

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



**UNIVERSITAS SUMATERA UTARA
Department of Mandarin Studies
Faculty of Cultural Sciences Academic
MEDAN
2023- 2024 ODD SEMESTER**

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 of the Mandarin Studies Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara, was conducted to evaluate the quality of the learning process, educational services, academic workload, and the effectiveness of faculty members in supervising students' final projects. The survey employed a Likert-scale instrument ranging from 1 to 4, where 1 indicated "strongly disagree" and 4 indicated "strongly agree." The results were then processed into average scores to reflect students' perceptions of the quality of academic services and faculty performance.

In the aspect of teaching, the findings show that the majority of faculty members received relatively high evaluations, with average scores ranging from 3.7 to 3.8. This indicates that students perceive their lecturers as capable of delivering material clearly, applying appropriate teaching methods, and providing academic guidance that supports their understanding. Nevertheless, there remains a need to enhance the consistency of teaching quality across all lecturers to ensure that every instructor meets the same optimal standards.

With regard to educational services, students assessed facilities and academic support as "fairly adequate." While this reflects that services are generally functioning well, there is still room for improvement, particularly in terms of administrative efficiency, integration of digital technology, and the provision of more comprehensive infrastructure to support a conducive learning environment.

Concerning academic workload, the survey revealed that the number of credits (SKS) is appropriately aligned with the weight of assignments and coursework. Students found the workload to be fairly proportional, although periodic curriculum evaluations remain necessary to ensure that workload distribution stays relevant to learning outcomes and competency requirements in the digital era.

A particularly notable aspect of the survey is the supervision of final projects. Faculty members scored between 3.7 and 3.8 on average, demonstrating strong performance in guiding students through their research. Students appreciated that supervisors provided clear guidance from the outset, discussed research methodologies, offered substantive feedback on writing, and consistently monitored research progress. Moreover, lecturers' attention to

students' non-academic aspects was also valued, as it was seen to help maintain motivation and ensure smoother completion of final projects.

Overall, the results of this survey indicate that the academic quality and educational services within the Mandarin Studies Program at FIB USU are rated as good, while still requiring reinforcement in the areas of equitable teaching quality, the development of academic services, and the management of student workload. Consequently, this survey is expected to serve as a foundation for formulating strategies to improve educational quality, ensuring that future teaching and supervision processes become increasingly effective, of higher quality, and aligned with both students' expectations and prevailing higher education standards.

Table of Contents

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 goal, it is essential to evaluate the quality of educational services, the effectiveness of teaching, and students' academic workload. Such evaluations not only serve as a form of institutional accountability to students and the wider community, but also function as a means of reflection to foster continuous improvement in enhancing the quality of education.

Student satisfaction is a crucial indicator 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 efforts to enhance the quality of education and services, student satisfaction surveys need to be conducted regularly. The results of such surveys not only serve as the basis for internal evaluation but also provide strategic insights for institutional development in the future.

The Mandarin Language Study Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), as a program that focuses on the advancement of language, literature, and culture, routinely carries out student satisfaction surveys. These surveys cover several key aspects, including the evaluation of teaching performance, student satisfaction with the educational process—comprising administrative staff, program management, facilities and infrastructure, and faculty services—as well as surveys on students' academic workload. Through these surveys, it is expected that a comprehensive understanding of students' perceptions of the educational services provided can be obtained.

B. Problem Formulation (adjusted to the 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 service aspects are considered most appropriate and least appropriate by students?
3. What factors influence student satisfaction in the educational process within the Mandarin Language Study Program?
4. What suggestions and feedback do students provide that can be utilized to improve services in the future?

