

# **R E P O R T**

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

**ODD AND EVEN SEMESTER 2024/2025**



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

**MEDAN**

**2025**

## **FOREWORD**

Praise be to Allah SWT for all His grace, gifts, and guidance, so that the Management of the Arabic Literature Study Program can complete the student satisfaction survey report on the learning process properly. This survey report was prepared as part of an effort to understand and measure the level of student satisfaction with various aspects in the academic environment of the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara.

This student satisfaction survey report is the result of hard work and collaboration from various parties, both from the students themselves and related parties in the campus environment. Through this survey, it is hoped that a deeper insight into the views, expectations and needs of students can be obtained, which will ultimately become the basis for making improvements and better development in the future.

This survey covers various aspects of student life on campus, including study program service evaluation surveys, teaching lecturer evaluation surveys, student learning load evaluation surveys, and final project supervisor evaluation surveys. This survey report was taken after the end of the odd and even semester study period T.A. 2024/2025. The results of this survey are expected to make a positive contribution in efforts to improve and develop the quality of education in the Arabic Literature Study Program to produce graduates who are competent and ready to face the industrial world and the world of work.

Hopefully this student satisfaction survey report can provide good and sustainable benefits for the development of the quality of education in the Arabic Literature Education Study Program, Faculty of Humanities, Universitas Sumatera Utara.

That's all this foreword is delivered and thank you.

Medan, July 18, 2025

Head of Arabic Literature Study Program

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## SUMMARY

The student satisfaction survey on the learning process in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara Academic Year 2024/2025 was carried out to measure and analyze the level of student satisfaction with four main aspects, namely (1) evaluation of teaching lecturers, (2) satisfaction with the educational process, (3) evaluation of student learning load, and (4) evaluation of final project supervisors. The survey was conducted online through the university's official academic website at the end of the Odd and Even Semester 2024/2025, using a multiple-choice questionnaire instrument with a rating scale of 1-4. Analysis was conducted quantitatively and qualitatively to obtain a comprehensive picture of the quality of learning and academic services.

The survey results on the evaluation aspect of teaching lecturers show a high average score, which is 3.72 in Odd Semester and 3.70 in Even Semester (4.00 scale). However, there was variation in scores between lecturers, with some scoring below the average. Lecturers with high teaching loads were able to maintain quality, while low teaching loads did not always result in high scores, indicating pedagogical competence and effectiveness of teaching methods as dominant factors.

On the aspect of student satisfaction with the educational process, the Odd Semester recorded a positive assessment with a predominance of "satisfied" and "very satisfied" categories, especially on the indicators of service certainty and concern for students. However, even semester experienced a significant decline, marked by the dominance of low scores on almost all indicators, especially related to service reliability and responsiveness. This finding indicates the need to improve service consistency through excellent service training, performance monitoring, and optimization of information technology.

The evaluation aspect of student learning load in both semesters shows a majority of positive assessments of the suitability of material weight, time allocation, and relevance of assignments to learning objectives. However, the even semester recorded a decrease in the number of respondents who gave the highest scores, especially in the indicators of task suitability and task load distribution. This indicates the need to adjust the assignment design to be more proportional and evenly distributed throughout the semester, with coordination between lecturers to avoid the accumulation of deadlines.

In the aspect of evaluation of final project supervisors, most lecturers obtained high scores in both semesters. There was a significant increase in lecturers who previously had low

scores, indicating an improvement in guidance and communication methods. However, fluctuations in the scores of some lecturers indicate challenges in maintaining consistency of guidance. The implementation of a structured mentorship approach, timely provision of constructive feedback, and utilization of digital platforms for monitoring student progress are recommended.

Overall, the survey shows that the quality of learning and academic services of the Arabic Literature Study Program is in the good category, although there are differences in achievements between semesters and between individual lecturers. Some aspects show positive trends, while others require strategic interventions for continuous improvement. The main recommendations include improving the pedagogical competence of lecturers through training and mentoring, optimizing technology-based academic services, rearranging student workloads, and strengthening regular monitoring and evaluation systems. The implementation of regular and participatory satisfaction surveys is expected to be a strategic instrument in maintaining academic quality, increasing student satisfaction, and preparing graduates who are competent and adaptive to the development of the world of work and academia.

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# CHAPTER I

## INTRODUCTION

### A. Background

Higher education is an important milestone in the formation of quality individuals and society. Higher education not only acts as a center for the development of science, but also as a place to build the character, skills, and competencies of graduates that are relevant to the needs of the times. Within this framework, student satisfaction is one of the main pillars of the success of the higher education system. Attention to this aspect is crucial because students are the ones who directly experience the process and results of the educational services provided.

Student satisfaction reflects the extent to which universities are able to meet their expectations in various dimensions, such as the quality of learning, the availability of supporting facilities, administrative services, and the relationship between lecturers and students. A high level of satisfaction indicates the institution's success in providing effective and quality services, while a low level of satisfaction can signal the need for evaluation and improvement. Therefore, measuring student satisfaction needs to be done systematically and continuously to ensure the quality of education that is oriented towards the needs of service users.

