

R E P O R T

STUDENT SATISFACTION SURVEY ON THE LEARNING PROCESS



UNIVERSITY OF SUMATERA UTARA

**MANDARIN LANGUAGE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
MEDAN**

ODD SEMESTER 2021–2022

PREFACE

Praise be to God Almighty, for by His grace and blessings this Student Satisfaction Survey Report of the Mandarin Language Study Program has been successfully completed. This report was prepared as an evaluation of students' learning experiences, particularly concerning study load, academic services, and the quality of the learning process organized by the Study Program.

The preparation of this survey report aims to determine the level of student satisfaction with various aspects of educational services, as well as to identify the strengths and weaknesses that still need improvement. Through this survey, it is expected that the Mandarin Language Study Program will obtain objective input from students as the primary respondents, so that the results can serve as a basis for curriculum development, improvement of teaching methods, and enhancement of academic service quality in the future.

This report could not have been completed without the assistance of many parties. Therefore, the author would like to express sincere gratitude to all students of the Mandarin Language Study Program who participated in completing the survey questionnaire, as well as to the program management for their full support in the implementation of this activity.

Finally, the author is fully aware that this report still has limitations. Therefore, constructive criticism and suggestions are highly welcomed for the improvement of future reports. It is hoped that this survey report will provide valuable benefits and contribute meaningfully to the improvement of educational quality in the Mandarin Language Study Program.

SUMMARY

Based on the results of the Student Satisfaction Survey conducted in the Mandarin Language Study Program, Faculty of Cultural Sciences, University of Sumatera Utara, a comprehensive overview was obtained regarding the quality of the learning process, academic services, and other supporting aspects directly related to students' learning experiences. The survey results indicate that, in general, students provided positive evaluations of lecturers' teaching performance, although certain aspects still require improvement, particularly in academic services and learning facilities.

In the teaching aspect, the average scores of course lecturers ranged from 3.4 to 3.81. These figures indicate that the quality of teaching falls into the "good" category, with tendencies between "appropriate" and "highly appropriate" according to the evaluation indicators. The highest scores were achieved by Vivi Adryani Nasution and Intan Erwani (3.81), followed by T. Kasa Rullah Adha (3.80) and Niza Ayuningtias (3.79). Meanwhile, the lowest score was obtained by Samerdanta Sinulingga (3.4). This variation reflects differences in teaching quality among lecturers, although overall students assessed that lecturers were capable of mastering the material, employing appropriate teaching methods, and addressing students' needs. Nonetheless, the results also emphasize the need for improvements in the effectiveness of learning media, diversity of teaching methods, and the enhancement of classroom interaction.

In contrast to the teaching aspect, the survey on academic and non-academic services showed relatively low averages, ranging between 2.50 and 2.55. In the lecturer aspect, students provided a score of 2.50, indicating a gap between student expectations and the academic services received, particularly in terms of response time and concern for academic issues. Administrative staff received a score of 2.51, while the study program management obtained 2.52, both suggesting that administrative services remain suboptimal in terms of speed, certainty, and responsiveness. Learning facilities were rated 2.53, reflecting that existing infrastructure has not fully supported the effectiveness of teaching and learning. Meanwhile, faculty-level services achieved the highest score of 2.55, though this still falls within the "fair" category and does not yet represent the ideal level of student satisfaction. Overall, these results suggest a significant need for improvement in academic services, administration, and facility management.

The survey on students' academic workload showed an average score of 3.57. This figure indicates that the academic workload is considered appropriate with the assigned credit load (SKS), time allocation, and assignments given. Students perceived the course material as proportional, the time allocation as sufficient, and the assignments as relevant to the learning objectives. This implies that the curriculum structure has been well-designed and supports the achievement of student competencies, although continuous evaluation is still necessary to ensure that workloads remain effective and proportional.

Meanwhile, in the aspect of thesis supervision, the average scores ranged between 3.70 and 3.83, reflecting that the quality of supervision is categorized as good. The highest score was obtained by Niza Ayuningtias (3.83), followed by T. Kasa Rullah Adha (3.82) and Julina B.A. (3.81). The lowest score was given to Jessy (3.70), although still within the "good" category. These results indicate that students generally felt satisfied with the supervision provided, both in terms of clarity of guidance, availability of time, and the alignment of supervision with

research needs. Nevertheless, improvements are still necessary, particularly in maintaining consistency of feedback, timeliness, and attentiveness to challenges faced by students during the thesis-writing process.

