

REPORT

**STUDENT SATISFACTION SURVEY
ON THE LEARNING PROCESS
Academic Year 2023/2024**



**UNIVERSITY OF NORTH SUMATRA
STUDY PROGRAM OF INDONESIAN
LITERATURE
FACULTY OF CULTURAL SCIENCES
MEDAN
2025**

FOREWORD

Praise be to Allah SWT, because thanks to His mercy and grace, this Survey Report "Student Satisfaction of the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatra Utara, Academic Year 2023/2024" can be completed properly.

The preparation of this report aims to determine the level of student satisfaction with various aspects of academic and non-academic services, including the learning process, final project guidance, learning load, and administrative services. The results of this survey are expected to be an objective evaluation material for the study program in order to improve the quality of education and services to students.

Our gratitude goes to all students who have participated in filling out the survey, as well as to the lecturers and education staff who always strive to improve the quality of education in the Indonesian Literature Study Program. Hopefully this report will be useful as valuable input for continuous improvement and development.

Medan, August 22, 2025

Compilation Team

Indonesian Literature Study Program

SUMMARY

The Student Satisfaction Survey Report for the 2023/2024 Academic Year provides a comprehensive overview of the perceptions of students of the Indonesian Literature Study Program regarding the quality of educational services.

The survey results show that the evaluation of teaching lecturers is generally in the good to very good category, with an average score of 3.6-3.8. However, there is a tendency that lecturers with less teaching load get higher scores than lecturers with large loads. Student satisfaction with the educational process was relatively high in the odd semester (3.47), but decreased significantly in the even semester (2.85), indicating that there are aspects of academic and managerial services that need improvement. Evaluation of student learning load is stable with a score of 3.47-3.49, which means that the majority of students assess the course load as proportional. Meanwhile, the evaluation of final project guidance also showed good to excellent results, with some lecturers obtaining perfect scores (4.00).

Overall, this report confirms that the quality of educational services in the Indonesian Literature Study Program at the Faculty of Cultural Sciences, Universitas Sumatera Utara is quite good, but still requires improvement in certain aspects. The survey results are expected to be the basis for formulating strategies to improve the quality of learning, distribution of teaching loads, and strengthening academic services and student guidance.

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CHAPTER I

INTRODUCTION

A. Background.

Student satisfaction is one of the important indicators in evaluating the quality of educational services in higher education. A high level of satisfaction reflects that the institution has succeeded in meeting student expectations in various aspects, such as the learning process, supporting facilities, administrative services, and the relationship between lecturers and students.

As part of efforts to improve the quality of education and services, it is necessary to conduct periodic student satisfaction surveys. The results of this survey are not only the basis for internal evaluation, but also serve as strategic planning material for future institutional development.

This survey was conducted to determine the extent to which students are satisfied with the services provided by the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara, and to identify aspects that need to be improved. By involving students as the main respondents, it is expected that the survey results reflect the actual conditions and can be used as a reference in the process of continuous quality improvement.

B. Problem Formulation

1. To what extent is the level of student satisfaction with academic and lecturer services provided by the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara?
2. What aspects of service are considered most appropriate and least appropriate by students?
3. What factors influence student satisfaction in following the educational process at the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara?
4. What are the suggestions and input from students that can be used for future service improvements?

C. Objective

1. Measuring the level of student satisfaction with various aspects of academic and non-academic services provided by the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara.
2. Identify strengths and weaknesses in the implementation of educational services, both in terms of teaching and learning processes, facilities and infrastructure, and administrative services.
3. Providing objective data and information as a basis for decision making and formulating strategies for improving the quality of educational services.
4. Accommodate student aspirations and feedback as part of continuous evaluation

to create a learning environment that is conducive and responsive to student needs.

5. Support the accreditation process and internal quality assurance by providing relevant evidence related to student satisfaction.

