

R E P O R T

STUDENT SATISFACTION SURVEY ON THE LEARNING PROCESS



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WORDS OF INTRODUCTION

We give thanks to Allah SWT for His mercy and blessings, which have enabled us to successfully complete this student satisfaction survey report. This report is based on the results of questionnaires completed by students with the aim of determining their level of satisfaction with various aspects of academic services, particularly those related to the quality of learning, lecturer services, educational staff, and study program administrators.

This survey provides a clear picture of students' perceptions, experiences, and expectations regarding the services they receive. The analysis results indicate that, overall, student satisfaction levels fall into the “good” category, with achievement rates ranging from 79% to 93%. However, certain aspects such as procedural service reliability, response speed, and the concern shown by program administrators still require further attention and improvement.

We hope that this report can serve as a reference and constructive evaluation material for the Study Program to continue improving the quality of academic services, so that the quality of learning and student satisfaction can be continuously enhanced.

We extend our gratitude to all parties who contributed to the implementation of this survey, especially to the students who were willing to participate as respondents. We hope this report will be beneficial for the development of the study program and the improvement of educational quality.

Medan, June 22, 2022
Head of Arabic Literature Study Program

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SUMMARY

This report presents the results of a student satisfaction survey regarding academic services, including the performance of lecturers, educational staff, and program administrators for the 2021/2022 academic year. The survey was conducted through a questionnaire with a rating scale of 1–4, where 1 indicates “very unsatisfactory” and 4 indicates “very satisfactory.”

Overall, the survey results indicate that student satisfaction levels are in the good category, with average scores ranging from 3.16 to 3.72, equivalent to 79%–93% of the maximum achievable score. This suggests that students are generally satisfied with the services they receive, although there are some areas that still require improvement.

In the faculty evaluation, the average score of 3.53 (88.25%) indicates consistent teaching quality, with over half of the faculty (53.3%) rated as “very appropriate.” However, there are still faculty members with relatively low scores of 3.24 (81%), indicating that the consistency of quality among faculty members is not yet fully uniform.

Meanwhile, the program service survey shows that faculty and educational staff received relatively good scores (3.26–3.30 or 81.5%–82.7%), with strengths in reliability and concern. However, procedural certainty still needs to be improved. For program administrators, the scores were slightly lower (3.16–3.26 or 79%–81.5%), particularly in the aspect of student care, which received the lowest score.

Based on these findings, several follow-up actions are needed, including: improving the quality of lecturers with scores below average, improving procedural certainty in services, enhancing empathy and concern among program administrators, and strengthening the responsiveness of administrative services. Additionally, lecturers with high scores can serve as role models for sharing best practices.

With continuous improvement efforts, the survey results are expected to serve as a strategic reference for the program to enhance the quality of learning and academic services, thereby continuously improving student satisfaction toward the “very satisfactory” category (≥ 3.75 or $\geq 93.7\%$).

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CHAPTER I

INTRODUCTION

A. Introduction

Student satisfaction is one of the key indicators in evaluating the quality of educational services at universities. A high level of satisfaction reflects that the institution has successfully met students' expectations in various aspects, such as the learning process, supporting facilities, administrative services, and the relationship between faculty and students.

As part of efforts to improve the quality of education and services, it is necessary to conduct regular student satisfaction surveys. The results of these surveys not only serve as the basis for internal evaluation but also function as strategic planning materials for the institution's future development.

This survey was conducted to determine the extent to which students are satisfied with the services provided by the Arabic Literature program and to identify aspects that need improvement. By involving students as the main respondents, it is hoped that the survey results will reflect the actual conditions and can be used as a reference in the process of continuous quality improvement.

B. Problem Formulation

1. To what extent are students satisfied with the academic services and lecturers provided by the Arabic Literature Study Program?
2. Which aspects of the services are considered most appropriate and least appropriate by students?
3. What factors influence student satisfaction in participating in the educational process at the Arabic Literature Program?
4. What suggestions and feedback from students can be used to improve services in the future?

C. Purpose

1. Measuring student satisfaction levels with various aspects of academic and non-academic services provided by the Arabic Literature study program.

2. Identifying strengths and weaknesses in the delivery of educational services, both in terms of the teaching and learning process, facilities and infrastructure, and administrative services.
3. Providing objective data and information as a basis for decision-making and formulating strategies to improve the quality of educational services.
4. Collecting student aspirations and feedback as part of continuous evaluation to create a conducive and responsive learning environment that meets student needs.
5. Supporting the accreditation process and internal quality assurance by providing relevant evidence related to student satisfaction.

