

**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, served as a comprehensive evaluation of the learning process, the quality of academic services, students' study workload, and the effectiveness of faculty supervision in guiding final theses. The findings of this survey provide an important indicator of the extent to which the program's educational quality has met students' expectations, while also serving as a basis for developing future strategies to enhance teaching and learning quality.

In the aspect of teaching evaluation, the average scores ranged from 3.22 to 3.83, indicating that, in general, students rated the teaching quality as good. Students expressed appreciation for lecturers' mastery of course materials, the clarity of lecture delivery, and their ability to foster a conducive and interactive classroom environment. Nevertheless, variations in scores across lecturers suggest the need for improvement in certain areas, such as the innovative use of technology and learning media, providing more timely feedback on students' work, and paying greater attention to students' individual needs.

Regarding student satisfaction with educational services, the average scores ranged from 2.5 to 2.64, which falls into the "fairly adequate" category. This indicates that students perceive shortcomings in non-teaching services, including administrative processes, support from academic staff, the role of program management, and the availability of learning facilities and infrastructure. These findings highlight an urgent need to improve academic management quality, including service responsiveness, the adequacy of learning facilities, and the overall quality of faculty-level services.

In the aspect of student workload evaluation, the survey reported an average score of 3.39, categorized as good. Students perceived that the workload was proportionate to the number of credits taken, and that assignments were manageable without imposing excessive pressure. They also considered the balance between academic activities and opportunities for extracurricular engagement to be well-maintained. However, improvements remain necessary in managing task distribution and class scheduling to allow students to better organize their study time and other activities.

Meanwhile, in the evaluation of thesis supervision, the results were highly satisfactory, with average scores ranging from 3.92 to 4. Almost all supervisors received perfect scores from students, underscoring the effectiveness and quality of the guidance process. Students reported that they greatly benefited from the clarity of instructions, the structured supervision process, methods that encouraged active participation, and the lecturers' attention to both academic and non-academic aspects. Moreover, supervisors were praised for providing constructive feedback, consistently monitoring research progress, and ensuring timely completion of theses. These results demonstrate that the quality of thesis supervision in the Mandarin Language Study Program is at an excellent level and deserves to be sustained.

Overall, this survey illustrates that the quality of education in the Mandarin Language Study Program, Faculty of Cultural Sciences, USU, has reached a good to excellent level, particularly in teaching and thesis supervision. Nonetheless, challenges remain in enhancing academic administrative services, strengthening the role of academic support staff, and improving learning facilities and infrastructure. Addressing these areas is expected to foster continuous improvement in educational services, thereby further optimizing student satisfaction and strengthening the academic reputation of the study program.

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# CHAPTER I

## INTRODUCTION

### A. Background

Higher education institutions, as providers of advanced education, bear the primary responsibility of delivering quality learning processes and producing competent graduates. To achieve this objective, it is crucial to evaluate the quality of educational services, the effectiveness of teaching, and the academic workload of students. Such evaluations serve not only as a form of institutional accountability to students and society, but also as a reflective tool for continuous improvement aimed at enhancing the overall quality of learning.

Student satisfaction is one of the key indicators in assessing the quality of educational services in higher education. A high level of satisfaction reflects the institution's success in meeting students' expectations across various aspects, including the learning process, supporting facilities, administrative services, and the relationship between lecturers and students. As part of the effort to improve the quality of education and services, student satisfaction surveys must be conducted regularly. The results of these surveys serve not only as a basis for internal evaluation but also as valuable input for strategic planning in institutional development.

The Mandarin Language Study Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), as a program focusing on the study of language, literature, and culture, regularly carries out student satisfaction surveys. These surveys cover several key aspects, including lecturer teaching evaluations, student satisfaction with the educational process (which encompasses academic staff, program management, facilities, and faculty services), as well as evaluations of students' academic workload. Through these surveys, the program aims to obtain a comprehensive understanding of students' perceptions regarding the educational services provided.

### B. Research Questions (Adjusted to the Study Program)

1. To what extent are students satisfied with the academic services and the quality of teaching 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 the educational process of the Mandarin Language Study Program?
4. What suggestions and feedback do students provide for improving future services?

