

REPORT

STUDENT SATISFACTION SURVEY ON THE LEARNING PROCESS



University of North Sumatra
Sociology Program
FACULTY OF SOCIAL AND POLITICAL SCIENCES
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FOREWORD

We give all praise and thanks to God Almighty for His abundant blessings and grace. With His permission, this Student Satisfaction Survey on the Learning Process report has been successfully completed in accordance with its planned objectives. This survey is an important instrument in the efforts of the Sociology Undergraduate Program, Faculty of Social and Political Sciences, University of North Sumatra, to maintain and improve the quality of education.

This student satisfaction survey aims to gather input, experiences, and direct perceptions from students regarding various aspects of the learning process. The results obtained are expected to not only reflect the quality of academic services that are already in place, but also identify areas that still need improvement so that learning becomes more relevant, effective, and in line with the needs of students in an ever-changing era.

We fully realize that the success of this report is inseparable from the support and active participation of all students. For this reason, we express our deepest appreciation and gratitude to the respondents who have taken the time to fill out the questionnaire honestly, objectively, and responsibly. Your participation is a real contribution to encouraging continuous improvement on campus.

We also extend our gratitude to all lecturers, educational staff, and management who have supported the implementation of this survey. Without the cooperation of various parties, this report would not have been completed properly.

Finally, we hope that this report will provide tangible benefits, both as evaluation material and as a reference for the Sociology Undergraduate Program in formulating strategic policies and learning innovations. We hope that the results of this survey will serve as a solid foundation for realizing quality, adaptive, and student-oriented education.

Medan, September 4, 2025

Compilation Team

SUMMARY

This Student Satisfaction Survey on the Learning Process was conducted to measure student satisfaction with the Sociology Undergraduate Program, Faculty of Social and Political Sciences, University of North Sumatra, particularly in relation to various aspects of teaching and learning activities. The purpose of this survey was to identify existing strengths and areas that still need improvement so that the quality and relevance of education can be maintained and developed.

The method used in this survey was a quantitative approach with an online questionnaire that was accessible to all active students in the Sociology Undergraduate Program. The survey instrument was developed based on student satisfaction indicators, which included: the educational process, the quality of lecturers in teaching, the student workload, the role of lecturers in supervising final projects, and the academic and administrative services of the study program.

The survey results show that, in general, the level of student satisfaction is in the good category. The aspect with the highest rating is faculty guidance in the preparation of final projects, which is considered to contribute greatly to student academic achievement. However, the survey also identified several areas that still need further attention, particularly related to the educational process, including learning methods and the availability of supporting facilities.

Based on these findings, a number of recommendations were proposed, including: improving training for lecturers in utilizing learning technology, renewing teaching and learning facilities, and reviewing the curriculum to better suit scientific developments and industry needs.

Thus, the results of this survey are expected to serve as strategic evaluation material for the Sociology Undergraduate Program, Faculty of Social and Political Sciences, University of North Sumatra, in formulating policies and concrete steps to improve the quality of education and provide a better learning experience for students in the future.

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CHAPTER I INTRODUCTION

A. Background

Student satisfaction is one of the main benchmarks in assessing the quality of higher education. A high level of satisfaction indicates that the study program is able to meet student expectations in various aspects, ranging from the learning process, lecturer quality, academic facilities, administrative services, to interactions between lecturers and students. Therefore, conducting periodic student satisfaction surveys is an important step in maintaining and improving the quality of educational services.

The results of this survey are expected to provide a realistic picture of students' perceptions of the learning process they undergo in the USU FISIP Sociology Undergraduate Program. The data obtained will not only serve as material for internal evaluation, but also as a basis for formulating strategies for developing the study program in the future. Thus, the survey results can be used as a guideline for improving the quality of learning to be more adaptive and relevant to the needs of students and the demands of the times.

The involvement of students as the main respondents makes this survey more credible, as they are the ones who directly experience the learning process. With the voices and experiences of students, the study program can identify aspects that have been running well and find areas that need improvement.

