



WORKLOAD SURVEY RESULT REPORT

STUDENT FROM THE CLASS OF
2022-2024

UNDERGRADUATE PROGRAM IN SOCIOLOGY

**FACULTY OF SOCIAL AND POLITICAL SCIENCES
UNIVERSITAS NEGERI SURABAYA**

FOREWORD

Student workload is one of the activities in the Quality Assurance Unit (UPM) in the Undergraduate Program in Sociology which is tasked with assisting the implementation of quality assurance by implementing Determination, Implementation, Evaluation, Control, Improvement (PPEPP) in the academic field. One type of survey carried out is a student workload survey which is currently a need and demand from international accreditation of study programs to evaluate students' course load which is evaluated periodically. This survey was conducted with students from the class of 2022 of the Undergraduate Sociology Study Program. The data collection process is carried out online via Google Form and is carried out after the semester lecture activities end. The results of this survey will be followed up with an evaluation meeting, the results of which will be used to improve services for future activities.

In line with the increasing need to improve the quality of service in the Undergraduate Program in Sociology, Faculty of Social and Po, Unesa, a student workload survey is needed. It is necessary to know what variables need to be improved and maintained quality.

Surabaya, July 1 2025

Coordinator of Undergraduate
Program in Sociology



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CHAPTER I INTRODUCTION

A. GENERAL DESCRIPTION OF THE CURRICULUM FOR UNDERGRADUATE SOCIOLOGY STUDY PROGRAM

The Undergraduate Program in Sociology is one of the study programs at the Faculty of Social and Political Sciences, Surabaya State University. The Undergraduate Program in Sociology is a study program that is adaptive to the dynamics and demands of social sciences especially on pure sociology not in sociology education. This is implied by the efforts made by the Undergraduate Program in Sociology to always adapt to new developments in the implementation of education, such as developing the Independent Learning- Independent Campus (MB-KM) curriculum with the uniqueness of the Undergraduate Program in Sociology, carrying out benchmarking to maintain the quality of learning, open with internationalization activities such as student exchanges, visiting lecturers and professors, guest lecturers, and several other activities that support the adaptive efforts of the Undergraduate Program in Sociology.

1. Improving the quality of competency of Undergraduate Program in Sociology graduates is carried out by honing students' abilities which include computational thinking skills, compassion, creativity, communication skills, collaboratively, critical thinking and problem solving or what is known as 6C. This ability improvement is carried out through lecture activities based on case solving (case method) or project-based group learning (team based project). Apart from that, students are also given the opportunity to take semester credit outside campus, this apart from fulfilling the demands of Independent Learning-Free Campus (MB-KM) also aims to habituate students when they are involved in the field. In implementing curriculum changes, the Undergraduate Program in Sociology also based the results of the tracer study.
2. The quantitative data from the tracer results above is influenced by various issues related to the development of human and organizational resources in global development which include:
3. 21st Century Skills, where there are 6C competencies (computational thinking, compassion, creativity, communication skills, collaboratively, critical thinking and problem solving);
4. Industrial Revolution 4.0 and Society 5.0

5. World Class University (WCU);
6. Indonesian National Qualifications Framework (KKNI);
7. National Higher Education Standards;
8. Independent Learning Curriculum Policy - Independent Campus.

In an effort to prepare graduates who are able to compete and have relevance to market needs, the Undergraduate Program in Sociology developed the Independent Learning-Independent Campus curriculum. Apart from that, the curriculum also emphasizes the challenges of the 21st century as well as strategies for bridging the gap between the educational process in higher education and the world of work and the need for innovation. One of the approaches used to facilitate 21st century education is through Outcome-Based Education (OBE), an approach that emphasizes the sustainability of the learning process in an innovative, interactive and effective manner. This is in accordance with the Ministry of Education and Culture's policy to improve the quality of the learning process and the quality of graduates according to the characteristics of the study program.

