

REPORT

**STUDENT SATISFACTION SURVEY
ON THE LEARNING PROCESS
Academic Year 2024/2025**



**UNIVERSITAS SUMATERA UTARA
INDONESIAN LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
MEDAN
2025**

FOREWORD

Praise be to Allah Swt, because thanks to His mercy and grace, the Survey Report "Student Satisfaction of the Indonesian Literature Study Program, Faculty of Cultural Sciences, University of North Sumatra, Academic Year 2024/2025" 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 study programs 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 2024/2025 Academic Year Student Satisfaction Survey Report 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 excellent category, with an average score of 2.56-3.88. However, there is a tendency that lecturers with less teaching load obtain higher scores than lecturers with large loads. Student satisfaction with the education process is relatively low at 2.32, indicating that there are aspects of academic and managerial services that need improvement. Evaluation of student learning load is stable with a score of 3.51-3.52, 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 a perfect score of 4.00.

Overall, this report confirms that the quality of educational services in the Indonesian Literature Study Program, Faculty of Humanities, University of North Sumatra is quite good, but still requires improvement in certain aspects. The survey results are expected to be the basis for formulating strategies to improve learning quality, teaching load distribution, 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 education 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 Indonesian Literature Study Program , as well as to identify aspects that need to be improved. By involving students as the main respondents, it is hoped 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?
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 in the Indonesian Literature Study Program?
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.
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. The survey process is online through the one student page. The implementation of the student satisfaction survey is carried out through the stages of planning, implementation, processing, and presentation of survey results.

The survey took place at the end of the semester. Before filling out the questionnaire on the student's page, students are given an explanation of the purpose of the survey, the method of filling it out, 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 is carried out within one academic year, namely Academic Year 2024/2025 odd and even semesters.

B Types and Sources of Data

This survey uses primary data obtained directly from students of the Indonesian Literature Study Program 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 value 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, qualitative analysis will be carried out on open-ended responses provided by students, to understand more deeply 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.

CHAPTER III ANALYSIS RESULTS AND DISCUSSION

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

A. Lecturer Evaluation Survey Teaching Odd and Even Semester 2024/2025

Odd Semester 2024/2025

Table of Evaluation Survey of Lecturers Teaching Odd Semester 2024/2025

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
1	Rachmad Fadillah Maha	6	12	3.76
2	Dwi Widayati	5	12	3.66
3	Amhar Kudadiri	8	16	3.67
4	Gustianingsih	4	11	3.63
5	Haris Sutan Lubis	5	10	3.65
6	Parlaungan Ritonga	7	15	3.58
7	Dardanila	7	14	3.72
8	Latifah Yusri Nasution	4	8	3.88
9	Ida Basaria	2	4	3.35
10	Roslina Lubis	6	12	3.74
11	Mulyadi	3	6	3.7
12	Nurhayati Harahap	7	16	3.62
13	Sugihana Sembiring	3	6	3.69
14	Bambang Riyanto	6	12	3.59
15	Hariadi Susilo	8	16	3.74
16	Emma Marsella	6	12	3.59
17	Ikhwanuddin Nasution	3	6	3.43

Based on the survey results of the evaluation of teaching lecturers at the Indonesian Literature Study Program, Faculty of Cultural Sciences, University of North Sumatra, a general

picture can be drawn that the quality of learning provided by lecturers has been in the good category. This can be seen from the average score obtained by the lecturers, which is in the range of scores 3.43 to 3.88 on a scale of 1 to 4. These scores indicate that the majority of students assess the teaching process in accordance with expectations, both in terms of material delivery, punctuality, utilization of learning media, and the attitude of lecturers in guiding and responding to students' academic needs. Nevertheless, the variation in scores between lecturers still shows differences in performance that can be used as evaluation material for continuous improvement of teaching quality.

The highest result in this survey was achieved by Latifah Yusri Nasution, S.S., M.Si. with an average score of 3.88. This score indicates that students assess this lecturer as having excellent mastery of the material, systematic delivery of material, and application of teaching methods that help students understand lecture topics. This also indicates that the lecturer is able to utilize various learning media effectively and maintain the discipline of lecture time according to the provisions. The next result was achieved by Rachmad Fadillah Maha with an average score of 3.76. Students assess that both lecturers are consistent in creating a conducive classroom atmosphere, providing objective assessments, and being able to provide relevant examples that make it easier for students to relate theory to real practice. The same result was also achieved by Rosliani Lubis and Hariadi Susilo who achieved an average score of 3.74, indicating that students considered these lecturers to have a good understanding and delivery of material.

