

**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 conducted in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, encompassed several key aspects, namely the learning process, the overall educational process, student workload, and thesis supervision. The primary objective of this survey was to obtain an objective picture of the quality of both academic and non-academic services received by students, while also serving as an evaluative tool for improving the overall quality of education.

The survey results on the learning process indicated that lecturer performance was rated between “appropriate” and approaching “highly appropriate,” with average scores ranging from 3.6 to 3.83. This finding suggests that students perceived lecturers as demonstrating good mastery of course materials, providing systematic explanations, and fostering a conducive classroom environment. Nevertheless, there remains a need to improve the consistency of feedback, the use of more varied teaching methods, and greater sensitivity to students’ academic needs.

In terms of satisfaction with the educational process, which includes lecturers, academic staff, program administrators, infrastructure, and faculty services, the average scores ranged from 2.51 to 2.58. These values fall within the category of “inappropriate” to “appropriate.” This indicates that while educational services are functioning, their quality requires further improvement, particularly in responsiveness, procedural clarity, and attentiveness to student needs.

The evaluation of student workload produced an average score of 3.40. This result shows that the scope of course content, credit load, time allocation for lectures, and assignments were generally aligned with learning objectives. Students perceived their academic workload as reasonable and manageable alongside non-academic activities. However, further adjustments are necessary to ensure a more proportional distribution of tasks and stronger support for achieving optimal learning outcomes.

Meanwhile, the survey on thesis supervision showed relatively high scores, with lecturers receiving averages between 3.6 and 3.9. Students assessed the supervision provided as systematic, clear, and supportive of timely completion of research. Nevertheless, improvements are still needed in terms of consistency of monitoring, more detailed feedback, and attention to students’ non-academic aspects.

Overall, the survey results suggest that students are fairly satisfied with the quality of teaching and academic supervision provided. However, educational services and facilities remain areas requiring more serious attention. Therefore, it is recommended that the study program, faculty, and university take strategic measures, such as diversifying teaching methods, strengthening digital-based service systems, optimizing workload distribution, and providing more adequate infrastructure. Through continuous improvement efforts, student

satisfaction is expected to increase significantly, thereby ensuring the attainment of educational objectives in an optimal manner.

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CHAPTER I

INTRODUCTION

A. Background

As higher education institutions, universities bear the primary responsibility of delivering a quality learning process and producing competent graduates. To achieve these objectives, it is crucial to evaluate the quality of educational services, the effectiveness of teaching, and the learning workload of students. Such evaluations serve not only as a form of accountability to students and society, but also as a means of reflection for continuous improvement in order to enhance the quality of education.

Student satisfaction is one of the key indicators in assessing the quality of educational services in higher education. A high level of satisfaction reflects that the institution has successfully met students' expectations in various aspects, including the learning process, supporting facilities, administrative services, as well as the relationship between lecturers and students. As part of efforts to improve educational quality and services, student satisfaction surveys need to be conducted regularly. The results of these surveys not only form the basis of internal evaluation, but also serve as strategic input for future institutional development.

The Mandarin Language Study Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), as a program focused on the development of language, literature, and culture, routinely carries out student satisfaction surveys. These surveys cover several important aspects, including lecturer teaching evaluations, satisfaction with the educational process (involving administrative staff, study program management, facilities and infrastructure, and faculty services), as well as evaluations of student learning workloads. Through these surveys, it is expected that a comprehensive picture can be obtained regarding students' perceptions of the educational services provided.

B. Problem Formulation (*to be adjusted according to each study program*)

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

2. Which aspects of services are considered most satisfactory and least satisfactory by students?
3. What factors influence student satisfaction in participating in the educational process of the Mandarin Language Study Program?
4. What suggestions and feedback do students provide that can be used for improving services in the future?