In addition, the implementation of this survey is in line with the mission of the USU FISIP Sociology Undergraduate Program, namely "To become a program that excels and is competitive at the global level in the fields of social planning and development as well as community empowerment." This survey also supports the achievement of graduate learning outcomes, including the ability to think critically in solving social and development problems, the skills to compile scientific papers in the form of theses or final project reports, and the competence to evaluate, make data-based decisions, and communicate analysis results effectively.

Thus, this student satisfaction survey is expected to be a strategic instrument for realizing continuous improvement in learning quality, while strengthening the position of the USU FISIP Sociology Undergraduate Program as a high-quality, relevant, and competitive higher education institution.

Student satisfaction is an important indicator 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 these surveys not only serve as

the basis for internal evaluation, but also serve as strategic planning material for future institutional development. This survey is conducted to determine the extent to which students are satisfied with the services provided by the study program, as well as to identify aspects that need improvement. By involving students as the main respondents, it is hoped that the survey results will 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 are students satisfied with the academic services and lecturers provided by the study program?
2. What aspects of the services are considered most appropriate and least appropriate by students?
3. What factors influence student satisfaction in participating in the educational process in the study program?
4. What suggestions and feedback from students can be used to improve services in the future?

C. Objective

1. To measure the level of student satisfaction with various aspects of academic and non-academic services provided by the study program
2. To identify strengths and weaknesses in the delivery of educational services, both in terms of the teaching and learning process, facilities and infrastructure, as well as administrative services.
3. To provide objective data and information as a basis for decision-making and formulating strategies to improve the quality of educational services.
4. To accommodate student aspirations and feedback as part of continuous evaluation to create a conducive learning environment that is responsive to student needs.
5. Supporting 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. Faculty Teaching Evaluation Survey
2. Student Satisfaction Survey on the Educational Process
3. Student Learning Load Evaluation Survey
4. Final Project Supervision Evaluation Survey

CHAPTER II

SURVEY IMPLEMENTATION

A. Implementation

This student satisfaction survey was conducted with the aim of collecting relevant data and information related to student learning experiences in the Sociology Undergraduate Program. The survey was conducted online through the student portal. The student satisfaction survey was carried out in stages: planning, implementation, processing, and presentation of survey results.

The survey was conducted at the end of the semester as a form of routine evaluation of the quality of learning. Before filling out the questionnaire, students were given an explanation of the purpose of the survey, how to fill it out, and the importance of their participation in providing honest and objective feedback. The data collected included information about students' perceptions of lecturer teaching evaluations, student satisfaction with the educational process, evaluation of student workload, and evaluation of lecturers supervising final projects. This data will be analyzed to obtain a comprehensive picture of the study load experienced by students during their lectures. The results of this survey are expected to form the basis for study programs in curriculum development, improvement of learning methods, and continuous improvement of academic services. This survey will be conducted from 2023 to 2025.

The type of data used is primary data, which is collected directly from students of the Sociology Undergraduate Program through an online questionnaire. The data covers students' perceptions of several key aspects, namely the quality of lecturers in teaching, satisfaction with the educational process, evaluation of study load, and students' experiences in final project guidance. This information will be used as material for a comprehensive evaluation of the quality of learning in the study program.

B Answer Format

The response format for each question regarding service elements in the questionnaire is in the form of multiple-choice questions. The questionnaire response options are qualitative in nature to reflect the level of service quality. The level of service quality ranges from Very Appropriate/Very Satisfied to Very Inappropriate/Very Dissatisfied. The responses are divided into 4 (four) categories, namely:

- 1) Very Unsatisfactory/Very Dissatisfied, given a score of 1;
- 2) Not Satisfactory/Not Satisfied, given a score of 2;
- 3) Satisfactory/Satisfied, given a score of 3;
- 4) Very Satisfactory/Very Satisfied, given a score of 4.