In the next position was Dardanila with a score of 3.72. This achievement illustrates that the lecturer concerned is considered good at explaining the subject matter, able to accept student criticism and suggestions, and tries to present the material coherently. Followed by Mulyadi with a score of 3.7, which is also in the good category. The score shows that students consider Mulyadi capable of providing academic services as needed, although strengthening in the aspects of delivering up-to-date material and responsiveness to student problems can still be improved. Meanwhile, Sugihana Sembiring obtained a score of 3.69. This achievement shows that although students assess learning has gone well, there are several indicators that can be further optimized, such as providing more constructive feedback, utilizing a variety of learning methods, and integrating research results into course material.

The next lecturers, namely Amhar Kudadiri with a score not much different from 3.67, Dwi Widayati with a score of 3.66, and Haris Sutan Lubis 3.65 obtained a medium average score compared to other lecturers. This achievement is still in the appropriate category. Students assess that the two lecturers still carry out the learning process in accordance with the expected standards, but need to strengthen responsiveness, create more active classroom interactions, and update teaching materials more regularly in order to meet student needs in a dynamic learning era. In the next position with a thin average score are Gustia Ningsih and Nurhayati Harahap with scores of 3.63 and 3.62 respectively. This assessment is still in the appropriate category. Students assess that the two lecturers still carry out the learning process in accordance with the expected standards, but need to strengthen responsiveness, create more active classroom interactions, and update teaching materials more regularly in order to meet the needs of students in the dynamic learning era.

Furthermore, the same score was also achieved by Emma Marsela and Bambang Riyanto, and not far below Parlaungan Ritonga with an average score of 3.59. For lecturers Emma Marsela and Bambang Riyanto, students generally assess that the lecturers are still assessing in the good category and are still appropriate. Students assess that the two lecturers carry out the learning process in accordance with the expected standards and have responsiveness, are able

to create active classroom interactions, and always update teaching materials more regularly and are able to meet the needs of students in a dynamic learning era. The same assessment applies to Parlaungan Ritonga.

The last two lecturers, namely Ikhwanuddin Nasution with a score of 3.43 and Ida Basaria with a score of 3.35, obtained the lowest average score compared to other lecturers. However, these achievements are still in the appropriate category. Students consider that both lecturers continue to carry out the learning process in accordance with the minimum standards expected, but need to strengthen responsiveness, create more active classroom interactions, and update teaching materials more regularly in order to meet the needs of students in a dynamic learning era.

Overall, the results of this survey indicate that the quality of learning in the Indonesian Literature Study Program of FIB USU is good and adequate, but there is still significant room for development. By increasing the consistency of quality in all aspects, both in mastery of material, application of learning methods, and concern for student needs, it is expected that the level of student satisfaction will increase. These findings can also be a strategic basis for study programs to develop continuous improvement steps, so that the quality of teaching presented not only meets national standards, but is also able to compete in the context of international education.

Even Semester 2024/2025

Table of Evaluation Survey of Lecturers Teaching Even Semester 2024/2025

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
1	Rachmad Fadillah Maha,	3	8	3.75
2	Maulida Yanti	1	3	3.74
3	Dwi Widayati	4	8	3.69
4	Amhar Kudadiri	2	4	3.73
5	Gustianingsih	2	4	3.54
6	Dardanila	2	4	3.56
7	Parlaungan Ritonga	5	10	2.65
8	Latifah Yusri Nasution	2	5	3.76
9	Putri Khairiah Nasution	1	3	3.51
10	Ida Basaria	3	6	2.97

No	Lecturer	Total Class	Total credits	Lecturer Evaluation Score
11	Mulyadi	5	10	3.64
12	Nurhayati Harahap	7	14	3.6
13	Roslina Lubis	6	12	3.76
14	Hariadi Susilo	2	4	3.4
15	Bambang Riyanto	2	4	3.56

Based on the survey results of the evaluation of teaching lecturers at the Indonesian Literature Study Program, Faculty of Cultural Sciences, University of North Sumatra, a general picture can be drawn that the quality of learning provided by lecturers has been in the good category. This can be seen from the average score obtained by the lecturers, which is in the range of scores 2.65 to 3.76 on a scale of 1 to 4. The score shows a decrease from the previous semester, but students assess that the teaching process is still in line with expectations, both in terms of material delivery, timeliness, utilization of learning media, and the attitude of lecturers in guiding and responding to students' academic needs. Nevertheless, the variation in scores between lecturers still shows differences in performance that can be used as evaluation material for continuous improvement of teaching quality.

