

# **R E P O R T**

## **STUDENT SATISFACTION SURVEY ON THE LEARNING PROCESS**



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## **WORDS OF INTRODUCTION**

We give thanks to God Almighty for His grace and blessings, which have enabled us to successfully complete this student satisfaction survey report. This report contains an in-depth analysis of four survey instruments, namely the Teaching Evaluation Survey, the Student Satisfaction Survey on the Educational Process, the Student Learning Load Evaluation Survey, and the Thesis Supervision Evaluation Survey, which were conducted in the odd and even semesters.

The purpose of this report is to provide an objective and measurable overview of students' perceptions of the quality of academic services, learning load, and guidance they receive. The survey results are expected to serve as a reference for evaluating the performance of faculty members, educational staff, and program administrators, as well as to encourage continuous improvement in various aspects supporting the educational process.

Through a comparative analysis between the odd and even semesters, this report also identifies strengths that need to be maintained and weaknesses that must be addressed immediately. The data presented has been supplemented with percentage achievement calculations, so that it can be used as a basis for targeted and fact-based decision making.

We would like to express our gratitude to all parties who participated in this survey, especially the students who provided valuable input. We hope this report will be useful for improving the quality of learning and services within the Study Program.

Medan, June 22, 2024  
Head of Arabic Literature Study Program

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## SUMMARY

This report presents the results of a student satisfaction survey conducted in the odd and even semesters on four main aspects, namely Evaluation of Lecturers' Teaching, Student Satisfaction with the Educational Process, Evaluation of Student Workload, and Evaluation of Lecturers' Supervision of Final Projects. The survey used a 1–4 rating scale, where a score of 1 indicates “very unsatisfactory” and a score of 4 indicates “very satisfactory.”

The survey results show that, in general, students gave high ratings to the quality of teaching, study load, and thesis supervision, with average scores above 85% on most indicators. In the Evaluation of Teaching, the odd semester scored between 90.25% and 98%, while the even semester scored slightly lower at 83.5% to 96.25%. Satisfaction with the educational process in the odd semester was relatively high (average for the Faculty group 87%, Educational Staff  $\pm$ 87%, Program Administrators  $\pm$ 86%), but in the even semester there was a significant decline (Faculty 67%, Educational Staff 57.25%, Program Administrators 58.5%).

The Student Learning Load Evaluation showed stability with an average of 85.5% in the odd semester and 85.75% in the even semester, although there was a slight shift in the distribution of assessments to lower categories in the even semester. The Evaluation of Faculty Advisors for Thesis Projects shows a significant improvement, with the majority of faculty members achieving a perfect score of 100% in the even semester, compared to an average of approximately 93.5% in the odd semester.

Overall, these results reflect good and stable performance in several aspects, particularly in thesis supervision, but also indicate a significant decline in satisfaction with educational services in the even semester. These findings serve as an important basis for the Program to conduct a comprehensive evaluation, improve the quality of interactions and services, and enhance facilities and infrastructure to maintain and enhance student satisfaction on an ongoing basis.

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

### **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 Evaluation Survey
2. Student Satisfaction Survey on the Educational Process
3. Student Workload Evaluation Survey
4. Lecturer Evaluation Survey on Final Project Supervision

## **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 through the student portal. The student satisfaction survey was carried out in stages, including planning, implementation, data 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](http://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

Evaluation Survey of Lecturers Teaching in the Odd Semester

No	Lecturer	Total Classes	Total credits	Faculty Evaluation Score
1	Windi Chaldun	5	10	3.81
2	Fatimatu Zahra Nasution	5	10	3.85
3	Zulfan	2	4	3.73
4	Pujiati	2	4	3.74
5	Nursukma Suri	7	22	3.72
6	Rahlina Muskar	4	8	3.83
7	M. Husnan Lubis	4	8	3.63
8	Kacar Br. Ginting	5	10	3.66
9	Fauziah	2	4	3.61
10	Murniati	3	6	3.92
11	Khairina Nasution	4	8	3.83
12	Rahimah	5	10	3.75
13	Khairawati	3	6	3.82
14	Andi Pratama Lubis	5	10	3.9
15	Masna Meisaroh Nasution	1	3	3.68
16	Mahmud Khudri	4	8	3.74
17	Ema Sri Rezeki	1	3	3.66

