

**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.

EXECUTIVE SUMMARY

The student satisfaction survey conducted in the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, provides a comprehensive overview of the quality of academic services, covering aspects such as classroom learning, educational services, study load, and thesis supervision. Overall, the survey results indicate that the quality of services falls within the “good” category, although several areas still require improvement to achieve optimal standards in line with academic benchmarks.

In terms of lecturer evaluation, the average scores range between 3.65 and 3.86. This suggests that students perceive the quality of teaching as good, tending towards the “appropriate” to “highly appropriate” categories. Lecturers are considered competent in mastering the subject matter, delivering clear explanations, and fostering a conducive learning environment. However, variations in scores across lecturers indicate that certain indicators—such as timely feedback provision, clarity of teaching plans, and consistency in teaching methods—still need further improvement.

The survey on student satisfaction with the educational process yielded average scores ranging between 2.50 and 2.54. These results indicate that students view the services provided by lecturers, administrative staff, program managers, facilities, and faculty support as only “fairly appropriate.” While basic services are already in place and follow established procedures, their quality has not yet reached an optimal level. Students expressed expectations for improvements in the speed of service delivery, procedural clarity, availability of adequate facilities, and greater attentiveness from academic and administrative staff toward student needs.

Meanwhile, the survey on student perceptions of study load produced an average score of 3.52. This result suggests that students consider their workload to be proportional to the assigned credit units (SKS) and the intended learning objectives. Students reported that classroom hours, assignments, and assessments were aligned with course objectives and contributed to learning outcomes. Additionally, assignments were deemed relevant to the subject matter, and the overall workload still allowed students to engage in extracurricular activities. Nevertheless, students recommended that assignments be distributed more evenly throughout the semester to prevent workload accumulation at specific periods.

In the evaluation of thesis supervisors, the scores ranged from 3.50 to 3.77. Students assessed that supervisors had generally fulfilled their roles effectively, particularly in providing research guidance, discussing methodologies, offering feedback on proposal drafts, and monitoring research progress regularly. The highest scores were recorded by Intan Erwani (3.77) and Dr. T. Kasa Rullah Adha (3.76), who were recognized for their systematic supervision, frequent interactions, and attentiveness to both academic and non-academic aspects of student development. However, supervisors with relatively lower scores indicated the need for greater consistency in allocating discussion time, accelerating feedback, and intensifying monitoring of students' research progress.

Overall, the survey findings illustrate that teaching quality, educational services, study load management, and thesis supervision in the Mandarin Studies Program at FIB USU have been carried out satisfactorily. Nonetheless, several areas require continuous enhancement to further improve student satisfaction. Recommended efforts include strengthening consistency and effectiveness in teaching methods, enhancing the professionalism of academic staff and program administrators, upgrading and modernizing facilities, ensuring a more balanced distribution of study workloads, and optimizing the role of thesis supervisors in supporting timely completion of final projects.

Through synergy among lecturers, academic staff, program administrators, and the faculty, the quality of education in the Mandarin Studies Program at FIB USU is expected to continue improving. Comprehensive enhancements in academic services will not only contribute to greater student satisfaction but also reinforce the program's vision, mission, and academic reputation on a broader scale.

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CHAPTER I

INTRODUCTION

A. Background

As institutions of higher education, universities hold a primary responsibility to provide quality learning processes and produce competent graduates. To achieve this goal, it is essential to evaluate the quality of educational services, the effectiveness of lecturers' teaching, and students' study load. Such evaluations not only serve as a form of institutional accountability to students and society but also function as a reflective tool for continuous improvement in enhancing the quality of 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 ability to meet student expectations in various aspects, including the learning process, supporting facilities, administrative services, and the relationship between lecturers and students. 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 serve as a basis for internal evaluation but also provide strategic input for the institution's future development.

The Mandarin Studies Program, 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 evaluation, student satisfaction with the educational process (covering administrative staff, program administrators, facilities, and faculty services), as well as student perceptions of study load. Through these surveys, the program seeks to obtain a comprehensive understanding of students' perspectives on the educational services provided.