In the context of the Arabic Literature Study Program, the implementation of student satisfaction surveys has a high urgency. This survey is a means of obtaining direct feedback related to the effectiveness of learning, the relevance of teaching materials, the competence of lecturers, the adequacy of infrastructure, and the suitability of the curriculum with the development of science and the demands of the world of work. Considering that the study of Arabic literature requires a deep understanding of language, literature, and complex cultural intellectual values, the learning process must be designed adaptively and contextually. Student feedback in this case is a key indicator to ensure that learning is not only theoretical, but also applicable and effective.

Student satisfaction surveys also have a strategic function in supporting internal quality assurance systems and implementation in continuous improvement. The data obtained becomes the basis for improving the learning process, strengthening the competence of lecturers, and optimizing supporting facilities. Furthermore, the survey results can be used as strategic planning material for the development of the Arabic Literature Study Program in the long term, so that it is able to compete at the national and international levels. This is in line

with the demands of Outcome-Based Education (OBE) and accreditation standards that require the use of empirical data in every effort to improve the quality of education.

By involving students as the main respondents, this satisfaction survey is expected to be able to describe the actual conditions that occur in the learning environment. The active involvement of students in providing assessments is an important part of an academic culture that is open to evaluation and input. The survey results are not only an evaluative record, but also a foothold in formulating policies, strategies, and development programs that are more targeted. Thus, the student satisfaction survey is not just an administrative procedure, but an important instrument in realizing quality, relevant, and sustainable education in the Arabic Literature Study Program, Faculty of Humanities, Universitas Sumatera Utara.

## **B. Problem Formulation**

1. To what extent is the level of student satisfaction with academic and lecturer services provided by the Arabic Literature Study Program?
2. What aspects of service are considered most suitable and least suitable by students?
3. What factors influence student satisfaction in following the educational process in the Arabic Literature Study Program?
4. What are the suggestions and input 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, facilities and infrastructure, and 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 learning environment that is conducive and responsive to student needs.
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;
2. Student Satisfaction Survey of the Education Process;
3. Student Learning Load Evaluation Survey; and
4. Evaluation Survey of Lecturers Guiding the Final Project.

## **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 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 odd and even semester 2024/2025 Academic Year. Before filling out the questionnaire on the one student page, 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 will be conducted from December 2025 to January 2025 for Odd Semester 2024/2025 and Juny to July 2025 for Even Semester 2024/2025.

#### **B. Data Type and Source**

This survey uses primary data obtained directly from students of the Arabic Literature Study Program through an online questionnaire on each student's account. The data collected includes information regarding student perceptions of teaching lecturer evaluations, student satisfaction with the educational process, evaluation of student learning loads and evaluation of lecturers guiding final assignments. These data will be analyzed to get a comprehensive picture of the learning load experienced by students during the course.

#### **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, 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

The data collection technique in the student satisfaction level survey was conducted online through the page <https://akademik.usu.ac.id/> then the answers obtained were analyzed and discussed the results with tables and diagrams. The scope of this student satisfaction survey includes four aspects, namely 1) Evaluation Survey of Teaching Lecturers, 2) Student Satisfaction Survey of the Educational Process, 3) Student Learning Load Evaluation Survey, and 4) Evaluation Survey of Lecturers Guiding Final Project.

#### 1. Teaching Lecturer Evaluation Survey

##### A. Survey Results of Evaluation of Lecturers Teaching Odd Semester Period 2024/2025

| No | Lecturer                         | Total Class | Total Credits | Lecturer Evaluation Score |
|----|----------------------------------|-------------|---------------|---------------------------|
| 1  | Windi Chaldun                    | 7           | 14            | 3.81                      |
| 2  | Puji Santoso                     | 2           | 4             | 3.84                      |
| 3  | Fatimatuzzahra Nasution          | 6           | 12            | 3.82                      |
| 4  | Zulfan                           | 5           | 10            | 3.75                      |
| 5  | Muhammad Nashi Huddin Ubaidillah | 2           | 4             | 3.79                      |
| 6  | Muhammad Jamil                   | 2           | 4             | 3.72                      |
| 7  | Pujiati                          | 5           | 10            | 3.69                      |
| 8  | Nursukma Suri                    | 6           | 12            | 3.73                      |
| 9  | Rahlina Muskar                   | 5           | 10            | 3.74                      |
| 10 | M. Husnan Lubis                  | 4           | 8             | 3.57                      |
| 11 | Kacar Br. Ginting                | 5           | 10            | 3.58                      |
| 12 | Khairina Nasution                | 4           | 8             | 3.71                      |
| 13 | Fauziah                          | 4           | 8             | 3.63                      |
| 14 | Rahimah                          | 5           | 10            | 3.74                      |
| 15 | Khairawati                       | 5           | 10            | 3.68                      |
| 16 | Andi Pratama Lubis               | 5           | 10            | 3.79                      |
| 17 | Masna Meisaroh Nasution          | 1           | 3             | 3.67                      |

|    |                |   |   |      |
|----|----------------|---|---|------|
| 18 | Mahmud Khudri  | 4 | 8 | 3.65 |
| 19 | Ema Sri Rezeki | 1 | 3 | 3.76 |

