

REPORT
STUDENT SATISFACTION SURVEY
ON THE LEARNING PROCESS



UNIVERSITAS SUMATERA UTARA
MANDARIN LANGUAGE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
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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 of the Mandarin Language Study Program was conducted as part of an internal evaluation aimed at improving the quality of learning and academic services. This activity reflects the program's commitment to ensuring continuous enhancement of educational standards, by involving students as the primary respondents who provide feedback based on their learning experiences. The survey functions not only as an evaluative instrument but also as a strategic reference in curriculum development, teaching methods, and academic support systems.

The survey was carried out online through the *Satu Mahasiswa* platform at the end of the semester. Prior to completing the questionnaire, students were given explanations regarding the objectives, methodology, and importance of their contributions in providing objective feedback. The survey instrument included eight main indicators, namely: the weight of course/practicum materials, the appropriateness of credit units (SKS), adequacy of face-to-face and independent learning time allocation, feasibility of assignment/exam completion time, alignment of assignments with course materials, suitability of workload with learning objectives, and students' flexibility in managing non-academic activities.

The data analysis results indicated an average score of 3.46 on a 1–4 scale. This score can be interpreted as students generally rating the learning services as “appropriate” and tending towards “highly appropriate.” Several indicators received positive appreciation, such as the alignment between credit units (SKS) and learning objectives, as well as the relevance of assignments to course materials. These findings indicate that the curriculum and academic workload have been proportionally designed to meet students' needs. Nevertheless, some aspects still require attention, particularly regarding the allocation of time for assignments, quizzes, and examinations, which some students considered burdensome and potentially disruptive to the balance between academic and non-academic activities.

Qualitative data analysis further revealed that students expect greater flexibility in scheduling and more intensive feedback from lecturers regarding learning outcomes. These findings indicate that student satisfaction is influenced not only by workload or the number of credits but also by the quality of academic interaction and the support provided throughout the learning process.

In conclusion, the survey results provide a comprehensive overview of student satisfaction with the learning services in the Mandarin Language Study Program. The relatively high average score demonstrates that the educational process has been carried out effectively, yet there remains room for improvement and innovation. Therefore, this survey is expected to serve as a foundation for strategic decision-making in the pursuit of continuous quality improvement in education.

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CHAPTER I INTRODUCTION

A. Background

As a higher education institution, the university bears the primary responsibility of organizing quality learning processes and producing competent graduates. To achieve this objective, it is crucial to evaluate the quality of educational services, the teaching performance of lecturers, and the workload of students. Such evaluation not only serves as a form of accountability to students and the wider community, but also functions as a reflective mechanism for continuous improvement in order to enhance the 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 indicates that the institution has succeeded in meeting students' expectations in various aspects, such as the learning process, supporting facilities, administrative services, and student–lecturer relations. As part of ongoing efforts to improve the quality of education and services, student satisfaction surveys must be conducted regularly. The results of these surveys not only serve as a basis for internal evaluation but also provide strategic insights for institutional development in the future.

The Mandarin Studies Program of the Faculty of Cultural Sciences, Universitas Sumatera Utara (FIB USU), as an academic unit focusing on language, literature, and cultural studies, routinely conducts student satisfaction surveys. These surveys cover several key aspects, including lecturer teaching evaluations, student satisfaction with educational services (administrative staff, program administrators, facilities, and faculty-level services), and evaluations of student workload. The survey is designed to provide a comprehensive overview of student perceptions regarding the quality of educational services provided.

B. Problem Statements

1. To what extent are students satisfied with the academic services and teaching quality provided by the Mandarin Studies Program?
2. Which aspects of the services are perceived as most appropriate and least appropriate by students?

3. What factors influence student satisfaction in the educational process within the Mandarin Studies Program?
4. What suggestions and feedback from students can be utilized to improve future services?

C. Objectives

1. To measure the level of student satisfaction with various 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 administrative services.
3. To provide objective data and information as a basis for decision-making and the formulation of strategies to improve the quality of educational services.
4. To accommodate student aspirations and feedback as part of ongoing evaluation, with the goal of creating a learning environment that is conducive and responsive to student needs.
5. To support accreditation processes and internal quality assurance by providing relevant evidence concerning student satisfaction.

