

R E P O R T

STUDENT SATISFACTION SURVEY ON THE LEARNING PROCESS

ACADEMIC YEAR 2022/2023



**ARABIC LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
UNIVERSITAS SUMATERA UTARA**

MEDAN

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FOREWORD

All praise and gratitude go to the presence of Allah SWT for His abundance of grace, grace, and guidance, so that the report on the results of the academic service survey and lecturer performance evaluation in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara in the 2022/2023 academic year can be completed properly. This report was prepared in order to describe the situation and conditions of learning, as well as being an important instrument for understanding the quality of the ongoing learning process.

The implementation of this student satisfaction survey is the result of cooperation involving various parties, both students as the main respondents and educators and study program managers. Through the survey results, a clearer picture of the learning dynamics in 2023 is obtained, including the advantages that students have felt and the obstacles that are still faced in the lecture process, academic administration services, and study program services. The information is expected to strengthen the quality of academic services and foster a conducive learning atmosphere in the Arabic Literature Study Program.

This survey data was collected after the end of the Odd Semester and Even Semester of the 2022/2023 Academic Year, so as to provide a complete picture of the learning conditions that year. The results of this survey are expected to make a positive contribution to the development of the quality of education, especially in preparing graduates of the Arabic Literature Study Program who are competitive, competent, and able to answer the needs of the world of work and the world of industry so that the Arabic Literature Study Program can compete at the national and international levels. Finally, I hope this survey report is really useful and becomes a valuable foundation for improving the quality of learning in the Arabic Literature Study Program.

Medan, 20 July 2023

Head of Arabic Literature Study Program

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SUMMARY

Student satisfaction is an important indicator in measuring the success of higher education implementation, because students are the parties who most directly feel the quality of the learning process and academic services provided by the study program. A high level of satisfaction reflects the success of the institution in providing quality, effective, and expected learning, while low satisfaction signals the need for continuous evaluation and improvement. In the context of the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara, student satisfaction surveys have a higher urgency since the implementation of the Outcome-Based Education (OBE) curriculum in 2023. This curriculum is still relatively new, so it requires adjustments in both teaching methods, evaluation systems, and academic services that support the achievement of graduate competencies. Therefore, a student satisfaction survey was conducted with a strategic purpose, namely to assess the effectiveness of the implementation of the new curriculum while providing an overview of the strengths and weaknesses in the learning process and academic services.

The 2022/2023 academic year student satisfaction survey was conducted online through the Google Form platform, involving active students of the Arabic Literature Study Program. This survey uses a questionnaire instrument with a Likert scale of 1-4 which includes aspects of evaluating teaching lecturers and academic services, including the services of educational staff and study program managers. The collected data were analyzed quantitatively through the calculation of the average score and descriptive analysis, and qualitatively through the study of students' open comments. The analysis was conducted to understand student perceptions of the effectiveness of the learning process, the responsiveness of academic services, and the suitability of educational implementation with the objectives of the OBE curriculum.

The results of the teaching lecturer evaluation survey show that the level of student satisfaction is in the "satisfied" to "very satisfied" category, with an average score ranging from 3.50 to 3.88 on a 4.00 scale. Lecturers with the highest scores received appreciation for their communicative attitude, patience, active involvement in learning, and ability to deliver material clearly. However, there are also some lecturers with relatively lower scores who are criticized for delivering material too quickly, lack of variety in the use of learning methods and media, and consistency in evaluating students. This indicates that although the quality of learning is generally good, there is still room for improvement, especially in the variety of

teaching methods that are in accordance with the OBE approach.

In addition, the results of the academic service survey show differences in the level of satisfaction in various service elements. Lecturer services and study program managers obtained relatively high scores, ranging from 3.36-3.47, especially in the aspects of procedural certainty and service reliability. Meanwhile, education personnel services received lower scores, namely 3.11-3.16, especially in the aspects of reliability, responsiveness, and care. This condition confirms that although education personnel are quite responsive, students still assess there are limitations in competence and consistency of service. Overall, this achievement shows that the quality of academic services has been at a satisfactory level, but not yet optimal.