B. Problem Formulation (to be adjusted to the program context)

1. To what extent are students satisfied with the academic services and teaching quality provided by the Mandarin Studies Program?
2. Which aspects of academic services are perceived as most appropriate and least appropriate by students?
3. What factors influence student satisfaction in undergoing the educational process within the Mandarin Studies Program?
4. What suggestions and feedback do students provide for the improvement of future services?

C. Objectives (to be adjusted and expanded according to program needs)

1. To measure the level of student satisfaction with various aspects of 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 infrastructure, and administrative services.
3. To provide objective data and information as a basis for decision-making and strategic planning to improve the quality of educational services.
4. To accommodate student aspirations and feedback as part of continuous evaluation to create a learning environment that is conducive and responsive to student needs.
5. To support accreditation processes 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. Thesis Supervision Evaluation Survey

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

This 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, covering several stages: planning, implementation, data processing, and presentation of results. It was carried out 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 of the survey's objectives, instructions for completion, and the importance of their contribution in providing accurate feedback. The survey results were analyzed both quantitatively and qualitatively to obtain a clear understanding of students' workload. These findings serve as a basis for decision-making in curriculum development and future teaching methods. The survey was conducted over the course of one semester (Even Semester 2022–2023) and was expected to provide valid and comprehensive data to support continuous improvements in the quality of education in the Mandarin Studies Program.

B Types and Sources of Data

This survey utilized primary data collected directly from students of the Mandarin Studies Program through an online questionnaire. The data gathered included students' perceptions of lecturer teaching evaluations, satisfaction with the educational process, evaluations of student workload, and evaluations of thesis supervision. These data were then analyzed to generate a comprehensive picture of the workload experienced by students during their studies.

C Response Format

The design of the questionnaire employed multiple-choice questions for each service element. The response options were qualitative in nature, reflecting the perceived quality of services. The levels of service quality ranged from *Strongly Inappropriate/Very Dissatisfied* to *Strongly Appropriate/Very Satisfied*. The responses were divided into four categories:

1) Strongly Inappropriate / Very Dissatisfied – perception score 1;

- 2) Inappropriate / Dissatisfied – perception score 2;
- 3) Appropriate / Satisfied – perception score 3;
- 4) Strongly Appropriate / Very Satisfied – perception score 4.

D Data Analysis

The data collected from the questionnaire were analyzed both quantitatively and qualitatively. Quantitative analysis was carried out by calculating the frequency and percentage of each response to obtain an overall picture of students' perceptions regarding their workload. In addition, descriptive statistical methods were employed to measure perceptions of teaching quality, thesis supervision, satisfaction with the educational process, and student workload.

Meanwhile, qualitative analysis was applied to open-ended responses provided by students to gain deeper insights into the factors influencing their experiences. The findings of this analysis served as the basis for developing recommendations to improve services and teaching practices in the Mandarin Studies Program.

BAB III

HASIL ANALISIS DAN PEMBAHASAN

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	Jessy	4	8	3.65
2	Vivi Adryani Nasution	7	14	3.83
3	Intan Erwani	10	20	3.81
4	T. Kasa Rullah Adha	7	14	3.85
5	Julina	8	16	3.71
6	Niza Ayuningtias	9	18	3.82
7	Rudy Sofyan	1	2	3.72
8	Mhd. Pujiono	1	2	3.86

Results of the Student Satisfaction Survey on the Learning Process The student satisfaction survey on the learning process in the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, particularly in the aspect of lecturer evaluation, recorded average scores ranging from 3.65 to 3.86 on a 4.00 scale. This range indicates that, in general, the quality of teaching is perceived as good, falling within the categories of “appropriate” to “highly appropriate” according to the indicators established in the survey instrument.

The lowest score was recorded by **Jessy** with an average of 3.65. While still within the “good” category, this score is relatively lower compared to her colleagues. This suggests that there are certain aspects of teaching that require improvement, such as the effectiveness of instructional methods, provision of timely feedback, or the creation of a more conducive classroom environment. Nevertheless, this score still reflects that students regard the teaching competency as meeting the basic expected standards.

Meanwhile, **Vivi Adryani Nasution (3.83)**, **Intan Erwani (3.81)**, and **Niza Ayuningtias (3.82)** achieved relatively similar and stable scores, indicating consistency in meeting the established evaluation indicators. These scores reflect that the lecturers were able to deliver material clearly, provide adequate teaching resources, and encourage active student participation. In addition, scores above 3.80 suggest that students were fairly satisfied with the lecturers’ responsiveness, attentiveness, and objectivity in assessment.