The highest results in this survey were achieved by Roslana Lubis and Latifah Yusri Nasution with an average score of 3.76. This score indicates that students consider these lecturers to have excellent mastery of the material, systematic delivery of material, and application of teaching methods that help students understand lecture topics. This also indicates that the lecturers are able to utilize various learning media effectively and maintain the discipline of lecture time according to the provisions. The next result was achieved by Rachmad Fadillah Maha with an average score of 3.75. Students assess that this lecturer is consistent in creating a conducive classroom atmosphere, providing objective assessments, and being able to provide relevant examples that make it easier for students to relate theory to real practice. Maulida Yanti also achieved an average score of 3.74, indicating that students considered this lecturer to have a good understanding and delivery of material.

In the next position is Amhar Kudadiri with a score of 3.73. This achievement illustrates that the lecturer concerned is considered good at explaining the subject matter, able to accept student criticism and suggestions, and tries to present the material coherently. This was followed by Dwi Widayati with a score of 3.69, which is also in the good category. The score shows that students consider this lecturer capable of providing academic services as needed, although strengthening in the aspects of delivering up-to-date material and responsiveness to student problems can still be improved. Meanwhile, Mulyadi obtained a score of 3.64. This achievement shows that although students assess learning has gone well, there are several indicators that can be further optimized, such as providing more constructive feedback, utilizing a variety of learning methods, and integrating research results into course material.

The next lecturers, Nurhayati with a score of 3.6, Bambang Riyanto and Dardanila with a score of 3.56, and Gustia Ningsih with a score of 3.54 obtained a medium average score

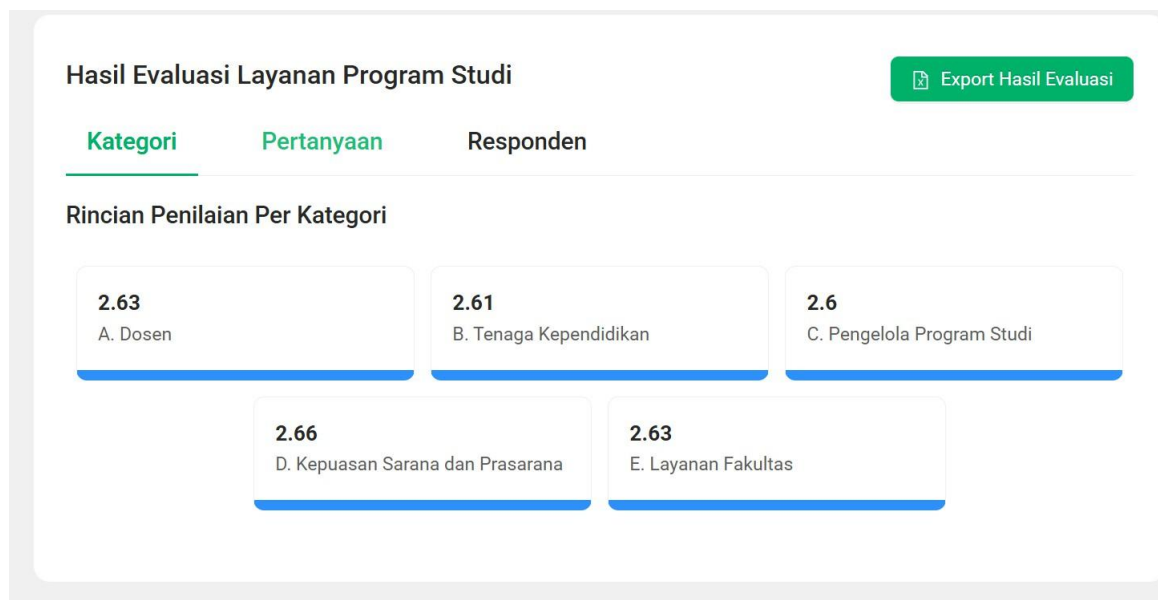
compared to other lecturers. This achievement is still in the appropriate category. Students assess that the two lecturers still carry out the learning process in accordance with the expected standards, but need to strengthen responsiveness, create more active classroom interactions, and update teaching materials more regularly in order to meet student needs in a dynamic learning era. In the next position with an average score of 3.51 is Putri Khairiyah Harahap. This assessment is still in the appropriate category. Students assess that the lecturer still carries out the learning process in accordance with the expected standards, but needs to strengthen responsiveness, create more active classroom interactions, and update teaching materials more regularly in order to meet the needs of students in the dynamic learning era.