D. Scope

The scope of the student satisfaction survey includes:

1. Teaching Lecturer Evaluation Survey
2. Student Satisfaction Survey of the Education Process
3. Student Learning Load Evaluation Survey
4. Evaluation Survey of Lecturers Guiding Final Project

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

This student satisfaction survey was carried out with the aim of collecting relevant data and information related to student learning experiences in the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara. The survey process is online through one student page. The implementation of student satisfaction surveys is carried out through the stages of planning, implementation, processing, and presenting survey results.

The survey took place at the end of the semester. Before filling out the questionnaire on the one student page, students were given an explanation of the purpose of the survey, the filling method, and the importance of their contribution in providing accurate input. The results of this survey will be analyzed quantitatively and qualitatively to provide a clear picture of the student learning load, so that it can be the basis for decision making in curriculum development and learning methods in the future.

This survey was conducted over a period of two semesters, namely odd and even semesters of the 2023/2024 academic year.

B Types and Sources of Data

This survey uses primary data obtained directly from students of the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara through an online questionnaire. The data collected includes information regarding student perceptions of teaching lecturer evaluations, student satisfaction with the educational process, evaluation of student learning loads and evaluation of lecturers guiding final assignments. These data will be analyzed to get a comprehensive picture of the learning load experienced by students during the course.

C Form of Answer

The design of the answer form in each service element question in the questionnaire, in the form of multiple choice question answers. The form of questionnaire question answer choices is qualitative to reflect the level of service quality. The level of service quality starts from Very Suitable / Very Satisfied to Very Unsuitable / Very Unsatisfied. The division of answers is divided into 4 (four) categories, namely:

- 1) Very unsuitable/very dissatisfied, given a perception score of 1;
- 2) Not Suitable / Not Satisfied, given a perception value of 2;
- 3) Suitable / Satisfied, given a perception value of 3;
- 4) Very Suitable / Very Satisfied, given a perception value of 4.

D Data Analysis

The data collected from the questionnaire will be analyzed quantitatively and qualitatively. Quantitative analysis is carried out by calculating the frequency and

percentage of each respondent's answer to get an overview of student perceptions of the learning load. In addition, descriptive statistical methods will be used to measure perceptions of how lecturers teach and lecturers guide final assignments, student satisfaction with the educational process and student learning load.

Meanwhile, a qualitative analysis will be conducted on the open-ended responses given by the students, to better understand the factors that influence their experience. The results of this analysis will be used as a basis for developing recommendations to improve services and learning methods in the Indonesian Literature Study Program, Faculty of Cultural Sciences, Universitas Sumatera Utara.

CHAPTER III ANALYSIS RESULTS AND DISCUSSION

This chapter contains the results of answers obtained from the academic.usu.ac.id survey page which are then analyzed and discussed. Can be equipped with tables and diagrams.

A. Teaching Lecturer Evaluation Survey

Odd Semester 2023/2024

Table Evaluation Survey of Lecturers Teaching Odd Semester 2023/2024

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
1	Dwi Widayati	2	4	3.92
2	Amhar Kudadiri	5	10	3.79
3	Gustianingsih	4	11	3.79
4	Dardanila	3	6	3.87
5	Haris Sutan Lubis	6	12	3.65
6	Parlaungan Ritonga	6	13	3.76
7	Latifah Yusri Nasution	2	4	3.91
8	Ida Basaria	3	6	3.79
9	Sallyanti	7	14	3.66
10	Pribadi Bangun	1	2	3.83
11	Roslina Lubis	7	14	3.76
12	Mulyadi	4	8	3.78
13	Nurhayati Harahap	7	14	3.67
14	Sugihana Sembiring	3	6	3.72
15	Hariadi Susilo	7	14	3.79
16	Asrul Siregar	5	10	3.66
17	Bambang Riyanto	13	26	3.52
18	Emma Marsella	11	22	3.56

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
19	Ikhwanuddin Nasution	5	10	3.49
20	Arwina Sufika	1	2	3.77

