REPORT

SURVEY RESULTS ON THE SUITABILITY OF STUDENTS' WORKLOAD YEAR 2025

QUALITY ASSURANCE UNIT

BACHELOR PHYSICS EDUCATION STUDY PROGRAM

FACULTY OF MATHEMATICS AND NATURAL SCIENCES

STATE UNIVERSITY OF SURABAYA

2026

ENDORSEMENT PAGE

Declares that the 2024 Student Study Load Suitability Survey Report for the Physics Education Undergraduate Study Program, Faculty of Mathematics and Natural Sciences, Surabaya State University, was prepared truthfully.

Surabaya, January 10, 2026

Regards,

Coordinator of the Undergraduate Physics Education Study Program

Mita Anggaryani, Ph.D
NIP. 198202022006042002

UPM Bachelor of Physics Education

Dr. Muhammad Satriawan, M.Pd
NIP. 198801272024061001

FOREWORD

With praise and gratitude to Allah SWT, the 2024 Student Study Load Suitability Survey Report for the Undergraduate Physics Education Study Program, Faculty of Mathematics and Natural Sciences, Surabaya State University has been completed. We would like to express our gratitude to the various parties who have assisted in the implementation of this activity, making it possible to compile this report.

The preparation of this report cannot be separated from the parties who have given their appreciation and a number of inputs to the authors. Therefore, on this occasion, please allow us to express our thanks to:

1. Coordinator of the Undergraduate Physics Education Study Program who has provided a lot of support to the Quality Assurance Unit of the Undergraduate Physics Education Study Program, Faculty of Mathematics and Natural Sciences, Surabaya State University.
2. The respondents were undergraduate students of Physics Education, Faculty of Mathematics and Natural Sciences, Surabaya State University who were willing to take the time to fill out the satisfaction questionnaire instrument and provide input and suggestions.

The implementation and presentation of these measurement results certainly have shortcomings. Therefore, we sincerely appreciate input from the entire academic community of the Undergraduate Physics Education Study Program, Faculty of Mathematics and Natural Sciences, Surabaya State University, as feedback that can be used to improve the implementation of measurements and evaluations in future periods.

Surabaya, January 10, 2025

UPM Bachelor of Physics Education

Dr. Muhammad Satriawan, M.Pd
NIP. 198801272024061001

REPORT ON THE RESULTS OF THE SURVEY ON THE SUITABILITY OF STUDENT LEARNING LOAD IN 2024

A. INTRODUCTION

In the higher education system, a student's study load is a critical factor influencing the quality of learning and academic success. An appropriate study load will enable students to understand the material well, develop necessary skills, and maintain a balance between academic and personal life. However, an excessively high study load can negatively impact mental health, motivation to learn, and the balance between academic and non-academic activities.

In the Physics Education Undergraduate Program at Surabaya State University, students face various academic challenges, including assignments, projects, exams, and practical activities. Therefore, it is important to evaluate whether the current study load is appropriate for the students' abilities and does not cause significant negative impacts.

This survey aims to collect data on students' perceptions of their study load. By understanding the appropriateness of their study load, academics can take the necessary steps to improve learning effectiveness while ensuring student well-being.

It is hoped that the results of this survey will provide a realistic picture of the learning burden experienced by students and serve as a basis for improving the curriculum and teaching methods. This will ensure that implemented academic policies are more aligned with student needs and support the achievement of optimal learning outcomes.

B. OBJECTIVE

1. Assess the level of suitability of student study load based on the number of credits, assignments, projects and exams taken.
2. Identifying the impact of study load on the balance of students' academic and non-academic activities.
3. Provide recommendations regarding academic policies that can increase the effectiveness of learning without overburdening students.

C. SURVEY METHOD

This survey was conducted on 446 undergraduate students in the Physics Education Study Program at Surabaya State University. The sample used in this study was 84 students, who met the sample size requirements based on the Slovin formula.

The instrument used in this survey was a questionnaire consisting of nine closed-ended questions and one open-ended question. The closed-ended questions aimed to gauge students' perceptions of their study load, while the open-ended questions were used to gather suggestions and input for improving the learning system.

The data obtained was analyzed descriptively to determine the distribution of responses and trends in students' perceptions of their learning load. Furthermore, suggestions and input from open-ended questions were analyzed to provide more specific recommendations.

D. SURVEY RESULTS

1. Number of credits taken per semester

The majority of students (86.9%) took 18-20 credits per semester, while 11.9% took 21-24 credits. This indicates that the majority of students chose a moderate credit load to maintain academic balance. A small percentage took more than 24 credits, possibly due to the need to accelerate graduation or the addition of additional courses.