Based on these results, it can be concluded that the Arabic Literature Study Program has been able to provide quite good academic and learning services, but there are still challenges, especially in strengthening the variety of learning methods, improving the quality of education personnel services, and consistency in implementing the OBE curriculum. Therefore, several strategic suggestions are proposed, including increasing the competence of lecturers through training in innovative learning methods, strengthening the capacity of education personnel through excellent service training, optimizing the interaction of study program managers with students, and conducting satisfaction surveys regularly at the end of each semester to support internal quality assurance. Thus, this survey serves not only as an evaluation tool, but also as a basis for collective reflection and policy formulation to ensure the achievement of OBE curriculum objectives and produce graduates who are competent, adaptive, and highly competitive at the national and international levels.

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CHAPTER I

INTRODUCTION

A. Background

Student satisfaction is one of the important indicators in assessing the success of higher education implementation. This is because students are the ones who most directly feel the quality of the learning process and academic services provided by the study program. High satisfaction reflects the institution's ability to provide an effective, quality, and expected learning experience, while low satisfaction signals the need for evaluation and improvement. Therefore, measuring student satisfaction is not only an administrative formality, but a strategic necessity in developing the quality of education.

Within the scope of the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara, the student satisfaction survey is the main instrument to obtain a real picture of the quality of the ongoing learning process. This survey allows study program managers to understand student perceptions of the effectiveness of teaching lecturers, the relevance of course materials, academic administration services, and the availability of facilities and infrastructure that support the learning process. Feedback from students has an important meaning as a basis for evaluation, so that study programs can continue to improve the quality of academic services and maintain the quality of interaction between students and educators.

This condition is even more crucial because in 2023 the Arabic Literature Study Program began implementing the Outcome-Based Education (OBE) curriculum which is still relatively new. The OBE curriculum requires comprehensive adjustments, both in terms of lecture planning, teaching methods, assessment of learning outcomes, and academic services that support the achievement of graduate competencies. This adaptation process certainly requires continuous evaluation, because the success of curriculum implementation is not only determined by academic design, but also the extent to which students feel the benefits and meaningfulness in daily lecture activities.

The results of the student satisfaction survey serve as an important foundation in detecting the successes and obstacles of the implementation of the new curriculum. The data obtained can help identify strengths, such as the effectiveness of certain teaching methods, while also exposing areas that require improvement, such as the consistency of academic services, administrative responsiveness, or the suitability of the learning load to the demands

of the curriculum. Thus, the student satisfaction survey is not only a measurement tool, but also a means of collective reflection for all stakeholders to ensure the sustainability of the OBE curriculum in accordance with its original objectives.

In line with this, the active involvement of students in providing assessments and feedback emphasizes the importance of an academic culture that is open to evaluation. Student voices become an integral part of the internal quality assurance system, so that the survey results can be used as a foothold in formulating policies, strategies, and development programs that are more targeted. With this student satisfaction survey, it is hoped that the Arabic Literature Study Program will be able to maintain the quality of learning and academic services, while consistently adjusting to the newly implemented OBE curriculum. In the end, this will strengthen the position of the study program in producing graduates who are competent, adaptive, and ready to face the demands of the world of work and global developments.

B. Problem Formulation

1. To what extent is the level of student satisfaction with the academic services provided by the Arabic Literature Study Program?
2. What factors influence student satisfaction in following the learning process by lecturers in the Arabic Literature Study Program?
3. What are the suggestions and feedback from students that can be used for future service improvements?

C. Objective

1. Measuring the level of student satisfaction with various aspects of academic and non-academic services provided by the Arabic Literature Study Program.
2. Identify strengths and weaknesses in the implementation of educational services, both in terms of teaching and learning processes, as well as administrative services.
3. Providing objective data and information as a basis for decision making and formulating strategies for improving the quality of educational services.
4. Accommodate student aspirations and feedback as part of continuous evaluation to create a conducive and responsive learning environment.
5. Support the accreditation process and internal quality assurance by providing relevant evidence related to student satisfaction.

D. Scope

The scope of the student satisfaction survey in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara includes:

1. Teaching Lecturer Evaluation Survey; and
2. Study Program Academic Service Evaluation Survey.

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

This student satisfaction survey was carried out with the aim of collecting relevant data and information related to student learning experiences in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara. The survey process is carried out online through the one student page. The implementation of the student satisfaction survey was carried out through the stages of planning, implementation, processing, and presentation of survey results.

The survey took place at the end of the 2022/2023 academic year. Before filling out the questionnaire via google form, students were given an explanation of the purpose of the survey, the filling method, and the importance of their contribution in providing accurate input. The results of this survey will be analyzed quantitatively and qualitatively to provide a clear picture of the student learning load, so that it can be the basis for decision making in curriculum development and learning methods in the future.