Based on the 2023/2024 odd semester Lecturer Evaluation Survey table above, it can be explained that the Lecturer Performance with the Highest Evaluation Score is Dwi Widayati who obtained a score of 3.92 with a load of 2 classes (4 credits) and Latifah Yusri Nasution is also high (3.91) with a load of 2 classes (4 credits). This shows that although the teaching load is relatively light, the quality of teaching is considered very good. Furthermore, Lecturer with High Teaching Load is Bambang Riyanto: 13 classes (26 credits), with a score of 3.52 and Emma Marsella: 11 classes (22 credits) with a score of 3.56. This figure shows that evaluation scores tend to be lower than lecturers with low loads. This is due to the lecturer trying to maintain quality in many classes. Then, the range of evaluation scores obtained is between 3.49 - 3.92 (on a scale of 4). The average score is around 3.7 - 3.8, indicating that the teaching quality of lecturers is generally good.

Lecturers with scores below the average are Ikhwanuddin Nasution (3.49), Bambang Riyanto (3.52), and Emma Marsella (3.56). These scores indicate that these lecturers need to improve their teaching methods, especially since they also teach quite a lot of classes/SKS. Furthermore, when looking at the relationship between teaching load and evaluation scores, it can generally be seen that lecturers with a small teaching load (1-4 classes) tend to have higher evaluation scores (around 3.8 - 3.9), while lecturers with a large load (≥ 10 classes) tend to have lower scores (around 3.5 - 3.6). This suggests a negative correlation between the number of classes/SKS and evaluation scores.

The conclusion that can be drawn from this description is that the majority of lecturers obtained evaluation scores above 3.7, indicating good teaching quality. However, high teaching loads have the potential to reduce quality according to student perceptions. Therefore, it is necessary to equalize the teaching load so that the quality of learning is more optimal.

Even Semester 2023/2024

Table of Evaluation Survey of Lecturers Teaching Even Semester 2023/2024

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
1	Rachmad Fadillah Maha	2	5	3.8

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
2	Maulida Yanti	1	3	3.72
3	Dwi Widayati	9	21	3.61
4	Muhammad Yusuf	1	2	4
5	Gustianingsih	5	10	3.66
6	Amhar Kudadiri	5	10	3.6
7	Dardanila	3	6	3.59
8	Parlaungan Ritonga	5	10	3.81
9	Haris Sutan Lubis	7	16	3.72
10	Latifah Yusri Nasution	4	9	3.84
11	Putri Khairiah Nasution	1	3	3.62
12	Ida Basaria	2	4	3.45
13	Sallyanti	1	2	3.34
14	Junita Setiana Ginting	1	2	4
15	Roslina Lubis	4	8	3.68
16	Nurhayati Harahap	7	14	3.66
17	Mulyadi	6	12	3.59
18	Sugihana Sembiring	3	6	3.64
19	Asrul Siregar	3	6	3.73
20	Bambang Riyanto	7	14	3.75

Based on the 2023/2024 even semester Lecturer Evaluation Survey table above, it can be explained that the performance of Lecturers with the Highest Evaluation Score is Muhammad Yusuf (4.00) with a load of 1 class (2 credits) and Junita Setiana Ginting (4.00) with a load of 1 class (2 credits). Perfect scores are obtained by lecturers with light teaching loads.

Furthermore, Lecturer with High Teaching Load is Dwi Widayati: 9 classes (21 credits) with a score of 3.61; Haris Sutan Lubis: 7 classes (16 credits) with a score of 3.72; Nurhayati Harahap: 7 classes (14 credits) with a grade of 3.66; and Bambang Riyanto: 7 classes (14 credits) with a score of 3.75. Large loads tend to produce fairly good evaluation scores (3.6 - 3.75), but not as high as lecturers with fewer loads. Then, the range of evaluation scores obtained is between 3.34 - 4.00. This indicates that lecturers teach with good quality because it is in the range of 3.6 - 3.75.