D. Scope

The scope of the student satisfaction survey includes:

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

CHAPTER II

IMPLEMENTATION OF THE SURVEY

A. Implementation

The Student Satisfaction Survey was conducted with the aim of collecting relevant data and information related to students' learning experiences in the Mandarin Language Study Program. The survey was carried out online through the *Satu Mahasiswa* platform, following several stages including planning, implementation, data processing, and presentation of results. It was conducted at the end of the semester with the participation of all students as respondents.

Before filling out the questionnaire on the *Satu Mahasiswa* platform, students were provided with an explanation regarding the survey 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 picture of students' academic workload. These findings served as the basis for decision-making in curriculum development and future teaching methods. The survey was conducted over the course of one semester and was expected to provide valid and comprehensive data to support quality improvement efforts in the Mandarin Language Study Program.

B. Types and Sources of Data

This survey utilized primary data obtained directly from students of the Mandarin Language Study Program through an online questionnaire. The collected data encompassed students' perceptions regarding lecturers' teaching evaluation, student satisfaction with the learning process, evaluation of students' academic workload, and lecturers' supervision of final projects. These data were analyzed to provide a comprehensive overview of the learning workload experienced by students during their studies.

C. Response Format

The design of the response format for each questionnaire item was presented in the form of multiple-choice questions. The response categories were qualitative in nature to reflect the level of service quality. The quality scale ranged from *Strongly Inappropriate/Very Dissatisfied* to *Strongly Appropriate/Very Satisfied*. The answers were divided into four (4) categories, namely:

1. Strongly Inappropriate / Very 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 / Very Satisfied – assigned a perception score of 4.

D. Data Analysis

The data collected from the questionnaires were analyzed both quantitatively and qualitatively. Quantitative analysis was conducted by calculating the frequency and percentage of each response to obtain a general overview of students' perceptions of their academic workload. In addition, descriptive statistical methods were used to assess perceptions regarding lecturers'

teaching and supervision of final projects, students' satisfaction with the learning process, and the academic workload.

Meanwhile, qualitative analysis was carried out on the open-ended responses provided by students, to gain deeper insights into the factors influencing their learning experiences. The results of this analysis served as the basis for formulating recommendations aimed at improving the quality of services and teaching practices in the Mandarin Language Study Program.

CHAPTER III

RESULTS AND DISCUSSION

his 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	Dosen	Total Classes	Total Credits (SKS)	Evaluation Score
1	Vivi Adryani Nasution	12	24	3.62
2	Intan Erwani	3	6	3.67
3	T. Kasa Rullah Adha	11	22	3.81
4	Jessy	10	20	3.73
5	Julina	14	28	3.78
6	Niza Ayuningtias	8	16	3.78
7	Rudy Sofyan	1	2	3.49
8	Mardiah Mawar Kembaren	1	2	3.56

Based on the results of the teaching evaluation survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that the overall quality of teaching delivered by the lecturers falls into the *good* category. This is reflected in the average scores obtained by the lecturers, ranging from 3.49 to 3.81 on a scale of 1 to 4. These scores indicate that the majority of students perceive the teaching process as meeting their expectations, both in terms of material delivery, punctuality, the use of learning media, and the lecturers' attitude in guiding and responding to students' academic needs. Nevertheless, the variation in scores among lecturers still highlights differences in performance, which may serve as a point of evaluation for continuous improvement in teaching quality.

The highest score in this survey was achieved by T. Kasa Rullah Adha, with an average score of 3.81. This result shows that students considered the lecturer to have excellent mastery of the material, systematic delivery, and effective teaching methods that enhanced their understanding of the course content. It also reflects the lecturer's ability to utilize diverse learning media effectively and maintain class discipline in accordance with the schedule. Similar high scores were achieved by Julina and Niza Ayuningtias, both receiving 3.78. Students perceived these lecturers as consistent in creating a conducive learning atmosphere, providing objective assessments, and offering relevant examples that help students connect theory with real-life practice.