This survey was conducted from June to July 2023, after the end of the learning process for one academic year.

B. Data Type and Source

This survey uses primary data obtained directly from students of the Arabic Literature Study Program through an online questionnaire provided by the manager of the Arabic Literature Study Program to be distributed to students who are active in the 2022/2023 academic year. The data collected includes information regarding student perceptions of teaching lecturer evaluations and student satisfaction with study program academic services. These data are then analyzed to get a comprehensive picture of the learning process experienced by students during one year.

C. Form of Answer

The design of the answer form in each service element question in the questionnaire, in the form of multiple choice question answers. The form of questionnaire question answer choices is qualitative to reflect the level of service quality. The level of service quality starts from Very Suitable / Very Satisfied to Very Unsuitable / Very Unsatisfied. The division of

answers is divided into 4 (four) categories on a 4.00 scale, namely:

- 1) Very unsuitable / very dissatisfied, given a perception value of 1;
- 2) Not Suitable / Not Satisfied, given a perception value of 2;
- 3) Suitable / Satisfied, given a perception value of 3;
- 4) Very Suitable / Very Satisfied, given a perception value of 4.

D. Data Analysis

The data collected from the questionnaire will be analyzed quantitatively and qualitatively. Quantitative analysis is carried out by calculating the frequency and percentage of each respondent's answer to get an overview of student perceptions of the learning load. In addition, descriptive statistical methods will be used to measure perceptions of how lecturers teach and lecturers guide final assignments, student satisfaction with the educational process and student learning load.

Meanwhile, a qualitative analysis will be conducted on the open-ended responses given by the students, to better understand the factors that influence their experience. The results of this analysis will be used as a basis for developing recommendations to improve services and learning methods in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara.

CHAPTER III

ANALYSIS AND DISCUSSION

Data collection techniques in the teaching lecturer evaluation survey and the study program academic service evaluation survey were carried out online by students through the google form platform, then the answers obtained were analyzed and discussed the results with tables and diagrams. The scope of this student satisfaction survey includes two main aspects, namely the Teaching Lecturer Evaluation Survey and the Study Program Academic Service Survey.

A. Teaching Lecturer Evaluation Survey Results for the 2022/2023 Academic Year

No	Lecturer	Total Class	Total SKS	Lecturer Evaluation Score
1	Andi Pratama Lubis, S.S., M.Hum.	8	16	3.85
2	Dr. Dra. Nursukma Suri, M.Ag.	9	18	3.78
3	Dr. Fatimatuzzahra Nasution, S.S., M.Si.	9	18	3.70
4	Dr. Rahimah, M.Ag.	9	18	3.81
5	Dr. Windi Chaldun, Lc. M.Hum.	9	18	3.85
6	Dr. Zulfan Lubis, M.Hum.	9	18	3.88
7	Dra. Fauziah, M.A.	8	16	3.50
8	Dra. Kacar Ginting, M.Ag.	8	16	3.66
9	Dra. Khairawati, M.A., Ph.D.	9	18	3.67
10	Dra. Murniati, M.Hum.	8	16	3.74
11	Dra. Rahlina Muskar Nst, M.Hum., Ph.D.	9	18	3.74
12	Drs. Mahmud Khudri, M.Hum.	8	16	3.78
13	Prof. Dr. Khairina Nasution, M.S.	9	18	3.84
14	Prof. M. Husnan Lubis, M.A., Ph.D.	9	18	3.50
15	Prof. Pujati, M.Soc., Sc., Ph.D.	9	18	3.50

B. Discussion of Teaching Lecturer Evaluation Survey Results for the 2022/2023 Academic Year

The results of a student satisfaction survey of 15 lecturers in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara showed that the evaluation scores

ranged from 3.50 to 3.88 on a 4.00 scale. In general, this achievement shows that the level of student satisfaction is in the satisfied to very satisfied category, although there are still variations between lecturers which indicate differences in the quality of material delivery, interaction, and class management.