Lecturers with below average scores are Saliyanti (3.34, 1 class - 2 credits) and Ida Basaria (3.45, 2 classes - 4 credits). This figure does not match the expectation and reality that despite the low teaching load, the evaluation score is also low. This could be related to teaching methods, communication, or student satisfaction. Then, based on the Relationship between Teaching Load and Evaluation Scores, it can be explained that low loads (1-2 classes, ≤ 5 credits) show very varied results: some are very high (4.0), some are low (3.34 - 3.45). on the other hand, medium to high loads (≥ 6 classes) tend to be stable in the range of 3.6 - 3.75. This means that teaching load is not the only factor but the quality of teaching is still very decisive.

The conclusion that can be drawn from the Evaluation of Lecturers Teaching Even Semester 2023/2024 is that in general, the quality of lecturer teaching is classified as good with an average of around 3.6 - 3.7. Lecturers with small loads can reach the maximum score (4.0), but there are also those who get low scores. Lecturers with a large load tend to stabilize in the good range, although they rarely reach the highest score. It is necessary to strengthen learning methods and lecturer-student interaction, especially for those who still score low even though the load is light.

B. Student Satisfaction Survey of the Education Process

Odd Semester 2023/2024

No	Study Program	Semester	Evaluation Score
1	S-1 Indonesian Literature	Odd Semester T.A. 2023/2024	3.47

Diagram of Student Satisfaction Survey on the Education Process for the Odd Semester 2023/2024



Based on the Student Satisfaction Survey on the Educational Process in the odd semester of 2023/2024, the Indonesian Literature Study Program obtained an evaluation score of 3.47 only from the lecturer category. This value is obtained from the answers to the questions collected as many as 5,820, namely value 1 (Very Dissatisfied) as many as 201 (3.45%); value 2 (Dissatisfied) as many as 259 (4.45%), value 3 (Satisfied) as many as 1948 (33.47%) and value 4 (Very Satisfied) as many as 3412 (58.63%). The total number of responses was 5,820.

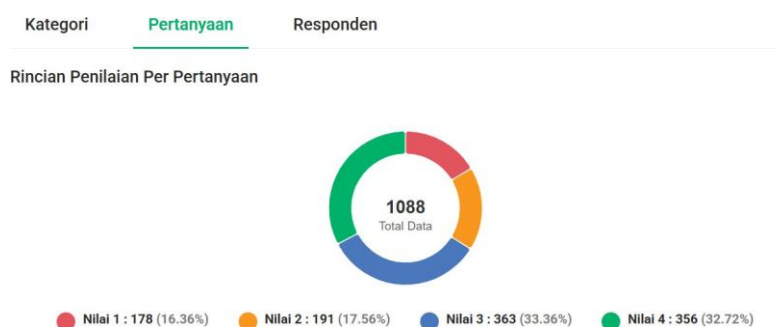
These figures show that the majority of students are very satisfied with the education process in the Indonesian Literature Study Program. More than half of the question answers (58.63%) received a score of 4 (very satisfied). If added with a score of 3 (satisfied), then a total of 92.1% of students rated educational services as satisfactory to very satisfactory. The average score of 3.47 (out of a scale of 4) shows that this figure is in the good category and close to very good. This means that in general, students are satisfied with the quality of the educational process provided by the Indonesian Literature Study Program. However, there is still a group of dissatisfied students, which is around 7.9% of questions answered with scores 1 and 2 (dissatisfied). This is a small group, but it is important to note because it can indicate areas that still need to be improved (for example learning methods, facilities, or academic services).

It can be concluded that the score of 3.47 indicates that the quality of the education process is at a good level, with dominant support from satisfied to very satisfied students. The high percentage of score 4 (58.63%) reinforces that the majority of students rate educational services as very satisfying. However, there are still around 7-8% of students who are not satisfied, so the study program can make it an input for improving the quality of educational services so that the average score can increase closer to 4.0 (very good) in the future.