Overall, the survey results reflect that the teaching and supervision processes in the Mandarin Language Study Program, Faculty of Cultural Sciences, University of Sumatera Utara, have been conducted well and are in accordance with academic standards. However, academic services, administration, and facilities still require significant improvements to better align with student expectations. With continuous enhancement efforts, the quality of learning, academic services, and administrative support can be consistently improved, thereby increasing overall student satisfaction and supporting the achievement of the educational objectives of the study program.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

A. Background

Higher education institutions, as providers of advanced education, bear the primary responsibility of delivering high-quality learning processes and producing competent graduates. To achieve these objectives, it is essential to conduct evaluations of educational service quality, lecturers' teaching performance, and students' academic workload. Such evaluations not only serve as a form of accountability to students and the wider community but also act as a means of reflection to ensure continuous improvement in enhancing the quality of teaching and learning.

Student satisfaction is one of the key indicators in evaluating the quality of educational services in higher education. A high level of satisfaction reflects the institution's success in meeting students' expectations in various aspects, including the learning process, supporting facilities, administrative services, and lecturer–student interactions. As part of efforts to improve the quality of education and services, student satisfaction surveys need to be conducted regularly. The results of such surveys not only provide a foundation for internal evaluation but also serve as strategic input for the institution's future development.

The Mandarin Language Study Program, Faculty of Cultural Sciences, University of Sumatera Utara (FIB USU), as a program focusing on the development of language, literature, and cultural studies, routinely conducts student satisfaction surveys. These surveys cover several essential aspects, including lecturer teaching evaluations, student satisfaction with the educational process (involving academic staff, study program management, facilities and infrastructure, as well as faculty services), and surveys on students' academic workload. Through these surveys, it is expected that a comprehensive picture of students' perceptions of the educational services provided can be obtained.

B. Problem Formulation

1. To what extent are students satisfied with the academic services and lecturers' teaching quality provided by the Mandarin Language Study Program?
2. Which aspects of services are perceived by students as most appropriate and least appropriate?
3. What factors influence student satisfaction in the learning process within the Mandarin Language Study Program?
4. What suggestions and feedback do students provide that can be used for improving future services?

C. Objectives

1. To measure the level of student satisfaction with various academic and non-academic services provided by the Mandarin Language Study Program.
2. To identify strengths and weaknesses in the delivery of educational services, both in teaching and learning processes, facilities and infrastructure, as well as administrative services.
3. To provide objective data and information as a basis for decision-making and formulating strategies to enhance the quality of educational services.

4. To accommodate students' aspirations and feedback as part of continuous evaluation in creating a learning environment that is conducive and responsive to students' needs.
5. To support accreditation processes and internal quality assurance by providing relevant evidence related to student satisfaction.

D. Scope of the Study

The scope of the student satisfaction survey includes:

1. Lecturer Teaching Evaluation Survey
2. Student Satisfaction Survey on the Educational Process
3. Student Academic Workload Evaluation Survey
4. Thesis Supervision Evaluation Survey

CHAPTER II

IMPLEMENTATION OF THE SURVEY

A. Implementation

This student satisfaction survey was conducted with the aim of collecting relevant data and information concerning the learning experiences of students in the Mandarin Language Study Program. The survey process was carried out online through the *Satu Mahasiswa* platform and involved several stages, namely planning, implementation, processing, and presentation of results. The survey was administered at the end of the semester with the participation of all students as respondents.

Prior to completing the questionnaire on the *Satu Mahasiswa* platform, students were provided with an explanation regarding the objectives of the survey, the procedures for completing it, as well as 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' learning workload, which in turn could serve as a basis for decision-making related to curriculum development and teaching methods in the future.

This survey was conducted over the course of one semester (Odd Semester, Academic Year 2021–2022) and was expected to provide valid and comprehensive data to support the enhancement of educational quality in the Mandarin Language Study Program.

B. Types and Sources of Data

This survey employed primary data obtained directly from students of the Mandarin Language Study Program through an online questionnaire. The collected data covered student perceptions regarding lecturers' teaching evaluations, student satisfaction with the educational process, evaluations of learning workload, and evaluations of thesis supervision. These data were analyzed to generate a comprehensive overview of the workload experienced by students throughout the course of their studies.