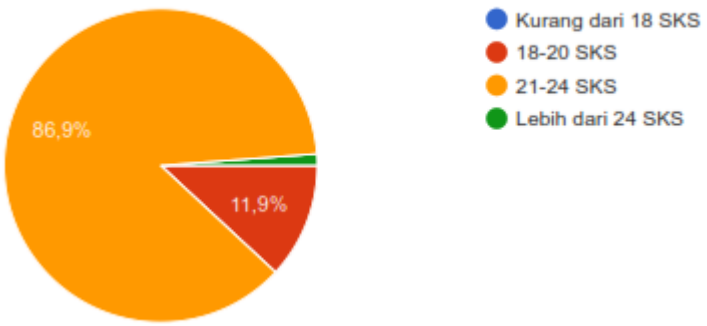

Figure 1. Percentage of the number of credits taken per semester

However, students taking more credits are likely to experience greater academic pressure. They must manage their time more efficiently to avoid burnout. Therefore, it is crucial for academics to provide clear guidance regarding the ideal number of credits for each student, based on their capacity.

2. Difficulty level of assignments and exams

A total of 60.7% of students found their assignments and exams to be quite difficult, while 21.4% found them difficult. Only 14.3% found them to be easy or very easy. This indicates that most students experience challenges in completing assignments and exams.

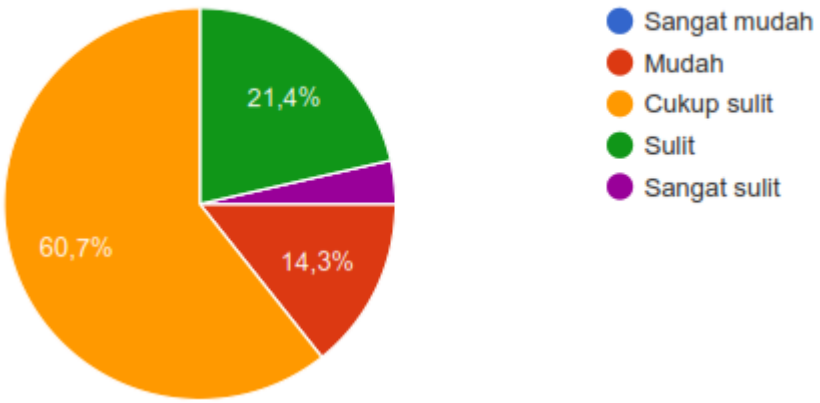

Figure 2. Difficulty level of assignments and exams

This level of difficulty can impact student motivation and academic performance. If it's too difficult, students may lose their enthusiasm for learning. Therefore, evaluation of teaching methods and exam question structure is necessary to ensure they remain challenging but not burdensome.

3. The number of assignments, projects, and exams must be matched to the number of credits.

The majority of students (60.7%) felt the number of assignments, projects, and exams was adequate for the number of credits they had completed. However, 33.3% felt it was inadequate, indicating an imbalance between the number of credits and the workload.

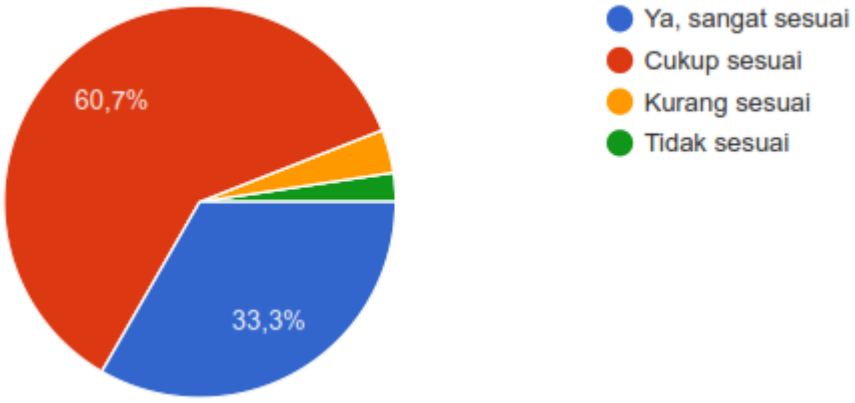

Figure 3. The number of assignments, projects, and exams must be matched to the number of credits.

This imbalance can leave students feeling overwhelmed, especially if assignments aren't well-coordinated across courses. Therefore, coordination between lecturers in assigning assignments and projects is essential to help students manage their time better.