Evaluation Survey of Lecturers Teaching in the Even Semester

No	Lecturer	Total Classes	Total credits	Faculty Evaluation Score
1	Windi Chaldun	5	10	3.7
2	Fatimatuzzahra Nasution	4	8	3.83
3	Zulfan	4	8	3.73
4	Pujiati	2	4	3.65
5	Nursukma Suri	6	18	3.85
6	Rahlina Muskar	3	6	3.77
7	M. Husnan Lubis	4	8	3.34
8	Kacar Br. Ginting	4	8	3.68
9	Murniati	4	8	3.69
10	Khairina Nasution	4	8	3.65
11	Rahimah	5	10	3.74
12	Khairawati	4	8	3.7
13	Andi Pratama Lubis	6	12	3.85
14	Mahmud Khudri	3	6	3.64

Based on the data from the teaching evaluation survey for the odd semester, it can be seen that the evaluation scores ranged from 3.61 to 3.92, which means that all lecturers received high scores and were close to the maximum score of 4. The highest score was achieved by Murniati with a score of 3.92 across 3 classes (6 SKS), followed by Andi Pratama Lubis with a score of 3.90 across 5 classes (10 SKS). Meanwhile, the lowest score was 3.61, achieved by Fauziah with a workload of 2 classes (4 SKS). In general, most lecturers received scores above 3.70, and none received scores below 3.5. From this data, it is evident that the number of classes or credit hours does not always correlate directly with evaluation scores, as there are lecturers with high teaching loads but whose scores are not at the top, such as Nursukma Suri, who taught 7 classes (22 credit hours) but received a score of 3.72.

In the even semester, faculty evaluation scores were within a wider range, from 3.34 to 3.85. The highest scores were achieved by Nursukma Suri and Andi Pratama Lubis, each with a score of 3.85 for a workload of 6 classes (18 credits) and 6 classes (12 credits), respectively. The lowest score this semester was 3.34, achieved by M. Husnan Lubis with a workload of 4 classes (8 SKS), which also indicates a significant decrease compared to his score in the odd semester, which reached 3.63. However, most lecturers still maintained scores above 3.70, although some experienced a notable decrease.

When comparing the odd and even semesters, it is evident that the average grade has

slightly decreased from approximately 3.76 to 3.70. The highest grade in the odd semester (3.92) slightly decreased in the even semester (3.85), while the lowest grade decreased more significantly from 3.61 to 3.34. The variation in grades in the even semester was also wider, indicating a greater diversity in students' perceptions or experiences regarding the quality of teaching. Some instructors maintained consistently high grades, such as Andi Pratama Lubis, while others managed to improve their grades, such as Nursukma Suri. Conversely, there were also those who experienced a significant decline, such as M. Husnan Lubis. Overall, although the ratings remain in the high category, the comparison trend between the two semesters highlights the need for further evaluation of the factors influencing grade fluctuations to ensure teaching quality remains stable or improves in every semester.

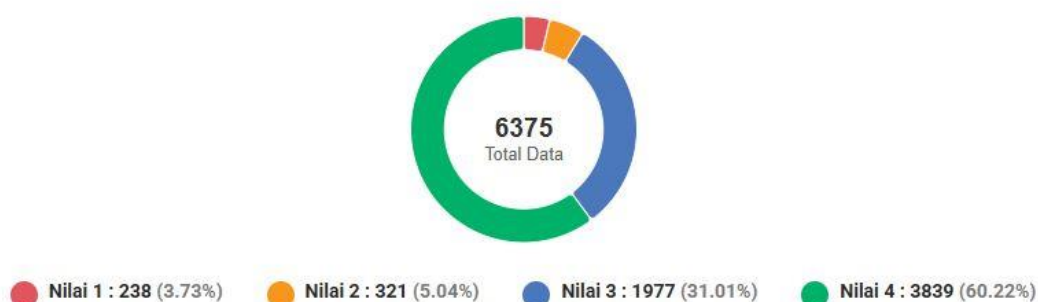
## B. Student Satisfaction Survey on the Educational Process