### B. Survey Results of Evaluation of Lecturers Teaching Even Semester Period

2024/2025

| No | Lecturer                | Total Class | Total Credits | Lecturer Evaluation Score |
|----|-------------------------|-------------|---------------|---------------------------|
| 1  | Windi Chaldun           | 5           | 10            | 3.81                      |
| 2  | Fatimatuzzahra Nasution | 4           | 8             | 3.69                      |
| 3  | Zulfan                  | 5           | 10            | 3.77                      |
| 4  | Pujiati                 | 3           | 6             | 3.69                      |
| 5  | Nursukma Suri           | 8           | 16            | 3.74                      |
| 6  | Rahlina Muskar          | 4           | 8             | 3.72                      |
| 7  | M. Husnan Lubis         | 3           | 6             | 3.51                      |
| 8  | Kacar Br. Ginting       | 4           | 8             | 3.51                      |
| 9  | Fauziah                 | 3           | 6             | 3.61                      |
| 10 | Rahimah                 | 4           | 8             | 3.74                      |
| 11 | Khairina Nasution       | 4           | 8             | 3.76                      |
| 12 | Khairawati              | 3           | 6             | 3.70                      |
| 13 | Andi Pratama Lubis      | 3           | 6             | 3.85                      |

### C. Discussion

Based on the results of the analysis of student satisfaction surveys on the learning process, especially in the teaching decon evaluation survey section in the Arabic Literature Study Program in the 2024/2025 Odd Semester period, an average score of 3.72 on a 4.00 scale was obtained. This figure shows a relatively high level of satisfaction, although there are still variations between lecturers. The narrow range of values with a standard deviation of 0.077 indicates that the quality of learning between lecturers is generally perceived uniformly by students. The highest score was achieved by Puji Santoso with a score of 3.84 (4 credits), while the lowest score was obtained by M. Husnan Lubis with a score of 3.57 (8 credits). The trend is that lecturers with low to medium load (3-4 credits) tend to score high, while those with medium load (8 credits) have the lowest average. Interestingly, the highest

load (14 credits) actually obtained a high average, which indicates the effectiveness of learning management strategies despite the large teaching load.

In the even semester period of 2024/2025, the average score slightly decreased to 3.70 on a 4.00 scale with a larger range of standard deviation values than the previous semester period, namely 0.103. This is not a significant problem because the number of lecturers and courses in the Even Semester 2024/2025 is less than the number of lecturers and courses in the previous semester. This figure indicates that the difference in quality between lecturers is more pronounced. The highest score was obtained by Andi Pratama Lubis with a score of 3.85 (6 credits), while the lowest score was again achieved by M. Husnan Lubis with a score of 3.51 (6 credits). The distribution of scores by SKS load shows the highest average at

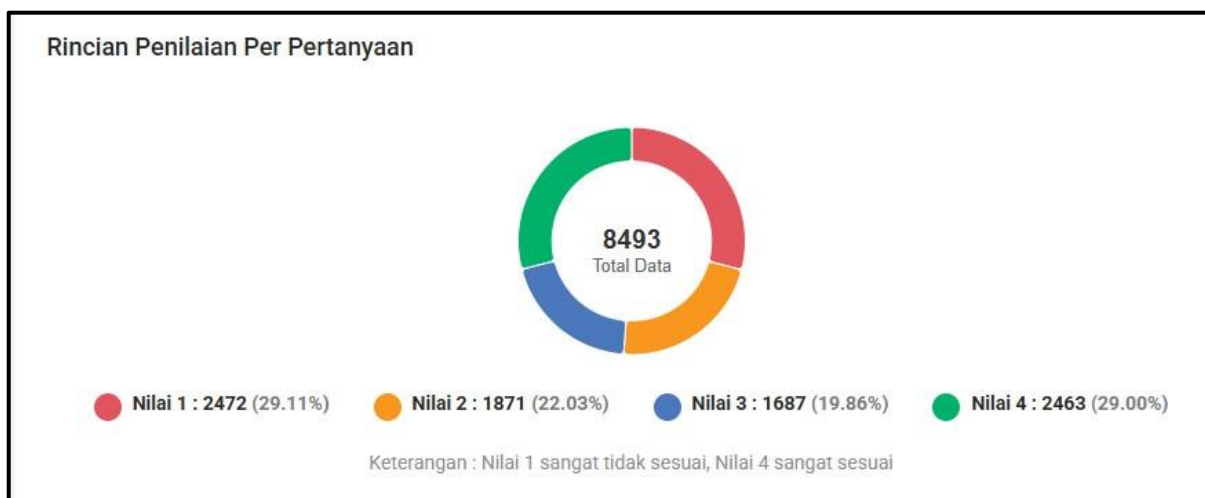
10 SKS, followed by 16 SKS, while loads of 6-8 SKS tend to produce the lowest scores. This finding suggests that teaching load does not consistently correlate with learning quality, with pedagogical competence, method effectiveness, and lecturer-student interaction being more dominant factors.

Both semester periods show a general pattern that the relationship between the number of classes or credits and the level of student satisfaction is not linear. Lecturers with high teaching loads can still achieve high scores if they have effective learning management skills and teaching strategies. This can be seen in some lecturers who are able to maintain quality despite the relatively large number of classes and credits. Conversely, a low teaching load does not guarantee a high score if it is not accompanied by the quality of material delivery and optimal interaction.

Based on these results, recommendations for improvement are directed at specific coaching for lecturers who score below average, focusing on indicators that are weaknesses in the teaching lecturer evaluation survey. Lecturers with high scores need to be optimized as best practice models to share effective teaching strategies. In addition, further analysis per evaluation indicator is recommended to identify the aspects that most influence student satisfaction, so that it can be the basis for formulating strategies for continuous improvement of learning quality in the future.