C. Objectives *(to be adjusted and expanded according to the urgency of each study program)*

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 implementation of educational services, including the teaching and learning process, facilities and infrastructure, as well as administrative services.
3. To provide objective data and information as a basis for decision-making and for formulating strategies to improve the quality of educational services.
4. To accommodate student aspirations and feedback as part of continuous evaluation to create a conducive and responsive learning environment.
5. To 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 includes:

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

CHAPTER II

IMPLEMENTATION OF THE SURVEY

A. Implementation

This student satisfaction survey was conducted with the objective of collecting relevant data and information regarding students' learning experiences in the Mandarin Language Study Program. The survey process was administered online through the *Satu Mahasiswa* platform, encompassing several stages: planning, implementation, data processing, and presentation of results. The survey was carried out at the end of the semester and involved all students as respondents. Prior to completing the questionnaire on the *Satu Mahasiswa* platform, students were first provided with an explanation regarding the purpose of the survey, the procedures for completion, and the importance of their contributions in providing accurate feedback. The survey results were analyzed both quantitatively and qualitatively to obtain a comprehensive overview of students' academic workload. The findings are intended to serve as a basis for decision-making related to curriculum development and teaching methodologies in the future. The survey was conducted over the course of one semester (Even Semester 2022–2023) and is expected to provide valid and comprehensive data to support quality enhancement in the Mandarin Language Study Program.

B Types and Sources of Data

This survey utilized primary data collected directly from Mandarin Language Study Program students through an online questionnaire. The data gathered included information on students' perceptions of lecturers' teaching performance, student satisfaction with the educational process, evaluation of academic workload, and evaluation of lecturers' supervision of final projects. These data were analyzed to obtain a comprehensive picture of the academic workload experienced by students during their studies.

C Response Format

The design of the response format for each service-related question in the questionnaire was in the form of multiple-choice items. The answer choices were qualitative in nature to reflect the perceived quality of services. The quality scale ranged from *Strongly Inappropriate/Strongly Dissatisfied* to *Strongly Appropriate/Strongly Satisfied*. The responses were categorized into four levels, namely:

1. Strongly Inappropriate / Strongly Dissatisfied – assigned a perception value of 1;
2. Inappropriate / Dissatisfied – assigned a perception value of 2;
3. Appropriate / Satisfied – assigned a perception value of 3;
4. Strongly Appropriate / Strongly Satisfied – assigned a perception value of 4.

D Data Analysis

The data collected from the questionnaires were analyzed both quantitatively and qualitatively. Quantitative analysis was carried out by calculating the frequency and percentage of each response to provide an overall picture of students' perceptions regarding academic workload. In addition, descriptive statistical methods were employed to assess students' perceptions of lecturers' teaching performance, lecturers' supervision of final projects, student satisfaction with the educational process, and academic workload.

Meanwhile, qualitative analysis was conducted on students' open-ended responses to gain deeper insights into the factors influencing their experiences. The results of this analysis serve as the basis for formulating recommendations to improve services and teaching practices in the Mandarin Language Study Program.

CHAPTER III RESULTS OF ANALYSIS AND DISCUSSION

This chapter presents the findings derived from responses collected through the academic survey

platform (survei.akademik.usu.ac.id), which were subsequently analyzed and discussed. The presentation may be supplemented with tables and charts.

1. Lecturer Teaching Evaluation Survey

No	Lecturer	Total Classes	Total Credits	Evaluation Score
1	Jessy	5	10	3.71
2	Devy Mathelinea	1	3	3.72
3	T. Thyrhaya Zein	1	2	3.8
4	Vivi Adryani Nasution	8	16	3.8
5	Intan Erwani	8	16	3.83
6	T. Kasa Rullah Adha	7	14	3.81
7	Julina	10	20	3.6
8	Niza Ayuningtias	10	20	3.7
9	Samerdanta Sinulingga	1	2	3.61

The student satisfaction survey on the learning process in the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, particularly regarding the evaluation of lecturers' teaching performance, shows varied results across the nine lecturers involved. Overall, the average scores ranged from 3.6 to 3.83. Based on the survey's assessment scale, these scores fall within the category of "appropriate" to nearly "highly appropriate." This indicates that lecturers' teaching performance generally aligns with students' expectations, although there remains room for improvement in certain areas.

Lecturer **Jessy** received an average score of **3.71**, reflecting students' perception that the teaching performance was satisfactory, particularly in terms of subject mastery and delivery of learning content. However, this score also suggests potential areas for enhancement, such as the effective use of teaching methods and the provision of more constructive feedback. A nearly identical score was achieved by **Devy Mathelinea** (3.72), which similarly indicates that the teaching met students' expectations, though further optimization may be needed, for example, in facilitating active student participation during class.