T. Kasa Rullah Adha received a score of 3.85, indicating a high level of student satisfaction with the quality of teaching delivered. This result shows that he successfully integrated teaching methods, made effective use of teaching aids, and maintained consistency in implementing the lesson plan. Similarly, **Mhd. Pujiono** obtained the highest score of 3.86. This reflects highly positive student evaluations, particularly regarding mastery of subject

matter, clarity of explanation, and ability to foster an academic atmosphere conducive to learning.

On the other hand, **Julina (3.71)** and **Rudy Sofyan (3.72)** also achieved fairly good results. Although their scores were slightly below the overall group average, these results still suggest that students were generally satisfied with the teaching competencies demonstrated. Scores within the “appropriate” range highlight areas for potential improvement, especially in delivering more varied learning materials and adopting strategies to further encourage active student engagement.

Overall, the survey results demonstrate that the average teaching performance of lecturers in the Mandarin Studies Program at FIB USU meets student expectations. With scores tending toward the maximum scale, it can be concluded that the learning process has been effective, communicative, and aligned with the established teaching plans. However, variations in scores among lecturers also provide valuable insights, underscoring the need to focus quality improvement efforts on specific aspects that students perceive as less optimal.

1. Student Satisfaction Survey on the Educational Process

The results of the student satisfaction survey regarding the educational process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, indicate an average score ranging from 2.50 to 2.54 on a maximum scale of 4.00. Overall, these results suggest that the level of student satisfaction falls within the category of “fairly appropriate,” yet has not fully reached the expected standards. The scores illustrate that although the delivery of educational services generally adheres to the basic requirements, there remains considerable room for improvement across various aspects.

In the evaluation of lecturers, the average score was 2.52. This indicates that students perceive lecturer performance in terms of reliability, responsiveness, service assurance, and attentiveness to student needs as moderate. Thus, while lecturers are considered adequate in fulfilling their roles, students appear to expect improvements, particularly in providing more timely responses to academic needs, offering greater personal attention, and maintaining consistency in the enforcement of learning regulations.

Administrative staff received an average score of 2.53, slightly higher than the other categories. This score reflects that students view the staff’s capability and responsiveness in delivering administrative and academic services relatively positively. Nevertheless, the score remains far below the “highly appropriate” category, suggesting the need to strengthen

professionalism, improve service accuracy, and enhance the quality of interactions to better support students in their daily academic activities.

Program management recorded the lowest score at 2.50. This finding suggests that students perceive the management of the study program as not yet optimal in terms of reliability, responsiveness, service assurance, and concern for student needs. The score further indicates the need for more structured strategies in disseminating academic information, improving two-way communication, and ensuring faster and more transparent academic administration.

Facilities and infrastructure received an average score of 2.51. This indicates that students feel the availability of learning facilities, accessibility of resources, and the quality of laboratory infrastructure remain somewhat limited. The results suggest that existing facilities do not fully support effective and efficient learning, highlighting the need for procurement, renewal, and improved accessibility of supporting facilities.

Services at the faculty level achieved the highest score of 2.54. This reflects that students perceive faculty-level services to be relatively better than those in other categories, particularly regarding service assurance and staff attentiveness. However, the score still indicates that service quality has not yet reached an optimal standard, pointing to the need for improvements in response speed, consistency in policy implementation, and enhancement of student-centered services.

Overall, the survey results demonstrate that student satisfaction is at a moderately adequate level but has not yet reached its maximum potential. All assessed aspects reveal the need for improvement, whether in lecturer performance, administrative staff, program management, facilities and infrastructure, or faculty-level services. Therefore, the enhancement of educational service quality must be pursued comprehensively and sustainably, in order to elevate student satisfaction and align it with the expected standards of educational quality.

2. 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, show an average score of 3.52 on a maximum scale of 4.00. This score indicates that the majority of students perceive

their academic workload as being within the “appropriate” to “highly appropriate” category, in line with the established standards. Accordingly, it can be concluded that the workload assigned by lecturers through various learning components is generally consistent with student expectations, though there remains room for further optimization in certain technical aspects.