The vision of the Undergraduate Program in Sociology was derived from the Vision of the Faculty of Social and Political Sciences and adapted to the Vision of Universitas Negeri Surabaya. **The Vision of the Undergraduate Program in Sociology** is: "The Sociology Study Program has competitive and comparative advantages in the field of inclusive education and community development, as well as social entrepreneurship at the international level"

The mission of the Undergraduate Program in Sociology is:

1. Organizing an education system that provides students with skills to understand local community problems with a global perspective in inclusive education and community development and social entrepreneurship.
2. Organizing a learning system that provides analytical skills by applying appropriate and accurate sociological research methodology, and presenting it based on a scientific approach and ethics;
3. Organizing a learning system that provides students with the ability to analyze needs (need assessment), design, implement, evaluate, and provide solutions as well as mentoring communities undergoing transformation in the digital era;
4. Organizing a learning system that forms student personalities who are sensitive and care about community problems, faithful, intelligent, independent, honest, caring and tough (beautiful ideal);

5. Conducting research and community service with good governance for the development and application of sociological science.
6. To realize the Sociology Study Program as a superior study in the field of inclusive education and community development as well as social entrepreneurship. Organizing a learning system that provides students with the ability to analyze needs (need assessment), design, implement, evaluate, and provide solutions as well as mentoring communities undergoing transformation in the digital era;

The profile of graduates of the Undergraduate Program in Sociology is:

The main competencies of graduates of the Bachelor of Sociology study program, Faculty of Social and Political Sciences, Surabaya State University (Unesa), include the competency to become practitioners as well as...able to design, accompany and mobilize the community to participate in social development through government, non- government or independent institutions, able to carry out service tasks and handle social problems in the community, and able to become educators

NO.	Profiles	Description
GP 1	Social Engineer (Empowerment Facilitator, Community Empowerment, People Development, Social Movement Activist)	Social Graduate (S.Sos) who is able to design, accompany, and mobilize the community to participate in social development through government, non-government, or independent
GP 2	social welfare workers (Policy Analysis, Cultural Analysis, Government Employees, partnership strategic)	Social Graduate (S.Sos) who are educated and trained to carry out service duties and handle social issues in the community
GP 3	Educator (High School Teachers, Tutors, Lecturer)	Social Graduate (S.Sos) who has mastery of paradigms, basic concepts of the sciences of Sociology, theories, research, methodologies and is skilled in conducting research and transforming it to studentat various levels

Educational Objectives (PEO) Undergraduate Program in Sociology:

1) Professional

A Bachelor of Sociology who has the scientific competence of sociology in the problems of inclusive education and community development in a professional, innovative, adaptive, synergistic and humanistic manner.

2) Academic

A Sociology graduate who masters basic scientific concepts, paradigms, theories, research methodologies and is skilled in conducting research using the scientific principles of sociology.

3) Social

Have an attitude, integrity in accordance with professional ethics and able to design, accompany and mobilize communities to participate in social development through government, non-government or independent institutions in the era of digital disruption with a national and international inclusive perspective

PLO Undergraduate of Business Education Study Program

Graduate Learning Outcomes (CPL) are measures used by educational institutions to assess the extent to which students have achieved the expected competencies after completing a particular study program. Graduate Learning Outcomes (CPL) consist of four main aspects, namely Knowledge, General Competencies, Specific Competencies, and Intellectual Abilities.

Through these steps, educational institutions can ensure that students have achieved the expected PLO in accordance with the Sociology study program standards, including the Sociology CPL:

No	Learning Outcome Program
1.	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
2.	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial character
3.	Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field.
4.	Develop yourself continuously and collaborate
5.	Mastering the basic concepts of philosophy, paradigms, approaches and theories of sociology, including branches of science and sociological research methods.

6.	Mastering knowledge about education, school communities and inclusive communities
7.	Mastering knowledge about social problems and their causes and social change, development and community empowerment.
8.	Able to apply logical, critical, systematic and innovative thinking according to their field of expertise in studying societal problems, changes in technology and science and their impacts in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of their studies in the form of reports, articles or theses, and upload them;
9.	Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis;
10.	Able to identify the characteristics of individuals, families and communities, social problems and social change, including problems of inclusive education and community development in local communities with a global perspective, and analyze them using appropriate concepts, theories and research methodologies in Sociology;
11.	Able to present and organize alternative solutions in solving social problems, social change, development, especially education and inclusive society, as well as community empowerment.