Student Satisfaction Survey on the Education Process in the Odd Semester

No	Question	Value 1	Value 2	Value 3	Value 4
<b>A. Dosen</b>					
1	Reliability and ability of lecturers in providing services to students.	17	19	125	264
2	The responsiveness of lecturers in assisting students and providing services quickly.	15	22	136	252
3	Assurance that the lecturers' teaching abilities are in line with the requirements.	15	22	129	259
4	The empathy of lecturers in paying attention to students.	17	21	130	257
5	Reliability and the ability of educational staff to provide services to students.	13	25	124	263
6	The responsiveness of educational staff in assisting students and providing services quickly.	16	22	137	250
7	Assurance that educational services comply with regulations.	15	19	139	252
8	Empathy of educational staff in paying attention to students.	15	23	125	262
9	Reliability and the ability of program administrators to provide services to students.	17	21	127	260
10	The responsiveness of program administrators in assisting students and providing services quickly.	14	16	143	252
11	Assurance that the program administrator's services comply with the provisions.	16	16	137	256
12	The concern (empathy) of program administrators in paying attention to students.	15	17	135	258
13	Tangible: Adequacy of infrastructure supporting the learning process and practical work	20	26	136	243
14	Tangible: Accessibility of infrastructure that supports the learning process and practical work	19	22	131	253
15	Tangible: Quality of practical facilities and infrastructure	14	30	123	258

A. Lecturer 3.48

## Rincian Penilaian Per Pertanyaan



Keterangan : Nilai 1 sangat tidak sesuai, Nilai 4 sangat sesuai

### Student Satisfaction Survey on the Educational Process in the Even Semester

No	Question	Value 1	Value 2	Value 3	Value 4
<b>A. Lecturer</b>					
1	Reliability and ability of lecturers in providing services to students.	0	0	1	6
2	The responsiveness of lecturers in assisting students and providing services quickly.	0	0	1	6
3	Assurance that lecturers' service capabilities are in accordance with regulations.	0	0	0	7
4	The empathy of lecturers in paying attention to students.	0	0	0	7
5	Reliability and the ability of educational staff to provide services to students.	0	0	0	7
6	The responsiveness of educational staff in assisting students and providing services quickly.	0	0	0	7
7	Assurance that educational services comply with regulations.	0	0	0	7
8	Empathy of educational staff in paying attention to students.	0	0	0	7
9	Reliability and the ability of program administrators to provide services to students.	0	0	0	7
10	The responsiveness of program administrators in assisting students and providing services quickly.	0	0	0	7
11	Assurance that the program administrator's services comply with the provisions.	0	0	0	7

<b>12</b>	The concern (empathy) of program administrators in paying attention to students.	0	0	0	7
<b>13</b>	Tangible: Adequacy of infrastructure supporting the learning process and practical work	0	0	1	6
<b>14</b>	Tangible: Accessibility of infrastructure that supports the learning process and practical work	0	0	1	6
<b>15</b>	Tangible: Quality of practical facilities and infrastructure	0	0	1	6
<b>A. Lecturer</b>					
<b>1</b>	The reliability and ability of lecturers in providing services to students.	13	3	2	11
<b>2</b>	The responsiveness of lecturers in assisting students and providing services quickly.	14	2	2	11
<b>3</b>	Ensuring that lecturers' services comply with regulations.	13	3	2	11
<b>4</b>	The concern of lecturers in paying attention to students.	13	3	2	11
<b>B. Educational Staff</b>					
<b>1</b>	The reliability and ability of educational staff in providing services to students.	14	3	1	11
<b>2</b>	The responsiveness of educational staff in assisting students and providing services quickly.	14	3	1	11
<b>3</b>	Ensuring that educational services comply with regulations.	14	3	1	11
<b>4</b>	The concern of educational staff in paying attention to students.	15	2	2	10
<b>C. Program Administrator</b>					
<b>1</b>	The reliability and ability of study program administrators in providing services to students.	14	3	1	11
<b>2</b>	The responsiveness of administrators in assisting students and providing services quickly.	12	4	3	10
<b>3</b>	Confirmation that the program administrator's services comply with the regulations.	13	4	2	10
<b>4</b>	The concern of program administrators in paying attention to students.	12	5	1	11
<b>D. Satisfaction with Facilities and Infrastructure</b>					
<b>1</b>	Adequacy of infrastructure supporting the learning process and practical work	12	2	4	11

2	Accessibility of infrastructure that supports the learning process and practical work	12	2	5	10
3	Quality of practical facilities and infrastructure	13	1	4	11
<b>E. Faculty Services</b>					
1	Reliability and ability of educational staff in providing services at the faculty level to students.	12	4	3	10
2	Responsiveness of faculty staff at the faculty level in assisting students and providing services quickly.	11	5	4	9
3	Assurance that educational services at the faculty level comply with regulations.	14	2	2	11
4	Empathy among faculty members in paying attention to students.	12	3	4	10

