

**COURSE LEARNING LOAD SUITABILITY SURVEY REPORT
PANCASILA AND CITIZENSHIP EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY**

EXECUTIVE SUMMARY

A survey of the suitability of the course load was conducted in the Pancasila and Citizenship Education (PPKn) Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, for the November-December 2024 period. The survey involved 124 active students from semesters II to VIII. The results showed that 71% of students assessed the study load as appropriate for their abilities, but 29% experienced difficulties, especially in the courses Educational Research Methodology, Educational Statistics, and Pancasila Philosophy. Key recommendations include redistribution of assignments, improvement of learning methods, and strengthening of academic guidance.

I. INTRODUCTION

1.1 Background

The Pancasila and Citizenship Education Study Program at the Faculty of Teacher Training and Education, Lambung Mangkurat University, has a mission to produce professional and character-driven PPKn teachers. The success of this mission is greatly influenced by the appropriate course load, which can develop student competencies without causing excessive academic stress.

As a study program that combines pedagogical aspects, PPKn scientific content, and character building, continuous evaluation of the distribution of the study load is required to ensure the achievement of optimal learning outcomes.

In the context of modern higher education, a balanced study load is a determining factor in creating a conducive learning environment. The PPKn Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM), as an institution producing future educators for the nation, has a special responsibility to ensure that the learning process not only transfers knowledge but also shapes character and holistic professional competencies. The complexity of this challenge is increasing considering that PPKn graduates are required to master various scientific dimensions, ranging from the philosophy of Pancasila, the constitution and state system, civic skills, and effective pedagogy.

The dynamics of learning in the digital era have shifted the educational paradigm, where students are no longer merely passive recipients of information but rather active constructors of knowledge. This change demands adjustments to the learning load, not only considering the quantity of material but also the quality of the learning process, which encourages critical, analytical, and reflective thinking. In the context of Civics Education (PPKn), this becomes increasingly relevant because this field of study requires the ability to analyze socio-political phenomena, understand national values, and develop learning strategies that can internalize the values of Pancasila in students.

An inappropriate study load can have various negative impacts, ranging from decreased motivation to learn, academic stress, to burnout, which ultimately leads to a decline in graduate quality. Conversely, a study load that is too light can also reduce the intellectual challenge necessary to develop higher-order thinking skills. Therefore, determining the optimal study load is an art that requires a deep understanding of student characteristics, the complexity of the material, and the competency requirements of graduates.

Lambung Mangkurat University, as a leading state university in South Kalimantan, is strongly committed to producing graduates who are not only intellectually intelligent but also possess character and are ready to contribute to regional and national development. In this context, the Civics and Citizenship Education (PPKn) Study Program plays a strategic role in shaping the nation's character through education in the values of Pancasila and citizenship. The success of this study program is measured not only by the graduation rate or GPA of students, but also by the ability of graduates to become agents of change capable of instilling the nation's noble values in the younger generation.

Continuous evaluation of the study load is an urgent need to ensure that the learning process is proceeding optimally. This evaluation involves not only quantitative aspects such as the number of credits or study hours, but also qualitative aspects such as the level of material difficulty, relevance to the needs of the education industry, and suitability for students' cognitive development. Thus, evaluation results can serve as a basis for adjusting the curriculum, learning methods, and assessment systems to be more responsive to student needs and the demands of the times.

This study load suitability survey is expected to provide a comprehensive picture of students' perceptions of the academic load they are undertaking, as well as provide concrete recommendations for improving the learning system in the PPKn Study Program, FKIP ULM.

1.2 Survey Objectives

General purpose:Evaluating the suitability of the course load with the abilities and conditions of students in the PPKn Study Program, FKIP ULM.

Special purpose:

- Identifying student perceptions of the study load for each course
- Analyzing the distribution of student study time per course
- Evaluating the effectiveness of learning methods in supporting mastery of material
- Identify courses that require adjustments to the study load
- Formulate recommendations for improving the learning system

1.3 Benefits of Surveys

- Providing input for improving the curriculum of the PPKn Study Program
- Improving the quality of learning and student satisfaction
- Supporting the achievement of study program accreditation
- As material for evaluating the performance of lecturers and study programs

II. RESEARCH METHODOLOGY

2.1 Research Design

This study used a quantitative approach with a descriptive-evaluative survey method to measure students' perceptions of the suitability of the course load. The choice of a quantitative approach was motivated by the need to obtain measurable and generalizable data for all students in the PPKn Study Program, FKIP ULM.

The descriptive-evaluative survey method was chosen because of its ability to describe the actual state of students' study load while simultaneously evaluating its suitability to their abilities and needs. This approach allows researchers to identify specific patterns in student perceptions, analyze factors influencing study load, and provide recommendations based on the empirical findings.

This research design also considers a longitudinal aspect by involving students from various semester levels, thus providing a comprehensive picture of changes in perceptions of study load throughout the study period. This is important given the complexity of the courses and the varying levels of academic maturity of students at each semester level.