Even Semester 2023/2024

No	Study Program	Semester	Evaluation Score
1	S-1 Indonesian Literature	Even Semester T.A. 2023/2024	2.85

Diagram of Student Satisfaction Survey on the Education Process for Even Semester T.A. 2023/2024



Based on the Student Satisfaction Survey of the Educational Process in the even semester of 2023/2024, the Indonesian Literature Study Program obtained an evaluation score of 2.85 with details of the assessment per category: The lecturer category received an average score of 2.79; the education staff category received an average score of 2.69; the study program manager category received an average score of 2.7; the facilities and infrastructure satisfaction category received an average score of 2.84; and the faculty service category received a score of 2.73. The value is obtained from the answers to 1,088 questions, namely with details of value 1 (Very Dissatisfied) as many as 178 (16.36%); value 2 (Dissatisfied) as many as 191 (17.56%), value 3 (Satisfied) as many as 363 (33.36%) and value 4 (Very Satisfied) as many as 356 (32.72%).

The diagram above shows a decrease in the average evaluation score from the odd semester to the even semester. The average score dropped to 2.85. When compared to the odd semester (3.47), this score dropped quite significantly. The average of 2.85 is below the good category, closer to the fair value. The proportion of dissatisfied students is relatively high. The total number of students who gave a score of 1+2 (dissatisfied to very dissatisfied) reached 33.9%. This is quite large, about 1 in 3 students are dissatisfied with the education process. The percentage of satisfied and dissatisfied students is almost balanced: Satisfied + very satisfied = 66.1% and Dissatisfied + very dissatisfied = 33.9%. This means that although the majority of students are still satisfied, the gap is not too large with the dissatisfied group. Furthermore, the distribution of evaluation scores is different from the odd semester (a large majority chose a score of 4), in this even semester students are fairly evenly divided between those who are satisfied, very satisfied, and those who are dissatisfied. This explains why the average score dropped to 2.85.

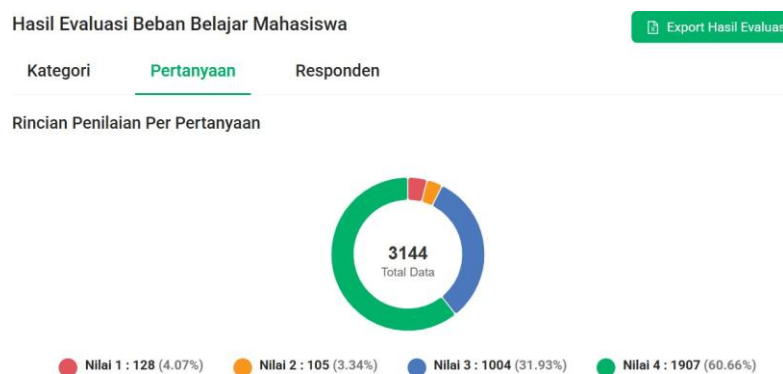
The conclusion that can be drawn is that the score of 2.85 indicates that student satisfaction has decreased compared to the previous semester. The percentage of dissatisfied students increased significantly (33.9%), signaling a problem in the quality of the educational process (e.g. classroom management, learning methods, facilities, or academic services). There needs to be a more in-depth evaluation to find out the factors causing the decline in satisfaction, so that in the next semester the average can again increase towards good (≥ 3.25).

C. Student Learning Load Evaluation Survey

Odd Semester 2023/2024

No	Study Program	Average
1	S-1 Indonesian Literature	3.49

Student Learning Load Evaluation Survey Diagram Odd academic year 2023/2024



Based on the Student Learning Load Evaluation Survey in the odd semester 2023/2024, the Indonesian Literature Study Program obtained an evaluation score of 3.49 with details of the assessment per category: The Question category received an average score of 3.49. This value is obtained from the answers to 3,144 questions, namely with details of value 1 (Very Dissatisfied) as many as 128 (4, 07%); value 2 (Dissatisfied) as many as 105 (3.34%), value 3 (Satisfied) as many as 1004 (31.93%) and value 4 (Very Satisfied) as many as 1907 (60.66%).