With regard to the indicator concerning the weight of lecture or practicum materials, students assessed that the amount of material provided was proportionate to the credit hours (SKS) assigned to each course. In other words, there is alignment between the intensity of the learning materials and the intended learning outcomes. This is further reflected in the students’ perception that the credit weighting is adequate to support the attainment of both theoretical and practical competencies. Consequently, the academic workload is considered balanced and not excessive, although in some cases, adjustments may still be needed to strike a more effective balance between theory, practice, and independent assignments.

The allocation of time for face-to-face sessions, practicums, and field practice also received positive evaluations. Students reported that the time provided was generally sufficient for understanding and achieving the intended learning outcomes. This suggests that the time distribution in the Semester Learning Plan (RPS) is appropriate for the learning process. Furthermore, the time allotted for independent tasks, such as reading supplementary literature or seeking supporting information, was viewed as proportionate to the credit weighting. This implies that students are able to balance academic demands with non-academic activities without feeling excessively burdened.

Additionally, the time allocated for assignments, quizzes, and examinations throughout the semester was considered adequate. Students noted that the assignment system did not merely increase their workload but also served to deepen their understanding of course content. This indicates that the evaluation methods employed by lecturers function effectively in a pedagogical sense, supporting the achievement of learning objectives while fostering students’ sense of academic responsibility.

Another positively rated indicator was the alignment between assignments and course content. Students observed that the tasks given were relevant to classroom discussions and supportive of the targeted competencies. Moreover, the survey highlighted that the workload still allowed students to engage in activities outside of class, such as daily routines, leisure, or

hobbies. This suggests that lecturers have succeeded in maintaining a balance between academic demands and students' personal lives.

Overall, the average score of 3.52 suggests that student workloads in coursework are distributed proportionally in terms of material weight, time allocation, and assignment relevance. Nonetheless, this score also signals that there remains room for improvement to approach a near-optimal level. Enhancements could be directed toward aligning the volume of assignments with the complexity of the material, as well as organizing the assignment schedule more evenly throughout the semester. In this way, student workload would function not only as an assessment tool but also as an effective and sustainable learning instrument.

3. Thesis Supervision Evaluation Survey

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	3.75
2	199306082021022001	Jessy S.S., MTCSOL	3.5
3	197905112017042001	Julina B.A., M.TCSOL.	3.52
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	3.71
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.76
6	199011212017042001	Intan Erwani S.S., M.Hum	3.77

The results of the Thesis Supervision Evaluation Survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, reveal an average score ranging from 3.50 to 3.77 on a maximum scale of 4.00. Overall, these results indicate that students assessed the quality of thesis supervision as good, with most indicators falling within the “appropriate” to “highly appropriate” range. This suggests that the supervision process provided by lecturers has been effective in supporting students in completing their theses, although there remains room for improvement, particularly in the areas of consistency, responsiveness, and non-academic support.

Among the supervisors, Jessy received the lowest score at 3.50. While still categorized as good, this score suggests that students perceived certain aspects of supervision as less optimal, such as the flexibility of discussion schedules, the timeliness of feedback, and consistency in monitoring students' research progress. Julina received a slightly higher score

of 3.52, which similarly points to the need for improvements in providing clearer guidance and structuring supervision materials more systematically.

Meanwhile, Vivi Adryani Nasution achieved a score of 3.75, followed by Niza Ayuningtias with 3.71. These scores indicate that students found both lecturers to be relatively consistent in providing clear direction, organizing supervision content systematically, and supporting students in addressing research challenges. This reflects a well-structured supervision process with a relatively high level of student satisfaction.

The highest scores were achieved by Intan Erwani (3.77) and Dr. T. Kasa Rullah Adha (3.76). These results demonstrate that students highly appreciated the supervision approaches of these lecturers, particularly in terms of the regularity of guidance, the ability to discuss research methodologies, and the willingness to provide constructive feedback. Furthermore, the evaluations highlight their attentiveness to both academic and non-academic aspects of student progress, which helped students feel more supported in completing their theses on time.