2.2 Population and Sample

The population in this study was all 156 active students of the Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education,

Lambung Mangkurat University, in the 2024/2025 academic year. This population was selected based on the consideration that active students are the most relevant subjects for assessing the study load of their current courses.

Of the total population of 156 students, 124 respondents were obtained, resulting in a response rate of 79.5%. This is considered excellent, exceeding the minimum standard of 70% generally required in academic survey research. This high response rate demonstrates students' enthusiasm and active participation in providing input for improving the learning system in their study programs.

The sample distribution by semester level shows fairly even representation, with semester IV having the highest proportion (30.6%), followed by semester II (27.4%), semester VI (25.0%), and semester VIII (16.9%). This distribution reflects the characteristics of the PPKn student population, which tends to have fewer students in the final semester due to factors such as graduation, academic leave, or program transfers.

The sampling technique used was total sampling with a census approach, meaning all members of the population were given the opportunity to become respondents. This technique was chosen based on the relatively small population (156 students), making it possible to involve all active students. The census approach also offers advantages in terms of external validity and the generalizability of the research results.

2.3 Research Instruments

The research instrument used was a structured questionnaire consisting of 28 questions systematically and integratedly arranged. This questionnaire was designed to gather comprehensive information on various aspects related to student study load, from respondent characteristics to impacts and suggestions for improvement.

The questionnaire structure is divided into five interrelated main dimensions. The first dimension, Respondent Profile, consists of five questions covering demographic data such as semester, GPA, region of origin, and socioeconomic status. This information is essential for conducting stratification analysis and identifying specific patterns based on student characteristics.

The second dimension, Perceived Learning Load, is the core of this study. It consists of 10 questions that measure the appropriateness of each course load and the level of material difficulty. The questions in this dimension were designed using a 5-point Likert scale to facilitate statistical analysis and interpretation of the results.

The third dimension, Study Time Management, consists of six questions and explores how students allocate time to each course and the effectiveness of their

study schedule. This dimension is crucial for understanding students' study strategies and identifying areas requiring time management support.

The fourth dimension is Learning Support, which consists of four questions evaluating the availability of learning resources and the quality of lecturer guidance. This information is crucial for identifying external factors that influence students' perceptions of learning load.

The fifth dimension is Impact and Suggestions which consists of 3 questions, measuring the impact of the study load on academic achievement and student life, as well as exploring suggestions for improvement from the perspective of students as direct users of the learning system.

2.4 Validity and Reliability

To ensure the quality of the research instruments, comprehensive validity and reliability testing was conducted. Content validity was assessed through consultation with three education experts with expertise in learning evaluation and psychometrics. The experts reviewed each question item for relevance, clarity of language, and appropriateness to the research objectives.

The content validation process involved in-depth discussions of the theoretical constructs underlying each question dimension, as well as adjusting the wording of the questions to make them more understandable to students from diverse backgrounds. Input from experts was then used to revise the instrument before pilot testing.

A reliability test was conducted to measure the internal consistency of the instrument using the Cronbach's Alpha coefficient. The test results showed a value of 0.847, which according to George and Mallery's (2003) criteria is included in the "good" category ($\alpha > 0.8$). This value indicates that the instrument has a high level of internal consistency and can be relied upon to measure the intended construct.

A pilot test of the instrument was conducted on 20 Civics students not included in the main study sample. The pilot test aimed to identify potential issues related to question comprehension, completion time, and technical aspects of the online platform. The pilot test results showed an average completion time of 12–15 minutes, which is considered reasonable for a 28-question questionnaire.

2.5 Data Collection Techniques

Data collection was conducted online using the Google Forms platform, chosen for its ease of access, comprehensive features, and ability to generate simple descriptive analyses. The online method was also chosen for its efficiency, cost-effectiveness, and ease of reaching students spread across various regions in South Kalimantan.

The data collection period lasted for 21 days, from November 20 to December 10, 2024. This duration was deemed sufficient to provide adequate opportunity for all students to participate, while maintaining momentum and avoiding survey fatigue.

The questionnaire was distributed through multiple channels to maximize reach and response rates. The primary channel was the existing WhatsApp class group for each year, while the secondary channel was student emails obtained from the study program's academic database. The use of multiple channels proved effective in achieving a high response rate.

The follow-up strategy was implemented three times during the data collection period. The first follow-up was conducted on day 7, the second on day 14, and the third on day 19. Each follow-up was accompanied by a different message to avoid the impression of spam, ranging from a simple reminder, emphasizing the importance of participation, to information that the collection period was about to end.

2.6 Data Analysis

Data analysis was performed using SPSS (Statistical Package for the Social Sciences) version 25.0, the standard for quantitative research data analysis in education. SPSS was selected based on its ability to handle various types of statistical analysis and produce easily interpretable output.

The analysis technique used was descriptive statistics, encompassing three main types of analysis. First, frequency and percentage analysis for categorical data such as the appropriateness of the study load, the difficulty level of the course, and the categories of suggested improvements. This analysis provides an overview of the distribution of respondents' answers for each category.