D. Scope

The scope of the student satisfaction survey includes:

1. Lecturer Teaching Evaluation Survey
2. Study Program Service Evaluation Survey

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

This student satisfaction survey was conducted with the aim of collecting relevant data and information related to students' learning experiences in the Arabic Literature Study Program. The survey was conducted online via Google Forms. The student satisfaction survey was carried out in stages: planning, implementation, processing, and presentation of survey results.

The survey was conducted at the end of the semester. Before filling out the questionnaire on the student portal, students were provided with an explanation of the survey's objectives, the method of completion, and the importance of their contributions in providing accurate feedback. The results of this survey will be analyzed quantitatively and qualitatively to provide a clear picture of students' academic workload, thereby serving as a basis for decision-making in the development of future curricula and teaching methods.

This survey is conducted annually at the end of each semester.

B Data Types and Sources

This survey uses primary data obtained directly from students of the Arabic Literature Study Program through an online questionnaire. The data collected includes information about students' perceptions of lecturer teaching evaluations, student satisfaction with the educational process, student workload evaluations, and lecturer evaluations of final project supervision. This data will be analyzed to obtain a comprehensive picture of the workload experienced by students during their studies.

C Answer Format

The design of the answer format for each service-related question in the questionnaire consists of multiple-choice answers. The questionnaire answer options are qualitative in nature to reflect the level of service quality. Service quality levels range from Very Satisfactory/Very Satisfied to Very Unsatisfactory/Very Dissatisfied. The answers are divided into 4 (four) categories, namely:

- 1) Very Unsatisfactory/Very Dissatisfied, given a perception score of 1;
- 2) Unsatisfactory/Dissatisfied, given a perception score of 2;

- 3) Satisfactory/Satisfied, given a perception score of 3;
- 4) Very Satisfactory/Very Satisfied, given a perception score of 4.

D Data Analysis

The data collected from the questionnaire will be analyzed quantitatively and qualitatively. Quantitative analysis will be conducted by calculating the frequency and percentage of each respondent's answers to obtain an overview of students' perceptions of their academic workload. Additionally, descriptive statistical methods will be used to measure perceptions of how instructors teach and supervise final projects, student satisfaction with the educational process, and students' academic workload.

Meanwhile, qualitative analysis will be conducted on the open-ended responses provided by students to gain a deeper understanding of the factors influencing their experiences. The results of this analysis will serve as the basis for developing recommendations to improve services and teaching methods in the Arabic Literature Program.

CHAPTER III

ANALYSIS RESULTS AND DISCUSSION

This chapter presents the results of a study conducted through a questionnaire on the academic survey website academic.usu.ac.id by respondents, who in this context are students. The data collected reflects students' assessments of various aspects of academic services, particularly related to the evaluation of lecturers in supervising final projects in the odd and even semesters. Each response was then processed, analyzed descriptively, and presented in tabular form to facilitate the identification of patterns and trends. The analysis was conducted using a scale of 1 to 4, where 1 indicates “very unsatisfactory” and 4 indicates “very satisfactory,” thereby objectively reflecting students' levels of satisfaction. The results of this discussion not only outline the distribution of evaluations but also compare achievements across semesters, providing a comprehensive overview of the consistency, improvement, or decline in the quality of academic services provided by thesis advisors.

A. Teaching Evaluation Survey

Results of the 2021/2022 Academic Year Lecturer Teaching Evaluation Survey

No	Lecturer	Total Classes	Total credits	Faculty Evaluation Score
1	Andi Pratama Lubis, S.S., M.Hum.	6	16	3.57
2	Dr. Dra. Nursukma Suri, M.Ag.	9	18	3.72
3	Dr. Fatimatu Zahra Nasution, S.S., M.Si.	9	18	3.68
4	Dr. Rahimah, M.Ag.	9	18	3.44
5	Dr. Windi Chaldun, Lc. M.Hum.	9	18	3.60
6	Dr. Zulfan Lubis, M.Hum.	9	18	3.46
7	Dra. Fauziah, M.A.	6	16	3.46
8	Dra. Kacar Ginting, M.Ag.	6	16	3.24
9	Dra. Khairawati, M.A., Ph.D.	9	18	3.48
10	Dra. Murniati, M.Hum.	6	16	3.55
11	Dra. Rahlina Muskar Nst, M.Hum., Ph.D.	9	18	3.66
12	Drs. Mahmud Khudri, M.Hum.	6	16	3.64
13	Prof. Dr. Khairina Nasution, M.S.	9	18	3.53
14	Prof. M. Husnan Lubis, M.A., Ph.D.	9	18	3.45
15	Prof. Pujiati, M.Soc., Sc., Ph.D.	9	18	3.42