The lecturer with the highest score was Dr. Zulfan Lubis, M.Hum. (3.88), followed by Andi Pratama Lubis, S.S., M.Hum. and Dr. Windi Chaldun, Lc., M.Hum. (3.85). Based on student responses, the main strengths of these lecturers are their communicative attitude, openness in guiding, and ability to explain material in a clear and structured manner. Some students also emphasized the friendly attitude, patience, and involvement of lecturers in building positive emotional relationships. The appreciation shown by students in the form of expressions such as "very cooperative", "easy to discuss with", and "very nurturing" shows that aspects of pedagogical competence and lecturer personality have a significant contribution in increasing student satisfaction. This is in line with the principles in the Outcome-Based Education (OBE) curriculum which emphasizes the achievement of learning outcomes based on the active involvement of students in the learning process.

Moreover, most students gave low scores to lecturers, namely lecturers named Dra. Fauziah, M.A., Prof. M. Husnan Lubis, M.A., Ph.D., and Prof. Pujiati, M.Soc.Sc., Ph.D., each of which obtained a cumulative score of 3.50 on a 4.00 scale. Based on this, it is necessary to have room for improvement in the quality of learning that can be taken from various suggestions from students. Some of the weaknesses felt by students include the delivery of material that is too fast so that it is difficult to understand, limitations in the variety of uses of learning media, and the need for more interactive lectures. Students also expressed the hope that lecturers will be more consistent in giving grades and pay more attention to variations in methods so that the learning process is not monotonous. This note confirms that although the quality of teaching is generally considered good, there is still a gap between students' expectations and the learning practices that take place.

However, the majority of suggestions from students have a positive and appreciative tone, such as the expression "it's good, and hopefully it will get better", "hopefully you will remain patient", or "hopefully you will always be healthy" illustrating student satisfaction with the overall performance of lecturers. However, study program managers do not forget constructive feedback, such as the hope that lecturers can increase interaction with students, use more varied learning media, and explain material at a slower tempo and accompanied by real case examples. These inputs indicate that students are not only emotionally and personally satisfied, but also have higher academic expectations of the quality of the learning process.

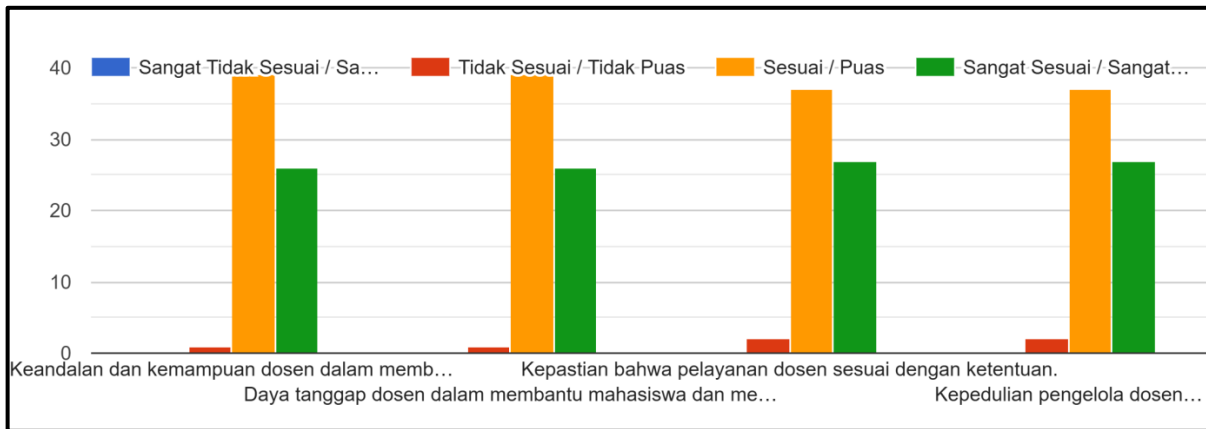
In relation to the problem formulation and research objectives as stated in Chapter I, the results of this survey indicate that the factor that most influences student satisfaction is the combination of lecturers' academic competence and the quality of personal services provided. The strengths perceived by students lie in the friendly attitude, patience, and openness of lecturers in guiding, while the weaknesses are in the aspects of variation in learning methods, utilization of interactive media, and consistency in the application of learning evaluation principles. Thus, this survey has served its purpose, which is to identify the strengths and weaknesses of the learning process and provide relevant empirical data for strategic decision-making.

As for the perspective of internal quality assurance as described in Chapter II, this data provides a comprehensive picture of the successes and challenges in implementing the OBE curriculum, which is relatively new in 2023. The relatively high average score indicates that in general, lecturers have been able to adjust to the new curriculum. However, the variation in scores indicates that the adaptation process has not run evenly across all lecturers. Therefore, pedagogical strengthening efforts are needed through training in OBE-based learning methods, mentoring for lecturers with low scores, and forums for sharing good practices between lecturers to encourage consistency in learning quality.