The majority of students are very satisfied with the learning load. This can be seen from the fact that more than 60% of the responses stated that they were very satisfied. When combined with the satisfied category, the total reached 92.6%. This shows that most students feel that the learning load is appropriate/proportional. Furthermore, the average score is 3.49 on a scale of 4. This figure is close to the excellent category, which means that in general students assess the learning load in this study program is ideal. The dissatisfied group is relatively small, which is only about 7.4% of the answers that state dissatisfied/very dissatisfied. This proportion is much smaller than the satisfied group, so its influence on the average is low. On the consistency of the assessment, it appears that the distribution of answers is concentrated on scores 3 and 4. This indicates that the level of student satisfaction is stable and not too divided.

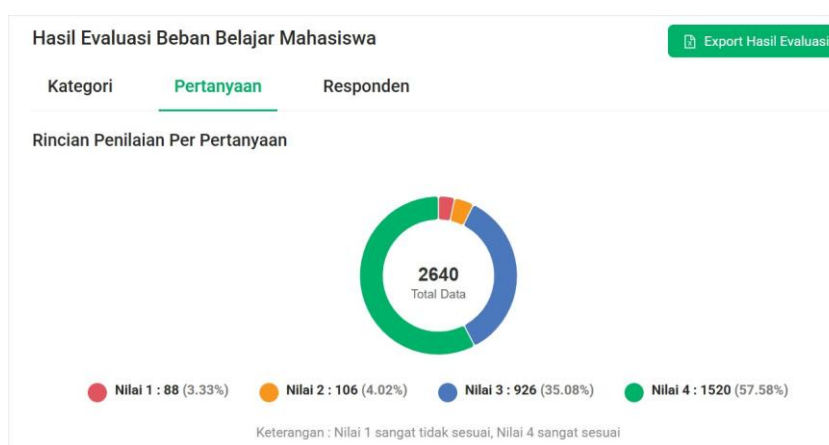
The conclusion that can be drawn from the above analysis is that the value of 3.49 indicates that the student learning load in the Indonesian Literature Study Program is considered good

to very good by the majority of students. More than 9 out of 10 student answers (92.6%) stated that they were satisfied, thus indicating that the learning load was neither too heavy nor too light. Only 7.4% of the answers rated unsatisfied, which can be a small evaluation material so that the distribution of learning loads is more evenly distributed across all courses.

Even Semester 2023/2024

No	Study Program	Average
1	Undergraduate Indonesian Literature	3.47

Student Learning Load Evaluation Survey Diagram Even academic year 2023/2024



Based on the Student Learning Load Evaluation Survey in the even semester of 2023/2024, the Indonesian Literature Study Program obtained an evaluation score of 3.47 with details of the assessment per category: The Question category received an average score of 3.47. This score was obtained from the answers to 2640 questions, namely with details of score 1 (Very Dissatisfied) as many as 128 (4, 07%); score 2 (Dissatisfied) as many as 106 (4.02%), score 3 (Satisfied) as many as 926 (35.08%) and score 4 (Very Satisfied) as many as 1520 (57.58%).

From the table above, it appears that the majority of students are satisfied and very satisfied with their learning load. This is indicated by a value of 57.6% of students are very satisfied and 35.1% are satisfied. This means that more than 92% rated the learning load as appropriate/proportional. Then, the Dissatisfied group is relatively small, which is only about 8.9% (score 1 + 2) who feel dissatisfied. This percentage is small so it does not lower the average much. The average score is 3.47 out of a scale of 4. This figure is categorized as good and close to very good. This illustrates that the learning load is considered ideal and not excessive by the majority of students.