**C. Objectives (Adjusted and supplemented with program-specific urgency)**

1. To measure student satisfaction with various aspects of academic and non-academic services offered by the Mandarin Language Study Program.
2. To identify strengths and weaknesses in the delivery of educational services, including teaching and learning processes, facilities, and administrative services.
3. To provide objective data and information as the basis for decision-making and the formulation of strategies to enhance the quality of educational services.
4. To accommodate students' aspirations and feedback as part of continuous evaluation in creating a conducive and responsive learning environment.
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 Academic Workload Evaluation Survey
4. Lecturer Supervision of Thesis/Final Project 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 was administered online through the *Satu Mahasiswa* platform, covering 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 online questionnaire, students were provided with an explanation of the survey's objectives, instructions for filling it out, and the importance of their contribution in providing accurate feedback. The collected data were analyzed both quantitatively and qualitatively to obtain a clear picture of students' academic workload, which in turn serves as a basis for decision-making regarding curriculum development and future teaching methods. This survey was implemented over the course of one semester (Even Semester 2023–2024) and was expected to provide valid and comprehensive data to support quality improvement in the Mandarin Language Study Program.

#### **B Types and Sources of Data**

The survey employed primary data obtained directly from students of the Mandarin Language Study Program through an online questionnaire. The data collected included information on students' perceptions of lecturers' teaching evaluations, student satisfaction with the educational process, evaluations of students' academic workload, and evaluations of lecturers' supervision of final projects. These data were analyzed to develop a comprehensive understanding of the workload experienced by students throughout their studies.

#### **C Response Format**

The questionnaire was designed using multiple-choice questions to assess various aspects of service quality. The response format was qualitative in nature, reflecting different levels of service quality, ranging from *Strongly Appropriate/Strongly Satisfied* to *Strongly Inappropriate/Strongly Dissatisfied*. The responses were categorized into four (4) levels:

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

## **D Data Analysis**

The data obtained from the questionnaire were analyzed both quantitatively and qualitatively. Quantitative analysis was carried out by calculating the frequency and percentage of each response, in order to provide a general overview of students' perceptions of academic workload. In addition, descriptive statistical methods were used to measure perceptions of lecturers' teaching practices, lecturers' supervision of final projects, student satisfaction with the educational process, and students' workload.

Meanwhile, qualitative analysis was applied to the open-ended responses provided by students, with the aim of gaining deeper insights into the factors influencing their learning experiences. The results of this analysis serve as the basis for developing recommendations to improve service quality and teaching practices within the Mandarin Language Study Program.

### CHAPTER III

## RESULTS OF ANALYSIS AND DISCUSSION

This chapter presents the results obtained from the responses to the survey conducted via the academic portal (survei.akademik.usu.ac.id), followed by an analysis and discussion of the findings. Tables and diagrams may be included to complement the data presentation..

#### 1. Survey on Teaching Evaluation of Lecturers

No	Lecturer	Total Classes	Total Credits	Lecturer Evaluation Score
1	Vivi Adryani Nasution	5	10	3.61
2	T. Kasa Rullah Adha	6	12	3.74
3	Jessy	7	14	3.69
4	Intan Erwani	6	12	3.56
5	Julina	6	12	3.83
6	Niza Ayuningtias	6	12	3.76
7	Rudy Sofyan	1	2	3.68
8	Mardiah Mawar Kembaren	1	2	3.22

Based on the results of the Student Satisfaction Survey on the Teaching and Learning Process, specifically in the aspect of Lecturer Teaching Evaluation within the Mandarin Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara (USU), the average scores of eight lecturers were obtained as respondents in this instrument. Overall, the scores fall within the “good” category, although variations across lecturers indicate different levels of student satisfaction with their teaching performance.

The highest score was achieved by **Julina**, with a score of **3.83**, reflecting that her performance in the teaching process was regarded as highly satisfactory by students. This suggests consistency in applying teaching methods, punctuality, and the ability to deliver course content in alignment with the semester learning plan. Following this, **Niza Ayuningtias** scored **3.76**, which also demonstrates strong achievement in terms of student engagement, constructive feedback, and mastery of the subject matter. Comparable scores were also received by **T. Kasa Rullah Adha** (3.74), **Jessy** (3.69), and **Rudy Sofyan** (3.68). These lecturers were perceived as having adequate competence in fostering a conducive classroom environment, providing objective assessments, and encouraging active student participation.