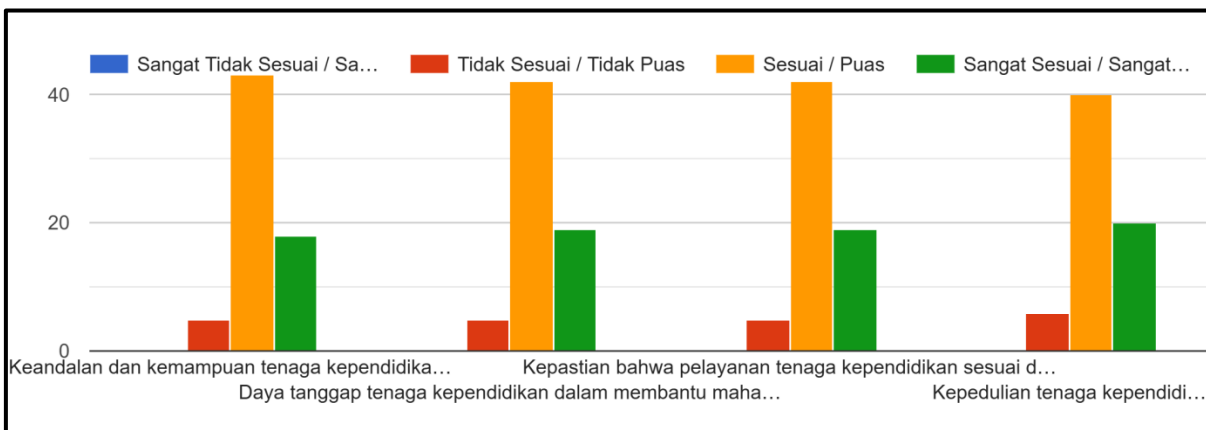
In addition, the results of this survey also provide practical change implications for the development of better learning strategies in the Arabic Literature Study Program. The strengths that have been appreciated by students and the weaknesses identified must be followed up immediately so as not to cause a gap between the OBE curriculum objectives and student learning experiences, so that concrete outcomes are achieved after learning.

Taking into account the strengths and weaknesses revealed, it can be concluded that student satisfaction is basically at a good level, but the study program needs to make strategic interventions to maintain consistency and improve overall quality. The results of this survey also emphasize the importance of continuous evaluation and active involvement of students as partners in the process of improving the quality of education. With these improvement steps, it is expected that the quality of learning in the Arabic Literature Study Program will not only be able to answer student expectations, but also be in line with the targeted graduate competency standards in the OBE curriculum.

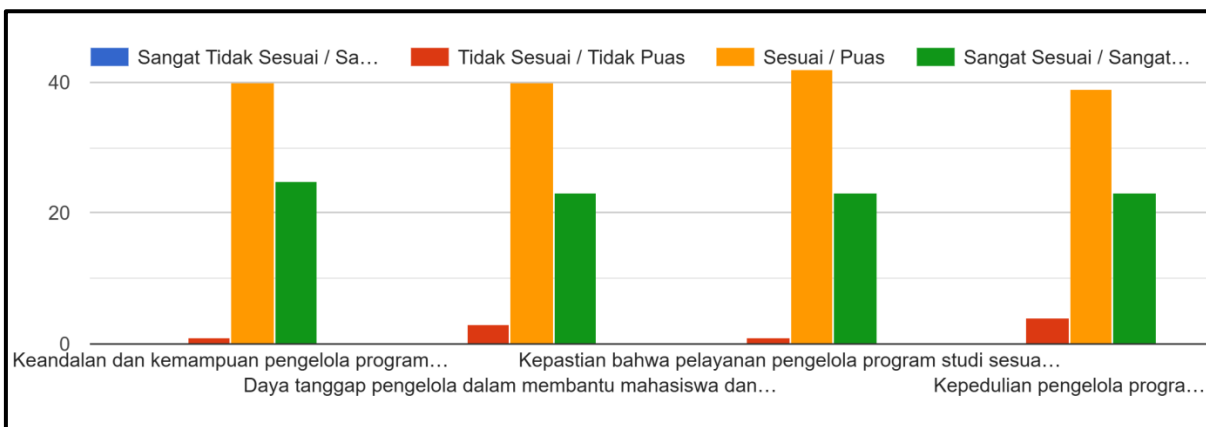
C. Survey Results of Academic Services for Study Programs in the Academic Year 2022/2023



Graph 1. Lecturer Services



Graph 2. Education Personnel Services



Graph 3. Study Program Manager Services

The above is a graphical representation of the results of the study program academic service survey which includes lecturer services, educational staff services, and study program services. It can be seen that the student assessment is generally "Satisfied". To obtain quantitative data, this results will be presented in tabular form on a 4.00 scale.

