

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 survey conducted among students of the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara (USU), provides a comprehensive overview of student satisfaction with the educational process, academic services, and the study workload applied in the learning activities. This survey covers several key aspects, namely the quality of services provided by lecturers, administrative staff, and program managers; the availability of facilities and infrastructure; faculty services; as well as an evaluation of students' academic workload. In general, the results indicate that students assessed the quality of services and the learning process as falling within the categories of "appropriate" to "highly appropriate," although certain aspects still require continuous improvement.

Regarding student satisfaction with the educational process, the average scores ranged from 2.52 to 2.59. These values suggest that, overall, educational services meet the required standards but have not yet reached an optimal level of satisfaction. Lecturers are considered reliable and capable in delivering academic services, though their responsiveness and attentiveness to student needs still need enhancement. Administrative staff also demonstrated fairly good performance; however, the speed of service and problem-solving ability were not yet fully adequate. Program managers received relatively similar evaluations, where the reliability of services has been established, but the assurance of service delivery and empathy toward students require further strengthening.

In terms of facilities and infrastructure, students provided higher ratings compared to other aspects, indicating that the learning facilities are generally supportive. Nonetheless, the quality, maintenance, and accessibility of these facilities still warrant attention to maximize their contribution to the learning process. Faculty services received evaluations comparable to other aspects—rated as sufficiently appropriate—yet indicated the need for improvement in simplifying procedures, increasing service efficiency, and providing more personalized attention to students.

Meanwhile, the survey on student workload produced an average score of 3.45. This result reflects a higher level of satisfaction compared to other dimensions of educational services. Accordingly, it can be concluded that the academic workload assigned by lecturers, in the form of course material, face-to-face sessions, independent assignments, and examinations, is aligned with the number of credits (SKS) and the intended learning outcomes. Students perceived the workload as proportionate and not obstructive to their engagement in non-academic activities. This indicates relatively effective planning in workload distribution, allowing for a balanced integration of academic and extracurricular activities.

Overall, the survey results show that students perceive the quality of education and academic services in the Mandarin Language Study Program as fairly good and in line with expectations, although not yet optimal. Variations in the scores across different aspects highlight areas for improvement, particularly in responsiveness, empathy, and service efficiency. With continuous enhancements—both in human resource management and in the provision of supporting facilities—the quality of academic services and student learning experiences is expected to improve more significantly. This summary also serves as a foundation for program managers in formulating strategies for sustainable quality improvement in education.

Table of Contents

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

This student satisfaction survey was conducted with the objective of collecting relevant data and information concerning the learning experiences of students in the Mandarin Language Study Program. The survey was carried out online through the *Satu Mahasiswa* platform, following several stages, namely planning, implementation, data processing, and presentation of results. The survey was conducted at the end of the semester and involved all students as respondents.

Prior to completing the questionnaire on the *Satu Mahasiswa* platform, students were first provided with an explanation regarding the purpose of the survey, the procedure for filling it out, and the importance of their contribution in providing accurate feedback. The survey results were analyzed both quantitatively and qualitatively to obtain a clear overview of students' academic workload, which could serve as a basis for decision-making in curriculum development and future teaching methods.

The survey was conducted over the course of one semester (Academic Year 2024–2025, Odd Semester) and is expected to provide valid and comprehensive data to support the continuous improvement of education quality in the Mandarin Language Study Program.

B. Types and Sources of Data

This 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 regarding lecturer teaching evaluations, satisfaction with the learning process, evaluation of academic workload, and evaluation of lecturers' supervision of final projects. These data were analyzed to obtain a comprehensive overview of students' workload during their academic activities.

C. Forms of Responses

The design of the response options for each service element in the questionnaire took the form of multiple-choice questions. The response options were qualitative in nature to reflect the level of service quality. The scale of service quality ranged from *Strongly Inappropriate/Strongly Dissatisfied* to *Strongly Appropriate/Strongly Satisfied*. The responses were divided into four (4) categories as follows:

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 collected from the questionnaire were analyzed both quantitatively and qualitatively. Quantitative analysis was carried out by calculating the frequency and percentage of each respondent's answers to provide a general overview of students' perceptions of their academic workload. In addition, descriptive statistical methods were employed to measure perceptions of lecturers' teaching performance, supervision of final projects, students' satisfaction with the learning process, and their academic workload.