Second, the mean and standard deviation analysis for numerical data such as study load suitability scores, study time allocation per course, and satisfaction with learning support. The mean provides an overview of the central tendency, while the standard deviation indicates the variability or distribution of the data.

Third, crosstab analysis was conducted to explore the relationships between specific variables, particularly semester-wise and GPA. This analysis is crucial for identifying specific patterns in perceived study load based on different student characteristics.

In addition to the quantitative analysis, a simple qualitative analysis was also conducted on open-ended questions regarding student suggestions and input. This analysis used content analysis techniques to identify key themes and patterns of suggestions emerging from respondents, thus complementing the quantitative findings with a more in-depth and contextual perspective.

III. SURVEY RESULTS

3.1 Respondent Profile

The characteristics of the respondents in this survey show a good representation of the student population of the PPKn Study Program, FKIP ULM. The distribution by semester level shows an interesting pattern, with semester IV having the highest proportion with 38 students (30.6%), followed by semester II with 34 students (27.4%), semester VI with 31 students (25.0%), and semester VIII with 21 students (16.9%). This distribution pattern reflects the natural dynamics of academic life, where the number of students tends to decrease in the final semester due to various factors such as graduation, extension of study period, or academic leave.

From an academic achievement perspective, the distribution of respondents' GPAs showed a positive trend, with the majority of students in the good to excellent achievement category. Sixty-seven students (54.0%) had GPAs in the 3.01-3.50 range, while 28 students (22.6%) achieved GPAs between 3.51 and 4.00. Twenty-six (21.0%) had GPAs between 2.51 and 3.00, and only three (2.4%) had GPAs between 2.00 and 2.50. This distribution indicates that most Civics students possess adequate academic abilities, although they still face challenges in terms of study load.

The geographical characteristics of respondents show a diversity of regional origins, reflecting the attractiveness of the PPKn Study Program at the FKIP ULM regional level. Students from Banjarmasin, the provincial capital, dominated with 31 students (25.0%), followed by Banjar Regency with 23 students (18.5%), Barito Kuala with 18 students (14.5%), Tapin with 15 students (12.1%), and Hulu Sungai Selatan with 12 students (9.7%). A total of 25 students (20.2%) came from other regions, including other regencies/cities in South Kalimantan and several from outside the province. This diversity of regional origins enriches the learning dynamics and provides diverse perspectives in class discussions, but also presents its own challenges in terms of adjusting to the academic environment.

3.2 Suitability of Overall Learning Load

An evaluation of students' general perceptions of the appropriateness of their study load yielded encouraging results. Seventy students (56.5%) rated the study load as "appropriate," while 18 students (14.5%) rated it as "very appropriate." Combined with the 25 students (20.2%) who rated the "quite appropriate" category, a total of 113 students, or 91.2%, rated the study load within the acceptable range. Only nine students (7.3%) rated the study load as "less appropriate," and two students (1.6%) rated it as "unsuitable."

However, data on daily study time allocation paints a more complex picture. The majority of students, 58 (46.8%), allocate 3-5 hours per day to studying, indicating a relatively good study pattern. However, worryingly, 41 students (33.1%) only study less than 3 hours per day. This situation has the potential to create a gap between the perceived appropriateness of the study load and the actual time invested in learning.

On the other hand, 21 students (16.9%) studied 5-7 hours per day, and 4 students (3.2%) studied more than 7 hours per day. This group of students with high study intensity likely faced more difficult courses or employed less efficient study strategies. This variation in study time allocation suggests the need for a more personalized approach to supporting student learning.

3.3 Analysis of Study Load per Course

The survey results identified five courses with the highest study load and requiring special attention. Educational Research Methodology topped the list, with 89 students (71.8%) rating it as having a heavy study load, an average study time of 8.5 hours per week, and a difficulty level of 4.2 on a scale of 5.0. This high course load is understandable given the complexity of the skills students must master, ranging from critical thinking skills and mastery of research methodology to adequate academic writing skills.

Educational Statistics ranked second, with 82 students (66.1%) rating the course load as heavy, with an average study time of 7.8 hours per week, and a difficulty rating of 4.1. This high course load is likely due to the varied mathematical backgrounds of Civics students, while the course demands a solid understanding of quantitative concepts. Pancasila Philosophy ranked third, with 76 students (61.3%) rating the course load as heavy, indicating challenges in understanding abstract philosophical concepts that require higher-order thinking skills.

Civics Learning Evaluation and Civics Theory and Practice rounded out the top five courses with the highest workloads, with 68 students (54.8%) and 59 students (47.6%) rating them as heavy, respectively. These two core courses require integration of theory and practice, as well as the ability to analyze and evaluate various aspects of learning and citizenship.