A. Lecturer		Final Score (Scale 4.00)
1	Reliability and ability of lecturers in providing services to students.	3.44
2	Responsiveness of lecturers in helping students and providing services quickly.	3.44
3	Certainty that lecturer services are in accordance with the provisions.	3.47
4	The concern of the lecturer manager in giving attention to students.	3.44
B. Education Personnel		
B. Education Personnel		Final Score (Scale 4.00)
1	Reliability and ability of education personnel in providing services to students.	3.11
2	Responsiveness of education personnel in helping students and providing services quickly.	3.16
3	Certainty that the services of education personnel are in accordance with the provisions.	3.16
4	The concern of education personnel in giving attention to students.	3.13
C. Study Program Manager		
C. Study Program Manager		Final Score (Scale 4.00)
1	Reliability and ability of study program managers in providing services to students.	3.44
2	Responsiveness of managers in helping students and providing services quickly.	3.36
3	Certainty that the services of the study program manager are in accordance with the provisions.	3.41
4	The concern of the study program manager in giving attention to students.	3.38

D. Discussion of Survey Results of Academic Services for Study Programs in the Academic Year 2022/2023

Based on the results of the student satisfaction survey on the academic services of the Arabic Literature Study Program, which includes the service dimensions of lecturers, education personnel, and study program managers, in general, students give an assessment in the "satisfied" category. This can be seen from the average score which is in the range of 3.11 to 3.47 on a 4.00 scale. This achievement reflects that academic services have been running relatively well, although there are still variations between service elements that need special attention for future improvements. In the aspect of lecturer services, the score is in the range of 3.44-3.47. The highest score is found in the indicator "certainty that lecturer services are in accordance with the provisions" with a score of 3.47, while other indicators are relatively uniform with a score of 3.44. This shows that students assess lecturers as consistently able to provide services according to procedures, responsive to academic needs, and have concern for students. Nevertheless, the value that has not touched the maximum number indicates that there is still room for improvement, especially in the aspects of interaction and responsiveness so that services are more optimal.

Meanwhile, in the dimension of education personnel services, the average score is lower than other elements, namely in the range of 3.11-3.16. The highest scores were found in the aspects of "responsiveness of education personnel in helping students" and "certainty of service according to provisions", each of which received a score of 3.16, while the lowest score was recorded in the indicator "reliability and ability of education personnel in providing services" receiving a score of 3.11. This finding indicates that although students rate education personnel as quite responsive, there are still limitations in terms of competence, reliability, and care which have an impact on the overall quality of academic services. This aspect needs special attention, because education personnel are one of the important elements in supporting the smooth running of student academic administration.

In the category of study program manager services, scores ranged from 3.36-3.44. The highest score is in the indicator "reliability and ability of study program managers in providing services", with a score of 3.44, while the lowest score is in the indicator "responsiveness of managers in helping students", with a score of 3.36. In general, students assessed that the study program managers were quite good at ensuring certainty of procedures and caring for students, as shown by the scores of 3.41 and 3.38 respectively. These results show that study program managers have been able to maintain professionalism in carrying out their duties, although there is still a need for improvement in terms of speed of response and closeness of interaction with

students.

Meanwhile, when associated with the framework of Chapter I, the results of this survey are in line with the formulation of the problem and research objectives which emphasize the importance of measuring student satisfaction with academic services. The main strength of study program services lies in the aspect of procedural certainty which is considered consistent by students, both in the dimensions of lecturers and study program managers. However, weaknesses are still seen in the aspects of responsiveness and reliability of education personnel, which are crucial points in supporting the continuity of the academic process. This is also closely related to the implementation of the Outcome-Based Education (OBE) curriculum starting in 2023, because the effectiveness of OBE implementation requires academic services that are adaptive, responsive and consistent all the time.