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

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the findings obtained from the academic survey platform (*survei akademik.usu.ac.id*), followed by analysis and discussion. Tables and diagrams are provided to support the results.

1. Lecturer Teaching Evaluation Survey

NO	Lecturer	Total Classes	Total Credits (SKS)	Evaluation Score
1	Dardanila	1	2	3.29
2	Vivi Adryani Nasution	8	16	3.63
3	Mahriyuni	1	2	3.55
4	Intan Erwani	7	14	3.61
5	Jessy	8	16	3.73
6	T. Kasa Rullah Adha	9	18	3.72
7	Julina	8	16	3.68
8	Niza Ayuningtias	9	20	3.55
9	Mhd. Pujiono	2	4	3.85
10	Isnaini Halimah Rambe	1	3	3.65

Based on the results of the teaching evaluation survey conducted for lecturers in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, the average scores from ten lecturers evaluated through the assessment instrument were obtained. These averages reflect students' perceptions of teaching quality across various indicators, including the use of instructional media, punctuality, objectivity in assessment, and the ability to create a conducive classroom environment.

Overall, the scores ranged from 3.29 to 3.85 on a four-point scale, indicating that the majority of students assessed lecturers' performance within the categories of "appropriate" to "very appropriate." Among the ten lecturers evaluated, Mhd. Pujiono received the highest average score of 3.85, suggesting that students highly appreciated his performance in terms of subject mastery, delivery of topics, and classroom interaction. Jessy (3.73) and T. Kasa Rullah Adha (3.72) followed closely, reflecting consistent teaching practices that students considered effective and supportive of their understanding. Julina (3.68) and Isnaini Halimah Rambe (3.65) also earned strong evaluations, demonstrating that students regarded their teaching as aligned with academic expectations.

Meanwhile, Vivi Adryani Nasution (3.63) and Intan Erwani (3.61) received positive assessments, though with room for improvement to achieve higher performance standards. Mahriyuni and Niza Ayuningtias each obtained a score of 3.55, which, while categorized as "appropriate," indicates the need for attention in specific areas such as feedback provision and the variety of teaching methods employed. The lowest score, 3.29, was obtained by Dardanila, which—though still within the "appropriate" category—suggests the need for further evaluation of teaching effectiveness and instructional strategies.

In summary, the survey results demonstrate that the performance of lecturers in the Mandarin Language Study Program largely meets students' expectations, with most scores approaching the maximum level. Nevertheless, certain aspects still require improvement to ensure that teaching quality is further optimized and evenly distributed across all lecturers.

2. Student Satisfaction Survey on the Educational Process

The survey on student satisfaction with the educational process in the Mandarin Language Study Program revealed that students' overall satisfaction was at a moderate level, with an average score close to 2.5. This score suggests that services provided by both academic and non-academic supporting elements were perceived by students to fall between "inappropriate" and "appropriate." These findings indicate a need to improve service quality in order to better meet students' expectations.

In terms of lecturers, the average score was 2.54. This reflects that students found lecturer services—such as reliability, responsiveness, assurance, and empathy—only moderately satisfactory. While lecturers fulfilled their role as educators, students felt that improvements were needed, including greater attention to individual needs, more consistent adherence to regulations, and increased responsiveness in providing academic support.

Administrative staff received an average score of 2.52, highlighting that students viewed administrative services as suboptimal. Reliability in performing tasks and responsiveness in assisting students were perceived as not fully meeting expectations, underscoring the need for improvements in professionalism, service accuracy, and timeliness in addressing students' administrative needs.

Program administrators received an average score of 2.57, one of the highest among all aspects. This indicates that students valued the work of program administrators, particularly in delivering reliable services and demonstrating concern for student needs. However, since the score did not reach 3, there remains room for improvement, particularly in enhancing communication, engagement, and responsiveness.

Facilities and infrastructure obtained the highest score with an average of 2.59, suggesting that students were relatively more satisfied with the availability, accessibility, and quality of learning facilities. Nevertheless, as this score still falls within the moderate category, further improvements are necessary to ensure facilities adequately support academic activities.

Finally, faculty-level services scored an average of 2.52, indicating that students perceived weaknesses in reliability, responsiveness, assurance, and empathy. This calls for significant improvements in service systems, particularly in terms of procedural efficiency, service speed, and staff attentiveness toward students.