Overall, the average scores across the six supervisors indicate that the quality of thesis supervision in the Mandarin Language Study Program is already at a good level. Nevertheless, variations in the scores reflect differences in the effectiveness of supervisory approaches. Therefore, efforts to enhance quality should focus on improving the timeliness of feedback, providing more intensive discussion opportunities, and ensuring more equitable support for both academic and non-academic student needs. Through continuous improvement, thesis supervision quality can be further optimized to strengthen the achievement of graduate competencies.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. CONCLUSION

Based on the overall results of the student satisfaction surveys regarding the learning process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that the overall quality of academic services is generally good, although it has not yet reached an optimal level.

In terms of lecturer evaluation, the average scores ranged from 3.65 to 3.86, indicating that the majority of students perceived lecturers as having met professional standards in delivering course materials, utilizing teaching media, and creating a conducive classroom atmosphere. These results suggest that the learning process has been carried out effectively, though the relatively lower scores of certain lecturers highlight the need for greater consistency in interaction and teaching methods.

For student satisfaction with the educational process, the average scores ranged from 2.50 to 2.54. This indicates that students assessed the quality of educational services as “fairly appropriate.” While lecturers, administrative staff, program management, facilities, and faculty-level services have provided basic services in line with existing standards, students perceived the overall quality as not yet optimal. These scores underline the need for improvements in service efficiency, adequacy of facilities, and greater attentiveness to student needs.

The student workload evaluation survey recorded an average score of 3.52, suggesting that course assignments, time allocation for face-to-face instruction, and the relevance of materials to learning objectives were aligned with expectations. Students considered the workload proportionate and still manageable in balance with non-academic activities. However, feedback highlighted the need for more even distribution of assignments across the semester to support better workload management.

Meanwhile, the evaluation of thesis supervision showed average scores ranging from 3.50 to 3.77. These results indicate that supervisors have generally performed well in providing research guidance, constructive feedback, and support for students to complete their

theses on time. Nonetheless, variations in scores across supervisors reflect differences in the effectiveness of supervisory approaches.

In conclusion, the surveys demonstrate that the quality of teaching, academic services, workload management, and thesis supervision in the Mandarin Language Study Program has been generally satisfactory and meets basic student expectations. However, continuous improvements remain necessary, particularly in service consistency, facilities enhancement, and the refinement of teaching and supervision methods, in order to optimize educational quality and strengthen the achievement of graduate competencies.

B. RECOMMENDATIONS

Based on the results of the surveys on student satisfaction with learning, academic services, workload, and thesis supervision in the Mandarin Language Study Program, several recommendations can be proposed to enhance the quality of academic services going forward.

First, in terms of teaching, lecturers are encouraged to further improve consistency in their instructional methods, particularly by providing more timely feedback, offering more diverse learning resources, and fostering more interactive classroom environments. The use of modern learning technologies should also be optimized to support a more comprehensive and contextual understanding of the material.

Second, regarding academic services, as the results still fall within the “fairly appropriate” category, administrative staff and program management should enhance responsiveness and service reliability, as well as strengthen communication with students. Greater attentiveness to both academic and administrative needs should also be prioritized to ensure services that are more efficient, transparent, and of higher quality.

Third, in terms of facilities and infrastructure, there is a pressing need to improve the availability, renewal, and accessibility of resources that support teaching and learning activities. This is essential for creating a more conducive academic environment and achieving student learning and research goals.

Fourth, while students considered their academic workload to be proportionate, assignment scheduling should be managed more evenly across the semester. This would allow

students to manage their time more effectively without feeling excessively burdened, while also providing opportunities for personal development through extracurricular and non-academic activities.

Fifth, in thesis supervision, supervisors are encouraged to further strengthen the systematic organization of guidance, increase the intensity of research monitoring, and provide more comprehensive academic and non-academic support. Consistency in feedback and sufficient availability of discussion opportunities are also critical to ensuring that students feel adequately supported in completing their research on time.

Overall, efforts to improve the quality of education in the Mandarin Language Study Program should be directed toward strengthening collaboration among lecturers, administrative staff, program management, and the faculty. Through sustainable synergy, the quality of teaching, services, and supervision can be significantly enhanced, leading to greater student satisfaction and supporting the realization of the program's vision and mission.