Conversely, several courses were deemed appropriate by the majority of students. Civics received the most positive assessment, with 92% of students rating it appropriate, followed by History of the National Struggle (89%), National Defense Education (87%), and Teacher Professional Ethics (85%). These courses generally have more concrete content and can be related to students' everyday experiences.

3.4 Factors Causing Excessive Study Load

The identification of factors contributing to excessive study load demonstrates the complexity of the problems faced by students. From an internal perspective, stemming from the students themselves, difficulty understanding abstract concepts was the primary challenge for 54 students (43.5%). This aligns with the characteristics of Civics courses, which involve many philosophical and theoretical concepts that require a high level of abstraction. Lack of time management was the second factor experienced by 47 students (37.9%), indicating the need to strengthen study skills among students.

Fluctuating learning motivation was experienced by 31 students (25.0%), while developing analytical skills were a challenge for 28 students (22.6%). These internal factors indicate that some students are still developing the advanced academic skills necessary to master the field of Civics.

In terms of external factors, the high volume of assignments was the main complaint for 73 students (58.9%), followed by close assignment deadlines for 61 students (49.2%). These two factors indicate the need for better coordination between lecturers in scheduling assignments and distributing student workloads. The high complexity of the material was a challenge for 52 students (41.9%), while the lack of Indonesian-language reference sources was experienced by 38 students (30.6%). Monotonous learning methods remained an issue for 24 students (19.4%), indicating the need for innovation in learning strategies.

3.5 Impact of Excessive Study Load

The impacts of excessive study load on students are diverse and encompass physical, psychological, academic, and social aspects. Of the physical and psychological aspects, mental fatigue was the most common impact, experienced by 67 students (54.0%), followed by stress and anxiety, experienced by 58 students (46.8%). Sleep disturbances were experienced by 45 students (36.3%), while decreased motivation to study and physical health problems were experienced by 32 students (25.8%) and 18 students (14.5%), respectively.

The academic impacts showed a direct impact on student achievement. Fifty-two students (41.9%) experienced a decline in assignment quality, while late submissions were a problem for 48 students (38.7%). Twenty-one students (16.9%) experienced a decline in class attendance, and most concerningly, eight students (6.5%) even considered retaking certain courses.

Social impacts indicate that excessive study load also affects students' social lives. Forty-three students (34.7%) experienced reduced organizational activities, 31 students (25.0%) experienced decreased social interaction, and 12 students (9.7%) experienced conflict with their families. These impacts demonstrate that excessive study load not only affects academic achievement but also students' overall quality of life.

3.6 Learning Strategies Desired by Students

Student preferences for learning methods indicated a desire for more interactive and contextual learning. Small group discussions were the preferred choice for 89 students (71.8%), indicating a desire for more personalized and collaborative learning. Case studies based on local issues were chosen by 78 students (62.9%), demonstrating an appreciation for learning relevant to the South Kalimantan context.

Project-based learning was chosen by 67 students (54.0%), technology-based learning by 54 students (43.5%), and simulation and role-playing by 47 students (37.9%). These preferences indicate that students expect a variety of learning methods that can accommodate different learning styles and make learning more engaging and meaningful.

In terms of support needs, additional tutorials were the top priority for 82 students (66.1%), indicating a desire for more intensive guidance in mastering difficult material. Extended assignment deadlines were desired by 71 students (57.3%), digital learning resources by 65 students (52.4%), and academic counseling by 38 students (30.6%). These needs provide a clear picture of the type of support institutions can provide to improve learning quality and reduce study overload.

IV. ANALYSIS AND DISCUSSION

4.1 Analysis of Study Load Suitability

Survey results show that 71% of PPKn students at the Faculty of Teacher Training and Education (FKIP) ULM assessed their study load as appropriate to very appropriate. This figure indicates a relatively good situation, but 29% still experience a mismatched study load, which requires serious attention.

Compared with the national standards for similar study programs, the satisfaction level of 71% is included in the good category, but can still be improved to reach the target of 80% as recommended by BAN-PT.

These findings indicate a fairly encouraging situation, but still require in-depth evaluation. The 71% satisfaction rate is above the national average for education study programs, which generally ranges from 65-70%, but still offers significant room for improvement. Contributing factors to this satisfaction level include the quality of the lecturers, most of whom hold doctoral degrees, the availability of adequate learning facilities, and adequate institutional support.

However, special attention needs to be paid to the 29% of students who experience a mismatch in their study load. Data shows that this group is not evenly distributed, but rather concentrated among students with certain characteristics, such as low GPAs,

originating from remote areas, or having limited access to learning resources. This situation indicates the need for a more personalized approach and more intensive academic support.

Further analysis showed that students' perceptions of the appropriateness of the study load were also influenced by their expectations when choosing a Civics (PPKn) study program. Students who had a clear understanding of the academic characteristics of PPKn tended to be better prepared for the learning load. Conversely, students who lacked a grasp of the complexities of this field tended to feel overwhelmed by the academic demands.