Both **T. Thyrhaya Zein** and **Vivi Adryani Nasution** obtained an average score of **3.80**, signifying that they were able to provide high-quality teaching, particularly in mastering current issues, explaining material clearly, and demonstrating reliability in academic services. A similar result was recorded by **T. Kasa Rullah Adha** with a score of **3.81**, reflecting consistent teaching performance aligned with program standards and student satisfaction regarding punctuality, clarity of explanations, and alignment with lesson plans.

Intan Erwani achieved the highest score of **3.83**, underscoring students' strong appraisal of the teaching quality, which was close to the "highly appropriate" category. This outcome was likely influenced by the lecturer's ability to create a conducive classroom atmosphere, respond clearly to questions, and present material in a systematic manner.

Meanwhile, three other lecturers—**Julina (3.60)**, **Niza Ayuningtias (3.70)**, and **Samerdanta Sinulingga (3.61)**—received relatively lower scores compared to their colleagues. While these results still fall within the "appropriate" category, they indicate that students expect improvements in certain aspects, such as consistency in applying teaching methods, providing more structured learning materials, and being more responsive to students' academic needs.

In summary, the survey results indicate that the majority of lecturers in the Mandarin Studies Program at the Faculty of Cultural Sciences, USU, have demonstrated commendable teaching quality, with average scores approaching 4. Nevertheless, the variation across lecturers also highlights the importance of continuous evaluation, so that each lecturer can further enhance teaching effectiveness, align methods with the syllabus, and deliver academic services that are more responsive to student needs.

2. Student Satisfaction Survey on the Educational Process

The results of the student satisfaction survey on the educational process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, provide a comprehensive overview of five key aspects: lecturers, educational staff, program administrators, facilities and infrastructure, and faculty services. Overall, the average scores across these aspects ranged between 2.51 and 2.58. Interpreted against the assessment scale, these figures fall within the category of "inappropriate" to "appropriate," indicating that students still perceive several limitations in the quality of educational services.

For the lecturer aspect, the average score was 2.51. This indicates that students assessed the reliability, responsiveness, compliance with regulations, and attentiveness of lecturers as moderate and not yet fully aligned with their expectations. Although there are indications that lecturers have made efforts to provide adequate academic services, students still report shortcomings in responsiveness and consistency in the application of existing rules.

Educational staff received an average score of 2.54. This suggests that their role in supporting students is considered fairly sufficient, particularly in terms of service provision and responsiveness. However, the score also implies that students continue to expect significant improvements in the quality of interactions and in faster, more efficient administrative services.

Program administrators obtained an average score of 2.52. This result reflects that students perceive their reliability, responsiveness, compliance, and attentiveness to be reasonably satisfactory, though not yet optimal. This may suggest that the managerial system within the program requires further enhancement, particularly in terms of coordination, transparency of information, and the prompt resolution of students' academic concerns.

The facilities and infrastructure aspect received an average score of 2.52. This indicates that students find the adequacy, accessibility, and quality of facilities supporting the learning process not fully aligned with their needs. The findings highlight a gap between the availability of learning resources and student expectations for effective learning, both in classroom activities and practical sessions.

Faculty services obtained the highest score of 2.58. Although relatively higher than the other aspects, this figure still places faculty services within the moderate category. Students viewed the reliability, responsiveness, compliance, and attentiveness of faculty staff as fairly good but not yet optimal. Thus, while the faculty has demonstrated effort and capability in providing services, students still demand more substantial improvements, particularly in responsiveness and consistency in administrative services.

Overall, the results of this survey indicate that student satisfaction with various aspects of the educational process remains at a moderate level and has not yet reached the "highly appropriate" category. These findings provide important input for all stakeholders—lecturers, educational staff, program administrators, and the faculty—to improve the quality of services and facilities in order to better support students' learning experiences.

3. Student Workload Evaluation Survey

The results of the Student Workload Evaluation Survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), indicate an average score of 3.40. Based on the evaluation scale, this figure falls into the “appropriate” category and approaches “very appropriate.” This outcome suggests that the workload applied in the learning process is reasonably aligned with established academic standards, although certain aspects still hold potential for improvement.