2. Survey of Student Satisfaction with the Education Process

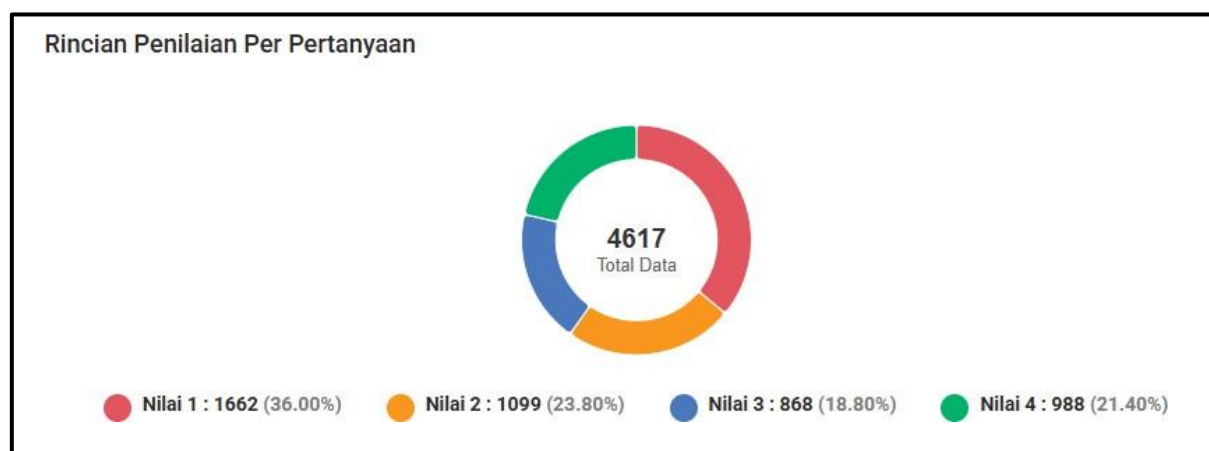
A. Survey Results Odd Semester Period 2024/2025



| No                            | Question                                                                                      | Score 1 | Score 2 | Score 3 | Score 4 |
|-------------------------------|-----------------------------------------------------------------------------------------------|---------|---------|---------|---------|
| <b>A. Lecturer</b>            |                                                                                               |         |         |         |         |
| 1                             | Reliability and ability of lecturers in providing services to students.                       | 146     | 83      | 88      | 130     |
| 2                             | Responsiveness of lecturers in helping students and providing services quickly.               | 131     | 96      | 93      | 127     |
| 3                             | Certainty that lecturer services are in accordance with the provisions.                       | 129     | 101     | 89      | 128     |
| 4                             | The concern of the lecturer manager in giving attention to students.                          | 131     | 95      | 89      | 132     |
| <b>B. Education Personnel</b> |                                                                                               |         |         |         |         |
| 1                             | Reliability and ability of education personnel in providing services to students.             | 123     | 103     | 90      | 131     |
| 2                             | The responsiveness of education personnel in helping students and providing services quickly. | 122     | 101     | 96      | 128     |
| 3                             | Certainty that education personnel services are in accordance with the provisions.            | 123     | 104     | 91      | 129     |

|                                 |                                                                                                 |     |     |    |     |
|---------------------------------|-------------------------------------------------------------------------------------------------|-----|-----|----|-----|
| 4                               | The concern of education personnel in giving attention to students.                             | 127 | 98  | 91 | 131 |
| <b>C. Study Program Manager</b> |                                                                                                 |     |     |    |     |
| 1                               | Reliability and ability of study program managers in providing services to students.            | 136 | 96  | 82 | 133 |
| 2                               | The responsiveness of the manager in helping students and providing services quickly.           | 130 | 101 | 87 | 129 |
| 3                               | Certainty that the services of the study program manager are in accordance with the provisions. | 136 | 95  | 77 | 139 |
| 4                               | The concern of the study program manager in giving attention to students.                       | 134 | 94  | 88 | 131 |

#### B. Survey Results Even Semester Period 2024/2025



| No                 | Question                                                                            | Score 1 | Score 2 | Score 3 | Score 4 |
|--------------------|-------------------------------------------------------------------------------------|---------|---------|---------|---------|
| <b>A. Lecturer</b> |                                                                                     |         |         |         |         |
| 1                  | Reliability and ability of lecturers in providing services to students.             | 102     | 44      | 43      | 54      |
| 2                  | The responsiveness of lecturers in helping students and providing services quickly. | 96      | 52      | 44      | 51      |
| 3                  | Certainty that lecturer services are in accordance with the provisions.             | 93      | 55      | 40      | 55      |

|                                 |                                                                                                 |    |    |    |    |
|---------------------------------|-------------------------------------------------------------------------------------------------|----|----|----|----|
| 4                               | The concern of the lecturer manager in giving attention to students.                            | 93 | 53 | 45 | 52 |
| <b>B. Educational Personnel</b> |                                                                                                 |    |    |    |    |
| 1                               | Reliability and ability of education personnel in providing services to students.               | 88 | 53 | 49 | 53 |
| 2                               | The responsiveness of education personnel in helping students and providing services quickly.   | 87 | 59 | 42 | 55 |
| 3                               | Certainty that education personnel services are in accordance with the provisions.              | 86 | 59 | 45 | 53 |
| 4                               | The concern of education personnel in giving attention to students.                             | 82 | 61 | 47 | 53 |
| <b>C. Study Program Manager</b> |                                                                                                 |    |    |    |    |
| 1                               | Reliability and ability of study program managers in providing services to students.            | 98 | 54 | 41 | 50 |
| 2                               | The responsiveness of the manager in helping students and providing services quickly.           | 93 | 58 | 40 | 52 |
| 3                               | Certainty that the services of the study program manager are in accordance with the provisions. | 95 | 55 | 39 | 54 |
| 4                               | The concern of the study program manager in giving attention to students.                       | 92 | 56 | 42 | 53 |