4. Level of understanding of lecture material

A total of 51.2% of students felt their understanding of the course material was quite good, while 38.1% felt it was good. However, some students still felt their understanding was lacking, necessitating more effective learning methods.

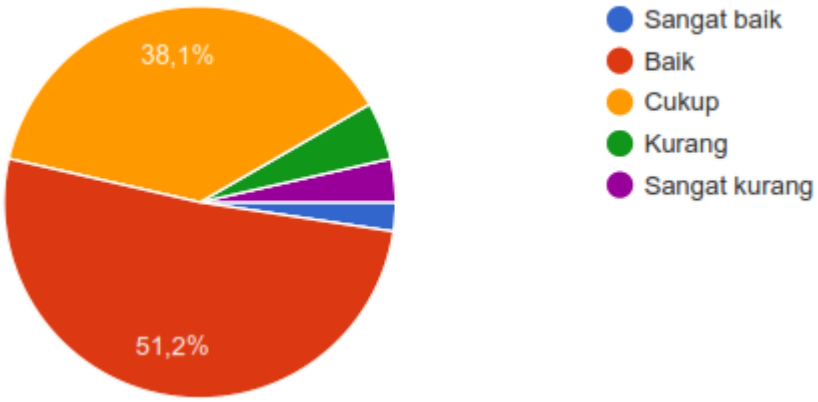

Figure 4. Level of understanding of lecture material

Understanding of the material is greatly influenced by the learning methods used. Therefore, innovations in teaching techniques, such as interactive discussions, case studies, and the use of technology, are needed to help students better grasp concepts.

5. Study time outside of lecture hours per week

Most students (48.8%) spend 11-15 hours per week studying outside of class hours. Meanwhile, 31% of students study more than 15 hours per week, indicating a strong commitment to academics. However, 9.5% of students study less than 5 hours per week, possibly due to time management difficulties or other workloads.

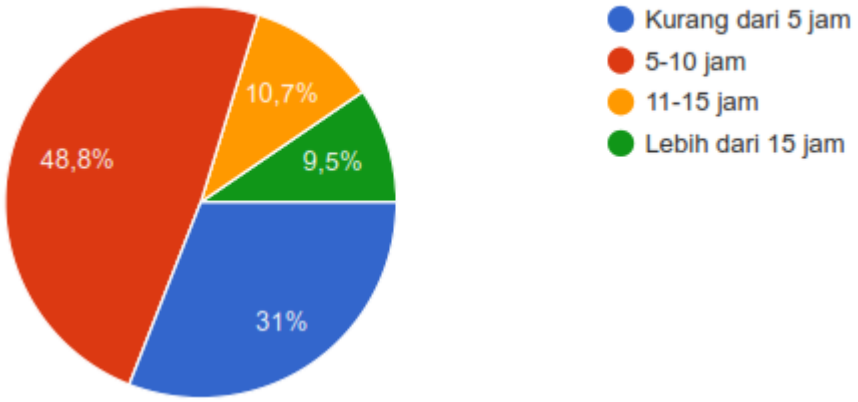

Figure 5. Study time outside of lecture hours per week

Adequate study time outside of class hours is crucial for deepening understanding of the material. Therefore, students need to be encouraged to develop more regular study habits and provided with access to more flexible and accessible learning resources.

6. Balance between lecture time, assignments, and non-academic activities

As many as 66.7% of students feel that they lack the balance between lectures, assignments, and non-academic activities. They often struggle to manage their time between academics and other activities.

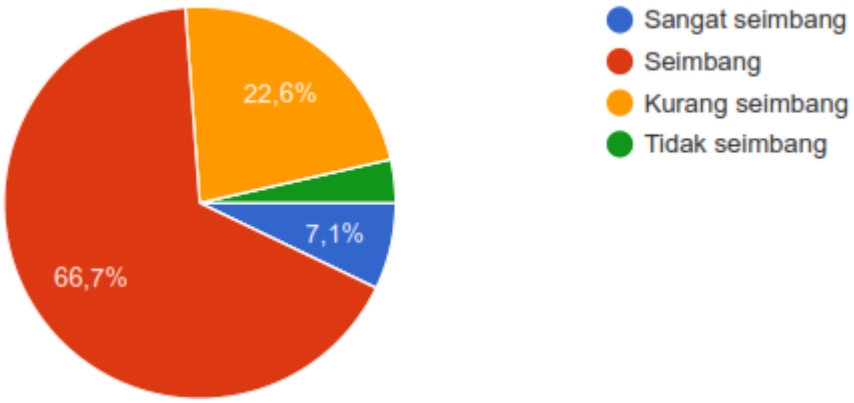

Figure 6. The level of balance between lecture time, assignments, and non-academic activities

This imbalance can cause students to experience stress and pressure. Therefore, better time management strategies and more flexible academic policies are needed to allow students to optimally balance their activities.