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

1. To measure students' satisfaction with various 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 infrastructure, as well as administrative services.
3. To provide objective data and information as a foundation for decision-making and the formulation of strategies to improve the quality of educational services.
4. To accommodate students' aspirations and feedback as part of continuous evaluation to create 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. Survey on Teaching Performance Evaluation
2. Survey on Student Satisfaction with the Educational Process
3. Survey on Students' Academic Workload
4. Survey on Thesis Supervision Evaluation

CHAPTER II IMPLEMENTATION OF THE SURVEY

A. Implementation

This student satisfaction survey was conducted with the aim 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, following several stages including 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. Before completing the questionnaire on the *Satu Mahasiswa* platform, students were first provided with an explanation regarding the purpose of the survey, instructions for filling it out, and the importance of their contribution in providing accurate feedback. The results of the survey were analyzed both quantitatively and qualitatively to obtain a clear picture of students' learning workload, which could then serve as the basis for decision-making in curriculum development and teaching methods in the future. The survey was conducted over the course of one semester (Odd Semester 2023–2024) and is expected to yield valid and comprehensive data to support quality improvement in the Mandarin Language Study Program.

B Types and Sources of Data

This survey utilized primary data collected directly from students of the Mandarin Language Study Program through an online questionnaire. The data gathered included information on students' perceptions of lecturer teaching evaluation, student satisfaction with the educational process, evaluation of student learning workload, and lecturer supervision in final project guidance. These data were analyzed to obtain a comprehensive overview of the learning workload experienced by students throughout their coursework.

C Response Format

The response design for each questionnaire item was structured in the form of multiple-choice questions. The answer options were qualitative in nature, reflecting the perceived quality of services. The quality scale ranged from “Strongly Inappropriate/Strongly Dissatisfied” to “Strongly Appropriate/Strongly Satisfied.” The responses were divided into four (4) categories, 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 in order to provide a general overview of students' perceptions regarding their learning workload. In addition, descriptive statistical methods were employed to measure perceptions of lecturers' teaching performance, supervision in final project guidance, student satisfaction with the educational process, and student learning workload.

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

CHAPTER III RESULTS AND DISCUSSION

This chapter presents the findings obtained from the academic survey platform (akademik.usu.ac.id), followed by analysis and discussion of the results. Tables and charts are included to support the data presentation.

1. Survey on Teaching Evaluation of Lecturers

No	Lecturer	Total Classes	Total Credits	Evaluation Score
1	Jessy	5	10	3.82
2	Devy Mathelinea	1	3	3.69
3	T. Thyrhaya Zein	1	2	3.83
4	Vivi Adryani Nasution	9	18	3.66
5	Intan Erwani	9	18	3.73
6	T. Kasa Rullah Adha	9	18	3.78
7	Julina	17	34	3.75
8	Niza Ayuningtias	11	22	3.68
9	Samerdanta Sinulingga	1	2	3.73
10	Rudy Sofyan	1	2	3.38
11	Tasnim Lubis	1	2	4
12	Mhd Pujiono	2	4	3,56
13	Arwina Sufika	1	2	3.79

The survey on student satisfaction with lecturer performance in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, revealed a relatively positive distribution of scores, ranging from 3.38 to 4.00. Overall, these results indicate that most lecturers are perceived to have fulfilled their pedagogical roles in accordance with the established indicators, which include the use of teaching media, punctuality, fairness in assessment, mastery of subject matter, clarity of explanation, and responsiveness to student needs.

The highest score was achieved by **Tasnim Lubis** with a perfect average of **4.00**. This reflects students' perception that the lecturer demonstrated excellent competence across survey indicators, including content delivery, methodological accuracy, and active student engagement in the learning process. Such performance may serve as a benchmark and best practice for other lecturers in creating effective and conducive learning environments.

In contrast, the lowest score was recorded by **Rudy Sofyan** with an average of **3.38**. While this score still falls within the "adequate" category, it remains relatively lower compared to other lecturers, indicating potential areas for improvement, particularly in pedagogical approaches and student interaction, to enhance the overall quality of teaching.

The majority of lecturers scored between **3.60 and 3.83**, such as Jessy (3.82), T. Thyrhaya Zein (3.83), and Arwina Sufika (3.79). These scores suggest consistent performance in fulfilling evaluation criteria, including clarity in explaining core topics, encouraging student participation, and fostering a supportive classroom atmosphere. Similarly, lecturers such as Devy Mathelinea (3.69), Vivi Adryani Nasution (3.66), and Niza Ayuningtias (3.68) received comparable scores, reflecting steady achievements, although certain aspects—such as updating learning materials or providing more constructive feedback—may still be enhanced.