### C. Discussion

Based on the results of the analysis of student satisfaction survey data in the 2024/2025 Odd Semester period, the quality of academic services provided by lecturers, education personnel, and study program managers shows a relatively positive assessment trend. This can be seen from the dominance of the 3 and 4 value categories in most indicators, especially in the aspects of service certainty according to the provisions and concern for

students. For example, on the indicator of "concern for study program managers" 131 respondents gave a score of 4, while on "certainty of service according to the provisions" by study program managers, 139 respondents gave a score of 4. Nevertheless, there is still a proportion of scores 1 and 2 in all aspects, which indicates that there is room for improvement in response speed and service reliability, especially in indicators related to responsiveness.

Entering the even semester of 2024/2025, there was a significant decrease in the distribution of positive ratings and an increase in the number of respondents who gave low ratings. Almost all indicators in all three aspects show the dominance of the score 1 category. As an illustration, the indicator "lecturer reliability and ability" received 102 respondents at score 1, while "lecturer responsiveness" recorded 96 respondents in the same category. Similar conditions occur for education personnel and study program managers, with the value of 1 dominating, such as in the indicator "reliability and ability of study program managers" (98 respondents). Although there is an assessment of the value 4 category in the range of 50-55 respondents, the proportion is much smaller than in the odd semester, which shows a decrease in student satisfaction perceptions.

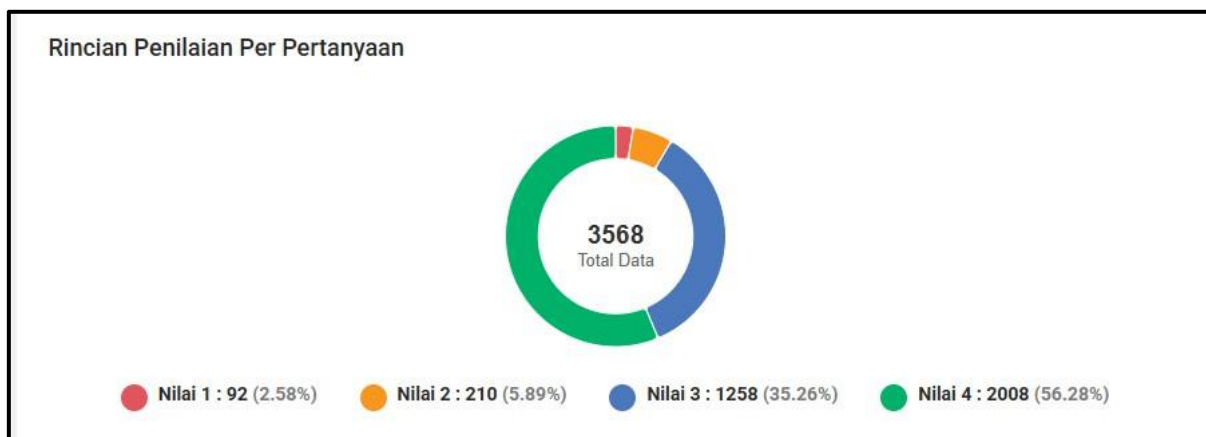
A comparison of the two semesters shows that the Odd Semester 2024/2025 has a better satisfaction trend than the Even Semester 2024/2025. If in odd semesters the high score categories (3 and 4) relatively dominate and reflect student appreciation of academic services, then in even semesters there is a shift towards the dominance of low ratings (score 1). This change may indicate the presence of factors that affect service quality, such as increased workload, decreased consistency in the application of procedures, or decreased intensity of interaction between students and service providers.

Overall, these findings confirm the importance of continuous evaluation of the quality of academic services in each semester. The significant decline in the Even Semester 2024/2025 indicates the need for a targeted improvement strategy, especially in the aspects of reliability, responsiveness, and procedural certainty. Improvement efforts can be made through excellent service training for lecturers, education personnel, and study program managers, optimizing technology-based service systems to speed up responses, and strengthening performance monitoring mechanisms so that service quality is consistently maintained throughout the academic year. For the future, it is suggested that these related parties can conduct regular feedback with students to identify problems early, implement a reward system for lecturers and education personnel who perform well, and integrate student satisfaction indicators into annual performance appraisals. With this, it is hoped that the quality of academic services can improve continuously and be able to maintain student

confidence in the education process in the Arabic Literature Study Program.