A. Lecturers 2.68

B. Educational Staff 2.29

C. Study Program Administrators 2.34

D. Satisfaction with Facilities and Infrastructure 2.46

E. Faculty Services 2.38

Rincian Penilaian Per Pertanyaan



Based on the results of the student satisfaction survey regarding the educational process during the odd semester, it is evident that evaluations of all aspects of services—from faculty members, educational staff, program administrators, to facilities and infrastructure—are predominantly rated as 4 or “very satisfactory.” The number of respondents selecting this score ranged from 243 to 264 for each question item, while the score of 3 or “appropriate” also accounted for a significant portion, ranging from 123 to 143 respondents. Low scores, namely 1 and 2, are relatively few, generally below 30 respondents for each assessment item. This condition indicates a high positive perception among students regarding the reliability, responsiveness, certainty, and concern of lecturers and other supporting parties. The average score for the lecturer aspect is 3.48, meaning that the majority of students rate teaching services and academic support as very good. If visualized in a graph, the data distribution for

the odd semester shows a dominance of high bars at score 4, followed by score 3, with very small proportions of scores 1 and 2.

Unlike the odd semester, the survey in the even semester showed a decrease in student satisfaction in almost all aspects. Although at the beginning of the table there are several items with a small number of respondents—for example, only 7 people—and almost all of them gave a score of 4 without any low scores, in the main part of the survey, the score distribution is more varied with an increasing proportion of scores of 1 and 2. Scores of 4 still exist, but their numbers do not dominate as they did in the odd semester. The average scores per category also show a significant decline, with faculty members receiving an average score of 2.68, educational staff 2.29, program administrators 2.34, satisfaction with facilities and infrastructure 2.46, and faculty services 2.38. These figures indicate that student evaluations are more concentrated in the “appropriate” to “inappropriate” range. In the graphical visualization, the distribution of scores for the even semester will show higher bars for scores 1 to 3 compared to score 4.

A comparison between the two semesters reveals a significant decline in student satisfaction levels. In the odd semester, high scores dominated across all aspects, with an average faculty score of 3.48, while in the even semester, the highest score per category was only 2.68 and the lowest was 2.29. This decline was consistent across all areas, including faculty academic services, educational staff support, program management, facilities and infrastructure, and faculty services. The distribution of scores also shifted, from a dominance of scores of 4 in the odd semester to a more even distribution but with a significant increase in low scores in the even semester. This situation indicates a change in students' perceptions or experiences that tend to be less positive compared to the previous semester, necessitating a thorough evaluation to identify the underlying factors, whether related to service quality, communication effectiveness, or the condition of available facilities.

### C. Survey on Student Learning Load Evaluation

#### Student Learning Load Evaluation Survey for the Odd Semester

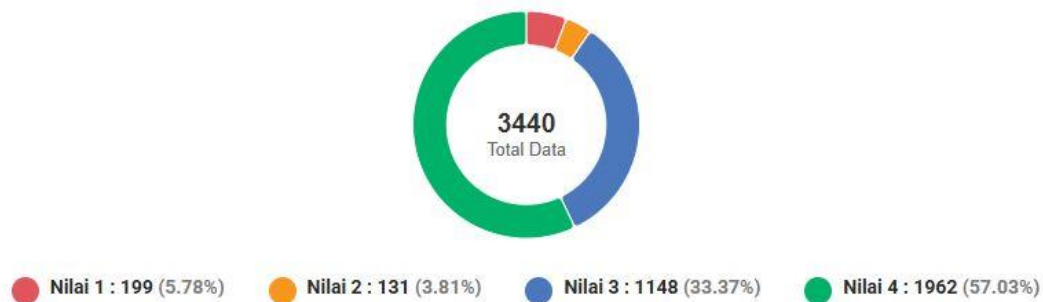
No	Question	Value 1	Value 2	Value 3	Value 4
1	The weight of the lecture/practical material provided is in accordance with the number of credits for this course.	26	12	130	260
2	The credit weight of the course is sufficient to achieve the learning objectives.	22	15	142	249
3	The allocation of face-to-face/practical, studio practice/workshop practice/field practice/work practice time each week is sufficient to achieve the learning objectives of this course.	24	17	144	243
4	Time to complete independent assignments (reading lecture materials, searching for additional information, etc.) in accordance with the credit load of this course.	27	19	146	236
5	The time allocated for completing assignments/quizzes/exams, etc. throughout the semester is sufficient and helps students understand the material and achieve the learning objectives of this course.	26	15	155	232
6	The assignments given are in line with the course material for this subject.	22	18	132	256
7	The assignments given are in line with the learning objectives to be achieved in this course.	25	13	151	239
8	Quizzes, exams, and other assignments throughout the semester are designed to allow you to engage in other activities (daily activities, recreation, hobbies, etc.).	27	22	142	237
9	The weight of the lecture/practical material provided is in accordance with the number of credits for this course.	0	0	1	1
10	The credit weight of the course is sufficient to achieve the learning objectives.	0	0	1	1
11	The allocation of face-to-face/practical, studio practice/workshop practice/field practice/work practice time each week is sufficient to achieve the learning objectives of this course.	0	0	1	1
12	Time to complete independent assignments (reading lecture materials, searching for additional information, etc.) in accordance with	0	0	1	1