C. Response Format

The design of response options in each questionnaire item was structured as multiple-choice questions. The options reflected qualitative assessments intended to indicate the level of service quality. The scale ranged from *Strongly Inappropriate/Strongly Dissatisfied* to *Strongly Appropriate/Strongly Satisfied*. Responses were divided into four categories, namely:

1. Strongly Inappropriate / Strongly Dissatisfied, assigned a score of 1;
2. Inappropriate / Dissatisfied, assigned a score of 2;
3. Appropriate / Satisfied, assigned a score of 3;
4. Strongly Appropriate / Strongly Satisfied, assigned a score of 4.

D. Data Analysis

The data collected from the questionnaire were analyzed using both quantitative and qualitative approaches. Quantitative analysis was carried out by calculating the frequency and percentage of each response in order to obtain a general overview of students' perceptions of learning workload. In addition, descriptive statistical methods were applied to measure

perceptions of lecturers' teaching performance, thesis supervision, satisfaction with the educational process, and students' workload.

Meanwhile, qualitative analysis was conducted on open-ended responses provided by students, in order to gain deeper insights into the factors influencing their learning experiences. The findings of this analysis were subsequently used as a basis for formulating recommendations to improve services and teaching practices within the Mandarin Language Study Program.

RESULTS OF ANALYSIS AND DISCUSSION

This chapter presents the results of the responses obtained from the academic survey at *survei.akademik.usu.ac.id*, which were subsequently analyzed and discussed. The findings may be complemented with tables and diagrams.

1. Survey on Lecturer Teaching Evaluation

No	Lecturer	Total Classes	Total Credits (SKS)	Evaluation Score
1	Vivi Adryani Nasution	5	10	3.81
2	T. Kasa Rullah Adha	5	10	3.80
3	Jessy	4	8	3.71
4	Intan Erwani	4	8	3.81
5	Julina	5	10	3.73
6	Niza Ayuningtias	5	10	3.79
7	Rudy Sofyan	1	2	3.7
8	Samerdanta Sinulingga	1	2	3.4

Based on the results of the student satisfaction survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), it can be observed that the average scores of lecturers ranged between 3.40 and 3.81. These scores indicate that, in general, the quality of teaching was rated positively by students, falling within the category of “*appropriate*” and approaching “*strongly appropriate*” according to the established evaluation indicators.

The survey covered various aspects related to pedagogical competence, professionalism, and lecturers’ attitudes in supporting the learning process, including mastery of subject matter, use of methods and teaching media, objectivity in assessment, and attentiveness to students.

More specifically, the highest scores were obtained by Vivi Adryani Nasution and Intan Erwani, each with an average of 3.81. This reflects students’ perceptions that these lecturers demonstrated effective classroom management, clear delivery of materials, and academic support aligned with students’ needs. Other lecturers with relatively high scores were T. Kasa Rullah Adha (3.80) and Niza Ayuningtias (3.79), indicating consistent teaching quality in delivering content, providing assignments, and creating a conducive classroom atmosphere.

Meanwhile, Jessy (3.71), Julina (3.73), and Rudy Sofyan (3.70) received slightly lower scores, though still within the “*appropriate*” category. These results suggest that students recognized areas for improvement, such as responsiveness to student needs or variations in teaching methods. The lowest score was given to Samerdanta Sinulingga (3.40). Although still categorized as “*appropriate*”, this score suggests a need to enhance effectiveness in utilizing teaching media, the quality of assessments, and more intensive interactions with students.

Overall, the survey results demonstrate that the majority of lecturers in the Mandarin Language Study Program have fulfilled their teaching responsibilities well, in accordance with academic standards. Nevertheless, variations in scores across lecturers highlight areas that can be further developed, such as consistency in content delivery, interactive classroom approaches, and greater attentiveness to students’ academic needs. With continuous

improvement, teaching quality is expected to advance further and contribute positively to students' academic development.

2. Survey on Student Satisfaction with the Educational Process

Based on the results of the student satisfaction survey regarding the educational process in the Mandarin Language Study Program, FIB USU, it was found that the average scores across academic and non-academic service aspects ranged between **2.50 and 2.55**. These scores indicate that student perceptions generally fall within the category of "*inappropriate approaching appropriate*", reflecting a need for service quality improvements in several areas.