### 3. Student Learning Load Evaluation Survey

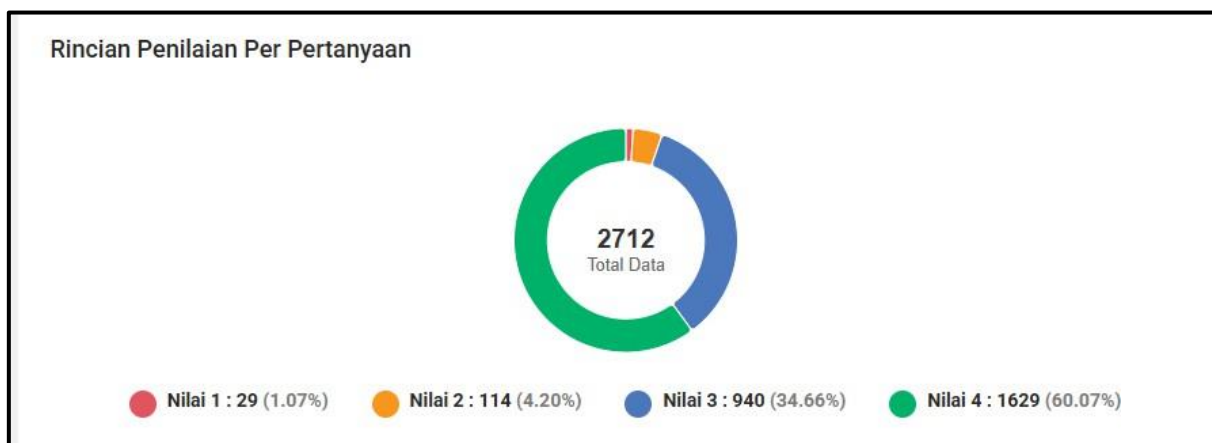
#### A. Survey Results Odd Semester Period 2024/2025



| No | Question                                                                                                                                                                                           | Score 1 | Score 2 | Score 3 | Score 4 |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
| 1  | The weight of the lecture/practicum material provided is in accordance with the number of credits of this course.                                                                                  | 13      | 18      | 147     | 268     |
| 2  | The SKS weight of the course is sufficient to achieve the learning objectives                                                                                                                      | 12      | 23      | 145     | 266     |
| 3  | The allocation of face-to-face time / practicum, studio practice / workshop practice / field practice / work practice / each week is sufficient to achieve the learning objectives of this course. | 16      | 26      | 160     | 244     |
| 4  | Time for independent work (reading course materials, searching for additional information needed, etc.) in accordance with the SKS load of this course                                             | 9       | 31      | 158     | 248     |
| 5  | The time allocation given for doing assignments/quizzes/exams etc. throughout the semester is sufficient and helps students to understand the material                                             | 10      | 27      | 169     | 240     |

|   |                                                                                                                                |    |    |     |     |
|---|--------------------------------------------------------------------------------------------------------------------------------|----|----|-----|-----|
|   | and achieve the learning objectives of this course.                                                                            |    |    |     |     |
| 6 | The assignments given are in accordance with the lecture material of this course.                                              | 11 | 25 | 155 | 255 |
| 7 | The assignment load given is in accordance with the learning objectives to be achieved in this course.                         | 9  | 28 | 162 | 247 |
| 8 | The quizzes/exams etc. throughout the semester still allow you to do other activities (daily activities/ recreation/ hobbies). | 12 | 32 | 162 | 240 |

#### B. Survey Results Even Semester Period 2024/2025



| No | Question                                                                                                                                                       | Score 1 | Score 2 | Score 3 | Score 4 |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
| 1  | The weight of the lecture/practicum material provided is in accordance with the number of credits of this course.                                              | 5       | 11      | 110     | 212     |
| 2  | The SKS weight of the course is sufficient to achieve the learning objectives                                                                                  | 4       | 11      | 116     | 207     |
| 3  | The allocation of face-to-face time / practicum, studio practice / workshop practice / field practice / work practice / each week is sufficient to achieve the | 3       | 16      | 117     | 202     |

|   |                                                                                                                                                                                                            |   |    |     |     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|-----|-----|
|   | learning objectives of this course.                                                                                                                                                                        |   |    |     |     |
| 4 | Time for independent work (reading course materials, searching for additional information needed, etc.) in accordance with the SKS load of this course                                                     | 3 | 19 | 118 | 198 |
| 5 | The time allocation given for doing assignments/quizzes/exams etc. throughout the semester is sufficient and helps students to understand the material and achieve the learning objectives of this course. | 3 | 16 | 119 | 200 |
| 6 | The assignments given are in accordance with the lecture material of this course.                                                                                                                          | 3 | 13 | 121 | 201 |
| 7 | The assignment load given is in accordance with the learning objectives to be achieved in this course.                                                                                                     | 3 | 16 | 117 | 202 |
| 8 | The quizzes/exams etc. throughout the semester still allow you to do other activities (daily activities/ recreation/ hobbies).                                                                             | 5 | 12 | 120 | 201 |

### C. Discussion

Based on the results of the student learning load evaluation survey in the 2024/2025 Odd Semester period, the majority of students gave a positive assessment with the dominance of grades 3 and 4 on all indicators. The percentage of value 4 is quite high, for example in the indicator "The weight of the course material is in accordance with the number of credits" which reached 268 respondents and "The task load is in accordance with the learning objectives" with 247 respondents. This shows that students generally assess the weight of the material, the allocation of face-to-face time, and the assignment load given have been proportional to the number of credits and support the achievement of learning objectives. However, there are still respondents who gave scores of 1 and 2, indicating the need for improvement in the aspect of aligning the load of independent assignments with students' ability to manage time.