C Data Analysis

Survey data was analyzed using quantitative and qualitative approaches. Quantitative analysis was conducted by calculating the frequency and percentage of respondents' answers to describe general trends related to student satisfaction. In addition, descriptive statistical techniques were used to assess students' perceptions of teaching quality

, final project guidance, study load, and overall learning experience.

Meanwhile, qualitative analysis was conducted on the open responses provided by students to explore in greater depth the factors that influence their level of satisfaction. The combination of these two analysis methods provides a more comprehensive picture, as well as a basis for formulating strategic recommendations for improving the quality of learning in the USU FISIP Sociology Undergraduate Program.

CHAPTER III

ANALYSIS RESULTS AND DISCUSSION

This chapter presents the results of the analysis and discussion of the data collected through the student satisfaction survey. This chapter is designed to provide an in-depth understanding of how students perceive their learning experience. Each finding is presented systematically, supported by quantitative data, and analyzed to identify trends, strengths, and areas that need attention.

1. Student Satisfaction Survey on the Educational Process

A student satisfaction survey is an important tool for measuring and understanding students' perceptions and experiences during their education at an institution. This survey aims to collect feedback from students on various aspects, ranging from teaching quality, facilities, academic services, to the overall campus environment.

The objectives and benefits of student satisfaction surveys include:

- a. Quality Evaluation:** This survey helps institutions evaluate the effectiveness and quality of study programs, teaching methods, and the current curriculum.
- b. Continuous Improvement:** The survey results serve as a basis for institutions to formulate improvement strategies, such as enhancing lecturer competence, updating facilities, or improving administrative services.
- c. Decision Making:** Data from the survey provides valid information to support strategic decision making by institutional leaders, such as budget allocation for specific developments.
- d. Accreditation Improvement:** Many accreditation bodies use student satisfaction levels as one of the key indicators in assessing the quality of an institution.
- e. Marketing and Reputation:** Institutions with high student satisfaction levels can use this data as a competitive advantage to attract new prospective students.

There are several aspects measured in the survey. Student satisfaction surveys usually cover several main areas:

- **Teaching and Learning Process:** Assessing the quality of lecturers (mastery of material, teaching methods,

and interaction), learning methods, and curriculum relevance.

- **Supporting Facilities:** Measuring satisfaction with facilities and infrastructure such as classrooms, laboratories, libraries, information technology, and sports facilities.
- **Academic Services:** Evaluating services provided by administrative staff, such as course registration, guidance and counseling services, and academic information.
- **Campus Atmosphere and Environment:** Assessing the social environment, security, and availability of extracurricular activities that support student development.
- **Student Services:** Measuring satisfaction with scholarships, health services, and other financial assistance.

The results of the student satisfaction survey regarding the educational process in the Sociology Undergraduate Program are as follows:

Table 1. Results of the Student Satisfaction Survey Regarding the Educational Process

No.	Semester	Results
1	Odd 2021/2022	No data
2	Even 2021/2022	no data
3	Odd 2022/2023	No data
4	Even 2022/2023	No data
5	Odd 2023/2024	3.44
6	Even 2023/2024	2.74
7	Odd 2024/2025	2.6
8	Even 2024/2025	2.34

The figures above were obtained from questions provided by the Study Program for students to respond to. Some of these questions include:

1. The reliability and ability of lecturers in providing services to students.
2. The responsiveness of faculty members in assisting students and providing services promptly.

3. Assurance that faculty members' service capabilities align with established standards.
4. The empathy of faculty members in paying attention to students.
5. The reliability and ability of educational staff in providing services to students.
6. The responsiveness of educational staff in assisting students and providing services promptly.
7. Assurance that the services provided by educational staff comply with regulations.
8. Empathy of educational staff in paying attention to students.
9. Reliability and the ability of program administrators to provide services to students.
10. Responsiveness of program administrators in assisting students and providing services quickly.
11. Assurance that the services provided by program administrators comply with regulations.
12. Empathy of program administrators in paying attention to students.
13. Tangible: Adequacy of facilities and infrastructure that support the learning process and practical work.
14. Tangible: Accessibility of facilities and infrastructure supporting the learning process and practical work
15. Tangible: Quality of facilities and infrastructure for practical work.

