



Student Satisfaction Survey Report on Educational Services in 2024

Faculty of Mathematics and Natural Sciences



FACULTY QUALITY ASSURANCE TEAM
2024

FOREWORD

All praise and gratitude be to Allah SWT, the preparation of the Student Satisfaction Survey Report on the educational process at the Faculty of Mathematics and Natural Sciences (FMIPA), Universitas Tanjungpura (UNTAN), Pontianak, for the year 2024 has been successfully completed. The implementation of the survey and the compilation of this report could not have been accomplished without the assistance and support of the entire FMIPA UNTAN academic community as well as research and community service collaboration partners. Therefore, on this occasion, we would like to extend our sincere appreciation to all parties who contributed to this endeavor—from the preparation of the survey, execution, data processing, to the completion of this report.

1. To the FMIPA UNTAN leadership for their support and facilitation in conducting the Student Satisfaction Survey and completing the report.
2. To all FMIPA UNTAN students who took the time to participate in the online questionnaire.
3. To all parties who provided assistance and support, whom we cannot mention individually.

We hope that this Student Satisfaction Survey Report on FMIPA UNTAN's Educational services will provide valuable input for the leadership in conducting evaluations and determining appropriate policies, thereby continuously improving the quality and scope of collaboration. We fully acknowledge that this report is far from perfect. Therefore, constructive criticism and suggestions are warmly welcomed.

Pontianak, December 2024

Team

CHAPTER I INTRODUCTION

1.1 Background

User satisfaction with the quality of services provided by governmental or non-governmental organizations can significantly influence those institutions. Service quality reflects the total characteristics of a service concept that encompasses all aspects of service delivery, and its benchmark is the ability to satisfy customers or service recipients (Yulia, 2018).

As an educational institution responsible for ensuring the quality of all academic activities within the Faculty of Mathematics and Natural Sciences (FMIPA), Universitas Tanjungpura (UNTAN), the **Faculty Quality Assurance Team (PMF)** plays a vital role. The PMF is tasked with implementing quality assurance at FMIPA through the Internal Quality Assurance System (SPMI). Establishing a quality culture requires several key activities that support its success.

The internal quality assurance system relies on supporting data as a foundation for evaluation processing, derived from various stakeholders—including satisfaction measurements from students, lecturers, and educational staff. These measurements, along with the level of understanding, can be assessed through surveys conducted with valid and reliable scientific methods.

In addition, a quality management information system (SPMI) is also needed to enhance the efficiency of FMIPA's quality management performance. The ability to measure satisfaction with institutional services is deemed essential for identifying and evaluating the impact of institutional outcomes on stakeholders—as outlined in Appendix 1 of PerBAN-PT No. 2 of 2019 regarding the Study Program Accreditation Instrument (APS) and the Self-Evaluation Report (LED) Preparation Guide.

Such measurements are expected to identify the service quality level of the faculty and determine the necessary follow-up to improve or maintain the related service quality standards. Furthermore, PerBAN-PT No. 2 of 2019 states that satisfaction measurements must utilize valid, reliable, and user-friendly instruments.

Based on the above background, it is necessary to conduct a measurement of service quality through a satisfaction survey evaluation involving FMIPA's academic community—namely lecturers, students, and educational staff.

1.2 Survey Objectives

The objectives of conducting this survey are as follows:

1. To evaluate the extent to which students assess the educational processes implemented by the Faculty of Mathematics and Natural Sciences (FMIPA).
2. To measure the level of student satisfaction with FMIPA's educational process.
3. To provide feedback for efforts to improve the quality and quantity of FMIPA's educational process.

CHAPTER II

SURVEY METHODOLOGY

2.1 Implementation Period

The survey activity was carried out during the months of **September–December 2024**.

2.2 Sampling Technique

Student satisfaction survey data were collected using a **stratified random sampling (SRS)** technique, in which the population was initially divided into nine strata corresponding to the number of study programs within the Faculty of Mathematics and Natural Sciences (FMIPA). A number of samples were then randomly selected from each stratum, with varying sizes proportional to the number of students in each program.

This SRS technique was employed to eliminate potential bias that may arise from differences in service delivery at the program level, thus aiming to improve the precision and representativeness of the sample. In this context, the respondents were students who were asked to respond to a series of statements prepared in the survey form. Responses were collected using a closed-ended format, allowing respondents to select the option that best represented their perception, based on a **Likert scale** as shown below.