Meanwhile, **Vivi Adryani Nasution** (3.61) and **Intan Erwani** (3.56) still fall within the “good” category, although relatively lower compared to their peers. This finding highlights areas where improvements could be made, such as the utilization of educational technology, enrichment of teaching materials, and the incorporation of up-to-date issues relevant to their respective fields. The lowest score was obtained by **Mardiah Mawar Kembaren** (3.22). While this still falls within the “good” category, it indicates the need for greater attention to enhancing teaching quality, particularly in aspects of classroom interaction, systematic material organization, and responsiveness in assisting students.

In conclusion, the survey results as a whole illustrate that the teaching quality of lecturers in the Mandarin Studies Program at USU is generally good, though variations remain. These differences point to opportunities for further improvements in teaching practices in order to optimize student satisfaction in the future.

## **2. Student Satisfaction Survey on the Educational Process**

Based on the results of the Student Satisfaction Survey on the Educational Process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, a general overview was obtained regarding students’ satisfaction with several key components supporting the learning process, namely lecturers, educational staff, program administrators, facilities and infrastructure, as well as faculty services. Overall, the average scores across these five aspects ranged from 2.5 to 2.64, which, when reviewed against the evaluation scale, falls into the “fairly appropriate” category. Nevertheless, these findings also indicate that there remains considerable room for improvement in enhancing the quality of educational services.

For the lecturer aspect, the average score obtained was 2.64. This result suggests that students perceive the services provided by lecturers in terms of reliability, responsiveness, compliance with academic regulations, and attentiveness as fairly good, though not yet fully optimal. It implies that while lecturers have generally fulfilled their roles as educators and facilitators of learning, students still experience shortcomings in service consistency, particularly regarding attentiveness and prompt responses to academic needs.

Meanwhile, the evaluation of educational staff received an average score of 2.5, indicating that students rated administrative and technical services at a moderate level. This outcome reflects that the reliability and responsiveness of educational staff in assisting students have not fully met expectations, which may affect the smooth delivery of academic services that are supposed to support the overall learning process.

The aspect of program administrators also received an average score of 2.5, signaling that students perceive the services provided by administrators—whether in terms of reliability, compliance with academic provisions, or attentiveness—as not yet optimal. This highlights the need for improved coordination and academic management that is more responsive and student-oriented, given the strategic role of program administrators in shaping policies and implementing educational practices at the program level.

Furthermore, satisfaction with facilities and infrastructure achieved an average score of 2.58. This result shows that students rated the availability, accessibility, and quality of learning facilities as adequate but not yet fully supportive of academic activities. This condition underscores the importance of more structured planning and maintenance of facilities to ensure they effectively meet the needs of both learning and practicum activities.

The final aspect, faculty services, also recorded an average score of 2.58. The results indicate that students assess the reliability, responsiveness, compliance, and attentiveness of administrative staff at the faculty level as moderate. This finding emphasizes the need to enhance the quality of administrative and general services at the faculty level so that they can become faster, more accurate, and more responsive to students' needs.

In summary, the results of this survey demonstrate that students' satisfaction with the educational process remains at a reasonably adequate level, but not yet optimal. The average scores ranging from 2.5 to 2.64 serve as important indicators for the study program, faculty, and all stakeholders to continue conducting evaluations and implementing continuous improvements to advance the quality of educational services in the future.

### **3. Student Workload Evaluation Survey**

Based on the results of the Student Workload Evaluation Survey conducted in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, the average score obtained was 3.39 on a four-point scale. This result indicates that

students generally perceive their workload as appropriate or satisfactory, although certain aspects still present opportunities for improvement. The score also reflects that, overall, students find the course load, time allocation, and relevance of assignments to be consistent with the intended learning outcomes.

In the first dimension, namely the proportionality between course or practicum content and the assigned credit hours, students assessed it as sufficiently balanced. This suggests that the material delivered by lecturers has been designed in accordance with the designated credit load, thereby avoiding any discrepancy between course content and the number of credits. Furthermore, students responded positively to the adequacy of credit hours in enabling them to achieve the intended learning objectives, both in theoretical and practical domains.