Other lecturers, such as Intan Erwani (3.73), Samerdanta Sinulingga (3.73), and Julina (3.75), also performed within the “adequate” to “good” range, indicating that students generally perceived them as meeting teaching standards. Meanwhile, **Mhd Pujiono** (3.56) scored slightly lower than most of his peers, highlighting the need for further reflection and efforts to improve teaching quality.

In sum, the findings indicate that the majority of lecturers in the Mandarin Language Study Program at FIB USU were evaluated as “adequate” to “very good” in fulfilling their teaching responsibilities. The scores, which lean towards the upper range, reflect strong competencies in subject mastery, teaching methodology, and attentiveness to student needs. Nonetheless, the variation in scores suggests the need for more evenly distributed quality enhancement efforts, particularly for lecturers with relatively lower evaluations, in order to continuously improve student satisfaction with the learning process.

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 an overview of the quality of academic and non-academic services received by students. Overall, the average scores ranged from 2.5 to 2.57. These figures indicate that students considered the services delivered by various educational providers to be “appropriate,” though not yet optimal, leaving considerable room for improvement in service quality.

With regard to lecturers, the average score of 2.5 suggests that students assessed lecturer performance as generally aligned with indicators of reliability, responsiveness, service assurance, and attentiveness in providing support to students, although not yet reaching the

level of maximum satisfaction. This implies that the role of lecturers in supporting the learning process is fairly adequate, yet students continue to expect improvements in responsiveness to academic needs, clarity of service procedures, and more consistent personal attention to their academic development.

Administrative staff received an average score of 2.53. This outcome indicates that students perceived their services as adequately appropriate, particularly in terms of reliability and responsiveness. Accordingly, the administrative staff were considered to have performed their administrative and technical support roles well, though students emphasized the need for more effective service delivery to ensure academic needs are addressed more swiftly and accurately.

For the study program administrators, the average score of 2.52 reflects student evaluations of academic administrative services—including reliability, assurance, responsiveness, and attentiveness—as being in line with basic standards, but not fully satisfactory. This suggests that students still encounter challenges in accessing academic services, underscoring the need for strengthened communication and greater responsiveness from program administrators.

Student satisfaction with facilities and infrastructure obtained an average score of 2.55. This figure indicates that learning support facilities such as classrooms, accessibility, and laboratory equipment were considered reasonably adequate, though not entirely meeting student expectations. This condition highlights the importance of upgrading and enhancing the quality of facilities to better support effective learning, particularly in practicum activities that require sufficient infrastructure.

Meanwhile, faculty-level services achieved the highest average score, at 2.57. This result demonstrates that students perceived services at the faculty level as relatively better compared to other aspects, particularly in terms of reliability, responsiveness, assurance, and attentiveness of faculty administrative staff. Nevertheless, this achievement still falls within the “adequately appropriate” category, thus improvements in faculty service quality remain necessary to foster higher and more consistent levels of student satisfaction.

In conclusion, the survey results reveal that students evaluated all aspects of educational services within the “appropriate” category, though not at an optimal level. The average scores, which hover above 2.5, indicate a reasonably solid foundation for service provision, while

simultaneously affirming the need for continuous quality enhancement. Improvements in responsiveness, procedural transparency, facility maintenance, and personal attentiveness from all stakeholders are essential to achieving a more optimal standard of educational quality in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara.

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, indicate an average score of 3.32. This score falls within the “appropriate” category, approaching “highly appropriate” on the evaluation scale used. It can therefore be interpreted that students generally perceive the assigned workload as relevant to the established academic standards. The average score suggests a balance between the weight of course content, the number of credit hours (SKS), and the time allocation provided to support the achievement of learning objectives.