Following them is Jessy, with a score of 3.73. This indicates that the lecturer was considered good at explaining the subject matter, receptive to student feedback, and presenting the material in a coherent manner. Next is Intan Erwani, with a score of 3.67, which still falls into the *good* category. Students evaluated that Intan Erwani was able to provide adequate academic support, although improvement is needed in delivering up-to-date content and

responsiveness to students' challenges. Meanwhile, Vivi Adryani Nasution scored 3.62, suggesting that while teaching was already good, several indicators could be optimized further, such as providing more constructive feedback, diversifying teaching methods, and integrating research findings into course content.

The two lecturers with the lowest scores were Mardiah Mawar Kembaren (3.56) and Rudy Sofyan (3.49). Although their scores were lower compared to others, they were still categorized as *appropriate*. Students noted that both lecturers fulfilled the minimum standards of teaching, but improvements are needed in responsiveness, fostering more interactive classroom discussions, and updating teaching materials more regularly to align with the demands of dynamic learning environments.

Overall, the survey results indicate that the teaching quality in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, is good and adequate, yet there remains significant room for further development. By improving consistency in all aspects—mastery of subject matter, teaching methodology, and attentiveness to students' needs—student satisfaction levels are expected to increase. These findings also provide a strategic basis for the study program to design sustainable improvement measures, ensuring that the teaching quality not only meets national standards but is also competitive in the context of international education.

2. Student Satisfaction Survey on the Educational Process

Based on the results of the student satisfaction survey regarding the educational process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be observed that the average scores for all assessed aspects remain within the medium range, between 2.47 and 2.54 on a scale of 1 to 4. This finding indicates that the educational services provided have met the minimum standards but have not yet fully met students' expectations.

The evaluation of lecturers received an average score of 2.49, suggesting that aspects such as reliability, responsiveness, service assurance, and concern were rated as adequate, yet requiring further improvement. This result reflects students' expectations that lecturers should not only function as instructors but also serve as responsive mentors, capable of delivering academic services more efficiently while demonstrating greater attentiveness to students' development.

The administrative staff obtained the highest score in the survey, with an average of 2.54, although the difference compared to other aspects is not significant. This result indicates that administrative staff were perceived as relatively reliable in delivering academic services and more responsive compared to other elements. Nonetheless, students still highlighted the need for improvement in the speed of services, procedural accuracy, and consistency of performance to achieve optimal administrative quality.

Meanwhile, the program management received an average score of 2.47, one of the lowest ratings in the survey. This indicates the necessity for improvements in reliability, responsiveness, service assurance, and attentiveness to students' needs. Students seemed to perceive that academic management at the program level had not yet fully aligned with their

expectations, particularly in ensuring that services are provided quickly, accurately, and in accordance with applicable regulations.

The aspect of facilities and infrastructure received an average score of 2.48. This shows that students considered the availability, accessibility, and quality of learning and practicum facilities to be less than optimal. Some students likely experienced limitations regarding both the quantity and quality of available resources, which in turn affected the smoothness of the learning process.

Lastly, faculty-level services were rated with an average score of 2.47, demonstrating that reliability, responsiveness, service assurance, and attentiveness of faculty-level administrative staff still require significant improvement. Students perceived that the services provided were not entirely consistent, thereby creating a gap between their needs and the services available.

Overall, the findings suggest that the quality of educational services—encompassing lecturers, administrative staff, program management, facilities, and faculty-level services—is adequate but not yet optimal. Thus, continuous improvement is needed, particularly in enhancing responsiveness, ensuring procedural certainty, and providing more sufficient facilities, in order to significantly increase student satisfaction.

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 3.46 on a scale of 1 to 4. This score reflects that, in general, students perceived their academic workload to be appropriate and aligned with the applicable standards. The score, which is close to the maximum, demonstrates that students felt the distribution of course material, assignments, and time allocation for learning was sufficiently proportional to support the achievement of learning objectives. Consequently, it can be concluded that the majority of students held a positive perception regarding the balance between the academic demands placed upon them and their capacity to manage those demands.