Relationship Between PEO and PLO Undergraduate Program in Sociology

PLO	PEO		
	PEO 1	PEO 2	PEO 3
PLO 1	V	V	V
PLO 2	V	V	V
PLO 3	V	V	V
PLO 4	V	V	V
PLO 5	V	V	V
PLO 6	V	V	V
PLO 7	V	V	V
PLO 8	V	V	V

B. OBJECTIVES OF THE SURVEY

A student workload survey was conducted to evaluate students' course load. The

aim of this student workload survey is:

- 1) As a form of the Internal Quality Assurance Cycle (SPMI) through PPEPP
- 2) As material for monitoring and evaluating (Monev) the performance of various parties in managing academic activities within the Undergraduate Program in Sociology As input for improving the quality of learning
- 3) The survey results also become data for preparing self-evaluation reports and the accreditation process for Undergraduate Program in Sociology

C. BENEFITS OF SURVEYS

The benefits of student workload surveys are as follows:

- 1) Provide recommendations for improving the quality of learning, especially in the Undergraduate Program in Sociology
- 2) Evaluate the achievements and suitability of becoming a policy brief for future policy-making regulations

CHAPTER II IMPLEMENTATION OF THE SURVEY

A. DATA COLLECTION METHODS

Student workload survey activities are carried out in order to obtain data to improve the quality of learning. The method used to collect student workload survey data is using a Google form. Google forms is a component of the Google Docs service. This student workload survey was distributed to students in the form of an online questionnaire. The approach used in analyzing student workload is distributed to students in the form of a Google form and then analyzed using quantitative methods.

Aspects of the questions in the questionnaire are related to:

1. Implementation of face-to-face lectures, ideally held 100 minutes/per week. How is the technical implementation of face-to-face lectures every week?
2. The ideal student workload is 120 minutes/per week. How do students carry out their assignments each week?
3. Student independent study load, ideally is 120 minutes/per week. How is student independent study carried out every week?

Students in answering the questions in the questionnaire use a Likert scale from 1-3, with alternative answers that can be chosen, namely answers 1=more than, 2=suitable, 3=less suitable.

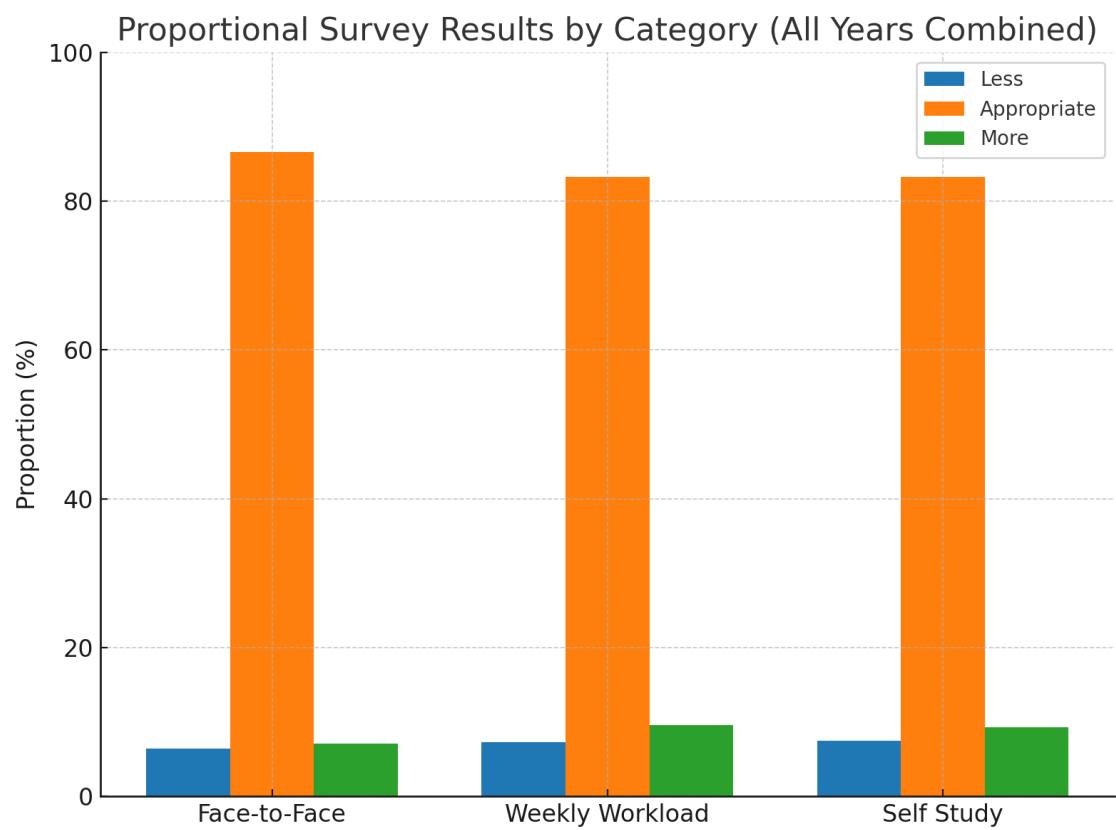
Next, the results of student answers will be analyzed through stages:

1. group the average score of student answers on the questionnaire based on a Likert scale
2. Look for the percentage of student responses
3. interpret student answers based on percentage results

B. POPULASI

The survey was conducted by taking respondents who were students at the Undergraduate Program in Sociology, Faculty of Social and Political Sciences (FISIPOL), Surabaya State University. The number of samples used in this student workload survey were students from the 2024, 2023, 2022, 2021 class of the Undergraduate Program in Sociology,

totaling = 698 respondents, with the details of those filling out the questionnaire being students from the class of 2024 = 228 respondent, 2023 = 320 respondent, 2022 = 100 respondent, 2021 = 50 respondent



Category	Less	Appropriate	More
Face-to-Face	6.40%	86.54%	7.05%
Weekly Workload	7.25%	83.21%	9.54%
Self Study	7.50%	83.21%	9.29%

C. RESULTS OF THE STUDENT WORKLOAD SURVEY SOCIOLOGY PRODUCTS – STUDENTS FROM THE CLASS OF 2024

No	Subject	face-to-face lecture load per week			weekly workload			self study per week			average			Semester
		<100 min	appropriate (100min)	>100 min	<120 min	appropriate (120min)	>120 min	<120 min	appropriate (120min)	>120 min	less than	appropriate	more than	
1	Introduction to Educational Science	23,68%	65,79%	10,53%	17,54%	71,49%	10,96%	21,05%	65,35%	13,60%	20,76%	67,54%	11,70%	ODD SEMESTER
2	Introduction to Cultural Anthropology	10,53%	78,95%	10,53%	10,96%	78,95%	10,09%	6,58%	81,14%	12,28%	9,36%	79,68%	10,96%	
3	Introduction to Economics	10,96%	78,51%	10,53%	11,40%	78,51%	10,09%	6,58%	78,95%	14,47%	9,65%	78,65%	11,70%	
4	Introduction to Political Science	11,84%	77,63%	10,53%	8,77%	81,14%	10,09%	5,26%	78,95%	15,79%	8,63%	79,24%	12,13%	
5	Introduction to Sociology	8,77%	79,82%	11,40%	9,21%	79,82%	10,96%	4,82%	79,82%	15,35%	7,60%	79,82%	12,57%	
6	Introduction to Social Statistics	9,65%	78,95%	11,40%	8,77%	79,82%	11,40%	7,46%	78,07%	14,47%	8,63%	78,95%	12,43%	
7	Introduction to Social Research Methods	12,72%	76,75%	10,53%	9,21%	79,39%	11,40%	5,70%	79,39%	14,91%	9,21%	78,51%	12,28%	
8	Indonesian Language	11,84%	77,63%	10,53%	10,09%	78,95%	10,96%	5,26%	79,39%	15,35%	9,06%	78,65%	12,28%	
9	Pancasila Education	9,21%	79,82%	10,96%	10,96%	78,95%	10,09%	7,46%	78,07%	14,47%	9,21%	78,95%	11,84%	
10	Physical and Fitness Education	6,58%	80,70%	12,72%	10,96%	78,95%	10,09%	7,89%	80,26%	11,84%	8,48%	79,97%	11,55%	
11	Classical Theories	8,77%	81,58%	11,40%	10,96%	78,95%	10,09%	7,46%	78,95%	13,60%	9,06%	79,82%	11,70%	
12	Applied Social Statistics	7,89%	79,82%	12,28%	8,77%	81,14%	10,09%	7,46%	80,26%	12,28%	8,04%	80,41%	11,55%	
13	Socio-Cultural Change	8,33%	79,82%	11,84%	9,21%	78,07%	12,72%	7,02%	78,95%	14,04%	8,19%	78,95%	12,87%	
14	Social Stratification and Inequality	7,46%	80,26%	12,28%	10,09%	80,26%	9,65%	4,82%	84,21%	10,96%	7,46%	81,58%	10,96%	
15	Quantitative Research Methods in Sociology	7,46%	81,14%	11,40%	8,77%	80,26%	10,96%	7,02%	78,51%	14,47%	7,75%	79,97%	12,28%	EVEN SEMESTER
16	Economic and Industrial Sociology	8,77%	78,51%	12,72%	8,77%	82,46%	8,77%	8,33%	80,26%	11,40%	8,63%	80,41%	10,96%	
17	Sociology of Law	7,89%	80,26%	11,84%	10,53%	79,39%	10,09%	5,26%	80,26%	14,47%	7,89%	79,97%	12,13%	
18	Digital Literacy	7,02%	81,58%	11,40%	8,77%	81,14%	10,09%	7,02%	78,95%	14,04%	7,60%	80,56%	11,84%	
19	Religious Education	7,46%	80,26%	12,28%	10,09%	80,26%	9,65%	4,82%	84,21%	10,96%	7,46%	81,58%	10,96%	
20	Civic Education	9,65%	78,95%	11,40%	8,77%	79,82%	11,40%	7,46%	78,07%	14,47%	8,63%	78,95%	12,43%	