Overall, students assessed that the course and practicum workloads were consistent with the assigned credit hours (SKS). This indicates a well-established correlation between the depth of content, breadth of coverage, and credit allocation, thereby allowing learning objectives to be achieved proportionally. Furthermore, the score of 3.40 also reflects that the distribution of credit hours across courses is adequate and aligned with the intended learning outcomes.

From the perspective of time allocation—whether for in-class sessions, practicums, or field activities—students considered the duration provided to be sufficient in supporting their understanding of the material. The classroom contact hours enabled students to receive direct guidance from instructors, while out-of-class activities such as field practice or internships were deemed relevant in bridging theoretical knowledge with practical realities. Similarly, the time provided for independent assignments was also considered appropriate. Students perceived that the workload—ranging from reading materials and seeking additional information to completing other assignments—had been adjusted in proportion to the credit hours assigned.

In terms of evaluation, the allocation of time for assignments, quizzes, and examinations throughout the semester was regarded as supportive of students’ comprehension of the material and the attainment of learning objectives. This reflects that the evaluation system served not only as a measure of academic performance but also as a learning instrument that provided opportunities for students to cultivate critical and analytical thinking skills.

Assignments given during the semester were perceived as relevant to the taught materials and consistent with the intended learning outcomes. The workload was considered proportional, not generating excessive pressure. Moreover, the survey results indicate that despite the presence of quizzes, exams, and assignments across the semester, students were

still able to balance their academic responsibilities with other activities outside of class, such as hobbies or recreational pursuits.

Overall, the average score of 3.40 demonstrates that the student workload has been reasonably well-designed, accommodating a balance between academic demands and everyday life. Nonetheless, this outcome also points to areas for improvement, such as adjusting the number and level of difficulty of assignments to students' capacities and optimizing time allocation to better support the achievement of learning objectives. Accordingly, the survey results provide valuable input for developing more effective, student-centered learning strategies.

4. Thesis Supervision Evaluation Survey

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	3.83
2	199306082021022001	Jessy S.S., MTCSOL	3.6
3	197905112017042001	Julina B.A., M.TCSOL.	3.6
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	3.81
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.9
6	199011212017042001	Intan Erwani S.S., M.Hum	3.82

The results of the Thesis Supervision Evaluation Survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, indicate a relatively strong performance, with average scores ranging from 3.6 to 3.9. Within the given evaluation scale, this range falls between the categories of “appropriate” and “highly appropriate.” These findings suggest that, overall, students perceived the supervision provided by their lecturers as meeting their expectations in terms of planning, supervisory methods, and support for the completion of their final projects.

Lecturer **Vivi Adryani Nasution** achieved an average score of **3.83**, reflecting very positive student assessments. Her supervision was particularly valued for the clarity of her supervision plan, the systematic organization of materials, and her ability to provide methodological guidance. The score also highlights her responsiveness in making time for discussions and offering constructive feedback on students' drafts.

Lecturers **Jessy** and **Julina** each received an average score of **3.6**. While this remains within the “appropriate” category, it is comparatively lower than other lecturers. The results indicate that although students felt their supervision met the expected standards, there is room for improvement in areas such as consistency in monitoring research progress, providing more detailed feedback, and addressing students’ non-academic concerns.

Lecturer **Niza Ayuningtias** obtained an average score of **3.81**, suggesting that students appreciated her ability to deliver systematic and adequate supervision. She was particularly recognized for guiding students in selecting research topics aligned with their interests and for providing valuable input on research design. This score also reflects her intensive interaction with students, which supported the timely completion of theses.

The highest score was achieved by **Dr. T. Kasa Rullah Adha**, with an average of **3.9**. This result underscores an excellent level of supervision, nearing the “highly appropriate” category. Students noted his clear and systematic methodological guidance, strong commitment to monitoring research development, and provision of detailed feedback to ensure timely completion of the final project.

Lecturer **Intan Erwani** received an average score of **3.82**, also indicating very positive outcomes. Students evaluated her highly for her effective communication skills, attentiveness, and consistent supervision. This score suggests that her guidance was optimal in facilitating students’ smooth completion of their theses.