Based on the results of the 2021/2022 academic year lecturer evaluation survey, there were 15 lecturers evaluated with an average score of 3.53 on a scale of 1–4. This figure indicates that, in general, lecturer performance is in the good category, approaching the “very

suitable” level. The lowest score was 3.24, while the highest was 3.72, meaning no faculty members were categorized as low (1 = very unsatisfactory or 2 = unsatisfactory).

Looking at the category distribution, 53.3% of lecturers were in the “very suitable (4)” category, while the remaining 46.7% were in the “suitable (3)” category. This means that more than half of the lecturers were considered very suitable by students or respondents, while nearly half were still at a fairly good level but not yet optimal. No lecturers were in the poor category.

In terms of trends, evaluation scores tend to be concentrated in the range of 3.4 to 3.7, indicating that the consistency of teaching quality is relatively stable among faculty members. However, there is a slight gap between lecturers with higher scores (e.g., Dr. Nursukma Suri with 3.72 and Dr. Fatimatuzzahra with 3.68) compared to lecturers with relatively lower scores (e.g., Dra. Kacar Ginting with 3.24). This pattern indicates that although the overall quality is quite good, there are still some lecturers who can be improved to achieve more consistent quality.

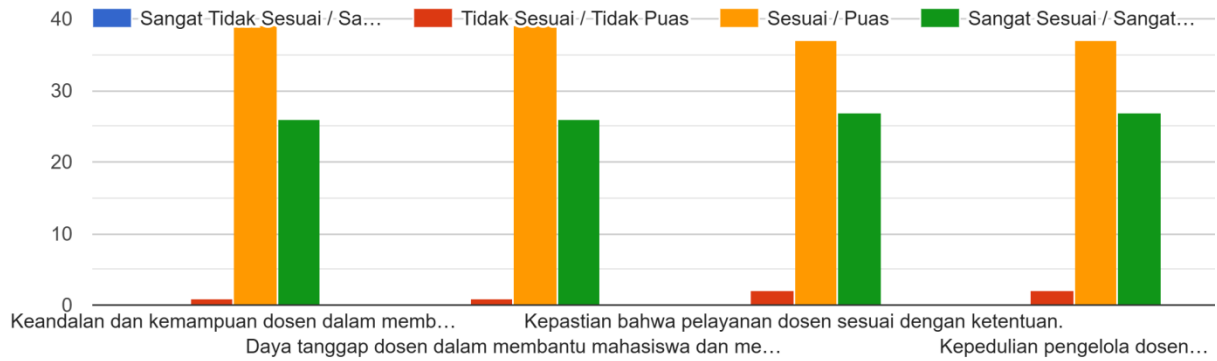
The actionable insight is the importance of focusing on improving the quality of lecturers with scores below the average (e.g., those in the 3.2–3.4 range) through teaching method training, increased interaction with students, or improved evaluation strategies. Meanwhile, lecturers with high scores can serve as role models in sharing best practices. With this approach, it is hoped that the distribution of teaching quality will become more even and the average evaluation score will rise closer to the maximum score.

If this improvement trend continues, the campus has the potential to achieve more consistent lecturer quality standards, thereby enhancing the consistency and quality of the student learning experience.

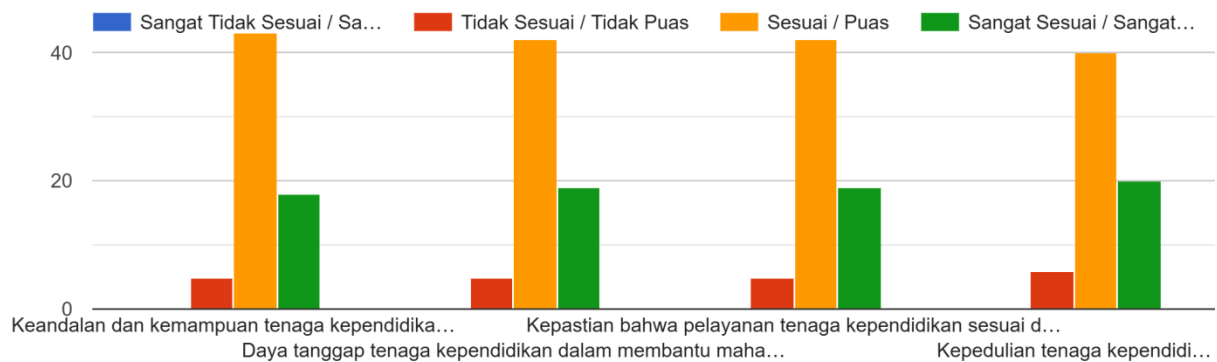
B. Program Study Service Evaluation Survey