Overall, student feedback on the education satisfaction survey confirms that they not only want a platform to express their opinions, but also demand transparency and concrete evidence that their feedback is being acted upon. Suggestions such as the need for more specific questions, clear publication of results, and concrete follow-up show students' strong desire to actively participate in the process of improving the quality of

By adopting this feedback, educational institutions can transform surveys from mere evaluation tools into effective collaboration instruments for creating a more responsive and high-quality learning environment.

2. Teaching Evaluation Survey

The Teaching Evaluation Survey (EDOM) is a tool used to measure lecturer performance in the teaching and learning process. Its purpose is to obtain feedback from students as direct users of teaching services.

EDOM itself has several main objectives, namely:

- a. **Improvement of Teaching Quality:** The results of this survey can serve as a reflection for lecturers to identify the strengths and weaknesses of their teaching methods, so that they can improve them in the future.
- b. **Faculty Accountability:** This survey ensures that faculty members are accountable for the quality of teaching they provide.
- c. **Decision Making:** Data from EDOM is often used by universities or faculties to make decisions regarding promotions, awards, or coaching for lecturers.
- d. **Openness and Transparency:** This process shows that educational institutions are open to feedback from students and care about their learning experiences.

Usually, active students who take certain courses are required to complete this survey at the end of the semester. This survey is confidential, meaning that students' identities will not be disclosed to lecturers. This is so that students can give their honest and objective opinions without fear.

Although the content may vary from one institution to another, the aspects assessed generally include:

- a. **Teaching Methods:** How the instructor delivers the material, whether it is clear, interesting, and easy to understand.
- b. **Attitude and Communication:** The instructor's attitude in class, how they interact, and their availability to help students.

- c. **Materials and Syllabus:** The relevance of the material taught, its alignment with the syllabus, and the depth of the instructor's knowledge.
- d. **Class Management:** The instructor's discipline in starting and ending class, as well as the effectiveness of time management.
- e. **Assessment:** The clarity of assessment criteria and objectivity in grading.

EDOM is important because it bridges formal communication between students and instructors. This ensures that the educational process is not one-sided but rather a continuous interaction where feedback is an integral part of improving educational quality.

The results of the Faculty Teaching Evaluation Survey (EDOM) in the Sociology Undergraduate Program are as follows:

Table 2. Results of the Teaching Evaluation Survey (EDOM)

No.	Semester	Results
1	Fall 2021/2022	No data
2	Even 2021/2022	No data
3	Odd 2022/2023	no data
4	Even 2022/2023	No data
5	Odd 2023/2024	3.69
6	Even 2023/2024	3.62
7	Odd 2024/2025	3.67
8	Even 2024/2025	3.64

The figures above were obtained from questions provided by the Study Program for students to respond to. Some of these questions include:

1. Faculty members demonstrate tolerance toward student diversity
2. Faculty members apply teaching methods/forms in accordance with the design
3. Faculty members have the ability to explain key topics/subjects accurately
4. Faculty members are knowledgeable about current issues in the field they teach
5. Faculty members provide teaching materials in the form of handouts/PowerPoint slides/links to textbooks that are sufficiently clear for each lecture topic

25. Instructors consistently enforce classroom rules
26. Instructors are able to accept criticism, suggestions, and opinions from students
27. Instructors are sensitive to students' academic circumstances
28. Lecturers are willing to help students overcome difficulties in lectures
29. Lecturers give students the opportunity to express their opinions
30. Lecturers have the ability to provide relevant examples of the concepts being taught
31. Lecturers provide teaching materials that are in line with the materials in the semester learning plan/syllabus
32. Lecture materials are organized systematically so that students can see the continuity between the materials
33. Lecturers clearly communicate the semester learning plan
34. The lecturer's concern in paying attention to students.
35. Ensuring that faculty services comply with regulations.
36. Faculty responsiveness in assisting students and providing services promptly.