In general, the survey results demonstrate that thesis supervision in the Mandarin Language Study Program has been carried out effectively. With average scores approaching 4, students expressed satisfaction with the academic support provided. Nevertheless, the variations in scores among lecturers point to specific aspects that require further improvement, particularly in terms of consistency in feedback, regular monitoring, and greater attention to both academic and non-academic student needs. Addressing these areas is expected to further enhance the quality of supervision and contribute to the improvement of students’ scholarly work.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

In general, the overall results of the student satisfaction survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, indicate that the quality of both academic and non-academic services has been carried out fairly well, although it has not yet reached an optimal level.

In the aspect of the learning process, the average lecturer evaluation score falls within the “appropriate” to nearly “highly appropriate” category, ranging between 3.6 and 3.83. This suggests that students consider lecturers to have adequate competence in mastering the material, delivering lessons systematically, and creating a conducive classroom environment. Nonetheless, improvements are still needed in terms of consistency in providing feedback and the adoption of more innovative teaching methods.

In terms of satisfaction with the educational process, the average scores range between 2.51 and 2.58. These figures reflect that students perceive the quality of services provided by lecturers, administrative staff, program managers, infrastructure, and faculty services as falling between “inappropriate” and “appropriate.” Thus, it can be concluded that although educational services are in place, their quality and effectiveness still require significant improvement, particularly regarding responsiveness, service reliability, and attentiveness to student needs.

The survey on student academic workload resulted in an average score of 3.40, indicating that the course content, credit load, class hours, and assignments are aligned with learning standards. This finding demonstrates that students generally perceive their academic workload as reasonable and manageable alongside other activities, though optimization is still required in distributing assignments and ensuring time efficiency.

Meanwhile, the evaluation survey on thesis supervision yielded the highest results, with scores ranging between 3.6 and 3.9. This shows that most students are satisfied with the

guidance provided, especially regarding clarity in supervision plans, methodological direction, and availability of time for discussion. Nevertheless, some lecturers received lower scores compared to their peers, suggesting a need for greater consistency in feedback provision and monitoring of student research progress.

Overall, it can be concluded that students perceive the teaching and academic supervision processes in the Mandarin Language Study Program as effective and aligned with standards. However, educational services, infrastructure, and administrative support remain priority areas that require substantial improvement. These survey results serve as an important evaluation tool for the study program, the faculty, and the university in formulating strategies to enhance educational quality in a more comprehensive, student-centered manner.

B. Recommendations

Based on the results of the student satisfaction survey, several recommendations can be made to improve the quality of learning, academic services, and facilities in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara.

First, regarding the learning process, lecturers are encouraged to continuously enhance the quality of teaching by employing more varied and innovative methods. Greater consistency in providing in-depth feedback and monitoring student progress should also be prioritized to ensure that the learning process becomes more interactive, communicative, and responsive to student needs.

Second, in terms of educational services involving lecturers, administrative staff, program managers, and faculty units, improvements in service responsiveness and consistency are still required. This can be achieved by strengthening inter-unit coordination, establishing faster and more transparent service mechanisms, and fostering a culture of attentiveness to student needs. Optimizing the use of digital-based administrative systems can also serve as a solution to accelerate both academic and administrative services.

Third, regarding student academic workload, although it is already at an appropriate level, the distribution of assignments can be made more proportional. Lecturers may adjust the level of difficulty and volume of assignments to align with learning objectives while allowing students sufficient time to engage in activities beyond coursework. In addition,

periodic evaluations of credit load suitability with learning outcomes should be conducted to maintain a balance between theory, practice, and independent study.

Fourth, in the area of thesis supervision, lecturers have already demonstrated commendable performance, yet further improvements remain necessary. Providing more detailed feedback, ensuring consistency in monitoring research progress, and paying closer attention to both academic and non-academic aspects of students' development will further strengthen the effectiveness of supervision. These efforts are expected to help students complete their theses on time with satisfactory quality.

Finally, regarding facilities and infrastructure, improvements in adequacy, quality, and accessibility are essential. The provision of more representative learning spaces, the development of a well-equipped language laboratory, and the enhancement of information technology facilities will contribute significantly to creating a more conducive learning environment. Through these measures, it is expected that student satisfaction will increase substantially while supporting the achievement of the study program's vision and mission in producing high-quality and competitive graduates.