

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



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PREFACE

All praise is due to Almighty God, whose grace and blessings have enabled the completion of this Student Satisfaction Survey Report for the Mandarin Studies Program. This report has been prepared as an evaluative measure of students' learning experiences, particularly regarding study workload, academic services, and the overall quality of the learning process provided by the Program.

The preparation of this survey report aims to determine the extent of student satisfaction across various aspects of educational services, as well as to identify strengths and weaknesses that require improvement. Through this survey, it is expected that the Mandarin Studies Program will receive objective feedback from students as the primary respondents, thereby providing a basis for curriculum development, teaching method enhancement, and continuous improvement of academic services in the future.

The completion of this report would not have been possible without the contributions of many parties. Therefore, the authors would like to express sincere gratitude to all Mandarin Studies students who participated in completing the survey questionnaire, as well as to the program administrators who provided full support for the implementation of this activity.

Finally, the authors acknowledge that this report may still contain certain limitations. Constructive feedback and suggestions are therefore highly welcomed to ensure its improvement in the future. It is hoped that this survey report will contribute meaningfully to enhancing the quality of education within the Mandarin Studies Program.

SUMMARY

The Student Satisfaction Survey on the educational process within the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, provides a comprehensive overview of the quality of teaching, study workload, academic services, infrastructure, and the role of lecturers in teaching and supervising final theses.

Overall, the survey results indicate that student satisfaction levels fall within the “appropriate” to “very appropriate” categories, although certain aspects still require improvement to further optimize educational quality.

In terms of teaching evaluation, lecturers received average scores ranging from 3.71 to 3.85. This reflects that students perceive lecturers as having delivered effective teaching, mastered the subject matter, applied relevant instructional methods, and provided opportunities for active student participation. Nevertheless, the findings highlight the need for improvement in providing timely feedback and diversifying teaching approaches to maximize learning outcomes.

The survey on students’ workload evaluation produced an average score of 3.56, indicating that the weight of course content, allocation of class hours, and assignment load were considered proportional and supportive of the learning objectives. Assignments were deemed relevant to course materials and manageable in balance with other student activities.

Contrastingly, the survey on educational services received comparatively lower scores, ranging from 2.51 to 2.54. This includes assessments of lecturers, administrative staff, program administrators, facilities, and faculty-level services. Students expressed that aspects such as responsiveness, reliability, service consistency, and infrastructure quality need significant improvement to better align with their academic needs.

In relation to thesis supervision, supervising lecturers scored between 3.68 and 3.82 on average. Students appreciated the structured guidance, systematic feedback, and supportive

discussions provided by supervisors. Nonetheless, further improvements in consistency of supervision and promptness of feedback remain necessary.

In summary, the survey findings suggest that the quality of education within the Mandarin Studies Program has been maintained at a satisfactory level, particularly regarding teaching and supervision. However, academic services and infrastructure remain key challenges requiring urgent attention.

To follow up, improvements in educational services must focus on enhancing the professionalism of administrative staff and program management, upgrading learning facilities, and adopting more innovative teaching methods. With these measures, it is expected that student satisfaction will continue to increase, enabling the program to achieve its academic objectives more effectively.

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CHAPTER I

INTRODUCTION

A. Background

As a higher education institution, the university bears the primary responsibility of organizing quality learning processes and producing competent graduates. To achieve this objective, it is crucial to evaluate the quality of educational services, the teaching performance of lecturers, and the workload of students. Such evaluation not only serves as a form of accountability to students and the wider community, but also functions as a reflective mechanism for continuous improvement in order to enhance the quality of learning.

Student satisfaction is one of the key indicators in assessing the quality of educational services in higher education. A high level of satisfaction indicates that the institution has succeeded in meeting students' expectations in various aspects, such as the learning process, supporting facilities, administrative services, and student–lecturer relations. As part of ongoing efforts to improve the quality of education and services, student satisfaction surveys must be conducted regularly. The results of these surveys not only serve as a basis for internal evaluation but also provide strategic insights for institutional development in the future.

The Mandarin Studies Program of the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), as an academic unit focusing on language, literature, and cultural studies, routinely conducts student satisfaction surveys. These surveys cover several key aspects, including lecturer teaching evaluations, student satisfaction with educational services (administrative staff, program administrators, facilities, and faculty-level services), and evaluations of student workload. The survey is designed to provide a comprehensive overview of student perceptions regarding the quality of educational services provided.