- **Lecturers (2.50):** Although students acknowledged lecturers' efforts in providing academic services—such as reliability in delivering material, responsiveness to students' needs, and service compliance with regulations—there remains a gap between student expectations and the services received. Students expressed a need for greater attentiveness to academic concerns and more timely and accurate responses both in and outside the classroom.
- **Administrative Staff (2.51):** This score reflects students' views that administrative services did not fully meet expectations in terms of reliability and responsiveness. Students noted delays and inefficiencies in services that should have been delivered more promptly and consistently.
- **Program Management (2.52):** Although services were provided, students expected significant improvements, especially regarding compliance with academic regulations and attentiveness to student needs. This indicates the necessity for a more responsive and student-centered management strategy.
- **Facilities and Infrastructure (2.53):** Students assessed that the availability, accessibility, and quality of learning facilities and equipment were not yet optimal. Several facilities were considered inadequate in supporting effective learning, prompting students to expect improvements in both quality and quantity.
- **Faculty Services (2.55):** This was the highest score among the surveyed aspects, though only slightly higher than the others. It suggests that faculty-level services were relatively better, yet still within the "*moderate*" category and below the ideal satisfaction level. Students expected more reliable, faster, and consistent administrative and academic services, coupled with greater attentiveness to student needs.

In conclusion, although educational services in the Mandarin Language Study Program are functioning, there is a noticeable gap between students' expectations and actual conditions. The average scores between 2.50 and 2.55 highlight the urgent need for continuous improvement across teaching, administrative services, program management, facilities, and faculty-level services. Enhancing these areas is essential to achieve better educational outcomes and improved student satisfaction overall.

3. Survey on Student Workload Evaluation

The survey on students' workload evaluation yielded an average score of **3.57**, indicating that students' perceptions of their workload were generally positive, categorized between "*appropriate*" and approaching "*strongly appropriate*." This demonstrates that students considered the distribution of course content, credit hours, time allocation, and assignments to be aligned with intended learning objectives.

- **Course Content and Credits:** Students perceived the proportion of content relative to credit hours to be appropriate, suggesting a balance between subject complexity and academic workload distribution within the curriculum.
- **Time Allocation:** Both in-class and out-of-class activities were considered sufficient for mastering learning materials. Similarly, time for independent tasks such as reading, research, and report preparation was regarded as adequate. Students reported that assignments, quizzes, and examinations were scheduled in alignment with credit standards, without causing excessive academic pressure.
- **Assignments:** Tasks were perceived as relevant to course content and consistent with intended learning outcomes. Students indicated that assignments were manageable and did not impose excessive burdens, allowing them to balance academic and personal activities.

Overall, the average score of 3.57 reflects relatively high satisfaction with the academic workload. While the current distribution is adequate, continuous evaluation remains important to adapt to students' evolving needs, curriculum development, and increasing competency requirements. With consistent improvements, the workload can remain proportional, effective, and conducive to optimal learning outcomes.

4. Survey on Lecturer Supervision of Final Projects

No	NIP	Lecturer	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	3.8
2	199306082021022001	Jessy S.S., MTCSOL	3.70
3	197905112017042001	Julina B.A.,M.TCSOL.	3.81
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	3.83
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.82
6	199011212017042001	Intan Erwani S.S., M.Hum	3.79

The survey on lecturers supervising final projects in the Mandarin Language Study Program, FIB USU, yielded average scores ranging between **3.70 and 3.83**. This indicates that the quality of supervision was generally rated as good, approaching the “*strongly appropriate*” category. Students expressed overall satisfaction with the supervision process, particularly regarding clarity of guidance, availability of time, and attentiveness to academic and non-academic needs.

The highest score was obtained by **Niza Ayuningtias (3.83)**, followed by **Dr. T. Kasa Rullah Adha (3.82)** and **Julina (3.81)**. These results indicate that students perceived these lecturers as highly effective in providing systematic supervision, offering research directions aligned with students' interests, and allocating sufficient time for discussion. Feedback on proposals and thesis writing was considered clear and constructive.

Vivi Adryani Nasution (3.80) and **Intan Erwani (3.79)** also received favorable evaluations, particularly in guiding research methods, assessing student performance, and addressing non-academic concerns. Although slightly lower, these scores still reflect high-quality supervision aligned with academic standards.