4.2 Identification of Critical Subjects

Educational Research Methodology is the course with the highest workload (71.8% of students rated it as difficult). This is understandable, as it requires critical thinking and analytical skills, as well as academic writing skills that are still in the development stage.

Education Statistics also show a high load (66.1%) which is likely due to the varied mathematical backgrounds of PPKn students, while this course requires a strong understanding of quantitative concepts.

Pancasila philosophy, with 61.3% of students rating it as difficult, shows the challenge in understanding abstract philosophical concepts and requires high-level thinking skills.

The identification of these three critical courses provides a clear picture of areas requiring specific intervention in the learning process. Educational Research Methodology, as the highest-loaded course, presents multidimensional challenges for students. This course demands not only a theoretical understanding of various research approaches but also practical skills in designing, implementing, and reporting research. Students are required to master information literacy skills, data analysis skills, and academic writing skills, which are often not fully developed in previous semesters.

The complexity of Educational Statistics lies in the gap between students' mathematical backgrounds and the demands of the course, which requires a solid understanding of statistical concepts. Civics students are generally oriented toward the social sciences and humanities, so the transition to quantitative statistical thinking requires a challenging adaptation. Furthermore, the application of statistics in the context of educational research requires the ability to interpret analytical results within an appropriate educational theoretical framework.

Pancasila Philosophy challenges students with abstract concepts that require advanced philosophical thinking skills. This course requires students not only to memorize the principles of Pancasila but also to understand its philosophical foundations, historical context, and relevance to national life. This difficulty is compounded by the limited availability of Indonesian language reference sources that can accommodate students' varying levels of understanding.

4.3 Time Management Patterns

A total of 46.8% of students allocated 3-5 hours per day to studying, indicating a positive trend. However, 33.1% of students studied less than 3 hours per day, which may not be enough for a course requiring in-depth reading and analysis like Civics.

Student study time allocation patterns show significant variation and provide important insights into their learning strategies. The group of students who allocated 3-5 hours per day (46.8%) demonstrated an ideal study pattern for the Civics (PPKn) study program. This duration allows students to engage in in-depth reading, critical reflection, and complete high-quality assignments without causing excessive fatigue.

However, students who study less than 3 hours per day (33.1%) face the risk of not fully mastering the material. Civics, which demands a deep understanding of theoretical concepts, case analysis, and argumentation skills, requires sufficient time to internalize the knowledge. This limited study time is likely to impact the quality of students' understanding and academic achievement.

On the other hand, 16.9% of students study 5-7 hours per day, and 3.2% study more than 7 hours per day. This group demonstrates high dedication but is at risk of academic burnout. This intensive study pattern may be caused by difficulty understanding the material, inefficient study strategies, or pressure to achieve high results. This situation requires guidance to optimize study strategies to make them more effective and sustainable.

4.4 Analysis by Semester

Semester II: Students are still in the adaptation phase to the university learning system, so they tend to consider the study load heavier.

Semester IV: The most critical period with complex PPKn core courses, indicated by the highest level of complaints.

Semester VI: Students begin to get used to the learning pattern, but face challenging research courses.

Semester VIII: Focus on thesis and teaching practice, with a more distributed workload.

Longitudinal analysis by semester level provides a comprehensive overview of the academic journey of Civics students. Semester II is a crucial transition period as students adapt from the high school to university learning system. During this period, students face challenges in terms of learning independence, a more independent learning style, and higher academic demands. The perceived heavy learning load during this semester is more psychological due to the adaptation process, rather than solely due to the complexity of the material.

Semester IV exhibits an interesting pattern, demonstrating the most critical period in Civics students' studies. In this semester, students begin to face core Civics courses with a high level of complexity, such as Theory and Practice of Citizenship, Politics and Government, and methodology. The combination of material complexity, demands for higher analytical skills, and students' learning strategies not yet fully developed make this semester a critical point requiring intensive support.

Semester VI presents a paradoxical phenomenon: students, already more accustomed to university learning patterns, face new challenges in the form of research courses. In this semester, students are introduced to Educational Research Methodology and Educational Statistics, which require different skills than previous courses. Despite their more mature learning experience, students still face challenges due to the methodological and analytical nature of the courses.

Semester VIII exhibits a different pattern, with a focus on thesis completion and teaching practice (PPL). The learning load in this semester is more distributed and practical. Students experience different pressures, including the pressure to complete their thesis research and the challenges of teaching practice in schools. Despite the differences in characteristics, the workload in this semester remains significant because it is directly related to graduation and preparation for becoming professional teachers.

4.5 Correlation between GPA and Perception of Study Load

Students with high GPAs (3.51-4.00) tended to rate their study load as more appropriate (85%) compared to students with medium (67%) and low GPAs (45%). This indicates that appropriate study load correlates positively with academic achievement.

The findings on the correlation between GPA and perceived study load provide valuable insights into the learning dynamics in the Civics Study Program. This strong positive correlation suggests that students with high academic achievement are better able to manage their study load, develop effective learning strategies, and adapt to academic demands.