The last two lecturers, Ida Basaria with a score of 2.97 and Parlaungan Ritonga with a score of 2.65, obtained a fairly good average score compared to other lecturers. This achievement is in the less category. Students consider that both lecturers do not carry out the learning process in accordance with the minimum standards expected, so they need to strengthen responsiveness, create more active class interactions, and update teaching materials more regularly in order to meet the needs of students in a dynamic learning era.

Overall, the results of this survey indicate that the quality of learning in the Indonesian Literature Study Program of FIB USU is good and adequate, but there is still significant room for development. By increasing the consistency of quality in all aspects, both in mastery of material, application of learning methods, and concern for student needs, it is expected that the level of student satisfaction will increase. These findings can also be a strategic basis for study programs to develop continuous improvement steps, so that the quality of teaching presented not only meets national standards, but is also able to compete in the context of international education.

B. Student Satisfaction Survey of the Educational Process for Odd and Even Semester 2024/2025

Odd Semester 2024/2025



Based on the results of the student satisfaction survey on the educational process in the Indonesian Literature Study Program, FIB USU, it can be seen that the average score for all aspects measured is still in the medium range, which is between 2.6 to 2.66 from a rating scale of 1 to 4. This shows that the educational services provided have been running according to minimum standards, but have not fully met student expectations. Student assessment on the lecturer aspect obtained an average score of 2.63, which indicates that the reliability, responsiveness, service certainty, and caring of lecturers are considered quite good but still require improvement. This achievement can be interpreted that students expect lecturers to not only act as teachers, but also be able to become responsive mentors, provide academic services more quickly, and show deeper attention to student development.

The educational staff aspect obtained an average score of 2.61, which is the second lowest score in this survey although the difference is not significant. This result shows that education personnel are considered quite reliable in providing administrative services and have relatively better responsiveness than other aspects. Nevertheless, students still assess that the speed of service, accuracy of procedures, and consistency of service still need to be improved so that the quality of administrative services is optimized.

Meanwhile, study program managers obtained an average score of 2.6, which is one of the lowest scores. This indicates a need to improve the performance of managers in terms of reliability, responsiveness, service certainty, and concern for students. Students seem to assess that academic management at the study program level has not fully run as expected, especially in ensuring fast, precise services, and in accordance with applicable regulations.

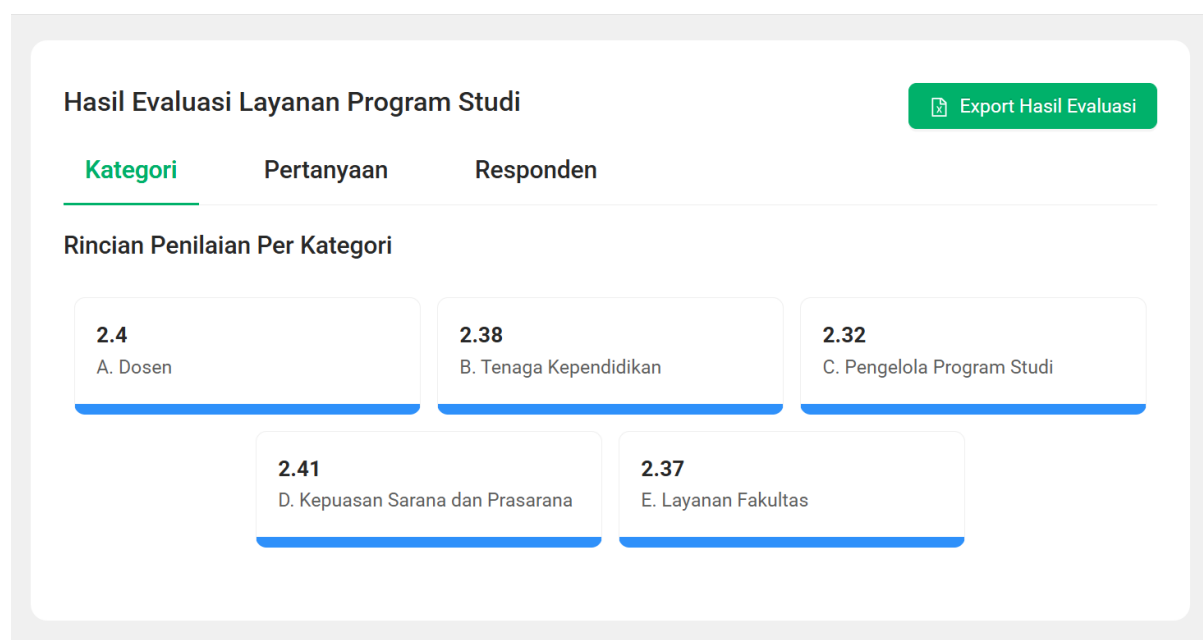
In the aspect of satisfaction with facilities and infrastructure, the average score obtained is 2.66 which is the highest score in this evaluation. This result shows that students assess the availability, accessibility, and quality of learning and practicum infrastructure facilities are still

not optimal. Some students may feel limited in terms of the number and quality of facilities provided, thus affecting the smooth learning process.