The lowest score was given to **Jessy (3.70)**, which, while still categorized as good, suggests areas for improvement in consistent monitoring of research progress, providing more timely

and detailed feedback, and greater attentiveness to students' challenges during the thesis-writing process.

Overall, the near-maximum average scores (approaching 4.00) demonstrate that thesis supervision in the Mandarin Language Study Program was effective, with lecturers offering clear guidance, systematic methods, and relevant support for students' research needs. Nevertheless, score variations across lecturers indicate that supervision quality can still be further enhanced through more intensive communication, timeliness in feedback, and holistic support for students. With continuous improvement, the quality of supervision is expected to reach higher standards, thereby facilitating timely thesis completion and strengthening graduate quality.

CHAPTER IV

CLOSING

A. Conclusion

Based on the overall results of the survey, it can be concluded that the level of student satisfaction with the educational process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, falls into the “good” category, although several aspects still require further attention. The student workload evaluation survey, with an average score of 3.57, indicates that the academic workload assigned is already in accordance with the credit unit (SKS), time allocation, and relevance of assignments, thereby enabling students to complete their learning effectively without neglecting other non-academic activities. Furthermore, the lecturer evaluation survey, with average scores ranging from 3.40 to 3.81, demonstrates that most lecturers have conducted teaching in line with academic standards. Nevertheless, variations in quality among lecturers suggest the need for improvement in terms of teaching method diversity, media effectiveness, and attentiveness to students.

In terms of student satisfaction with educational services—which include lecturers, administrative staff, program managers, facilities, and faculty services—the average scores ranged between 2.50 and 2.55. These findings reveal that while services are functioning, they have not fully met student expectations. Enhancements in reliability, responsiveness, service assurance, and attentiveness to student needs must be prioritized in order to optimize the quality of both academic and non-academic services.

Meanwhile, the evaluation survey of lecturers supervising final theses, with average scores between 3.70 and 3.83, shows that students are fairly satisfied with the guidance provided. Lecturers are perceived as capable of offering clear research direction, constructive feedback, and attention to student conditions, although further improvement is still needed in aspects such as consistency of research monitoring and timeliness in providing feedback.

In general, the survey results indicate that the quality of the educational process in the Mandarin Language Study Program of the Faculty of Cultural Sciences, Universitas Sumatera Utara, has reached a good category, though not yet optimal. Continuous improvements in teaching, academic services, supporting facilities, and thesis supervision are necessary to further enhance student satisfaction. With systematic and consistent efforts, the quality of educational services in the study program is expected to advance and contribute positively to achieving academic goals and improving graduate competitiveness.

B. Suggestions

Based on the survey results, several recommendations can be made to improve the quality of education in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara. First, optimization is needed in academic and non-academic services, which are currently rated as “fair.” Strengthening reliability, responsiveness, and consistency of services from lecturers, administrative staff, program managers, and the faculty is crucial so that students feel more supported and receive services aligned with academic standards.

Second, in the learning aspect, lecturers are encouraged to continuously enhance the variety of teaching methods and utilize more effective and interactive learning media. This will assist students in understanding the material more comprehensively while fostering a conducive and participatory classroom atmosphere. Lecturers should also strengthen the connection between course content and real-world contexts, enabling students to see the relevance of learning to both professional and everyday life.

Third, regarding student workload, although the survey results show favorable outcomes, periodic evaluations remain essential to ensure that learning materials, time allocation, and assignments remain proportional. The study program may develop more diverse and practical assignment strategies so that students are not only administratively burdened but also gain meaningful learning experiences.

Fourth, in terms of thesis supervision, even though lecturers have received good evaluations, further enhancement of supervision quality is still required. This includes consistent monitoring of research progress, timely provision of feedback, and strengthening of academic communication. Such improvements will better support students in completing their theses on time and with high quality.

Fifth, the improvement of facilities and infrastructure should also be prioritized. The availability and quality of learning facilities, including classrooms, technological devices, and practicum facilities, must be enhanced to support effective teaching and learning processes. Additionally, continuous improvements in administrative services at the faculty level should be pursued with an emphasis on friendliness, responsiveness, and attentiveness to student needs.

By consistently and sustainably implementing these recommendations, it is expected that the quality of educational services in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, will further improve, thereby maintaining student satisfaction and enabling the program's academic objectives to be achieved optimally.