was interesting and the teacher was engaging. Nevertheless, some feedback mentioned that there was insufficient time to work on the exam given the total number of exam items. Some of the exam materials were also not included in the course material.

c. Mental Disorder

Students were satisfied with the course because of its interesting materials and the teachers' fun way of teaching. However, some feedback mentioned that the instructor was being substituted too often. Other feedback includes, lack of use of learning media, lack of clarity of assignment instructions, and course materials which were too difficult.

d. Mental Health

This course was perceived as quite interesting by the students. Nevertheless, students reported that groups for assignments were rotated too often, the teacher's explanation was sometimes too broad and only marginally relates with the course

material. Students also felt there were too many assignments and the instructions for the assignments were unclear.

e. Psychology of Marriage and Family

In this course, the feedback related with how the lecturer mostly relied on reading the slides when teaching.

f. Counseling Psychology

All comments on this course were positive due to the interesting learning activities and teaching technique.

g. Psychology of Disaster and Crisis

Field trips need to be further encouraged since it has so much potential to be an interesting and meaningful learning activity.

h. Qualitative Research Methods

This course takes 2,5 hours every class and many students felt that it's too long so they need a brief recess time to recover from fatigue. In addition, students also mentioned instructors need to limit the time of the group presentations. Some groups did their presentations for so long that other groups didn't get any time to do theirs. Students also wished that the class assistants were more communicative with them, especially about assignment instructions.

i. Biopsychology

Some students commented on the materials of the biopsychology that was complex and difficult to understand. Others criticize the teachers' instructions that was ineffective, monotone, and not interesting, mostly because they focus too much on students' presentation slides and not on the material itself. There was also a report regarding the teacher lacking English competence and the presentation slides being badly organized.

j. Introduction to Assessment

Almost every feedback gave a positive evaluation to this course, especially for the teacher that always comes on time and can explain the lessons efficiently and for the good facility provided. Nevertheless, there was feedback on how there should be an assignment guideline and schedule so they can prepare better.

C. Recommendation

1. Instructors should make their lectures more interesting and variative. This can be done by using different learning approaches in addition to lectures, for example the use of projects, case studies, film analysis to increase variety in students' learning experience. This recommendation is relevant for courses Community Empowerment and Psychoeducation, Mental Disorder, and Psychology of Marriage and Family.
2. Instructors should make the instructions for assignments clear so that students are aware of what must be conducted. This can be done by providing assignment guidelines form which should be uploaded on the learning platform (i.e., eLok or Google classroom). Furthermore, announcement of the assignments should be done in a timely manner so that students have enough time to work on the assignment. This is relevant for the courses Mental Health, Mental Disorder, Qualitative Research Methodology, and Introduction to Assessment.
3. Instructors should adjust the total number of assignments to ensure that students can complete the assignments with excellent quality. This is relevant for the course Mental Health.
4. Instructors should make sure that exams items align with course materials and syllabus. This is relevant for psychology of communication and community empowerment and psychoeducation.
5. Instructors should give a recess for courses which have longer duration for example qualitative research methodology.
6. Instructors should also be strict in enforcing time limits for presentations.