Likert Scale Response Options

i	Response Option	Score (r) i
1	Strongly Disagree	1
2	Disagree	2
3	Agree	4
4	Strongly Agree	5

Response options indicating the level of respondent agreement with each statement item were then accumulated and expressed as the respondents' **actual satisfaction level**.

The **cumulative satisfaction level** for statement item j is represented as a percentage of lecturer satisfaction S_j , calculated using the following formula:

$$S_j = \frac{\sum_{i=1}^5 r_i f_i}{n_d r_5} = x \ 100\%$$

where r_i = score of the i -th response option, and f_i = frequency of the i -th response. The resulting percentage value S_j can be categorized as follows:

Satisfaction Category Based on Percentage Scores

Satisfactory S_j	Response Options
0% – 19.99%	Very Dissatisfied
20% – 39.99%	Dissatisfied
40% – 59.99%	Fair
60% – 79.99%	Satisfied
80% – 100.00%	Very Satisfied

A. Validity Testing

Sampling validity for determining the sample size was calculated using **Slovin's Formula** with a confidence level of **95%**. This sampling validity provides an indication of how accurately the sample represents the population. The validity level is calculated using the following formulation (Krippendorff, 2003):

$$\text{Sampling validity} = 1 - \text{sampling error}$$

B. Reliability Testing

Reliability of the survey instrument was assessed by calculating the **Cronbach's alpha** value for each statement item, using the data collected from the survey. A high correlation among statement items indicates that the survey instrument can be categorized as **reliable**.

C. Mean Score and Satisfaction Level

Respondents were asked to provide responses to the given statements. The **Satisfaction Level** was calculated by comparing the weighted average score to the maximum possible score. The assessment criteria were based on a **4-point Likert scale**, adjusted according to interval values and quality of understanding, as shown in the following table:

Service Quality Classification Based on Average Score and Percentage Conversion

Perception Level	Score Interval	Percentage Conversion	Service Quality
1	1.00 – 1.75	25.00% – 43.75%	Poor
2	1.76 – 2.50	43.76% – 62.50%	Less Good
3	2.51 – 3.25	62.51% – 81.25%	Good
4	3.26 – 4.00	81.26% – 100.00%	Very Good

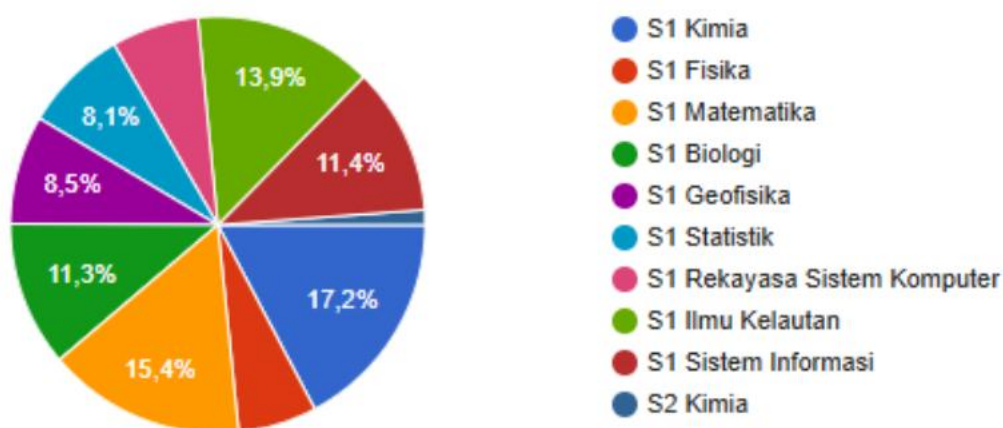
CHAPTER IV RESULTS AND DISCUSSION

A. Survey Results

The Student Satisfaction Survey regarding the educational process at FMIPA Untan was conducted during the period of **September to November 2024** by distributing an online questionnaire via **Google Forms**. The distribution of the questionnaire and the collection of respondents' answers were carried out by the **FMIPA UNTAN Quality Assurance Team**.