Students with a high GPA (3.51-4.00) who rated their study load as appropriate at 85% demonstrated superior abilities in time management, study strategies, and material comprehension. This group likely has developed mature academic skills, is highly intrinsically motivated, and is able to optimize available learning resources. They also tend to be proactive in seeking academic support when facing difficulties.

Conversely, students with low GPAs, who rated their study load as appropriate by only 45%, are likely experiencing academic struggles that require special attention. This group likely faces a variety of challenges, ranging from difficulty understanding the material, a lack of effective study skills, to external factors such as socioeconomic conditions or limited family support.

This phenomenon also indicates a potential vicious cycle whereby perceived inappropriate study load can impact academic performance, which in turn worsens the perceived study load. This highlights the importance of early intervention to help students with low academic performance develop more effective learning strategies and obtain necessary academic support.

These findings also underscore the importance of a differentiated learning approach, where lecturers need to consider the diversity of student abilities and provide support tailored to the needs of each group. One-size-fits-all learning strategies have proven ineffective in accommodating the diversity of student abilities and needs.

V. RECOMMENDATIONS

Based on an in-depth analysis of the academic performance of students in the Pancasila and Citizenship Education (PPKn) study program, a comprehensive set of strategies is needed to address the issue of excessive study load. The proposed recommendations are designed in three systematic implementation phases, ranging from short-term operational improvements to long-term structural transformation.

5.1 Short-Term Phase: Rapid Response Solutions (1-6 months)

The first step that must be taken immediately is to redistribute assignments and deadlines through the creation of a coordinated academic calendar. Currently, students face a large backlog of assignments during specific periods, creating excessive academic pressure. By establishing a coordination system between lecturers for assignment scheduling, the study load can be distributed evenly throughout the semester.

Strengthening academic guidance is a second priority, with the optimal role of academic advisors (PAs) reinstated. Additional tutorials for courses students find challenging should be offered regularly, supported by regular consultation hours that allow students to receive personalized guidance tailored to their needs.

In terms of learning resources, developing e-learning with multimedia materials will provide better accessibility for students. Online question banks and exercises available 24/7 allow students to practice independently at their own pace.

Transforming learning methods is also key, with lecturers needing to implement problem-based learning using contextual case studies from South Kalimantan. This approach not only makes learning more relevant but also reduces students' cognitive load by connecting the material to their everyday experiences and environments.

5.2 Medium-Term Phase: Systemic Strengthening (6-12 months)

Entering the second phase, the focus is on curriculum development through an in-depth review of critical courses such as Educational Research Methodology and Educational

Statistics. Adjusting prerequisites and developing contextual learning modules on Pancasila Philosophy will help students better understand complex concepts.

The integration of learning technology is a game-changer through the development of a dedicated mobile learning application for Civics and the use of interactive online learning platforms. Video lessons for challenging concepts will provide a visual learning alternative that can be accessed anytime.

The peer tutoring program is a significant innovation that trains senior students to become peer tutors. This academic mentoring system not only reduces the burden on lecturers but also creates a more intimate and supportive learning environment. Students tend to be more open about difficulties with fellow students than with lecturers.

Academic counseling services with specialized counselors and time management programs will help students develop essential academic skills. An early warning system for at-risk students allows for early intervention before academic problems become more serious.

5.3 Long-Term Phase: Fundamental Transformation (1-3 years)

Curriculum reform is the most fundamental transformative effort through the development of a curriculum based on outcome-based education (OBE). A flexible credit system and learning pathways that can be tailored to students' abilities provide truly personalized education.

Integrating knowledge through interdisciplinary courses and a logical learning sequence will reduce material redundancy while strengthening students' holistic understanding of Civics. This approach avoids fragmented learning and creates meaningful connections between courses.

A continuous evaluation system with regular monitoring through an academic dashboard and 360-degree feedback will ensure that the impact of any changes can be measured in real time. Benchmarking with top Civics study programs and adhering to international accreditation standards will maintain competitive educational quality.

Human resource development through improving lecturer qualifications and strengthening facilities such as PPKn learning laboratories and digital libraries will create a conducive and modern learning ecosystem. This recommendation is designed as a comprehensive roadmap that recognizes that the problem of excessive study load requires a multi-dimensional solution. Phased implementation allows for smooth adaptation while maintaining learning quality. The successful implementation of this recommendation will depend heavily on the shared commitment of all stakeholders—study programs, lecturers, and students—to create an academic environment that supports the optimal achievement of each PPKn student's potential.

VI. IMPLEMENTATION PLAN

Implementing recommendations to address the excessive study load of Civics students requires careful planning and structured execution. This implementation plan is designed with a phased approach that allows for continuous adaptation while ensuring that each change can be evaluated and adjusted as needed.

6.1 Implementation Roadmap: A Phased Approach

6.1.1 Initiation and Socialization Phase (January-February 2025)

The initial implementation phase began with a comprehensive dissemination of the survey results to all stakeholders, including lecturers and students. This dissemination process aimed to build a shared understanding of the urgency of change and generate buy-in from all parties involved. Establishing a recommendation implementation team was a strategic step to ensure effective coordination throughout the transformation process.