COMPARE WITH CLASS OF 2023

No	Subject	face-to-face lecture load per week			weekly workload			self study per week			average			Semester
		<100 min (%)	appropriate (100min) (%)	>100 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min (%)	less than (%)	appropriate (%)	more than (%)	
1	Modern Sociological Theory	6,25	90,63	3,13	7,81	84,38	7,81	4,69	89,69	5,63	6,25	88,23	5,52	ODD SEMESTER
2	Qualitative Sociological Research	6,88	90,00	3,13	7,19	84,38	8,44	3,13	90,63	6,25	5,73	88,33	5,94	
3	Social Problems	9,38	87,50	3,13	3,13	90,63	6,25	4,06	90,31	5,63	5,52	89,48	5,00	
4	Rural Sociology	6,56	90,63	2,81	7,81	87,50	4,69	3,13	89,69	7,19	5,83	89,27	4,90	
5	Gender Sociology	6,25	90,63	3,13	7,81	84,38	7,81	4,69	89,69	5,63	6,25	88,23	5,52	
6	Population and Health Sociology	3,44	91,88	4,69	6,56	85,63	7,81	3,44	90,63	5,94	4,48	89,38	6,15	
7	Sociology of Religion	5,63	91,25	3,13	7,50	84,38	8,13	4,69	89,06	6,25	5,94	88,23	5,83	
8	Sociology of Education	4,69	91,25	4,06	4,69	87,50	7,81	3,13	89,38	7,50	4,17	89,38	6,46	
9	Studies on School Violence	4,38	91,56	4,06	6,56	85,00	8,44	3,13	90,00	6,88	4,69	88,85	6,46	
10	Communication Sociology	6,88	90,00	3,13	7,81	82,81	9,38	4,69	88,75	6,56	6,46	87,19	6,35	
11	Environmental Sociology	5,31	90,94	3,75	3,44	86,56	10,00	9,38	88,13	2,50	6,04	88,54	5,42	
12	Sociology of Knowledge	4,69	92,19	3,13	10,94	85,94	3,13	3,75	90,63	5,63	6,46	89,58	3,96	
13	Disaster Sociology	4,69	91,56	3,75	3,13	84,38	12,50	4,06	90,31	5,63	3,96	88,75	7,29	EVEN SEMESTER
14	Cultural Studies	4,38	90,63	3,44	6,88	84,69	8,44	4,06	90,00	5,94	5,10	88,44	5,94	
15	Critical and Postmodern Theory	3,44	92,19	4,38	5,63	85,63	8,75	3,75	90,00	6,25	4,27	89,27	6,46	
16	Urban Sociology	6,56	90,31	3,13	7,50	84,69	7,81	5,31	89,38	5,31	6,46	88,13	5,42	
17	Family Sociology	5,63	90,94	3,44	7,50	84,38	8,13	4,06	89,69	6,25	5,73	88,33	5,94	
18	Political Sociology	2,81	92,50	4,69	3,75	86,25	10,00	3,75	90,31	5,94	3,44	89,69	6,88	
19	Development Sociology	5,63	90,94	3,44	6,88	85,31	7,81	3,75	90,00	6,25	5,42	88,75	5,83	
20	Virtual Sociology	2,50	92,50	5,00	4,38	85,94	9,69	5,94	88,44	5,63	4,27	88,96	6,77	
21	Big Data Analysis	4,69	92,19	3,13	4,06	84,69	11,25	2,50	90,63	6,88	3,75	89,17	7,08	
22	Tourism Sociology	5,63	90,94	3,44	7,50	84,06	7,81	4,06	90,94	5,00	5,73	88,65	5,42	
23	Digital Learning Studies in Sociol	5,63	90,94	3,44	7,81	84,38	7,81	4,69	89,69	5,63	6,04	88,33	5,63	
24	Cultural Sociology	8,75	86,25	5,00	7,81	84,38	7,81	9,38	85,00	5,63	8,65	85,21	6,15	
25	Multicultural Education	7,50	90,00	2,50	7,81	84,38	7,81	4,69	89,69	5,63	6,67	88,02	5,31	