The survey results show that the weight of course and practicum materials was considered proportionate to the assigned credit load (SKS). This suggests that curriculum design and material distribution were adequately structured so as not to impose excessive burdens on students. Additionally, students assessed that the allocation of weekly face-to-face sessions and practical activities was sufficient to support the achievement of learning objectives. This positive evaluation demonstrates that lecturers managed class time effectively and aligned it with the needs of the learning process.

Another aspect rated positively was the appropriateness of time allocated for independent assignments relative to the credit load undertaken. Students reported that tasks such as reading course materials, seeking supplementary references, and completing academic assignments remained manageable, enabling them to balance academic and non-academic activities. Similarly, the time given for completing assignments, quizzes, and examinations throughout the semester was considered sufficient to reinforce understanding of course content. This reflects a balance between academic demands and opportunities for students to manage their own learning pace.

Furthermore, the relevance of assignments to course materials emerged as an important factor contributing to the relatively high average score. Students noted that assignments were not only aligned with the topics studied but also consistent with the intended learning objectives. As a result, assignments were not viewed merely as additional burdens but as valuable tools for deepening understanding of the subject matter.

In conclusion, the average score of 3.46 demonstrates that student workload has been well managed and remains proportional to expectations. Although there is still room for improvement, the survey results suggest that students are generally satisfied with the current workload planning. Maintaining this balance between academic and non-academic activities is crucial to ensuring that learning objectives can be achieved optimally without imposing undue pressure on students.

4. Survey on Lecturer Evaluation in Supervising Final Projects

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTCSOL	3.82
2	199306082021022001	Jessy S.S., MTCSOL	3.73
3	197905112017042001	Julina B.A., M.TCSOL.	3.71
4	199007282015042002	Niza Ayuningtias S.S., MTCSOL.	3.84
5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.83
6	199011212017042001	Intan Erwani S.S., M.Hum	3.82

Based on the results of the lecturer evaluation survey on final project supervision in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be seen that overall, the level of student satisfaction with the performance of supervising lecturers falls into the *good* category, with an average score above 3.70 on a scale of 1 to 4. This indicates that most students perceive the supervision process as meeting their expectations, both in terms of clarity of guidance, systematic supervision, student involvement, and support for completing research.

In more detail, the average scores obtained by the six supervising lecturers show relatively consistent performance. Niza Ayuningtias, S.S., MTCSOL received the highest score with an average of 3.84, followed by Vivi Adryani Nasution, S.S., MTCSOL with 3.82. This reflects that both lecturers were assessed by students as being able to provide clear direction, respond effectively to supervision needs, and support students in completing their final projects. Furthermore, Dr. T. Kasa Rullah Adha, S.S., MTCSOL and Intan Erwani, S.S., M.Hum each obtained a score of 3.80, also indicating a high level of student satisfaction. Meanwhile, Jessy, S.S., MTCSOL and Julina B.A., M.TCSOL scored 3.73 and 3.71 respectively. Although slightly lower than the other lecturers, these results remain within the good category and suggest that students still felt adequately assisted in preparing their final projects.

The survey results were based on a series of questions covering various key aspects of supervision, ranging from clarity in supervision planning, systematic delivery of materials, and student engagement in academic discussions. The evaluation also included the lecturers' efforts to facilitate students in obtaining research grants, providing guidance on research methodology, monitoring research progress regularly, and ensuring timely completion of final projects. Feedback provided on thesis drafts or articles also served as an important indicator in assessing supervision quality. Interestingly, attention to non-academic aspects of students was

also highlighted, indicating that supervision did not only focus on academic achievements but also on student well-being in a more holistic manner.