Finally, services at the faculty level obtained an average score of 2.63, which shows that the reliability, responsiveness, certainty, and care of education personnel at the faculty level still need serious attention. Students assess that the services provided are not fully consistent, resulting in a gap between student needs and available services.

Overall, the results of this survey provide an overview that the quality of educational services, both involving lecturers, education personnel, study program managers, infrastructure facilities, and faculty services, has been running at a fairly appropriate level but not optimal. Therefore, continuous improvement efforts are needed by emphasizing on increasing responsiveness, procedural certainty, and providing more adequate facilities so that the level of student satisfaction can increase significantly.

Even Semester 2024/2025



Based on the results of the student satisfaction survey on the educational process in the Indonesian Literature Study Program, FIB USU, it can be seen that the average score for all aspects measured is still in the medium range, which is between 2.32 to 2.41 from a rating scale of 1 to 4. This shows that the educational services provided have been running according to minimum standards, but have not fully met student expectations. Student assessment on the lecturer aspect obtained an average score of 2.4, which indicates that the reliability, responsiveness, service certainty, and caring of lecturers are considered quite good but still require improvement. This achievement can be interpreted that students expect lecturers to not only act as teachers, but also be able to become responsive mentors, provide academic services more quickly, and show deeper attention to student development.

The aspect of education personnel obtained an average score of 2.38, a score down from last semester in this survey with a significant difference. This result shows that education personnel are considered quite reliable in providing administrative services and have relatively better responsiveness than other aspects. Nevertheless, students still assess that the speed of

service, accuracy of procedures, and consistency of service still need to be improved so that the quality of administrative services is optimized.

Meanwhile, the study program manager obtained an average score of 2.32, which is one of the lowest scores. This indicates a need to improve the performance of managers in terms of reliability, responsiveness, service certainty, and concern for students. Students seem to assess that academic management at the study program level has not fully run as expected, especially in ensuring fast, precise services, and in accordance with applicable regulations.

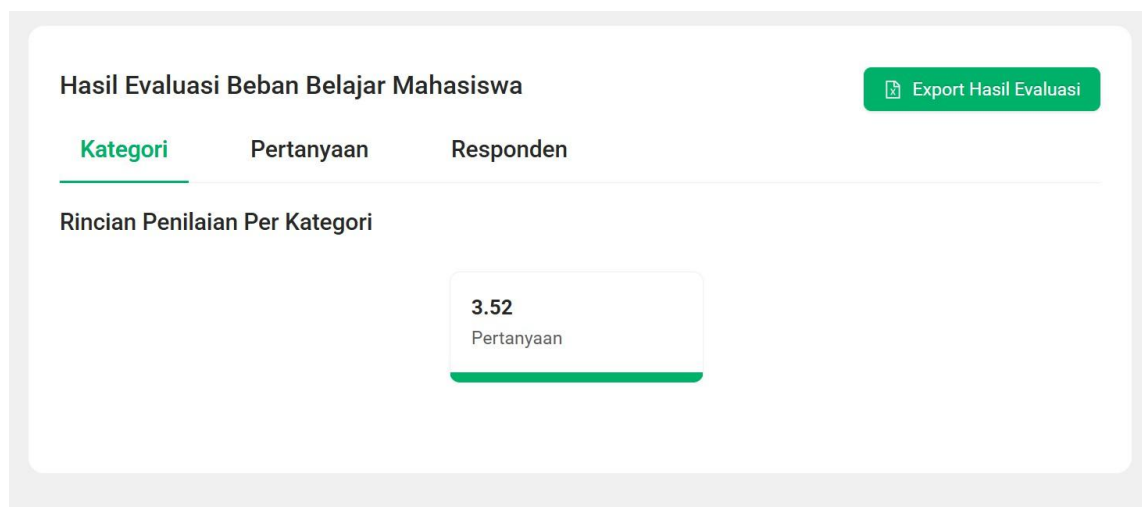
In the aspect of satisfaction with facilities and infrastructure, the average score obtained is 2.41 which is the highest score in this evaluation. These results show that students assess the availability, accessibility, and quality of learning and practicum infrastructure facilities are still not optimal. Some students may feel limited in terms of the number and quality of facilities provided, thus affecting the smooth learning process.