7. Availability of free time for rest and personal activities

A total of 57.1% of students felt they didn't have enough free time for rest and personal activities. Only 10.7% felt they had enough time, while 27.4% felt they had enough. This indicates that most students experience limited free time due to their heavy study load.

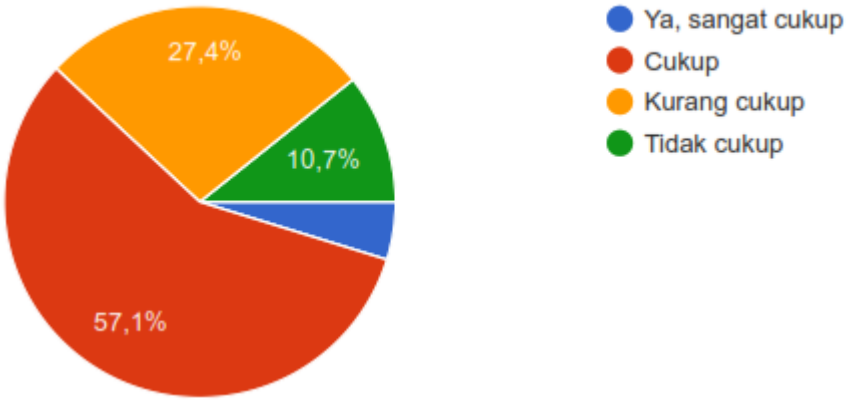

Figure 7. Availability of free time for rest and personal activities

Lack of free time can negatively impact students' mental and physical health. Therefore, academic policies are needed that allow students to manage their time more

flexibly, such as a more structured class schedule or a reduction in excessive assignment load.

8. The impact of study load on physical health

Fifty-six percent of students felt that the study load had a significant impact on their physical health, particularly in terms of fatigue and lack of sleep. Meanwhile, 28.6% stated that the impact was quite significant, and only 6% felt no impact at all.

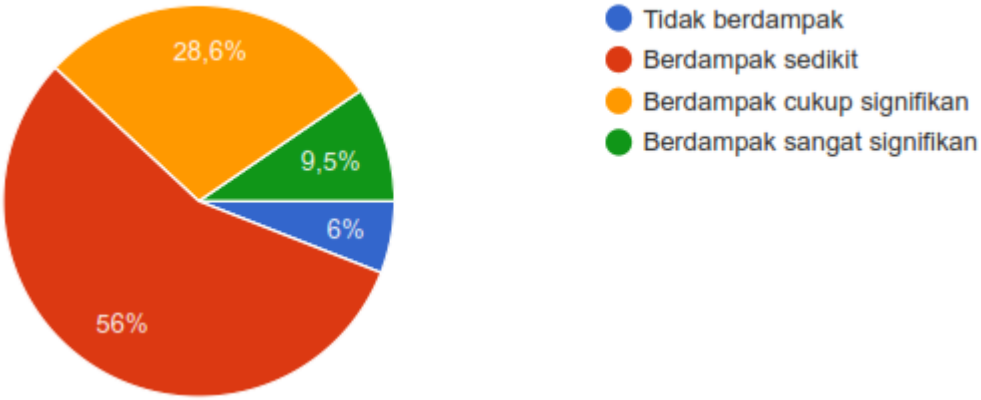

Figure 8. The impact of study load on physical health

These impacts indicate that a high academic load can impact student well-being. Therefore, universities need to consider measures to reduce academic stress, such as providing counseling services, relaxation sessions, or time management training for students.

9. The influence of study load on academic motivation

A total of 67.9% of students felt that the study load had no impact on their academic motivation, while 14.3% felt it increased. However, 4.7% of students felt their motivation actually decreased due to the high study load.