Results of the Program Study Service Evaluation Survey for the 2021/2022 Academic Year

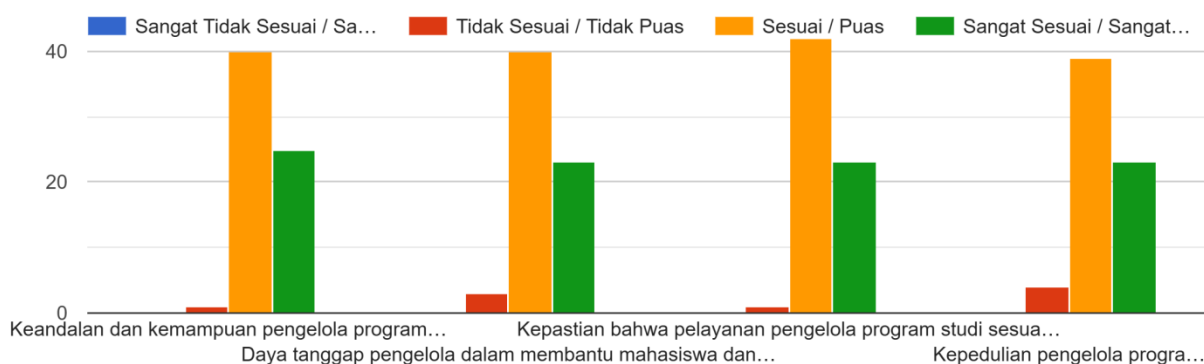
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A. Lecturer		Final score (Scale 4)
1	The reliability and ability of lecturers in providing services to students.	3.30
2	The responsiveness of lecturers in helping students and providing fast service.	3.30
3	Ensuring that lecturer services are in accordance with the provisions.	3.26
4	The concern of the lecturer management in giving attention to students.	3.30
B. Educational Personnel		Final score (Scale 4)
1	The reliability and ability of educational staff in providing services to students.	3.30
2	Responsiveness of educational staff in assisting students and providing services quickly.	3.26
3	Ensuring that educational staff services are in accordance with the provisions.	3.26
4	The concern of educational staff in providing attention to students.	3.30
C. Study Program Manager		Final score (Scale 4)
1	The reliability and ability of study program managers in providing services to students.	3.26
2	The responsiveness of the management in helping students and providing services quickly.	3.23
3	Ensuring that the study program management services comply with the provisions.	3.23

4	The concern of study program managers in providing attention to students.	3.16
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The academic program service survey for the 2021/2022 academic year provides important insights into students' perceptions of the three main components of academic service providers: faculty members, educational staff, and program administrators. The survey results were compiled using a 1–4 rating scale, with categories (1) very unsatisfactory, (2) unsatisfactory, (3) satisfactory, and (4) very satisfactory. Thus, scores closer to 4 indicate high student satisfaction, while lower scores indicate room for improvement.

In general, lecturers received good scores ranging from 3.26 to 3.30. These scores indicate that students perceive lecturers' services to be in the “suitable” to “very suitable” category. The aspects of reliability, responsiveness, and concern for students received the highest scores (3.30), while service certainty was slightly lower (3.26). When converted to a percentage, this achievement is equivalent to approximately 82.5–82.7% of the maximum score. This means that lecturers are perceived as being fairly consistent in providing services, although procedural certainty could still be strengthened.

Educational staff showed a pattern similar to that of lecturers, with an average score in the range of 3.26–3.30 or around 81.5%–82.5%. The main strengths were reliability and concern (3.30), while service certainty and responsiveness were slightly lower (3.26). These findings indicate that educational staff are considered sufficiently responsive and caring, but procedural consistency and administrative service speed still need to be improved to optimize service delivery.

Meanwhile, program administrators received slightly lower scores than the other two components, with values ranging from 3.16 to 3.26, or approximately 79% to 81.5% of the maximum score. Reliability was the highest aspect (3.26), but administrators' concern for students was the lowest (3.16). This pattern shows that program administrators are considered technically capable, but students feel that the administrators' personal attention or empathy is still not optimal.