Students assessed that the workload of both lectures and practical sessions was reasonably proportional to the number of credit hours assigned. This indicates that the balance between the depth of course content and the frequency of lectures or practical classes has been relatively well maintained. Similarly, the SKS allocation for each course was considered adequate to facilitate the achievement of the intended learning outcomes. This evaluation demonstrates consistency between academic design and its implementation in practice, allowing students to experience coherence in the planning and delivery of the learning process.

In addition, the allocation of time for lectures, practical sessions, and other learning activities conducted weekly was deemed sufficient for students to grasp the material. The time available for independent tasks, such as reading supplementary literature, seeking additional information, or exploring key topics, was also considered consistent with the assigned SKS. This suggests that students were still able to balance academic demands with independent enrichment activities without experiencing excessive burden.

Furthermore, the survey reveals that students viewed the time allocation for assignments, quizzes, and examinations throughout the semester as supportive of their comprehension and learning objectives. This reflects that instructors had structured the assignment rhythm

proportionally, ensuring that students were not merely burdened quantitatively, but also gained added value in terms of conceptual understanding. Alignment was also evident in the relevance of assignments to the course material. Students reported that each assignment given was closely related to the subject matter and contributed to achieving the intended learning outcomes.

On the other hand, the overall workload was still considered manageable and did not significantly hinder students from engaging in non-academic activities. Students retained the opportunity to pursue daily routines, hobbies, and recreational activities, thereby maintaining a balance between academic responsibilities and personal life. Such balance is essential, as workload equilibrium can influence motivation, mental health, and the quality of student engagement in the learning process.

Overall, the average score of 3.32 affirms that the student workload in this study program has been designed and implemented reasonably well. Students acknowledged that the main components of workload—including course content, credit hours, time allocation, and assignments—were aligned with the intended learning outcomes. Nevertheless, this score also signals that there remains room for improvement in order to further elevate student satisfaction toward the “highly appropriate” category, particularly through refinements in the distribution of assignments and the more effective utilization of independent study time.

4. Thesis Supervision Evaluation Survey

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	3.8
2	199306082021022001	Jessy S.S., MTCSOL	3.7
3	197905112017042001	Julina B.A., M.TCSOL.	3.7
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	3.8
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.8
6	199011212017042001	Intan Erwani S.S., M.Hum	3.8

The results of the thesis supervision evaluation survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, indicate average scores ranging from 3.7 to 3.8. These scores suggest that students perceive the quality of supervision as falling between the “appropriate” and “highly appropriate” categories, implying that most supervisory aspects have been carried out effectively and contribute positively to the completion of the thesis process. The assessment further reflects the

consistency of lecturers in fulfilling their academic and advisory roles in a sustainable manner.

Overall, students reported that supervisors clearly communicated the supervision plan from the outset, providing them with a systematic guide for conducting each stage of their research. This was reinforced by evaluations of the structured supervision materials, which enabled students to understand the interconnections across different stages of the research process. The supervision methods were also perceived as encouraging active student participation, reflecting a two-way communication pattern between supervisors and students throughout the supervision period.

From an academic perspective, students noted that supervisors provided guidance aligned with their interests and capabilities, particularly in selecting research topics and discussing methodology. Supervisors were also viewed as sufficiently engaged in offering input on proposals, theses, and academic papers, and consistently provided constructive feedback. Monitoring students' progress through log books and regular discussions demonstrated the supervisors' attentiveness to their development, while the allocation of sufficient discussion time allowed students to address the challenges they encountered. These practices highlight that supervisors functioned not only as academic advisors but also as facilitators supporting students in completing their research in a timely manner.

Non-academic aspects were likewise given attention by supervisors. Students observed a concern for personal conditions encountered during the thesis process. This suggests that supervision was not solely focused on academic achievement but also took into account students' emotional and motivational factors. Such positive assessments also indicate the presence of strong interpersonal relationships between supervisors and students.

Given the consistently high average scores, the survey results affirm that the quality of thesis supervision in the program is generally adequate. Nonetheless, these achievements also serve as a reflection for supervisors to further enhance the quality of supervision—for instance, by expanding support in terms of research access and grants, as well as strengthening progress monitoring systems to ensure more directed guidance. Overall, the average scores of 3.7–3.8 indicate that students are satisfied with the supervision they receive, although more evenly distributed improvements across supervisors are still necessary to consistently achieve the “highly appropriate” category.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the results of the student satisfaction survey in the Chinese Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that, in general, the quality of the learning process, educational services, and thesis supervision has been running effectively, although there remains room for improvement.