The development of a new Standard Operating Procedure (SOP) for coordinating tasks between lecturers provides an operational foundation that will prevent future deadline congestion. This SOP will serve as a concrete guideline for the fair and structured distribution of student workloads.

6.1.2 Development and Training Phase (March-April 2025)

Entering the second phase, the focus is on improving human resource capacity through intensive training for lecturers in innovative learning methods. This training includes problem-based learning, the use of technology in teaching, and more effective evaluation techniques. This investment in lecturer competency development will have a direct impact on the quality of learning experienced by students.

E-learning materials for critical courses such as Educational Research Methodology and Educational Statistics will be developed in parallel. These multimedia materials are designed to facilitate the understanding of complex concepts with a visual and interactive approach that appeals to the digital native generation.

The implementation of a supplemental tutorial system during this phase provides extra academic support for students experiencing difficulties. These tutorials serve not only as remedial but also as enrichment for students seeking to deepen their understanding.

6.1.3 Evaluation and Adjustment Phase (May-June 2025)

Evaluation of the initial implementation phase is a critical moment for measuring the effectiveness of the changes made. Student and faculty feedback will be systematically collected to identify areas requiring adjustment. This flexibility in making adjustments based on empirical data demonstrates a commitment to continuous improvement.

Preparations for the even semester implementation were carried out by considering lessons learned from the previous semester. These adjustments ensured that the implemented system was truly responsive to dynamic academic needs.

6.1.4 Full Implementation Phase (July-December 2025)

The second semester marked the full implementation of the new system, with intensive, regular monitoring. This monitoring focused not only on administrative aspects but also on the psychological and academic impact on students. A developed monitoring dashboard will provide real-time feedback on implementation progress.

The year-end evaluation will serve as the basis for medium- and long-term planning, ensuring that the transformation undertaken is sustainable and can be further developed.

6.2 Success Indicators: Measuring the Impact of Transformation

6.2.1 Achievement of Quantitative Targets

The success of the implementation will be measured through specific and measurable quantitative indicators. The target of increasing the percentage of students who assess the study load to 80% is a key indicator demonstrating the effectiveness of assignment redistribution and improved learning methods.

A 25% reduction in complaint rates for critical courses demonstrates the effectiveness of the interventions. An increase in the average GPA in the program and a decrease in dropout rates and late graduation rates are long-term indicators demonstrating the holistic impact of the changes.

6.2.2 Qualitative Transformation

Equally important qualitative aspects include increasing student satisfaction with learning and improving the quality of assignments and learning outcomes. Creating a conducive learning environment will contribute to enhancing the reputation of the study program, ultimately attracting quality students and opening up broader collaboration opportunities.

6.3 Resource Allocation: Strategic Investment for the Future

6.3.1 Human Resource Needs

Successful implementation requires the support of competent human resources, including an implementation coordinator responsible for orchestrating the entire change process. The e-learning development team will ensure the quality of the digital content produced, while additional tutors and academic counselors will provide direct support to students.

6.3.2 Measurable Financial Investments

The Rp 125,000,000 budget allocation demonstrates a serious commitment to academic transformation. The largest portion (Rp 50,000,000) is allocated to the development of learning technology due to its sustainable impact and long-term potential. Investment in

human resource training and development (Rp 30,000,000) demonstrates a priority on human capital development.

The procurement of learning resources and program operations allocated at Rp 25,000,000 and Rp 20,000,000 respectively ensures that implementation is supported by adequate resources to achieve optimal results.

6.3.3 Supporting Infrastructure

Upgrading IT infrastructure, providing tutorial and counseling rooms, and procuring learning software are long-term investments that will support the program's sustainability. These facilities not only support current implementation but also serve as a foundation for further development. This implementation plan is designed with the principle of gradual transformation, enabling continuous adaptation while minimizing resistance to change. With a realistic timeline, measurable indicators, and adequate resource allocation, the academic transformation of the Civics Study Program is expected to create an optimal learning environment for maximizing student potential.

VII. CONCLUSION

A survey of the suitability of the learning load of the Pancasila and Citizenship Education Study Program at the Faculty of Teacher Training and Education, Lambung Mangkurat University, has provided a clear picture of the current learning environment. The results, showing that 71% of students rated the learning load as appropriate, are encouraging and indicate that the curriculum structure and learning methods are largely functioning well.

However, the 71% figure also reveals significant room for improvement, particularly for the 29% of students who still feel their study load is inadequate. Specifically, the courses in Educational Research Methodology, Educational Statistics, and Pancasila Philosophy are areas requiring priority attention. These three courses play a fundamental role in shaping the academic competency of Civics (PPKn) students and serve as a foundation for developing critical thinking skills, essential for aspiring educators.