In the 2024/2025 Even Semester period, the assessment pattern still shows a positive trend with the dominance of grades 3 and 4, but the number of respondents who gave a score of 4 slightly decreased compared to the odd semester. For example, in the indicator "The weight of the course material is in accordance with the number of credits" only 212 respondents gave a score of 4, down from 268 in the previous semester. Similar declines were seen in other indicators such as "Assignments according to lecture material" (from 255 to 201) and "Assignment load according to learning objectives" (from 247 to 202). This decrease may indicate challenges in even semesters, both related to the intensity of the material, time management, and the task load that may be felt heavier by students.

When compared between the two periods, odd semesters tend to show higher levels of satisfaction across all indicators. Factors that may have influenced the decline in even semesters include the variety of courses taken by students, the increased level of difficulty of the material, or a busier academic schedule. However, key indicators such as the appropriateness of the weight of the material with credits, the adequacy of face-to-face time allocation, and the relevance of assignments to learning objectives still received positive ratings from the majority of respondents in both semesters, indicating that in general the learning load has been within reasonable limits.

Based on these findings, recommendations for future improvements include reviewing the design of the task load in even semesters, so as not to significantly reduce student satisfaction. Study program managers can implement a more equitable task distribution system throughout the semester, strengthen coordination between lecturers to avoid deadline accumulation, and provide time management guidelines for students. In addition, periodic evaluation through feedback in the middle of the semester can help detect potential problems earlier, so that improvements can be made responsively without having to wait for the end-of-semester survey results.

#### 4. Evaluation Survey of Lecturers Guiding Final Project

##### A. Survey Results Odd Semester Period 2024/2025

| No | NIP                | Lecturer                     | Total Students Mentored | Lecturer Evaluation Score |
|----|--------------------|------------------------------|-------------------------|---------------------------|
| 1  | 196104111988032004 | Dr. Rahimah M.Ag             | 1                       | 4.00                      |
| 2  | 196005041987031005 | Drs. Mahmud Khudri M.Hum.    | 2                       | 3.50                      |
| 3  | 198107112019081001 | Dr. Windi Chaldun Lc., M.Hum | 2                       | 4.00                      |

|   |                    |                                           |   |      |
|---|--------------------|-------------------------------------------|---|------|
| 4 | 198502122015041001 | Andi Pratama Lubis S.S., M.Hum.           | 3 | 3.93 |
| 5 | 198712062017062001 | Dr. Fatimatuzzahra Nasution S.S.,<br>M.Si | 2 | 4.00 |
| 6 | 196405041990032002 | Dra. Kacar Br. Ginting M.Ag               | 5 | 3.76 |
| 7 | 198601182019101001 | Dr. Zulfan S.S., M.Hum.                   | 1 | 4.00 |
| 8 | 196211041987032002 | Prof. Dr. Khairina Nasution MS            | 3 | 2.69 |
| 9 | 196111161987032006 | Dra. Rahlina Muskar M.Hum.,Ph.D           | 1 | 1.00 |

#### B. Survey Results Even Semester Period 2024/2025

| No | NIP                | Lecturer                              | Total Students Mentored | Lecturer Evaluation Score |
|----|--------------------|---------------------------------------|-------------------------|---------------------------|
| 1  | 196104111988032004 | Dr. Rahimah M.Ag                      | 2                       | 3.75                      |
| 2  | 196501121990032001 | Dra. Fauziah MA.                      | 1                       | 3.93                      |
| 3  | 196111161987032006 | Dra. Rahlina Muskar M.Hum.,Ph.D       | 1                       | 4.00                      |
| 4  | 198601182019101001 | Dr. Zulfan S.S., M.Hum.               | 2                       | 4.00                      |
| 5  | 196211041987032002 | Prof. Dr. Khairina Nasution MS        | 3                       | 4.00                      |
| 6  | 196312251987032018 | Prof. Dr. Dra. Nursukma Suri<br>M.Ag. | 2                       | 3.54                      |
| 7  | 196405041990032002 | Dra. Kacar Br. Ginting M.Ag           | 3                       | 3.43                      |
| 8  | 196201161987031003 | Prof. M. Husnan Lubis MA, Ph.D.       | 1                       | 4.00                      |
| 9  | 198502122015041001 | Andi Pratama Lubis S.S., M.Hum.       | 1                       | 4.00                      |

#### C. Discussion

The survey results for the 2024/2025 Odd Semester period show variations in student satisfaction levels with the performance of final project supervisors. Most lecturers obtained high evaluation scores, namely in the range of 3.76 to 4.00, such as Dr. Rahimah M.Ag, Dr. Windi Chaldun Lc., M.Hum, Dr. Fatimatuzzahra Nasution S.S., M.Si, and Dr. Zulfan S.S., M.Hum. However, there are also lecturers with moderate to low evaluation scores, such as Prof. Dr. Khairina Nasution MS (2.69) and Dra. Rahlina Muskar M.Hum., Ph.D (1.00), which indicates the need for special attention to mentoring strategies, communication, and academic support to students.