In terms of teaching evaluation, the average scores obtained by lecturers fall within the “appropriate” category, ranging from 3.38 to 4.00. This indicates that students perceive lecturers’ performance as fairly good, particularly in mastery of subject matter, utilization of learning media, provision of feedback, and creation of a conducive classroom atmosphere. Nevertheless, the variation in scores among lecturers highlights the need to ensure a more consistent standard of pedagogical quality.

The survey on student satisfaction with educational services shows an average score between 2.5 and 2.57, which falls under the “fairly appropriate” category. This score encompasses evaluations of lecturers, administrative staff, program managers, facilities, and faculty services. The findings suggest that, while basic service standards are being met, they have not yet fully met student expectations. Greater responsiveness, clearer procedures, and strengthened infrastructure should be prioritized.

For student workload evaluation, the average score of 3.32 reflects that the workload is perceived as aligned with credit hours (SKS), time allocation, and learning objectives. Students consider assignments and examinations to be proportional, allowing them to balance academic activities with other engagements. This suggests that the curriculum design is reasonably aligned with student needs, though opportunities remain to enhance the distribution of academic workload.

Meanwhile, in the evaluation of thesis supervision, the average scores range between 3.7 and 3.8, indicating relatively high levels of student satisfaction. Students view their supervisors as providing clear guidance, constructive feedback, and adequate attention to both

academic and non-academic aspects. Supervisors are also seen as effectively supporting students in completing their research in a timely manner.

Overall, the survey results reveal that the academic quality and educational services in the Chinese Studies Program of FIB USU are at a satisfactory level, with most average scores falling within the “appropriate” to “very appropriate” categories. However, several aspects still require improvement, particularly in ensuring consistent teaching quality across lecturers, optimizing administrative services and program management, and upgrading facilities and infrastructure. Thus, the survey outcomes provide valuable input for continuous efforts to enhance the quality of academic and educational services.

B. Recommendations

Based on the results of the student satisfaction survey concerning lecturers, thesis supervision, educational services, and student workload, several areas may be considered for evaluation and continuous improvement.

First, regarding classroom teaching, although most lecturers received relatively good scores, there remains a need to ensure quality consistency so that all lecturers meet optimal standards in subject mastery, diversity of teaching methods, and provision of feedback. Continuous professional development programs, such as pedagogical training, educational technology workshops, and peer review initiatives, could serve as effective strategies to enhance teaching quality across the board.

Second, in terms of educational services, the scores, which remain within the “fairly appropriate” category, highlight the need for improvements in academic administration, communication, and facilities. Enhancing service quality can be achieved through the digitalization of administrative systems, strengthening the competencies of academic staff in serving students, and ensuring the maintenance of learning facilities that support academic processes. These efforts are expected to create a more conducive and effective learning environment.

Third, with respect to student workload, although the survey shows alignment between credit hours and assignments, it is important to maintain a balanced workload so that students have sufficient space to develop soft skills, conduct research, and participate in

extracurricular activities. Regular curriculum evaluations are necessary to ensure that workload distribution remains relevant to the intended learning outcomes.

Fourth, concerning thesis supervision, the relatively high scores reflect positive performance by supervisors. Nonetheless, to sustain and further improve this quality, it is crucial for supervisors to remain consistent in providing guidance, engaging in discussions on research progress, and paying attention to students' non-academic concerns. Training programs on research supervision techniques may also enhance the effectiveness of supervision.

In general, the survey findings indicate that the academic quality and educational services are on the right track, though several aspects still require improvement for greater optimization. Therefore, it is recommended that the Chinese Studies Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, use these findings as a foundation for formulating strategies aimed at comprehensive educational quality enhancement, thereby ensuring that future academic services more closely align with student needs and prevailing higher education standards.