From the various inputs provided, it can be concluded that students hope that the Teaching Evaluation Survey (EDOM) can become a more transparent tool that is oriented towards real improvement. They do not just want to fill out the survey as a routine, but also demand stronger confidentiality guarantees, more specific and in-depth questions, and the publication of summary results as proof that their feedback is heard and appreciated. For example, students specifically want lecturers to adapt to the *latest* technology, and lecturer attendance should also be taken into consideration in the survey. By adopting these suggestions, educational institutions can build a more honest and collaborative evaluation culture, which will ultimately improve the quality of teaching in a sustainable manner.

3. Student Learning Load Evaluation Survey

In an effort to ensure optimal educational quality and student welfare, higher education institutions often conduct Student Learning Load Evaluation Surveys

This survey is an important tool for measuring and analyzing the perceived academic workload of students and its impact on their well-being.

Student learning load is not limited to classroom hours. In general, the study load includes all academic activities that students must complete in one semester to meet learning outcomes, which are expressed in Semester Credit Units (SKS). Based on regulations, 1 (one) SKS is equivalent to 170 (one hundred and seventy) minutes of learning activities per week per semester, which are divided into three main components:

1. Structured Face-to-Face (50 minutes): Time spent in class for lectures, responses, or tutorials.
2. Structured Assignments (60 minutes): Time spent completing assignments, projects, or papers assigned by the instructor.
3. Independent Study (60 minutes): Time allocated for reading materials, doing exercises, or conducting additional research independently.

This survey aims to validate whether the learning load perceived by students is in line with established standards, or whether there are imbalances that could affect their performance and well-being.

This survey has several crucial objectives for various parties:

1. For Students: To ensure that the academic workload is proportional and not excessive, so that students can study effectively without experiencing excessive stress.
2. For Lecturers: Providing feedback on the effectiveness of task allocation and the time required for students to complete the material. This helps lecturers in developing more realistic and measurable learning plans.
3. For Study Programs and Faculties: Serving as a basis for periodic curriculum evaluation and review. If the survey indicates an excessive workload in certain courses, administrators can make adjustments to achieve a better balance.

Although the content may vary, student workload surveys generally assess the following aspects:

1. **Time Spent:** Students are asked to estimate the average hours per week they spend on various activities, such as attending lectures, doing individual assignments, participating in group projects, and studying independently.
2. **Level of Difficulty:** Students' subjective assessment of the level of difficulty of courses and assignments.
3. **Alignment with Credit Hours:** Whether the workload perceived by students is in line with the number of credit hours for the course.
4. **Impact on Well-being:** Questions about whether the study load affects their mental health, free time, and non-academic activities.

The data from this survey is invaluable for decision-making. The results can be used for Curriculum Adjustments. If significant discrepancies are found, the study program can revise the number of credits or the allocation of study hours for certain courses. Then, for Lecturer Training, the survey results can be used as input for lecturers to manage the assignment of tasks so that they do not pile up and are more integrated. Academic Support: Institutions can provide guidance or counseling services for students who feel overwhelmed by their academic workload.

The Student Academic Load Evaluation Survey is a manifestation of the institution's commitment to creating a supportive and effective learning environment, where the balance between academic challenges and student well-being is a priority.