The conclusion that can be drawn from the above description is that the value of 3.47 indicates that the learning load in the Indonesian Literature Study Program is well accepted by the majority of students. More than 9 out of 10 students are satisfied so that the learning system is considered proportional. Only a small number of students feel that the load is too

heavy or inappropriate, which can be used as input for improving the distribution of learning load between courses.

D. Evaluation Survey of Lecturers Guiding Final Project

Odd Semester 2023/2024

Table of Evaluation Survey of Lecturers Guiding Final Project for Odd Semester 2023/2024

No.	Lecturer	Total Students Mentored	Lecturer Evaluation Score
1	Dra. Nurhayati Harahap, M.Hum.	2	3,82
2	Drs. Haris Sutan Lubis, M.SP	4	3,69
3	Prof. Dr. Ikhwanuddin Nasution, M.Si.	1	3,77
4	Emma Marsella, S.S., M.Si.	2	3,88
5	Dr. Gustianingsih, M.Hum.	2	3,92
6	Dr. Dardanila, M.Hum.	1	4,00
7	Drs. Pribadi Bangun, M.Hum.	1	3,00
8	Dr. Drs. Mulyadi, M.Hum.	1	3,00
9	Dra. Rosliana Lubis, M.Si.	1	3,00

Based on the table above, it can be seen that the highest evaluation score was obtained by Dr. Dardanila, M.Hum. with a perfect score of 4.00 even though she only guided 1 student. This shows the quality of guidance that is considered very good. Very good grades were obtained by Dr. Gustianingsih, M.Hum. (3.92) and Emma Marsella, S.S., M.Si. (3.88) with a guidance load of 2 students. This means that although the amount of guidance is not much, the quality of guidance is still optimal. Dra. Nurhayati Harahap, M.Hum. scored 3.82 and Ikhwanuddin Nasution scored 3.77. Haris Sutan Lubis with a score of 3.69 was slightly below average, but still in the good category. On the other hand, the lowest scores were Pribadi Bangun, Mulyadi, and Rosliana Lubis, who each scored 3.00 and only mentored one student. This figure is quite far below the other lecturers → there is a possibility that students feel less satisfied with the quality of guidance.

From the scores, it appears that there is no consistent pattern. Lecturers with little guidance (1-2 students) can get high (3.92 - 4.00) or low (3.00) scores. Lecturers with more guidance (4 students, Haris Sutan Lubis) remained in the 3.69 range. This means that the quality of guidance is more influential than the number of students.

The conclusion that can be drawn is that the majority of lecturers scored between 3.69 - 3.92, which means that the quality of student guidance in the Indonesian Literature Study Program is generally good to very good. One lecturer (Dardanila) stood out with a perfect score (4.0).

Three lecturers (Pribadi Bangun, Mulyadi, Rosliana Lubis) had the lowest score (3.0). These three lecturers need more attention so that student satisfaction with guidance increases. However, in general, the survey results show that the quality of lecturers' guidance is quite good. There are variations that need to be considered between individual lecturers.

Even Semester 2023/2024

Table of Evaluation Survey of Lecturers Guiding Final Project for Even Semester 2023/2024

No	Lecturer	Total Students Mentored	Lecturer Evaluation Score
1	Dr. Dardanila, M.Hum.	3	4,00
2	Drs. Amhar Kudadiri, M.Hum.	8	4,00
3	Dra. Nurhayati Harahap, M.Hum.	13	3,54
4	Drs. Haris Sutan Lubis, M.SP	14	3,71
5	Bambang Riyanto, S.S., M.Si.	9	3,66
6	Emma Marsella, S.S., M.Si.	16	3,88
7	Prof. Dr. Ikhwanuddin Nasution, M.Si.	9	3,70
8	Dr. Gustianingsih, M.Hum.	1	4,00
9	Dr. Dwi Widayati, M.Hum.	6	3,99
10	Dra. Sugihana Sembiring, M.Hum.	6	3,62
11	Dr. Drs. Mulyadi, M.Hum.	4	3,95
12	Drs. Parlaungan Ritonga, M.Hum.	2	3,69
13	Dra. Rosliana Lubis, M.Si.	2	3,93
14	Dr. Ida Basaria, M.Hum.	2	3,89
15	Drs. Asrul Siregar, M.Hum.	1	3,93