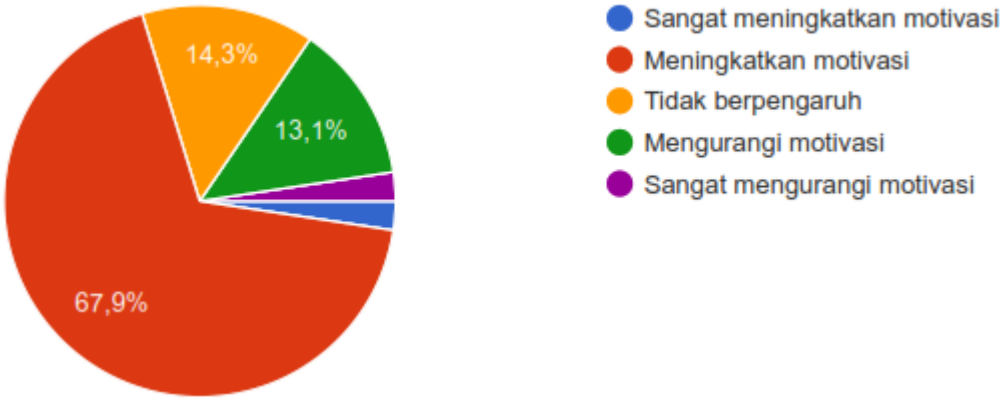

Figure 9. The influence of study load on academic motivation

A balanced study load can maintain stable student academic motivation. Therefore, lecturers and academic staff need to provide better academic support, such as tutoring and constructive feedback, to keep students motivated in their studies.

10. Satisfaction with the learning system

The data shows that a survey of 84 respondents regarding their level of satisfaction with the learning system related to study load showed that the majority of respondents, 56%, stated they were "quite satisfied" with the existing learning system. Meanwhile, 35.7% of respondents stated they were "satisfied." These percentages indicate that the majority of students are quite satisfied with the learning system implemented.

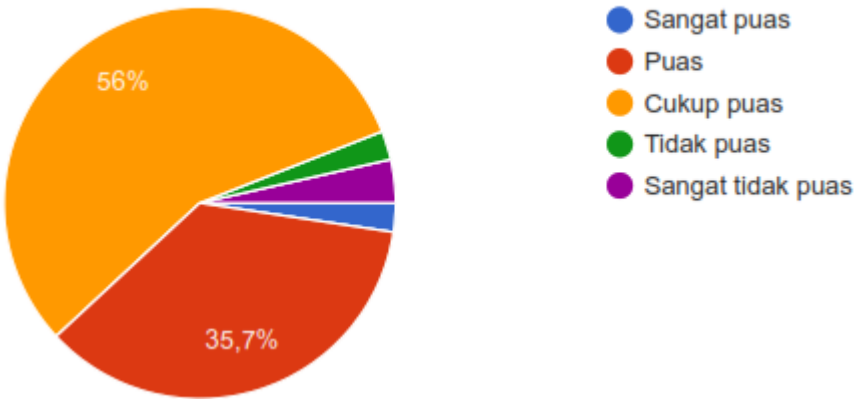

Figure 10. Level of satisfaction with the learning system

On the other hand, only a small proportion of respondents expressed dissatisfaction with the learning system. The percentages of respondents who stated "Dissatisfied" and

"Very dissatisfied" were very small compared to the other categories. Furthermore, a small percentage also chose "Very satisfied." Overall, this data reflects that the existing learning system is still acceptable to the majority of students, although some still feel dissatisfied and require further improvement.

11. SUGGESTIONS AND FEEDBACK

Based on the suggestions and input provided, several students proposed a balance between the study load and the number of credits taken. They desired a practicum schedule that would not clash with difficult theory courses and a more proportionate amount of assignments. Furthermore, students suggested that practicum reports be discontinued, as they considered this inefficient. Assignment submissions should be more structured and less burdensome, especially in semesters with many projects or practicums. Students also highlighted the need for innovation in learning methods, such as project-based and inquiry-based approaches to enhance interactivity.

In addition, students proposed improvements to learning facilities, including laboratories and the availability of LCD projectors. They also hoped for better coordination between lecturers and laboratory assistants to avoid misunderstandings during practical work. Students participating in the MBKM program desired more flexible courses, such as online learning options. Academic support, such as consultation sessions with lecturers and a conducive study space, was also considered important to help students manage time and stress. Several students also proposed that courses be distributed more evenly throughout the semester to avoid overburdening students in certain semesters.

E. CONCLUSION AND RECOMMENDATIONS

From the survey results, it can be concluded that most students feel the study load is quite appropriate, but there are still challenges that need to be overcome, especially related to the balance of academic and non-academic time, the impact on health, and the effectiveness of learning methods.

As a recommendation, it is recommended that academics evaluate the number of assignments assigned, implement more interactive and project-based learning methods, and improve coordination in scheduling labs and courses to prevent students from experiencing

excessive academic pressure. With these improvements, it is hoped that students can achieve optimal learning outcomes without compromising their well-being.