From the perspective of internal quality assurance as outlined in Chapter II, the survey results provide important empirical data for evaluation. Quantitative analysis shows that the quality of academic services is at a satisfactory level, but qualitative analysis indicates that there is a need for improvement in the aspects of responsiveness and care, especially within the education staff. Thus, the results of this survey can be used as a basis in formulating academic service development strategies, such as increasing the competence of education personnel through excellent service training, strengthening service SOPs, and implementing technology-based service systems to speed up responses.

Overall, the survey results show that students are quite satisfied with the academic services provided by lecturers, education personnel, and study program managers. However, this satisfaction still needs to be improved by addressing existing weaknesses. Through continuous evaluation, active involvement of students in providing feedback, and the commitment of study program managers in following up on survey findings, it is hoped that the quality of academic services can continue to develop so as to support the achievement of OBE curriculum objectives and produce graduates who are competent, adaptive, and ready to compete at the national and international levels.

CHAPTER IV

CLOSING

A. Conclusion

Based on the results of the student satisfaction survey in the 2022/2023 academic year that have been analyzed, it can be concluded that in general, students of the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara, give an assessment in the "satisfied" category of academic services, both in the aspects of the learning process and administrative support. The average score obtained from the teaching lecturer evaluation survey shows a relatively high achievement, ranging from 3.50 to 3.88 on a 4.00 scale. This confirms that lecturers have good performance, especially in aspects of pedagogical competence, communication, and concern for students. However, there are a small number of lecturers with lower scores, indicating the need for improvement in terms of variations in learning methods, utilization of interactive media, and clarity in the delivery of material.

In addition, the results of the academic service survey showed differences in satisfaction levels between service elements. Lecturer services and study program managers obtained relatively high scores, ranging from 3.36-3.47, especially in aspects of procedural certainty and service reliability. In contrast, education personnel services show lower scores, in the range of 3.11-3.16, especially in the indicators of reliability and care. This indicates that although students consider education personnel to be quite responsive, there are still weaknesses in terms of competence and consistency of service.

Overall, the achievements of this survey indicate that the quality of academic services in the Arabic Literature Study Program is at a satisfactory level, but still leaves room for improvement. The main strength lies in the quality of interaction between lecturers and students and the certainty of service procedures that are maintained. The weaknesses lie in the limited variety of learning methods, the tempo of material delivery which is felt to be too fast, and the responsiveness and reliability of education personnel which still need to be improved. These findings are in line with the survey objectives formulated in Chapter I, namely identifying the strengths and weaknesses of educational services and providing empirical data for strategic decision-making in supporting the implementation of the newly implemented Outcome-Based Education (OBE) curriculum.

Thus, the results of this survey emphasize the importance of continuous evaluation

and active involvement of students in providing feedback as an integral part of internal quality assurance system. The data obtained can be the basis for developing more responsive academic policies, so that the Arabic Literature Study Program is able to maintain consistency in educational quality, improve existing weaknesses, and strengthen the achievement of graduate competencies in accordance with OBE curriculum standards.

B. Suggestions

Based on the results of the student survey and the findings that have been discussed, there are several suggestions that can be used as a reference in an effort to improve the quality of learning and academic services provided by the Management of the Arabic Literature Study Program.

1. Increasing Lecturer Competence, namely lecturers are expected to further enrich the variety of learning methods and utilize innovative and interactive learning media. This is important so that students can more easily understand the material, do not feel monotonous, and are able to connect theory with practice. In addition, the delivery of material needs to be done at a more proportional tempo so that all students have the same opportunity to absorb knowledge.
2. Given that the value of student satisfaction with the services of education personnel is still relatively low, an excellent service training program is needed to improve their reliability, responsiveness, and care in serving students' academic needs. Strengthening the digital-based administration system can also be a solution to speed up responses and improve accuracy in services.
3. Although the study program manager's service received a fairly high rating, the responsiveness aspect still needs to be strengthened. Study program managers can improve the quality of interaction with students through discussion forums, regular consultations, and the use of digital platforms to answer student questions more quickly and accurately.
4. Optimizing the implementation of the OBE curriculum is needed for consistency in the integration of learning methods, evaluation of learning outcomes, and adaptive academic services. The study program can organize *workshops* and forums for sharing good practices between lecturers as an effort to improve understanding and consistency in implementing the curriculum.
5. Student satisfaction surveys need to be conducted regularly at the end of each semester to monitor the development of academic service quality.