the credit load of this course.

<b>13</b>	The time allocated for completing assignments/quizzes/exams, etc. throughout the semester is sufficient and helps students understand the material and achieve the learning objectives of this course.	0	0	1	1
<b>14</b>	The assignments given are in line with the course material for this subject.	0	0	0	2
<b>15</b>	The assignments given are in line with the learning objectives to be achieved in this course.	0	0	0	2
<b>16</b>	Quizzes, exams, and other assignments throughout the semester are designed to allow you to engage in other activities (daily activities, recreation, hobbies, etc.).	0	0	1	1

**Question 3.42**

Rincian Penilaian Per Pertanyaan



Keterangan : Nilai 1 sangat tidak sesuai, Nilai 4 sangat sesuai

Student Learning Load Evaluation Survey for the Even Semester

No	Question	Value 1	Value 2	Value 3	Value 4
<b>1</b>	The weight of the lecture/practical material provided is in accordance with the number of credits for this course.	16	14	124	222
<b>2</b>	The credit weight of the course is sufficient to achieve the learning objectives.	13	18	131	214
<b>3</b>	The allocation of face-to-face/practical, studio practice/workshop practice/field practice/work practice time each week is sufficient to achieve the learning objectives of this course.	14	25	128	209

<b>4</b>	Time to complete independent assignments (reading lecture materials, searching for additional information, etc.) in accordance with the credit load of this course.	14	23	134	205
<b>5</b>	The time allocated for completing assignments/quizzes/exams, etc. throughout the semester is sufficient and helps students understand the material and achieve the learning objectives of this course.	14	19	138	205
<b>6</b>	The assignments given are in line with the course material for this subject.	14	17	134	211
<b>7</b>	The assignments given are in line with the learning objectives to be achieved in this course.	13	23	135	205
<b>8</b>	Quizzes, exams, and other assignments throughout the semester are designed to allow you to engage in other activities (daily activities, recreation, hobbies, etc.).	13	20	138	205
<b>9</b>	The weight of the lecture/practical material provided is in accordance with the number of credits for this course.	0	0	0	1
<b>10</b>	The credit weight of the course is sufficient to achieve the learning objectives.	0	0	0	1
<b>11</b>	The allocation of face-to-face/laboratory time, studio practice/workshop practice/field practice/work practice/each week is sufficient to achieve the learning objectives of this course.	0	0	0	1
<b>12</b>	Time to complete independent assignments (reading lecture materials, searching for additional information, etc.) in accordance with the credit load of this course.	0	0	0	1
<b>13</b>	The time allocated for completing assignments/quizzes/exams, etc. throughout the semester is sufficient and helps students understand the material and achieve the learning objectives of this course.	0	0	0	1
<b>14</b>	The assignments given are in line with the course material for this subject.	0	0	0	1
<b>15</b>	The assignments given are in line with the learning objectives to be achieved in this course.	0	0	0	1
<b>16</b>	Quizzes, exams, and other assignments throughout the semester are designed to allow you to engage in other activities (daily activities, recreation,	0	0	0	1

hobbies, etc.).