Overall, the survey results demonstrate that while some areas, such as facilities and program administration, performed relatively better, student satisfaction remained at a moderate level. Consequently, improvements across various dimensions—especially in lecturer services, administrative support, and faculty-level services—are essential to ensure sustainable enhancement of educational quality.

3. Student Workload Evaluation Survey

The results of the Student Workload Evaluation Survey in the Mandarin Language Study Program showed an average score of 3.45 on a four-point scale. This indicates that, in general, students perceived their academic workload as high, categorized as “appropriate” to nearly “very appropriate” according to established standards. This suggests that most aspects assessed—including content weight, time allocation, and alignment of assignments with learning objectives—were well managed and perceived as proportional, though improvements could still be made for optimal outcomes.

Regarding course and practicum content, students found that the material was well aligned with the assigned credit units (SKS). This was reflected in high average scores, showing coherence between academic workload and curriculum structure. Students also indicated that SKS allocations were adequate in supporting the achievement of learning objectives, suggesting that the course structure was balanced and conducive to effective learning.

Time allocation for lectures, practicums, and other direct learning activities was also deemed sufficient in supporting course objectives. Students felt that the duration of class sessions was appropriate for the material, enabling effective interaction with lecturers and sufficient exploration of topics. Additionally, time allocated for independent study—such as reading, searching for additional references, and preparing coursework—was considered appropriate relative to SKS requirements. This shows that students had adequate opportunities to manage independent learning outside of class hours.

Assignments, quizzes, and examinations were also perceived as manageable and aligned with learning objectives. Students viewed these tasks as relevant to course content and as tools to strengthen their understanding, rather than as mere administrative burdens. Moreover, while students faced multiple assignments and assessments throughout the semester, they generally felt able to balance their academic responsibilities with non-academic activities such as daily routines, hobbies, and recreation.

In conclusion, the average score of 3.45 indicates that students’ workloads were generally well managed in terms of content weight, time allocation, and assignment relevance. These results demonstrate alignment between curriculum design and students’ actual learning experiences, reflecting an effective learning process. Nevertheless, the findings also provide a foundation for further evaluation to ensure continuous improvement, making workloads not only consistent with formal standards but also more adaptive to students’ needs and development.

4. Final Thesis Supervision Evaluation

Table 2. Final Thesis Supervision Evaluation Results – Mandarin Studies Program

No	Lecturer (NIP)	Name & Title	Evaluation Score
1	199005162017042001	Vivi Adryani Nasution S.S., MTC SOL	3.84
2	199306082021022001	Jessy S.S., MTC SOL	3.75
3	197905112017042001	Julina B.A., M. TCSOL.	3.73
4	199007282015042002	Niza Ayuningtias S.S., MTC SOL.	3.85

5	199006252018031001	Dr. T. Kasa Rullah Adha S.S., MTCSOL	3.86
6	199011212017042001	Intan Erwani S.S., M.Hum	3.83

Based on the results of the Thesis Advisor Evaluation Survey in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that, in general, students are satisfied with the performance of their academic advisors in guiding them through the process of research and thesis writing. Student satisfaction is reflected in the average scores ranging from 3.73 to 3.86 on a scale of 1 to 4. This indicates that the quality of supervision provided has met student needs, both in academic aspects and in non-academic support throughout the research process.

In detail, the highest score was achieved by Dr. T. Kasa Rullah Adha, S.S., MTCSOL with an average of 3.86. This result suggests that students perceive him as capable of designing a clear, systematic, and effective supervision model to facilitate students in overcoming various research challenges. Meanwhile, Niza Ayuningtias, S.S., MTCSOL obtained a score of 3.85, reflecting consistent supervision quality in both research guidance and attention to students' academic progress. Furthermore, Vivi Adryani Nasution, S.S., MTCSOL and Intan Erwani, S.S., M.Hum received scores of 3.84 and 3.83 respectively. Both were evaluated as providing structured guidance, constructive feedback, and sufficient discussion time for students. Meanwhile, Jessy, S.S., MTCSOL (3.75) and Julina B.A., M.TCSOL (3.73) were also rated positively, still within the "good" category despite scoring slightly lower compared to the others.