Finally, services at the faculty level obtained an average score of 2.37, which shows that the reliability, responsiveness, certainty, and care of education personnel at the faculty level still need serious attention. Students assess that the services provided are not fully consistent, resulting in a gap between student needs and available services.

Overall, the results of this survey provide an overview that the quality of educational services, both involving lecturers, education personnel, study program managers, infrastructure facilities, and faculty services, has been running at a fairly appropriate level but not optimal and has experienced a decrease in evaluation ratings. Therefore, continuous improvement efforts are needed by emphasizing on increasing responsiveness, procedural certainty, and providing more adequate facilities so that the level of student satisfaction can increase significantly.

C. Student Learning Load Evaluation Survey Odd and Even Semester 2024/2025

Odd Semester 2024/2025



The results of the student learning load evaluation survey in the Indonesian Literature Study Program at FIB USU showed an average score of 3.52 on a rating scale of 1 to 4. This score illustrates that students generally assess the learning load they undergo is in the good category and in accordance with applicable regulations. The score, which is close to the maximum number, shows that students feel that the distribution of the weight of course material, assignments, and the allocation of learning time is quite proportional in supporting the achievement of learning objectives. Thus, it can be concluded that the majority of students have a positive perception of the balance between the academic load given and their capacity to undergo it.

From the results of this survey, it appears that the weight of lecture and practicum material is considered commensurate with the number of credits set. This indicates that the curriculum design and material distribution have been adequately organized so as not to cause excessive burden for students. In addition, students also assess that the allocation of face-to-face time and practical activities each week is sufficient to support the achievement of learning objectives. This positive assessment shows that lecturers are able to manage lecture time effectively and adjust to the learning needs in the classroom.

Another aspect that is considered quite good is the suitability of time to do independent assignments with the SKS load taken. Students feel that the task load, whether in the form of reading material, looking for additional references, or doing lecture assignments, is still within reasonable limits so that it still allows them to carry out non-academic activities. Similarly, the time allocation given for assignments, quizzes, and exams during one semester is considered sufficient to support students' understanding of lecture material. This shows that there is a balance between academic demands and the opportunity for students to set their own learning rhythm.

In addition, the suitability of the assignments given with the lecture material is one of the important factors that contribute to the high average score. Students consider that the tasks given are not only relevant to the material studied, but also in line with the learning objectives to be achieved. Thus, the task load received is not seen as an additional burden, but as a means to deepen understanding of the material.

Overall, the average score of 3.52 indicates that the student learning load in the learning process has been managed well and proportionally. Although there is still room for improvement, the survey results show that students are quite satisfied with the study load planning implemented. This condition is important to be maintained so that the balance between students' academic and non-academic activities is maintained, so that learning objectives can be achieved optimally without causing excessive pressure.

Even Semester 2024/2025



The results of the student learning load evaluation survey in the Indonesian Literature Study Program at FIB USU showed an average score of 3.51 on a rating scale of 1 to 4. This score illustrates that students generally assess the learning load they undergo is in the good category and in accordance with applicable regulations. The score, which is close to the maximum number, shows that students feel that the distribution of the weight of course material, assignments, and the allocation of learning time is quite proportional in supporting the achievement of learning objectives. Thus, it can be concluded that the majority of students have a positive perception of the balance between the academic load given and their capacity to undergo it.

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D. Evaluation Survey of Lecturers Guiding Final Project

Odd Semester 2024/2025

No	NIP	Lecturer	Total students supervised	Lecturer Evaluation Value
1	196204191987032001	Dra. Nurhayati Harahap M.Hum.	6	(3.) (6)
2	196007251986011002	Drs. Amhar Kudadiri M.Hum.	6	(3.) (6)
3	196209251989031017	Prof. Dr. Ikhwanuddin Nasution M.Si.	4	3.25
4	199101152017042001	Emma Marsella S.S., M.Si.	9	(3) (.25)
5	1207222510860002	Bambang Riyanto S.S., M.Si	4	4
6	196107211988031001	Drs. Parlaungan Ritonga M.Hum.	4	3.91
7	196505141988032001	Prof. Dr. Dwi Widayati M.Hum.	1	3.64
8	196408281989032001	Dr. Gustianingsih M.Hum.	3	3.62
9	196305241989032002	Dra. Rosliana Lubis M.Si	1	3.93
(1) (0)	196407311989031004	Prof. Dr., Drs. Mulyadi, M.Hum.	1	3.86
(1) (1)	196103311987022001	Prof. Dr. Dardanila, M.Hum.	2	2.5

Based on the results of student surveys, the performance of final project supervisors in the odd semester 2024/2025 shows varying results. This assessment provides an overview of the effectiveness of each lecturer in guiding students to complete their final project.