In the 2024/2025 Even Semester period, the survey results generally showed an improvement in supervisor performance. Most lecturers obtained high scores close to the

maximum (3.75-4.00), including lecturers who in the previous semester had lower scores such as Prof. Dr. Khairina Nasution MS who increased to 4.00, and Dra. Rahlina Muskar M.Hum., Ph.D who increased significantly to 4.00. However, there was also a decrease in the scores of some lecturers, such as Dra. Kacar Br. Ginting M.Ag who dropped from 3.76 to 3.43, and Andi Pratama Lubis S.S., M.Hum who decreased the number of students he mentored although his score remained high.

The comparison of the two periods shows a general improvement trend, especially for lecturers who previously had low scores. This indicates a possible improvement in the method of guidance or communication by lecturers, as well as an increase in the quality of interaction with students. However, fluctuations in the scores of some lecturers indicate that consistency in mentoring performance is still a challenge that needs to be addressed, especially in relation to time management, discipline in mentoring meetings, and responsiveness to student progress.

Based on these findings, it is recommended that final project supervisors make improvements, especially in terms of applying effective guidance approaches, providing constructive feedback, and utilizing technology. The study program also provides advice and recommendations to lecturers to actively participate in activities or discussion forums for Arabic literature lecturers between universities. In addition, a digital-based guidance monitoring system can help ensure consistency in the quality of student final project guidance.

## **CHAPTER IV**

### **CLOSING**

#### **A. Conclusion**

Based on the results of the analysis and discussion of the student satisfaction survey of the Arabic Literature Study Program for the 2024/2025 Academic Year, it can be concluded that the quality of learning, academic services, learning load, and final project guidance are generally in the good category, but there are still several aspects that need special attention for future improvement.

In the aspect of Evaluation of Teaching Lecturers, the level of student satisfaction is high in both semesters, with an average score of 3.72 in Odd Semester and 3.70 in Even Semester from a scale of 4.00. Some lecturers with high teaching loads have proven to be able to maintain the quality of learning. However, there are still lecturers who score below the average, indicating a difference in quality between lecturers. For this reason, specific coaching and mentoring is needed for lecturers with low scores, as well as the utilization of outstanding lecturers as models to share effective teaching strategies.

In the aspect of Student Satisfaction with the Educational Process, the Odd Semester showed positive results with the dominance of high ratings on indicators of procedural certainty and concern for students. However, in the Even Semester there was a significant decline with the dominance of low ratings on almost all indicators, especially service reliability and responsiveness. This condition requires follow-up in the form of excellent service training for all academic executive elements, implementation of a regular performance monitoring system, and optimization of the use of technology to accelerate service response.

In the Evaluation of Student Learning Load, the majority of respondents assessed that the material weight, face-to-face time allocation, and assignment load were in accordance with the number of credits and supported the achievement of learning objectives. However, in the even semester there was a decrease in the number of respondents who gave the highest assessment, especially regarding the suitability of the assignment with the material and the distribution of the assignment load. Therefore, it is necessary to review the design of the task load, arrange a more even distribution throughout the semester, and increase coordination between lecturers to avoid accumulation of deadlines.

In the aspect of Evaluation of Lecturers Guiding Final Projects, most lecturers obtained high scores with a significant increase in lecturers who previously had low scores.

However, there are still fluctuations in the scores of some lecturers, including cases of very low scores in the Odd Semester. To improve the quality of mentorship, it is necessary to implement a more structured approach, provide constructive feedback, utilize digital platforms for monitoring the mentorship process, and actively participate in cross-university academic forums.

Overall, although the survey showed good achievements on various aspects, improvement efforts are still needed to maintain and increase student satisfaction. Strategic steps such as mid-semester evaluations, continuous training, strengthening the monitoring system, and improving coordination between stakeholders are key in ensuring consistent quality of academic services in the Arabic Literature Study Program.

## **B. Suggestions**

Based on the results of the student satisfaction survey and the findings that have been discussed, there are several suggestions that can be used as a reference in efforts to improve the quality of learning, academic services, learning load, and final project guidance in the Arabic Literature Study Program.

1. In the learning aspect, it is necessary to improve the pedagogical competence of lecturers through training in innovative teaching methods, workshops on active learning strategies, and sharing best practices between lecturers. Lecturers who score below the average need intensive assistance, while lecturers with high scores can be used as models or mentors in developing effective teaching strategies.
2. In terms of academic services, it is necessary to optimize the reliability and responsiveness of all academic implementing elements, both lecturers, education staff, and study program managers. This can be achieved through excellent service training, consistent application of standard operating procedures (SOPs), and the use of technology to accelerate service response. Monitoring of service performance should be carried out regularly so that quality is maintained throughout the semester.
3. Regarding the student learning load, it is recommended that the design of the task load be arranged more proportionally, with an even distribution throughout the semester. Coordination between lecturers needs to be strengthened to avoid the accumulation of assignment and exam deadlines. In addition, providing time management guidelines for students can help them balance academic and non-academic activities effectively.

4. In the aspect of final project guidance, a more structured and consistent guidance approach needs to be implemented. Supervisors are expected to provide constructive feedback in a timely manner, utilize digital platforms to monitor student progress, and actively participate in cross-university academic forums or discussions to improve their insights and guidance skills.
5. The Study Program is advised to conduct regular student satisfaction evaluations, including in the middle of the semester, as an early detection step for potential problems. A two-way feedback mechanism between students and study program managers needs to be facilitated so that any problems can be identified and addressed immediately. Thus, it is expected that the quality of academic services can be improved continuously and student satisfaction is maintained at an optimal level.