From the overall survey results, a general pattern can be drawn that all three components have strengths in terms of reliability and concern, but procedural certainty and responsiveness tend to be common weaknesses. For program administrators specifically, the largest gap is evident in the aspect of concern, which is an important point to address. Improving communication, providing guidance, and establishing direct interaction forums

with students could be strategic steps to improve this perception.

Thus, this survey provides clear insights that academic program services are already at a good level but still require attention in key areas. Efforts to improve service speed, clarify procedures, and enhance care—particularly from academic program administrators—will significantly contribute to increasing student satisfaction and strengthening the overall quality of academic services.

CHAPTER IV

CLOSING

A. Conclusion

Based on the results of the student satisfaction survey that has been conducted, it can be concluded that, in general, the academic services provided by lecturers, educational staff, and program administrators are in the good category, with an average score ranging from 3.16 to 3.72 on a scale of 4. When converted to a percentage, this achievement is equivalent to 79%–93% of the maximum score. This indicates that students are generally satisfied with the services they receive.

However, there are still some aspects that are considered less satisfactory. In the faculty evaluation survey, although the average score reached 3.53 (88.25%), there are still faculty members with relatively low scores of 3.24 (81%), indicating that the consistency of quality among faculty members is not yet fully uniform. Meanwhile, in the program study service survey, the aspect of procedural service certainty only received a score of 3.23–3.26 (approximately 80.7%–81.5%), and specifically for program study administrators, the aspect of concern for students was the lowest with a score of 3.16 (79%). This indicates that although technical services are considered quite good, aspects of concern, empathy, and response speed still need improvement.

The survey results provide a fairly clear picture of students' perceptions and expectations regarding the services they receive. Therefore, follow-up actions are needed, such as:

1. Improving the quality of lecturers with scores below average (3.2–3.4) through training in teaching methods, deepening academic interaction, and continuous evaluation.
2. Improving procedural certainty in academic services so that students receive consistent clarity regarding rules and administrative processes.
3. Enhancing the concern and empathy of program administrators, for example by establishing regular communication forums, personal mentoring, or more open consultation sessions.
4. Strengthening the responsiveness of services provided by both educational staff and

administrators by encouraging faster responses to students' administrative needs.

5. Encouraging lecturers with high scores (3.6–3.7 or 90% and above) to become role models and share good practices with their peers, so that service quality becomes more consistent.

With appropriate follow-up, the average student satisfaction score has the potential to increase to the “very satisfactory” category (≥ 3.75 or 93.7%), thereby making the quality of the student academic experience more consistent and superior.

B. Recommendations

Here are some suggestions that can be implemented to improve the quality of learning and student satisfaction in the Study Program:

1. Optimizing faculty training and development – especially for faculty members with evaluation scores below average (3.2–3.4). Focus on improving teaching methods, academic communication skills, and thesis supervision strategies to make them more interactive and effective.
2. Establishing clear procedural certainty standards – improving aspects of academic service certainty (which only scored 3.23–3.26 or approximately 80.7–81.5%), for example by creating written guidelines, digital service flows, and monitoring systems so that students are not confused by rules and procedures.
3. Enhance the concern and empathy of program administrators – considering that the lowest score (3.16 or 79%) was in the concern aspect. Practical steps that can be taken include establishing regular communication forums, providing complaint/rapid response channels, and offering personal guidance to students in need.
4. Strengthen service responsiveness – educational staff and program administrators should have faster response mechanisms, such as online services (official chat/email) with specific service level agreements (SLAs) so that students feel cared for.
5. Adopting best practices from high-performing faculty members – faculty members with high scores (≥ 3.68 or $\geq 92\%$), such as Dr. Nursukma Suri and Dr. Fatimatuzzahra, can serve as role models for sharing proven effective teaching and service strategies.
6. Increasing student involvement in continuous evaluation – for example, through short

surveys at the end of each semester to monitor improvement trends in real time, so that follow-up programs can be adjusted immediately.

7. Developing technology-based service innovations – the use of digital platforms for administration, consultation, and guidance can speed up processes and reduce communication barriers.

These suggestions are in line with the survey results, which indicate that technical aspects are already quite good (scores above 3.2 or 80%), but certainty, concern, and response speed remain critical areas that need to be improved in order to raise student satisfaction closer to the highly satisfactory category (≥ 3.75 or $\geq 93.7\%$).