Dr. Bambang Riyanto took the top spot with a perfect score of 4.00 out of 4 students he supervised. These results show that he is very effective in providing guidance, is considered very responsive, and provides clear direction and strong motivation to his students.

Followed by Dra. Rosliana Lubis, M.Si. with a score of 3.93 and Drs. Parlaungan Ritonga, M.Hum. with a score of 3.91. Both showed high commitment in mentoring, where Dra. Rosliana provided very satisfactory guidance to one student, while Drs. Parlaungan managed to maintain excellent mentoring quality to 4 students.

Other lecturers include Prof. Dr. Dwi Widayati, M.Hum. (3.64), Dr. Gustianingsih, M.Hum. (3.62). Although their scores are not as high as the top ranking, they are still considered capable of providing solid guidance. Furthermore, Drs. Amhar Kudadiri, M.Hum. and Dra. Nurhayati Harahap M.Hum. also received good scores of 3.6. This score reflects their ability to provide the right direction and support needed by students. Both lecturers managed to maintain high scores despite guiding 6 students.

In the fair score category Prof. Dr. Ikhwanuddin Nasution M.Si. (3.25), Emma Marsela, S.S., M.Si. (3.11), and Drs. Haris Sutan Lubis, M.SP (3.00) have room to improve their mentorship quality. This score could indicate that there are constraints, such as time availability or clarity in communication, that need to be improved in the future.

Finally, Prof. Dr. Dardanila, M.Hum. ranked moderately good with a score of 2.50. This score indicates significant dissatisfaction from students with the mentorship process. It is important to take a closer look at the aspects that led to this low rating so that relevant improvements can be made in the future.

Even Semester 2024/2025

No	NIP	Lecturer	Total Students Mentored	Lecturer Evaluation Value
1	196204191987032001	Dra. Nurhayati Harahap M.Hum.	6	3.85
2	196007251986011002	Drs. Amhar Kudadiri M.Hum.	6	3.46
3	196209251989031017	Prof. Dr. Ikhwanuddin Nasution M.Si.	4	3.25
4	199101152017042001	Emma Marsella S.S., M.Si.	9	3.11
5	1207222510860002	Bambang Riyanto S.S., M.Si	4	4
6	196107211988031001	Drs. Parlaungan Ritonga M.Hum.	4	3.91
7	196505141988032001	Prof. Dr. Dwi Widayati M.Hum.	1	3.64
8	195909071987021002	Drs. Haris Sutan Lubis M.SP	1	3
9	196408281989032001	Dr. Gustianingsih M.Hum.	3	3.62
10	196305241989032002	Dra. Rosliana Lubis M.Si	1	3.93

Based on the results of student surveys, the performance of final project supervisors in the odd semester 2024/2025 shows varying results. This assessment provides an overview of the effectiveness of each lecturer in guiding students to complete their final project.

Dr. Bambang Riyanto took the top spot with a perfect score of 4.00 out of 4 students he mentored. This result shows that he is very effective in providing guidance, is considered very responsive, and provides clear direction and strong motivation to his students.

Followed by Dra. Rosliana Lubis, M.Si. with a score of 3.93 and Drs. Parlaungan Ritonga, M.Hum. with a score of 3.91. Both showed high commitment in mentoring, where Dra. Rosliana provided very satisfactory guidance to one student, while Drs. Parlaungan managed to maintain excellent mentoring quality to 4 students.

Furthermore, Prof. Dr. Drs. Mulyadi, M.Hum. and Dra. Nurhayati Harahap M.Hum. also received excellent scores of 3.86 and 3.85, respectively. These scores reflect their ability to provide appropriate direction and support needed by students. Dra. Nurhayati in particular, managed to maintain a high score despite mentoring 6 students.

Other lecturers such as Prof. Dr. Dwi Widayati, M.Hum. (3.64), Dr. Gustianingsih, M.Hum. (3.62), and Drs. Amhar Kudadiri M.Hum. (3.46) also showed good guidance performance. Although their scores are not as high as the top rankings, they are still considered capable of providing solid guidance.