The results of the Student Academic Load Evaluation Survey in the Sociology Undergraduate Program are as follows:

Table 3. Results of the Student Academic Load Evaluation Survey

No.	Semester	Results
1	Fall 2021/2022	No data
2	Even 2021/2022	No data
3	Odd 2022/2023	No data
4	Even 2022/2023	No data
5	Odd 2023/2024	3.43
6	Even 2023/2024	3.47

7	Odd 2024/2025	3.5
8	Even 2024/2025	3.5

The figures above were obtained from questions provided by the Study Program for students to respond to. Some of these questions include:

1. The weight of the lecture/laboratory material provided is consistent with the number of credit hours for this course.
2. The credit weight of the course is sufficient to achieve the learning objectives.
3. The allocation of face-to-face/laboratory, studio practice/workshop practice/field practice/work practice time each week is sufficient to achieve the learning objectives of this course.
4. The time allocated for independent work (reading course materials, searching for additional information, etc.) is appropriate for the credit hours of this course.
5. The time allocated for completing assignments/quizzes/exams, etc., throughout the semester is sufficient and helps students understand the material and achieve the learning objectives of this course.
6. The assignments given are in line with the course material.
7. The workload assigned is appropriate for the learning objectives to be achieved in this course.
8. The quizzes/exams, etc., assigned throughout the semester still allow you to engage in other activities (daily activities/recreation/hobbies).

From various student feedback, it can be concluded that they hope the Student Learning Load Evaluation Survey becomes a more accurate and relevant instrument. The suggestions provided, such as the need for more detailed questions about independent study hours, structured assignments, and their impact on mental well-being, indicate that students want a holistic evaluation. By adopting this feedback, the institution can ensure that the academic workload assigned is proportional, supports the balance of student life, and ultimately contributes to improving the quality and effectiveness of the overall learning process.

4. Faculty Advisor Evaluation Survey for Thesis/Dissertation

The Final Project Advisor Evaluation Survey is an important instrument used by universities to measure the quality and effectiveness of the final project advising process. Its purpose is to ensure that students receive adequate and timely guidance, as well as to improve the overall quality of advising. This survey has several key objectives:

- a. **Improving the Quality of Guidance:** Providing constructive feedback to supervising lecturers. The survey results can help lecturers understand their strengths and weaknesses in guiding students, such as their ability to provide clear directions, their availability, or the quality of their input.
- b. **Faculty Accountability:** Objectively assess the performance of supervisors based on the students' perspective. This ensures that faculty members fulfill their responsibilities as academic supervisors.
- c. **Problem Identification:** Identifying issues that frequently arise in the guidance process, such as poor communication, inconsistent guidance schedules, or mismatches between TA topics and lecturer competencies.
- d. **Decision Making:** Providing valid data for study program or faculty management to make strategic decisions, such as the distribution of students for guidance, awards for the best lecturers, or training programs to improve guidance skills.

Although the content may vary, there are several aspects that are usually assessed in this survey, including the following:

- a. **Availability and Consistency:** Are supervisors easy to contact and have consistent supervision schedules?
- b. **Quality of Feedback:** How clear, relevant, and helpful is the feedback provided by lecturers on the content and methodology of the TA?
- c. **Knowledge and Competence Supervisor:** Is the advisors have sufficient knowledge in the field of the student's thesis topic?
- d. **Attitude and Motivation:** Do lecturers provide the necessary encouragement, motivation, and moral support during the thesis writing process?

- e. Time Management: How effectively does the lecturer help students manage their schedules and achieve their thesis completion targets on time?
- f. Ethics and Professionalism: Does the lecturer maintain a professional, fair, and objective relationship during the guidance process?

This survey is usually completed by final-year students who are currently working on or have completed their final projects. Due to its sensitive nature, student identities are often kept confidential to encourage honesty in providing feedback.

The data from this survey is very important for continuous improvement. The results are not only used to assess individual lecturers, but also to improve the guidance procedures, whereby the institution can revise the guidance guidelines or procedures to make them more effective. Then, for Lecturer Development, lecturers can attend workshops or training to improve their guidance skills, such as communication techniques or time management. The last one is Building a Healthy Academic Culture. With this evaluation, the institution shows its commitment to creating a transparent, supportive, and high-quality academic environment.