7.1 Anatomy of the Problem: Multidimensional Root Causes

Identification of the factors contributing to overload—heavy assignment volume, tight deadlines, and material complexity—reveals that the problems faced are systemic and require a holistic approach. The heavy assignment volume indicates an imbalance between learning expectations and students' time capacity. Close deadlines indicate a lack of coordination between lecturers in academic planning, while excessive material complexity signals the need to review delivery methods and learning sequencing.

The resulting impacts—mental fatigue, stress, and a decline in academic quality—are not merely subjective complaints, but rather objective indicators that can impact the overall quality of graduates. Mental fatigue and persistent stress not only hinder the learning

process but can also impact students' long-term mental health. The decline in academic quality experienced by some students is a warning sign that needs to be addressed seriously to ensure that study programs continue to produce competent graduates ready to contribute to the world of education.

7.2 Transformation Blueprint: A Comprehensive Strategy for Change

The implementation of the recommendations presented represents a comprehensive and structured blueprint for transformation. The redistribution of tasks is not merely a technical adjustment, but rather a philosophical shift toward more balanced and sustainable academic workload management. Improved learning methods demonstrate a commitment to adopting a more student-centered pedagogy that is responsive to the learning needs of the digital native generation.

Strengthening academic guidance reflects recognition of the importance of personal support in students' academic journeys. Each student has a different learning style and pace, making individualized guidance crucial for optimizing their potential. The development of an adaptive curriculum demonstrates a forward-thinking approach that anticipates dynamic changes in education and the future professional needs of Civics and Citizenship Education teachers.

The hope of improving the appropriateness of the study load and the overall quality of learning is not merely an aspiration, but a realistic and achievable target with consistent commitment. This improvement will impact not only student academic satisfaction but also the reputation and competitiveness of study programs at the national level.

7.3 Collaborative Ecosystem: The Key to Sustainable Transformation

The successful implementation, which required commitment from all stakeholders—faculty leaders, lecturers, students, and education staff—underscores the collaborative nature of sustainable educational transformation. Faculty leaders act as strategic leaders, providing direction and resource support. Lecturers serve as frontline implementers, translating the vision into daily practice. Students act as active participants, providing feedback and contributing to the continuous improvement process. Education staff provide operational support, enabling smooth implementation.

Continuous monitoring and evaluation are the backbone of this improvement program's sustainability. Without systematic monitoring, even well-designed programs can deviate or lose momentum. Continuous evaluation allows for real-time adjustments and ensures that the program remains relevant to changing needs and circumstances.

VIII. CLOSING

8.1 Ongoing Commitment to the Future

This report was prepared with the primary purpose of providing evaluation and improvement of the learning system in the Civics Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM). More than simply documenting the current situation, this report serves as a roadmap to achieving a vision for a better and more sustainable education. Each recommendation presented has undergone in-depth analysis and is designed for gradual implementation, taking into account existing conditions and available resources.

The primary hope of this report is that the recommendations formulated can be implemented in a gradual and sustainable manner. The gradual approach was chosen to allow for a smooth adaptation process for all stakeholders, while the ongoing nature ensures that improvements become an integral part of the study program's organizational culture. The ultimate goal of all these efforts is to improve the quality of education for prospective PPKn teachers who are professional and have character.

The importance of producing professional and character-driven PPKn teachers cannot be underestimated. PPKn teachers play a strategic role in shaping the nation's character through education in Pancasila values and citizenship. Therefore, improving the quality of education in this study program has a multiplier effect that will impact thousands of future students and contribute to the development of the nation's character as a whole.

8.2 Appreciation and Recognition

Our sincere gratitude goes to all students who participated in this survey with enthusiasm and honesty. Their participation not only provided valuable data but also demonstrated a democratic and collaborative spirit in solving shared problems. Students' willingness to openly share their experiences and perspectives is a crucial foundation for evidence-based improvement.

Special appreciation is also extended to the faculty and study program leaders who provided full support in conducting the survey. This support is not merely administrative but also demonstrates the leadership's commitment to continuous improvement and openness to stakeholder input. Without strong support from management, such improvement efforts would be difficult to implement effectively.

8.3 Forward Looking

Moving forward, the successful implementation of these recommendations will depend heavily on the ongoing commitment of all parties involved. Educational transformation is not a one-time event, but rather a continuous process that requires dedication, patience, and a willingness to continuously learn and adapt.

The PPKn Study Program at the Faculty of Teacher Training and Education (FKIP) of Universitas Muhammadiyah Malang (ULM) has great potential to become a center of excellence in the education of prospective PPKn teachers. With the proper implementation of recommendations and a strong commitment from all stakeholders, the

vision of producing graduates who are not only academically competent but also possess character and are ready to contribute to national education development can become a reality.

Ultimately, this report represents the first step in a long journey toward educational excellence. With a spirit of collaboration, a commitment to quality, and a focus on student interests as the center of the learning process, the PPKn Study Program at the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (ULM), can continue to grow and make a significant contribution to Indonesian education.