In the fair score category, Prof. Dr. Ikhwanuddin Nasution M.Si. (3.25), Emma Marsela, S.S., M.Si. (3.11), and Drs. Haris Sutan Lubis, M.SP (3.00) have room to improve their mentorship quality. This score could indicate that there are constraints, such as time availability or clarity in communication, that need to be improved in the future.

Finally, Prof. Dr. Dardanila, M.Hum. ranked moderately good with a score of 2.50. This score indicates significant dissatisfaction from students with the mentorship process. It is important to look deeper into the aspects that led to this low rating so that relevant improvements can be made in the future.

CHAPTER IV CONCLUSION

A. Conclusion

Based on the overall results of the student satisfaction survey on the educational process, evaluation of teaching lecturers, and student learning load in the Indonesian Literature Study Program, FIB USU, it can be concluded that the quality of education implementation is generally in the good category, although there are still a number of aspects that need to be improved. In the aspect of evaluating teaching lecturers, the average assessment results range from 3.49 to 3.81, which shows that students assess the mastery of the material, learning methods, and lecturer interactions with students are appropriate and support the achievement of learning objectives. However, the difference in scores between lecturers shows that there are variations in teaching quality, so some lecturers still need to improve responsiveness, update teaching materials, and integrate research results into lectures.

Meanwhile, the results of the student satisfaction survey on the educational process that includes lecturers, education staff, study program managers, infrastructure, and faculty services show an average value between 2.47 and 2.54. This value indicates that educational services are considered adequate, but not optimal. Students still feel there are limitations in the aspects of responsiveness, procedural certainty, attention to student needs, and the adequacy of learning support facilities and infrastructure. Thus, a more systematic improvement is needed in terms of the quality of academic services, management of study programs, and improvement of facilities so that student satisfaction can be increased.

In the aspect of student learning load, the survey results with an average score of 3.46 show that students assess the academic load received is proportional to the number of credits, in accordance with learning objectives, and still provides space for students to carry out non-academic activities. Assignments, exams, and independent activities given are considered relevant to the lecture material and help students deepen their understanding. This indicates that the study load planning in the study program has been managed well and as expected.

Overall, the results of the analysis of these three surveys show that the Indonesian Literature Study Program of FIB USU has been able to organize a fairly good educational process, with quality teaching, adequate services, and a proportional learning load. However, student satisfaction with educational services, especially related to educational staff, study program management, and infrastructure facilities, is still at a moderate level. Therefore, continuous improvement efforts are needed in the aspects of administrative services, improving facilities, and consistency of teaching quality so that the quality of education is optimized and able to meet overall student expectations.

B. Suggestion

Based on the results of the analysis of student satisfaction surveys on the educational process, evaluation of teaching lecturers, and student learning load in the Indonesian Literature Study Program, FIB USU, there are several suggestions that can be taken into consideration to improve the quality of education delivery. First, in the aspect of lecturer teaching, although the average achievement is already in the good category, quality consistency is needed among all lecturers. This can be done through training to improve pedagogical competence, developing more interactive learning methods, and updating teaching materials regularly to keep up with scientific developments and student needs. In addition, lecturers are also expected to be more responsive to student problems, and able to integrate the results of research and service into lectures to enrich the learning experience.

Second, in the aspect of educational staff services and study program managers, the survey results show that the average value is still in the sufficient category. Therefore, it is necessary to increase service capacity through soft skills training, especially in terms of effective communication, procedural accuracy, and increased responsiveness to student needs. Transparency in academic and administrative procedures also needs to be strengthened so that students feel more served fairly and efficiently.

Third, related to facilities and infrastructure, there needs to be an effort to provide more adequate learning facilities in terms of quantity, accessibility, and quality. The study program together with the faculty can develop a facility development plan in stages by considering the priority needs of students, such as comfortable classrooms, language laboratories, access to digital literature, and supporting facilities for practicum learning.

Fourth, in the aspect of faculty services, improvements are needed that emphasize service certainty, empathy, and speed in responding to student needs. The implementation of a technology-based service system can be a solution to improve the effectiveness and efficiency of administrative services.

Finally, regarding the student learning load, which has been assessed as proportional, study programs are advised to continue to maintain a balance between the weight of SKS, assignments, and self-study time so as not to cause excessive pressure. However, various forms of assignments can continue to be developed so that students are not only focused on cognitive aspects, but also have the opportunity to hone critical, creative, and practical skills according to the needs of the world of work.

By carrying out improvements in the aspects of teaching, administrative services, study program management, infrastructure, and innovation in assignments, it is hoped that the quality of education in the Indonesian Literature Study Program at FIB USU can further improve and provide higher satisfaction for students.