The results of the Evaluation Survey of Lecturers Supervising Final Projects/Theses in the Sociology Undergraduate Program are as follows:

Table 4. Results of the Evaluation Survey of Faculty Members Supervising Final Projects/Theses

No.	Semester	Results
1	Fall 2021/2022	No data
2	Even 2021/2022	No data
3	Odd 2022/2023	No data
4	Even 2022/2023	No data
5	Odd 2023/2024	No data
6	Even 2023/2024	3.85
7	Odd 2024/2025	3.66
8	Even 2024/2025	3.87

The figures above were obtained from questions provided by the Study Program for students to respond to. Some of these questions include:

1. Lecturers clearly communicate their supervision plans at the beginning of the activity
2. The guidance material is organized systematically so that students can see

the relationship between the stages of their research

3. The guidance method used facilitates students to actively participate in the guidance process
4. Lecturers facilitate students' applications for research funding (grants)
5. Lecturers direct the topics of theses/dissertations according to the interests and abilities of students
6. Lecturers discuss the research methods for theses/dissertations
7. Faculty members discuss and provide guidance on the research methods/techniques to be used in the research according to their capabilities
8. Lecturers monitor the progress of research periodically (asking about research progress) and check research log books
9. Lecturers provide time for discussion when needed if students encounter difficulties in their research
10. Lecturers ensure that students' final assignments are completed on time
11. Lecturers provide feedback on draft thesis proposals/dissertation plans/dissertations and draft articles/article plans
12. Lecturers evaluate students' research performance and provide feedback
13. Faculty members pay attention to the non-academic aspects of their advisees

From various student inputs, it can be concluded that they hope the Final Project Supervision Evaluation Survey will become a more transparent and effective instrument. Students suggest that this survey should have stronger confidentiality guarantees, more specific questions regarding the quality of input and availability of lecturers, as well as concrete follow-up. With these improvements, the survey can truly function as a tool that encourages continuous improvement in the guidance process, ensures that students receive optimal support, and builds a more collaborative and productive relationship with their supervising lecturers.

CHAPT ER IV CONCLU SION

A. Conclusion

Based on the results of the student satisfaction survey that has been conducted, it can be concluded that in general, students show a fairly good level of satisfaction, where the average response obtained is Satisfied/Appropriate – score 3; Very Satisfied/Very Appropriate – score 4 for aspects that have undergone the survey process from USU FISIP Sociology undergraduate students through one student, namely the educational process including teaching quality and curriculum relevance, lecturer teaching evaluation, student learning load, and lecturer evaluation in supervising theses/final projects. This reflects the success of lecturers in delivering material and the institution in designing study programs that meet industry needs.

However, there are several aspects that are still considered unsatisfactory, such as limited supporting facilities (e.g., use of PowerPoint or the latest technology, laboratory conditions, libraries, etc.). These aspects are important notes for future improvements. To ensure that the findings from the student satisfaction survey can be translated into real improvements, strategic steps need to be taken. The following are more detailed follow-up recommendations for improving student satisfaction in the learning process, including:

B. Recommendations

1. Periodic Curriculum Review by forming a team involving lecturers, students, alumni, and industry representatives to review and update the curriculum every 2-3 years. Lecturer Training by providing regular training for lecturers on innovative teaching methods, such as *problem-based learning*, *case studies*, or *blended learning*. Technology Integration by encouraging the use of technology in learning, such as online collaboration platforms, virtual simulations, and digital resources.
2. Strengthening Communication by establishing policies that require lecturers to provide consultation hours or open more responsive communication channels (such as email or discussion groups). Structured *Feedback System* by developing guidelines for lecturers to provide detailed and improvement-oriented feedback, not just grades.
3. Faculty Coordination by holding coordination meetings at the study program level to schedule assignments and projects so they don't pile up in the same week. Grade Weight Synchronization by ensuring that the weight of assignments, exams, and projects is proportional to their contribution to the final grade and the expected learning hours in accordance with the credit system.
4. Supervisor Allocation Management by reviewing the number of students supervised per lecturer to ensure a fair and adequate workload. Supervision Standards by creating clear thesis supervision guidelines, including meeting frequency, supervision duration, and expectations that must be met by both students and lecturers.

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