The survey instrument covered important indicators such as clarity in presenting supervision plans, systematic guidance, supervision methods that encourage active student participation, and regular monitoring of research progress. Moreover, students also assessed the advisors' roles in directing research topics according to students' interests and abilities, facilitating access to research funding, providing input in writing, as well as offering continuous evaluation and feedback. Attention to students' non-academic needs was also taken into account, which contributed to making the supervision quality more comprehensive and not limited solely to academic matters.

Overall, the consistently high averages and relatively narrow score range (3.73–3.86) reflect an evenly distributed quality of supervision among advisors. This finding highlights the well-maintained academic standards as well as the lecturers' commitment to supporting students in completing their theses effectively. Nevertheless, the results also open opportunities for improvement, particularly in enhancing the intensity of monitoring and providing more in-depth feedback so that the quality of students' research can be further optimized.

In conclusion, thesis supervision in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, has been carried out effectively, meeting student expectations and contributing to the creation of an academic environment that supports student success.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the overall results of the Student Satisfaction Survey on the learning process in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, it can be concluded that the students' level of satisfaction is generally within the moderate to good category. In the aspect of lecturer evaluation, the average score obtained indicates that students perceive the learning process to be fairly effective, although there remains a need for improvement in terms of interaction, feedback provision, and diversity of teaching methods.

The student satisfaction survey regarding the educational process also demonstrates that the scores achieved for each indicator—lecturers, educational staff, program administrators, facilities and infrastructure, as well as faculty services—range between 2.52 and 2.59. These figures show that the quality of services has been implemented, but has not yet reached an optimal level, thus highlighting the importance of further improvement in service quality.

Meanwhile, the evaluation of students' learning load produced an average score of 3.45, which is categorized as high. This reflects that the study materials, lecture time allocation, and assignments are considered appropriate in relation to credit load (SKS) and learning objectives. This finding suggests that, in general, the learning design has been effectively implemented, and students perceive the academic workload as manageable and not obstructive to extracurricular activities.

Therefore, the overall survey results indicate that although students are relatively satisfied with the learning load and curriculum implementation, satisfaction with academic and non-academic services still requires greater attention. Enhancing the quality of lecturers, educational staff, program administrators, facilities, and faculty services is key to achieving higher educational standards. Periodic evaluation and follow-up on the survey findings are essential to ensure that each aspect of educational services becomes increasingly responsive, relevant, and aligned with students' needs.

B. Recommendations

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

First, regarding lecturers, there is a need to increase consistency in applying more varied, participatory, and student-centered teaching methods. Lecturers are also advised to provide more constructive feedback, enhance their sensitivity to students' academic needs, and foster more open communication so that the learning process becomes more effective and conducive.

Second, with respect to educational staff, it is important to improve the quality of administrative services by enhancing professionalism, efficiency, and accuracy in responding

to students' needs. Specialized training in academic services and the optimal use of information technology may significantly improve service quality, thereby enabling students to have a more efficient and transparent administrative experience.

Third, for program administrators, it is recommended to strengthen their active involvement in supporting students, particularly through the provision of consultation services, transparency of academic information, and responsiveness to students' needs and dynamics. This effort is expected to foster stronger relationships between students and program administrators, as well as to increase confidence in the academic management system.

Fourth, concerning facilities and infrastructure, although the score was relatively higher compared to other aspects, further development remains necessary. The provision of more modern, accessible, and well-maintained learning facilities is essential to support effective learning. Furthermore, improvements to laboratory and practicum facilities should also be prioritized so that the learning process becomes more practical and aligned with the competencies to be achieved.

Fifth, regarding faculty services, simplifying procedures, improving service efficiency, and strengthening empathy in student services are crucial. These improvements can be achieved through strengthening technology-based service management systems, enhancing the interpersonal skills of educational staff, and developing a more responsive student complaint-handling mechanism.

Lastly, with respect to the students' learning load, which received a relatively high score, it remains important to maintain balance in the distribution of assignments, quizzes, and examinations. Regular evaluations of the workload in relation to credit units (SKS) should be conducted to ensure that students are able to manage their time proportionally between academic and non-academic activities.

By implementing these recommendations, it is expected that the quality of learning, academic services, and supporting facilities in the Mandarin Language Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, can be further enhanced, thereby providing students with a more meaningful, effective, and fulfilling educational experience.