### Question 3.43

#### Rincian Penilaian Per Pertanyaan



Based on the data from the survey evaluating students' study load in the odd semester, it appears that most respondents gave high ratings (scores of 3 and 4) for all aspects measured. For the main items, the number of respondents who gave a score of 4 (“very appropriate”) generally ranged from 232 to 260, while scores of 3 (“appropriate”) ranged from 130 to 155. Low scores (1 = “very inappropriate” and 2 = “inappropriate”) were relatively small, generally below 30 respondents. This indicates that the majority of students feel that the course load, number of credit hours, allocation of face-to-face time, and alignment of assignments with learning objectives are adequate. The overall average score is 3.42, indicating that the learning load is rated as good to very good. However, there is still a small proportion of students who feel that the time allocated for assignments or the workload is insufficient, though their number is significantly smaller than those who are satisfied.

Meanwhile, in the even semester, the distribution pattern of evaluations shows a similar trend, though with a slight shift. The number of evaluators who gave a score of 4 still dominates, ranging from 205 to 222 respondents on the main items, and the score of 3 is also quite large, ranging from 124 to 138 respondents. However, the number of respondents who gave low scores is slightly higher than in the odd semester, particularly for the score of 2 (“inappropriate”), which reached up to 25 respondents on some items. The overall average score for the even semester slightly increased to 3.43, indicating a consistent positive perception of the learning load among students. In general, students continue to rate the weight of the material, credit hours, time allocation, and task appropriateness as good, although this average increase is very slight compared to the previous semester.

When compared, both semesters showed relatively the same high level of satisfaction, with an average score of 3.42 for the odd semester and 3.43 for the even semester. The difference lies in the distribution of ratings, where in the even semester, low ratings (1 and 2) were slightly more numerous, although this did not significantly affect the average. This suggests that students' perceptions of

academic workload remain fairly stable from one semester to the next, though there are indications that a small proportion of students are beginning to feel an increase in workload or mismatch in certain aspects. Further evaluation could focus on the factors contributing to these lower ratings to ensure the quality of learning is maintained and student satisfaction is enhanced.

#### D. Evaluation Survey of Lecturers Supervising Final Projects

Evaluation Survey of Lecturers Supervising Final Projects in the Odd Semester

No	NIP	Lecturer	Total Students Supervised	Lecturer Evaluation Score
1	198502122015041001	Andi Pratama Lubis S.S., M.Hum.	2	3.19
2	196312251987032018	Prof. Dr. Dra. Nursukma Suri M.Ag.	1	4
3	196405041990032002	Dra. Kacar Br. Ginting M.Ag	3	3.51
4	198601182019101001	Dr. Zulfan S.S., M.Hum.	1	4
5	196212041988032001	Prof. Dra. Pujiati M.Soc.Sc, Ph.D.	1	4
6	196211041987032002	Prof. Dr. Khairina Nasution MS	1	3.77

Evaluation Survey of Lecturers Supervising Final Projects in the Even Semester

No	NIP	Lecturer	Total Students Supervised	Lecturer Evaluation Score
1	196212041988032001	Prof. Dra. Pujiati M.Soc.Sc, Ph.D.	2	4
2	198502122015041001	Andi Pratama Lubis S.S., M.Hum.	7	4
3	196312251987032018	Prof. Dr. Dra. Nursukma Suri M.Ag.	6	4
4	196005041987031005	Drs. Mahmud Khudri M.Hum.	4	4
5	196201161987031003	Prof. M. Husnan Lubis MA., Ph.D.	3	4
6	198601182019101001	Dr. Zulfan S.S., M.Hum.	5	3.6
7	196111161987032006	Dra. Rahlina Muskar M.Hum.,Ph.D	4	3.6
8	198107112019081001	Dr. Windi Chaldun Lc., M.Hum	3	3.67

9	196104111988032004	Dr. Rahimah M.Ag	6	3.68
10	196211041987032002	Prof. Dr. Khairina Nasution MS	3	4
11	195907201989032002	Dra. Murniati M.Hum.	3	3.98
12	196302111989032001	Dra. Khairawati MA., Ph.D.	4	4
13	198712062017062001	Dr. Fatimatuzzahra Nasution S.S.,M.Si	4	3.89
14	196405041990032002	Dra. Kacar Br. Ginting M.Ag	3	3.67

Based on the survey data evaluating lecturers supervising final projects in the odd semester, the number of lecturers involved was relatively small, namely six people, with the number of students supervised ranging from one to three per lecturer. The evaluation scores ranged from 3.19 to 4.00, with two faculty members, Prof. Dr. Dra. Nursukma Suri M.Ag. and Dr. Zulfan S.S., M.Hum., receiving a perfect score of 4.00, despite supervising only one student each. Prof. Dra. Pujiati M.Soc.Sc, Ph.D. also received a score of 4.00 with one student. The lowest score was obtained by Andi Pratama Lubis S.S., M.Hum. with a score of 3.19, supervising two students. Overall, the scores obtained were in the high category (“appropriate” to “very appropriate”), although there was significant variation among lecturers.