COMPARE WITH CLASS OF 2022

No	Subject	face-to-face lecture load per week			weekly workload			self study per week			average			Semester
		<100 min (%)	appropriate (100min) (%)	>100 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min(%)	less than (%)	appropriate (%)	more than (%)	
1	Planning	5,00	80,00	15,00	10,00	75,00	15,00	12,00	73,00	15,00	9,00	76,00	15,00	ODD SEMESTER
2	Occupational Safety and Health	6,00	79,00	15,00	8,00	80,00	12,00	11,00	70,00	19,00	8,33	76,33	15,33	
3	Operational Management	8,00	68,00	24,00	12,00	72,00	16,00	8,00	79,00	13,00	9,33	73,00	17,67	
4	Rural Sociology	12,00	65,00	23,00	15,00	70,00	15,00	16,00	64,00	20,00	14,33	66,33	19,33	
5	Program Design	3,00	90,00	7,00	4,00	94,00	2,00	2,00	92,00	6,00	3,00	92,00	5,00	
6	Program Implementation	4,00	88,00	8,00	12,00	80,00	8,00	4,00	90,00	6,00	6,67	86,00	7,33	
7	Program Evaluation	8,00	78,00	14,00	3,00	90,00	7,00	4,00	89,00	7,00	5,00	85,67	9,33	
8	Program Dissemination	2,00	95,00	3,00	4,00	91,00	5,00	5,00	78,00	17,00	3,67	88,00	8,33	
9	Program Reporting	4,00	92,00	4,00	2,00	86,00	12,00	18,00	65,00	17,00	8,00	81,00	11,00	
10	Research Plan Development	6,00	86,00	8,00	4,00	91,00	5,00	7,00	81,00	12,00	5,67	86,00	8,33	
11	Research Instrument Development	7,00	91,00	2,00	1,00	92,00	7,00	10,00	73,00	17,00	6,00	85,33	8,67	EVEN SEMESTER
12	Data Collection	4,00	83,00	13,00	8,00	83,00	14,00	14,00	78,00	8,00	8,67	81,33	11,67	
13	Data Analysis	7,00	90,00	3,00	7,00	91,00	3,00	5,00	89,00	6,00	6,33	90,00	4,00	
14	Report Writing	2,00	91,00	7,00	14,00	83,00	3,00	15,00	73,00	12,00	10,33	82,33	7,33	
15	Publication	1,00	94,00	5,00	15,00	64,00	21,00	5,00	84,00	11,00	7,00	80,67	12,33	
16	Program Design	7,00	90,00	3,00	5,00	87,00	8,00	8,00	78,00	14,00	6,67	85,00	8,33	
17	Developing Tools/Devices	4,00	91,00	5,00	12,00	67,00	21,00	13,00	73,00	14,00	9,67	77,00	13,33	
18	Program Execution	12,00	80,00	8,00	15,00	75,00	10,00	8,00	74,00	18,00	11,67	76,33	12,00	
19	Program Evaluation	14,00	69,00	17,00	8,00	88,00	4,00	3,00	95,00	2,00	8,33	84,00	7,67	
20	Program Dissemination	6,00	89,00	5,00	12,00	80,00	8,00	14,00	76,00	10,00	10,67	81,67	7,67	
21	Report Development	15,00	76,00	11,00	2,00	90,00	8,00	10,00	76,00	24,00	9,00	80,67	14,33	