B. Problem Statements

1. To what extent are students satisfied with the academic services and teaching quality provided by the Mandarin Studies Program?

2. Which aspects of the services are perceived as most appropriate and least appropriate by students?
3. What factors influence student satisfaction in the educational process within the Mandarin Studies Program?
4. What suggestions and feedback from students can be utilized to improve future services?

C. Objectives

1. To measure the level of student satisfaction with various academic and non-academic services provided by the Mandarin Studies Program.
2. To identify strengths and weaknesses in the delivery of educational services, including teaching and learning processes, facilities, and administrative services.
3. To provide objective data and information as a basis for decision-making and the formulation of strategies to improve the quality of educational services.
4. To accommodate student aspirations and feedback as part of ongoing evaluation, with the goal of creating a learning environment that is conducive and responsive to student needs.
5. To support accreditation processes and internal quality assurance by providing relevant evidence concerning student satisfaction.

D. Scope

The scope of the student satisfaction survey includes:

1. Lecturer Teaching Evaluation Survey
2. Student Satisfaction with the Educational Process

3. Student Workload Evaluation Survey
4. Final Thesis Supervision Evaluation Survey

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

The student satisfaction survey was conducted to collect relevant data and information regarding students' learning experiences in the Mandarin Studies Program. The survey was administered online through the *Satu Mahasiswa* platform and consisted of several stages, including planning, implementation, data processing, and result presentation.

The survey was carried out at the end of the semester and involved all students of the program as respondents. Before completing the questionnaire, students were provided with an explanation of the survey objectives, instructions for completion, and the importance of their contribution in providing accurate feedback.

The results of the survey were analyzed both quantitatively and qualitatively to obtain a clear overview of students' academic workload. These findings serve as a basis for curriculum development and the improvement of teaching methods in the future. The survey was conducted over the course of one semester (Academic Year 2021–2022, Even Semester) with the expectation of generating valid and comprehensive data to support the continuous improvement of educational quality in the Mandarin Studies Program.

B. Types and Sources of Data

The survey employed primary data collected directly from Mandarin Studies students through online questionnaires. The data covered students' perceptions of lecturer teaching evaluations, satisfaction with the educational process, workload assessments, and thesis supervision evaluations. These data were subsequently analyzed to provide a comprehensive picture of the workload experienced by students throughout their coursework.

C. Response Format

Each survey item was presented in the form of multiple-choice questions. The response options were designed qualitatively to reflect the perceived quality of service, ranging from

Highly Inappropriate/Highly Dissatisfied to Highly Appropriate/Highly Satisfied. Responses were divided into four categories, each assigned a perception value:

1. **Highly Inappropriate / Highly Dissatisfied** – score 1
2. **Inappropriate / Dissatisfied** – score 2
3. **Appropriate / Satisfied** – score 3
4. **Highly Appropriate / Highly Satisfied** – score 4

D. Data Analysis

The data collected from the questionnaires were analyzed both quantitatively and qualitatively. Quantitative analysis involved calculating the frequency and percentage of each response to capture a general picture of student perceptions regarding workload. Descriptive statistical methods were also applied to assess lecturer teaching performance, thesis supervision, student satisfaction with the educational process, and academic workload.

Qualitative analysis was conducted on students' open-ended responses to gain deeper insights into the factors influencing their experiences. These findings were used to formulate recommendations for improving educational services and teaching practices in the Mandarin Studies Program.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the findings obtained from the academic survey platform (*survei akademik.usu.ac.id*), followed by analysis and discussion. Tables and diagrams are provided to support the results.

1. Lecturer Teaching Evaluation Survey

NO	Lecturer	Total Classes	Total Credits (SKS)	Evaluation Score
1	Vivi Adryani Nasution	8	16	3.83
2	T. Kasa Rullah Adha	8	16	3.84
3	Jessy	5	10	3.72
4	Intan Erwani	5	10	3.85
5	Julina	5	10	3.71
6	Niza Ayuningtias	8	16	3.80

Based on the Lecturer Teaching Evaluation Survey conducted in the Mandarin Studies Program, FIB USU, the results provide an overall picture of the quality of instruction delivered by six lecturers. The average scores indicate that lecturers have generally carried out the teaching process effectively, according to the 35 indicators measured in the questionnaire.