The allocation of time for classroom sessions and practicums was also regarded as adequate by students. This reflects that the lecture schedules and field practices provided have been supportive in enhancing their comprehension of the course material. Similarly, the time allocated for independent study—such as reading course materials, seeking supplementary information, and completing exercises—was considered appropriate relative to the credit load. In other words, students were still able to manage their independent study time effectively without experiencing an excessive burden.

Another important aspect is the sufficiency of time allocated for completing assignments, quizzes, and examinations throughout the semester. The survey results show that students perceived the available duration as sufficient to support their understanding of the material and the attainment of learning objectives. Moreover, the quality and relevance of assignments were also appreciated, with students recognizing that the given tasks were closely aligned with the course content and learning goals.

In addition, the overall workload was perceived as being in line with the expected learning outcomes, allowing students to complete their assignments without feeling unduly burdened. Even in terms of maintaining a balance between academic and non-academic life, students indicated that despite the continuous presence of assignments, quizzes, and exams throughout the semester, they still had opportunities to engage in other activities, such as daily routines, hobbies, and recreational pursuits.

Overall, the average score of 3.39 demonstrates that the student workload in the learning process has been managed fairly well. Course content, time allocation, and assignment quality

were generally regarded as balanced with the intended learning outcomes. Nonetheless, this finding also highlights the need for further improvements to ensure a more optimal distribution of tasks and scheduling, thereby enhancing students' learning experiences to be more effective and meaningful.

#### 4. Survey on Thesis Supervision Evaluation

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	4
2	199306082021022001	Jessy S.S., MTCSOL	3.92
3	197905112017042001	Julina B.A.,M.TCSOL.	4
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	4
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	4
6	199011212017042001	Intan Erwani S.S., M.Hum	4

The results of the Thesis Supervision Evaluation Survey conducted within the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, indicate that the overall quality of supervision provided by the six lecturers falls into the “excellent” category. The average scores ranged from 3.92 to 4.00 on a four-point scale, with the majority of lecturers achieving the highest possible score of 4.00. This reflects students' high level of satisfaction with the academic guidance received in the context of thesis writing, including clarity of instructions, systematic supervision, and availability of supervisors to provide adequate support.

Lecturers who obtained perfect scores—namely Vivi Adryani Nasution, S.S., MTCSOL; Julina, B.A., MTCSOL; Niza Ayuningtias, S.S., MTCSOL; Dr. T. Kasa Rullah Adha, S.S., MTCSOL; and Intan Erwani, S.S., M.Hum—demonstrated consistency in delivering supervision that students regarded as highly appropriate. These scores confirm that

the lecturers effectively communicated supervision plans at the outset, structured the guidance process systematically, and provided methodological direction that supported students in completing their theses. Furthermore, essential aspects such as allocating sufficient discussion time when students encountered difficulties, giving constructive feedback on thesis drafts, and monitoring research progress on a regular basis were evaluated as being carried out exceptionally well. The perfect ratings also indicate that the lecturers not only paid attention to academic matters but also demonstrated concern for their students' non-academic conditions.

Meanwhile, Jessy, S.S., MTCSOL received an average score of 3.92. Although slightly lower than her colleagues, this score still falls within the "excellent" category. The result suggests that students considered her supervision to be in line with expectations, though certain aspects could be further enhanced—for instance, the timeliness of providing feedback or the frequency of monitoring research progress. Nonetheless, the 3.92 score still reflects adequate and highly supportive supervision that enabled students to complete their theses in a timely manner.

Overall, the consistently high scores in this survey demonstrate that thesis supervision within the Mandarin Language Study Program has been carried out effectively. Students reported feeling well-supported throughout the process of thesis preparation, from topic selection and methodological design to final writing. Clarity of communication, supervisors' discipline in allocating time, and attentiveness to students' challenges were among the most highly appreciated aspects.

In conclusion, these survey results not only highlight the lecturers' success in fulfilling their supervisory roles but also illustrate the establishment of an academic culture oriented toward quality and student satisfaction. While nearly all aspects were evaluated at optimal levels, the findings can still serve as a basis for maintaining the current high standards of supervision while refining minor details to further enhance students' experiences in the thesis completion process.

## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

#### A. Conclusion

Based on the overall results of the surveys, which include the Lecturer Teaching Evaluation Survey, the Student Satisfaction Survey on the Educational Process, the Student Workload Evaluation Survey, and the Thesis Supervision Evaluation Survey, it can be concluded that the quality of the learning process in the Mandarin Studies Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), has generally been carried out effectively, although several aspects still require further attention.

In the dimension of lecturer teaching evaluation, the average scores ranged between 3.22 and 3.83. This indicates that students assessed the teaching quality of lecturers as good, with strengths in mastery of subject matter, delivery of instruction, and fostering conducive interaction. However, variations in scores across lecturers suggest opportunities for improvement, particularly in the use of learning media, provision of feedback, and sensitivity to students' academic needs.

The results of the student satisfaction survey regarding the educational process showed average scores ranging from 2.5 to 2.64 across the dimensions of lecturers, academic staff, program administrators, facilities and infrastructure, as well as faculty services. These scores indicate that the educational services received by students fall into the "fairly adequate" category, yet remain suboptimal. Therefore, improvements are needed in administrative services, responsiveness of academic staff, provision of learning support facilities, and strengthened coordination at the program and faculty levels.

Meanwhile, the student workload evaluation survey obtained an average score of 3.39, suggesting that the workload was considered relatively proportional and aligned with the credit requirements (SKS). Students felt that the allocation of class hours, assignments, and opportunities for extracurricular activities remained balanced. However, despite this positive tendency, a more effective management is still required to ensure a more equitable distribution of tasks and study time.

In the aspect of thesis supervision evaluation, the results were remarkably high, ranging from 3.92 to 4. This indicates that students perceived the supervision provided by lecturers as

highly aligned with their needs. Lecturers were regarded as capable of providing research guidance, assisting in the thesis-writing process, making time for discussions, and consistently delivering feedback. This reflects a very high-quality supervision process that should be maintained.

Overall, it can be concluded that the academic quality of the Mandarin Studies Program at FIB USU demonstrates good performance in the teaching process and excellent performance in thesis supervision. Nonetheless, aspects related to educational services, facilities, infrastructure, and administrative support still need enhancement to achieve a balance between academic quality, learning comfort, and overall student satisfaction.

## **B. RECOMMENDATIONS**

As a follow-up to the findings of the student satisfaction surveys on the learning process in the Mandarin Studies Program at FIB USU, several recommendations can be proposed to further improve educational quality and student satisfaction.

First, regarding teaching staff, although the survey results indicated good performance, the variation in scores among lecturers reflects the need for further development in certain areas. It is therefore recommended that the program provide continuous training on innovative teaching strategies, utilization of digital media, and reinforcement of more constructive evaluation methods. In addition, lecturers are encouraged to strengthen academic interactions with students by providing timely feedback, keeping abreast of current issues, and enriching teaching materials with more practical content.

Second, in relation to academic staff, program administrators, faculty services, and learning facilities, the survey results—generally rated as “fairly adequate”—highlight the necessity of enhancing the management of educational services. It is recommended that the faculty and program improve the efficiency and responsiveness of administrative services, upgrade learning facilities through maintenance and procurement of adequate resources, and strengthen coordination between administrators and students to better address academic needs. Implementing digital-based service systems could be one solution to accelerate access to information and services for students.

Third, regarding student workload, although the average scores indicated positive results, periodic evaluations should be conducted to ensure that assignments, examinations, and coursework remain balanced with the required credit hours. Lecturers are expected to align assignments with clear learning outcomes and allocate proportional time to help students maintain a balance between academic and non-academic activities.

Fourth, with regard to thesis supervision, the results, which were rated as “excellent,” must be maintained through consistent performance by supervising lecturers. To sustain this quality, the program could provide recognition or incentives for lecturers who consistently receive high evaluations from students. Additionally, the monitoring system for supervision could be strengthened to ensure that every student receives equitable and structured guidance.

By implementing these recommendations, it is expected that the program will be able to enhance academic quality comprehensively, improve the provision of educational services, and foster greater student satisfaction in the future.