Based on the table above, the highest scores (4.00 - perfect) were obtained by Dardanila (3 students), Amhar Kudadiri (8 students), and Gustianingsih (1 student). This shows a very good quality of guidance, consistent despite the different number of students (1, 3, to 8). Excellent grades (3.88 - 3.99) were successively obtained by Dwi Widayati (6 students), at 3.99; Mulyadi (4 students), at 3.95; Rosliana Lubis (2 students), at 3.93; Asrul Siregar (1 student), at 3.93; Ida Basaria (2 students), at 3.89; and Emma Marsella (16 students), at 3.88.

These scores indicate that the mentoring ability remains high despite the varying number of students mentored. Good scores (3.62 - 3.71) were sequentially obtained by Haris Sutan Lubis (14 students), 3.71; Ikhwanuddin Nasution (9 students), 3.70; Parlaungan Ritonga (2 students), 3.69; Bambang Riyanto (9 students), 3.66; and Sugihana Sembiring (6 students), 3.62. The scores are still good, but lower than the previous group. Therefore, attention needs to be paid to the guidance strategy to increase satisfaction. The lowest score on the list was obtained by Nurhayati Harahap (13 students), at 3.54. The considerable guidance load could be one of the factors for the decrease in satisfaction. Nevertheless, this score is good as it is above 3.50.

The conclusion that can be drawn from the above analysis is that the majority of lecturers have scores above 3.7, which means that student guidance in this study program is generally good to excellent. Three lecturers (Dardanila, Amhar Kudadiri, and Gustianingsih) stand out with perfect scores (4.00). Emma Marsella deserves appreciation for being able to maintain the quality of her guidance despite guiding the most students (16) with a score of 3.88. Nurhayati Harahap had the lowest score (3.54) although the number of students she mentored was quite high, at 13 students, so she may need attention to improve the quality of her mentorship. Overall, however, the data shows that the number of students mentored is not always directly proportional to the evaluation score. The quality of mentorship is more decisive than the quantity.

CHAPTER IV CONCLUSION

A. Conclusion

Based on the results of the evaluation survey conducted in the 2023/2024 academic year, it can be concluded that the quality of lecturer teaching is generally in the good to very good category, with an average score ranging from 3.6-3.8. However, there is a tendency that lecturers with lighter teaching loads tend to get higher scores, while large loads can affect quality. The level of student satisfaction with the educational process showed positive results in the odd semester (3.47), but decreased significantly in the even semester (2.85), which indicates that there are aspects of academic or learning services that need immediate improvement. Meanwhile, the evaluation of student learning load is relatively stable with high scores (3.47-3.49), which means that the course load is considered appropriate. Evaluation of final project guidance also showed good to excellent quality, with some lecturers obtaining perfect scores, although there were variations between individuals.

The results of this survey provide a fairly clear picture of students' perceptions and expectations of the services they receive. Therefore, follow-up action is required:

1. A plan to improve the quality of lecturers based on the survey results concerning aspects of teaching quality, guidance, service.
2. *Reward and punishment system* to improve lecturer performance and educational services.

B. Suggestion

To improve quality in a sustainable manner, it is necessary to equalize the teaching load so that lecturers can manage classes more optimally. The decline in student satisfaction in even semesters needs to be a serious concern through in-depth evaluation and student-faculty forums to find the root of the problem. In addition, minimum standards for final project guidance services need to be formulated so that students get more consistent assistance, while lecturers with low scores need assistance or training. The study program should also develop an annual action plan based on the results of this survey, as well as give appreciation to lecturers with excellent performance as a form of motivation. With these steps, it is expected that the quality of learning, academic services, and student satisfaction can continue to improve sustainably.