The scale of measurement ranged from *Highly Inappropriate* to *Highly Appropriate*, and the results fall between 3.71 and 3.85, corresponding to the category of *Appropriate* to nearly *Highly Appropriate*.

In detail, **Intan Erwani** achieved the highest score (3.85), suggesting that students perceived her as a lecturer who explains materials clearly, demonstrates mastery of current issues in the

field, and fosters a conducive learning atmosphere. She is followed by **T. Kasa Rullah Adha** (3.84), whose teaching methods, opportunities for student participation, and consistency in assessment were highly appreciated.

Vivi Adryani Nasution scored 3.83, reflecting students' perception of her effectiveness in explaining materials, providing clear teaching resources, and showing concern for students' academic needs. **Niza Ayuningtias** (3.80) was also evaluated positively, particularly in her mastery of subject matter, use of instructional media, and openness to feedback.

Meanwhile, **Jessy** (3.72) and **Julina** (3.71) received the lowest scores, though both still fall into the *Appropriate* category. These results highlight areas for improvement, particularly in providing more constructive feedback, diversifying teaching strategies, and enhancing responsiveness to student needs.

Overall, the survey indicates that all six lecturers performed well, with average scores consistently above 3.7. This suggests that students are satisfied with the teaching process, reflecting positively on the quality of education in the Mandarin Studies Program.

2. Student Satisfaction with the Educational Process

The survey results provide an overview of students' satisfaction with various aspects of educational services, including lecturer performance, administrative staff, program administrators, facilities, and faculty-level services.

The average scores ranged from **2.51 to 2.54**, placing them between the categories of *Inappropriate* and *Appropriate*. Although these services have not yet reached an optimal standard, the scores suggest partial alignment with students' expectations.

- **Lecturers:** average score **2.52** – students indicated a need for improvement in responsiveness, attentiveness, and consistency in academic service delivery.
- **Administrative staff:** average score **2.54** – the highest within this category, reflecting relative responsiveness, though improvements in efficiency and professionalism remain necessary.

- **Program administrators:** average score **2.53** – students acknowledged their attentiveness but noted deficiencies in service speed, responsiveness, and consistency.
- **Facilities and infrastructure:** average score **2.51** – the lowest among all indicators, highlighting students’ dissatisfaction with the adequacy, accessibility, and quality of facilities.
- **Faculty-level services:** average score **2.54** – showing moderate reliability and attentiveness, though not yet meeting the “Appropriate” category.

In summary, while efforts are evident in supporting the educational process, the overall satisfaction level remains moderate. Substantial improvements are required in responsiveness, service reliability, and infrastructure to better meet student needs.

3. Student Workload Evaluation

The Student Workload Survey produced an average score of **3.56**, which lies between the categories *Appropriate* and *Highly Appropriate*. This indicates that, in general, students perceive their academic workload as well-managed and aligned with learning objectives.

The findings suggest that the weight of course materials and credit allocations were considered balanced, allowing students to achieve learning competencies without feeling excessively burdened. Face-to-face sessions, practicum, studio work, and fieldwork were deemed sufficient. Independent study activities, such as reading and research, were viewed as proportionate to course credits.

Assignments, quizzes, and examinations were also considered relevant to course objectives, contributing significantly to students’ understanding of materials. Importantly, the workload still allowed students to balance academic responsibilities with personal activities.

Overall, the score of 3.56 reflects students’ satisfaction with workload management while indicating room for further refinement.

4. Final Thesis Supervision Evaluation

Table 2. Final Thesis Supervision Evaluation Results – Mandarin Studies Program

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	19900516201704200 1	Vivi Adryani Nasution S.S., MTCSOL	3.79
2	19930608202102200 1	Jessy S.S., MTCSOL	3.68
3	19790511201704200 1	Julina B.A.,M.TCSOL.	3.72
4	19900728201504200 2	Niza Ayuningtias S.S., MTCSOL.	3.82
5	19900625201803100 1	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.80
6	19901121201704200 1	Intan Erwani S.S., M.Hum	3.78

The results indicate average scores between **3.68 and 3.82**, categorizing thesis supervision as *Appropriate* to nearly *Highly Appropriate*.