COMPARE WITH CLASS OF 2021

No	Subject	face-to-face lecture load per week			weekly workload			self study per week			average			Semester
		<100 min (%)	appropriate (100min) (%)	>100 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min (%)	<120 min (%)	appropriate (120min) (%)	>120 min(%)	less than (%)	appropriate (%)	more than (%)	
1	Critical Education	6,00	80,00	14,00	4,00	86,00	10,00	12,00	72,00	16,00	7,33	79,33	13,33	ODD SEMESTER
2	Curriculum Sociology	4,00	68,00	28,00	6,00	88,00	6,00	16,00	80,00	4,00	8,67	78,67	12,67	
3	Sociology of Knowledge	8,00	84,00	8,00	8,00	80,00	12,00	18,00	72,00	10,00	11,33	78,67	10,00	
4	Inclusive Society Sociology	10,00	90,00	0,00	10,00	78,00	12,00	16,00	68,00	16,00	12,00	78,67	9,33	
5	Study of Education Policy in Indonesia	12,00	84,00	4,00	12,00	76,00	12,00	4,00	84,00	12,00	9,33	81,33	9,33	
6	Community Empowerment Models	10,00	82,00	8,00	8,00	74,00	18,00	8,00	80,00	12,00	8,67	78,67	12,67	
7	Undergraduate Thesis	6,00	74,00	20,00	6,00	82,00	32,00	6,00	78,00	16,00	6,00	78,00	22,67	EVEN SEMESTER
8	Undergraduate Thesis	14,00	78,00	8,00	4,00	90,00	6,00	22,00	78,00	0,00	13,33	82,00	4,67	

D. FOLLOW-UP PLAN

Based on the results of the 2024 student workload survey, it shows that of the 20 existing courses, existing data shows that all courses have shown an average suitability of above 70%, meaning that the student's course load (based on face-to-face lectures, assignments, and independent study) from all courses in the Undergraduate Program in Sociology has been met. Not only in class of 2024, but also in all classes get the same condition. There no perfect area over there.

Even though the results are appropriate, there still needs to be follow-up action carried out by the Undergraduate of Business Education study program, as follows:

1. All lecturers are required to maintain their performance, especially in relation to learning activities.
2. To improve the performance and quality of learning, the study program coordinator provides intensive motivation to all lecturers to improve performance, especially in the field of education to improve the quality of learning
3. The results of monitoring and evaluation and audits are used as consideration for continuous improvement if there are significant findings

CHAPTER III CLOSING

A. CONCLUSION

The student workload survey carried out aims to evaluate students' course load. The student workload survey activity is used as material for monitoring and evaluating the performance of various parties in managing academic activities within the Undergraduate Program in Sociology and as input for improving the quality of learning as well as data for preparing self-evaluation reports and the accreditation process for the Undergraduate Program in Sociology. Based on the results of the student workload survey, it shows that all courses have shown an average suitability of above 70%, meaning that the student course load (based on face-to-face lectures, assignments and independent study) from all courses in the Undergraduate Program in Sociology has been fulfilled.

B. SUGGESTIONS

1. Periodically, the Undergraduate Program in Sociology needs to carry out evaluation activities on lecturer performance, especially in learning activities
2. The Study Program Coordinator can provide direct supervision during the learning process in the Undergraduate Program in Sociology