From the overall scores obtained, it can be concluded that the supervising lecturers have carried out their responsibilities well and in accordance with the expected academic standards. Students assessed that the supervision process was systematic, well-directed, and encouraged active participation. With average scores ranging from 3.71 to 3.84, the quality of supervision in this study program can be considered consistent and evenly distributed, although there is still room for improvement, particularly in terms of increasing the intensity of monitoring research progress and providing more detailed feedback. These findings also reflect that the academic climate in the Mandarin Language Study Program, FIB USU, has effectively supported students in completing their final projects in a structured and goal-oriented manner.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the overall results of the student satisfaction surveys on the educational process, lecturer evaluation, and student workload within the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that the overall quality of education delivery falls within the “good” category, although several aspects still require improvement.

In terms of lecturer evaluation, the average scores range from 3.49 to 3.81, indicating that students perceive lecturers’ mastery of the subject matter, teaching methods, and interaction with students as appropriate and supportive of the learning objectives. However, the variations in scores among lecturers reflect differences in teaching quality, suggesting that some lecturers still need to improve responsiveness, update teaching materials, and integrate research outcomes into classroom learning.

Meanwhile, the results of the student satisfaction survey on the broader educational process—including lecturers, administrative staff, program management, facilities, and faculty services—show average scores ranging from 2.47 to 2.54. These scores suggest that educational services are considered adequate but not yet optimal. Students still report limitations in terms of responsiveness, procedural clarity, attention to student needs, and adequacy of supporting facilities. Therefore, systematic improvements are needed in the quality of academic services, program management, and infrastructure to enhance student satisfaction.

Regarding student workload, the survey results show an average score of 3.46, indicating that students perceive their academic workload as proportionate to the credit units (SKS), aligned with learning objectives, and still allowing room for non-academic activities. Assignments, examinations, and independent learning tasks are considered relevant to course materials and contribute to a deeper understanding. This reflects that the planning and management of student workload have been well implemented and meet expectations.

Overall, the analysis of the three surveys demonstrates that the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, has successfully delivered education of fairly good quality, with adequate teaching, services, and proportionate workload. Nonetheless, student satisfaction with educational services—particularly concerning administrative staff, program management, and facilities—remains at a moderate level. Therefore, continuous improvement is necessary in administrative services, facility enhancement, and consistency in teaching quality to ensure that education is more optimal and meets students’ expectations comprehensively.

B. Recommendations

Based on the analysis of the student satisfaction surveys on the educational process, lecturer evaluation, and student workload in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, several recommendations can be made to improve the quality of education delivery.

First, regarding lecturer performance, although the average achievements are already in the “good” category, consistency in quality across all lecturers is needed. This can be pursued through pedagogical competency training, the development of more interactive teaching methods, and regular updates of teaching materials to align with scientific developments and students’ needs. Lecturers are also expected to be more responsive to student issues and to integrate research and community service outcomes into teaching to enrich the learning experience.

Second, concerning administrative staff and program management, survey results indicate that the average scores remain in the “adequate” category. Therefore, it is necessary to improve service capacity through soft skills training, particularly in effective communication, procedural accuracy, and responsiveness to student needs. Transparency in academic and administrative procedures also needs to be strengthened to ensure students feel more fairly and efficiently served.

Third, with regard to facilities and infrastructure, efforts should be made to provide more adequate learning resources in terms of quantity, accessibility, and quality. The program, in collaboration with the faculty, could formulate a phased development plan prioritizing student needs, such as comfortable classrooms, language laboratories, access to digital literature, and facilities supporting practical learning.

Fourth, in terms of faculty services, improvements should emphasize service reliability, empathy, and promptness in responding to student needs. The implementation of technology-based service systems may serve as a solution to enhance the effectiveness and efficiency of administrative services.

Finally, concerning student workload—which has already been assessed as proportionate—the program is encouraged to maintain a balance between credit units, assignments, and independent study time to avoid excessive pressure. Nevertheless, variations in the forms of assignments should continue to be developed so that students are not solely focused on cognitive aspects but also have opportunities to cultivate critical, creative, and practical skills in line with the demands of the labor market.

By implementing improvements in teaching, administrative services, program management, facilities, and assignment innovation, it is expected that the quality of education in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, will continue to improve and provide higher levels of student satisfaction.