Niza Ayuningtias achieved the highest score (3.82), reflecting students' appreciation of her systematic guidance, availability for discussions, and timely feedback. **Dr. T. Kasa Rullah**

Adha (3.80) and **Vivi Adryani Nasution** (3.79) were also rated highly for their competence in guiding research topics, methods, and timely completion.

Intan Erwani (3.78) was commended for effective academic communication and attention to both academic and non-academic concerns. **Julina** (3.72) and **Jessy** (3.68) received lower, though still *Appropriate*, scores. Students indicated that improvements in consistency of feedback, supervision intensity, and responsiveness would be beneficial.

Overall, the findings suggest that supervision is effective and supportive, but increased consistency and faster feedback are necessary to enhance the student experience.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the overall findings of the survey conducted in the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that student satisfaction with various aspects of education generally falls within the *Appropriate* to *Highly Appropriate* categories.

The survey, which encompassed teaching evaluations, workload assessments, satisfaction with educational services, and final thesis supervision, indicates that the quality of education delivery is regarded as satisfactory and conducive to achieving learning objectives.

In terms of teaching, the average scores demonstrate that lecturers consistently performed well in delivering instruction, mastering the subject matter, applying suitable methods, and providing opportunities for active participation. Similarly, in terms of workload, students assessed the balance of credit allocations, time management, and assignment relevance as proportional and supportive of competency achievement, though improvements are still possible to align more closely with the *Highly Appropriate* standard.

Meanwhile, the evaluation of educational services—including lecturers, administrative staff, program administrators, facilities, and faculty-level services—produced relatively lower scores compared to teaching and supervision. The average results fall between the *Inappropriate* and *Appropriate* categories, indicating weaknesses in responsiveness, reliability, service consistency, and adequacy of facilities. This highlights the urgent need for infrastructure improvements and service quality enhancement to better meet student needs.

On the other hand, thesis supervision evaluations revealed that supervisors generally carried out their responsibilities effectively, with scores consistently above 3.6. Students acknowledged the helpfulness of supervisors in providing feedback, discussing research methods, and offering consultation, all of which contributed to the smooth completion of their theses.

Overall, the findings indicate that the quality of education in the Mandarin Studies Program has been maintained at a fairly good level, with results approaching the *Highly Appropriate* category. Nevertheless, continuous improvement is still required, particularly in academic services and infrastructure, in order to significantly enhance student satisfaction and ensure that the program's academic goals are achieved optimally.

B. Recommendations

Based on the survey results, several recommendations are proposed to improve the quality of education in the Mandarin Studies Program, FIB USU:

1. Teaching Process

Lecturers are encouraged to further diversify teaching methods, making them more interactive and innovative to actively engage students. The provision of timely and constructive feedback is also essential to help students recognize weaknesses and improve their academic skills more effectively.

2. Student Workload

Although survey results suggest that workloads are generally well-managed, periodic evaluation of the distribution of assignments, quizzes, and exams is needed to prevent excessive burdens. Lecturers should adjust deadlines and workload distribution to maintain balance between academic and non-academic activities.

3. Educational Services

The survey highlighted weaknesses in responsiveness, service consistency, and attentiveness to student needs. Administrative staff and program administrators should improve service quality through better coordination, quicker responses, and adherence to clearer and more consistent academic service standards.

4. Facilities and Infrastructure

Efforts must be made to improve the quality, availability, and accessibility of learning facilities such as classrooms, language laboratories, and digital learning resources. Enhancing infrastructure will greatly support the effectiveness and comfort of the teaching and learning process.

5. Thesis Supervision

Supervisors are advised to maintain consistency in making time available for discussions, providing timely feedback, and accompanying students throughout the research process. Attention to non-academic factors affecting students should also be considered to ensure smoother thesis completion.

In conclusion, the implementation of these recommendations is expected to strengthen the quality of teaching, academic services, and learning facilities. By doing so, the Mandarin Studies Program, FIB USU, will be able to provide a more satisfying learning experience and successfully produce competent, independent, and competitive graduates.