In the even semester, the number of lecturers involved increased significantly to 14, with the number of students supervised varying between two and seven. Most lecturers received a full score of 4.00, such as Prof. Dra. Pujiati, Andi Pratama Lubis, Prof. Dr. Nursukma Suri, Drs. Mahmud Khudri, Prof. M. Husnan Lubis, Prof. Dr. Khairina Nasution, and Dra. Khairawati. The lowest score was 3.60, obtained by Dr. Zulfan and Dra. Rahlina Muskar, while other faculty members received scores ranging from 3.67 to 3.98. Compared to the odd semester, the score distribution in the even semester was more evenly distributed in the higher range, with most falling into the “very appropriate” category, and very few receiving scores below 3.70.

When comparing the odd and even semesters, there was an increase in the number of lecturers involved and the number of students supervised, but the quality of evaluations remained in the high category. In the odd semester, although some received perfect scores, there was a significant gap between the lowest score (3.19) and the highest (4.00). Meanwhile, in the even semester, this gap narrowed with the lowest score being 3.60,

indicating that students' perceptions of thesis advisors were more consistently positive. This also shows that the greater workload in the even semester did not significantly reduce the quality of guidance according to student evaluations.

## **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, students' perceptions of academic services—in terms of learning, workload, and thesis guidance—are in the high category, with a predominance of “very appropriate” ratings. In most indicators, the score of 4 (very appropriate) dominates with a percentage ranging from 55% to 65%, followed by a score of 3 (appropriate) at 30%–35%, while low scores (1 and 2) only account for 2%–10%. For example, in the survey on student workload in the odd semester, the indicator “Sufficient credit hours for courses” received a score of 4 from 249 respondents ( $\approx 59.2\%$ ) and a score of 3 from 142 respondents ( $\approx 33.8\%$ ), resulting in a total positive rating of over 93%. Similarly, in the survey evaluating faculty members supervising final projects in the even semester, the majority of faculty members received an average score above 3.80, with over 50% of faculty members receiving a perfect score of 4.00.

However, there are still some aspects that are considered unsatisfactory, such as the gap in scores in certain semesters—for example, in the odd-semester final project guidance survey, the lowest score was 3.19, equivalent to a satisfaction level of around 79.75%, which is relatively lower than the highest score of 4.00. Additionally, in the even semester learning load survey, the percentage of low scores (1 and 2) slightly increased to 10% in some indicators, indicating that some students began to feel the burden or suboptimal time allocation.

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

1. Improving the quality of thesis supervision, with a focus on lecturers whose average scores are still below 3.50, through training or special mentoring.
2. Evaluating the workload and time allocation for assignments in certain courses that received low ratings, ensuring that the proportions remain supportive of learning objectives without overburdening students.
3. Strengthening communication and feedback between students and instructors, so that

academic challenges can be identified and resolved more quickly.

4. Conduct regular monitoring using the same survey format each semester to track trends in student satisfaction and measure the effectiveness of improvements made.

## **B. Recommendations**

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

1. Conduct a comprehensive analysis of the causes of declining satisfaction in the even semester through student discussion forums, open questionnaires, or structured interviews, in order to identify specific factors that affect the decline in the quality of services provided by lecturers, educational staff, and facilities and infrastructure.
2. Improve the quality of interaction between faculty and students through more participatory teaching methods, the use of interactive learning media, and the provision of timely and constructive feedback.
3. Conduct regular training for support staff on communication skills, time management, and excellent service, ensuring that academic and administrative services remain consistent across semesters.
4. Improving the maintenance and accessibility of facilities and infrastructure by conducting regular checks, ensuring that learning support facilities are always in good condition, and simplifying borrowing or usage procedures.
5. Encourage the replication of best practices from thesis advisors who achieve a perfect score (100%) by sharing effective mentoring strategies with colleagues to ensure consistent mentoring standards across all advisors.
6. Optimize a real-time data-based monitoring system so that complaints or issues raised by students can be promptly detected and addressed before they impact overall satisfaction perceptions.
7. Maintain a balance in students' learning load through proportional scheduling, even distribution of assignments across courses, and coordination among lecturers to avoid a buildup of workload during certain periods.