The total number of responses received was **603 respondents**, showing a significant increase compared to the previous year, which only had **603 respondents**. The distribution of respondents is as follows:

Study Program	Respondents	Percentage (%)
Undergraduate Biology (S1)	68	11.28%
Undergraduate Chemistry (S1)	104	17.25%
Undergraduate Physics (S1)	37	6.14%
Undergraduate Mathematics (S1)	93	15.42%
Undergraduate Computer Engineering (S1)	41	6.80%
Undergraduate Geophysics (S1)	51	8.46%
Undergraduate Marine Science (S1)	84	13.93%
Master's Program in Chemistry (S2)	7	1.16%
Statistics Program	49	8.13%
Undergraduate Information Systems (S1)	69	11.44%



Summary of Student Satisfaction Survey Responses – Key Indicators					
No.	Survey Item	Poor (%)	Fair (%)	Good (%)	Very Good (%)
1	Supplementary learning materials (handouts/modules/e-books/journals/links, etc.) were informed/provided to students to complement lecture content	1,66	14,26	51,58	32,50
2	Student complaints/issues were properly handled by the department through Academic Advisors (PA)	1,33	9,78	51,58	37,31
3	Student complaints/issues were properly handled by the department through counselling lecturers	3,65	17,25	51,74	27,36
4	Lecturers were willing to provide guidance/consultation outside scheduled class hours	2,99	15,75	53,73	27,53
5	Lecturers arrived on time	2,49	13,76	60,03	23,71
6	Alignment of lecture content with the Semester Learning Plan (RPS)/Student Guidebook (BPKM)	1,00	6,80	55,89	36,32
7	Clarity of lecture material delivered by lecturers	1,66	11,11	61,19	26,04
8	Time allocated for discussion and Q&A sessions	0,83	5,47	50,08	43,62
9	Lecturers' objectivity in grading	1,00	8,29	56,38	34,33
10	Study Program schedules lecture every semester	0,50	3,15	45,61	50,75
11	Study Program schedules mid-term and final exams according to academic calendar	1,33	6,80	43,28	48,59
12	Student services provided by the Department/Study Program (e.g. thesis advisors/examiners, internship supervisors, comprehensive/thesis exams)	0,83	4,81	51,08	43,28
13	Lecturer attendance aligns with assigned credit load (SKS)	1,33	6,47	55,89	36,32
14	Exam questions correspond to course material	2,32	8,13	59,87	29,68
15	Lecturer ability to motivate students	2,49	7,63	56,38	33,50
16	Lecturers provide exercises, questions, assignments/quizzes	0,66	4,48	51,08	43,78

17	Lectures stimulate critical thinking	1,00	6,47	54,89	37,65
18	Department/Study Program support for student (organizational) activities	1,82	8,29	52,24	37,65
19	Department/Study Program support for study completion	1,00	4,98	50,41	43,62
20	Lecturers willing to assist students experiencing academic difficulties	2,16	9,45	51,91	36,48
21	Lecturers maintain openness and cooperation with students	2,16	8,29	52,07	37,48

Based on respondents' answers to the survey instrument items, the **Satisfaction Level** was calculated using the **weighted average score**, compared against the maximum possible score. The resulting mean scores ranged from **3.03 to 3.47**, which fall under the **“Good”** category.

The evaluation criteria are based on a **4-point Likert scale**, calibrated by interval scores and qualitative understanding as shown in the table below:

Comparison of Student Satisfaction Survey Results (2023 vs. 2024)						
No.	Survey Item	2022 Mean Score	2022 Satisfaction Level	2023 Mean Score	2023 Satisfaction Level	Change
1	Supplementary learning materials (handouts/modules/e-books/journals/links, etc.) were provided to support lecture content	3,20	Good	3.2	Good	-0,05
2	Student complaints/issues were properly handled by the department via Academic Advisor (PA)	3,32	Very Good	3.32	Good	-0,07
3	Student complaints/issues were properly handled by the department via Counseling Lecturer	3,08	Good	3.08	Good	-0,05
4	Lecturers were willing to provide guidance/consultation outside of class hours	3,10	Good	3.1	Good	-0,04
5	Lecturers arrived on time	3,06	Good	3.06	Good	-0,01
6	Alignment of lecture material with the Semester Learning Plan (RPS)/Student Guidebook (BPKM)	3,31	Very Good	3.31	Very Good	-0,03

7	Clarity of lecture material delivered by lecturers	3,13	Good	3,15	Good	-0,01
8	Time allocated for discussion and Q&A	3,42	Very Good	3,25	Very Good	-0,06
9	Lecturers' objectivity in grading	3,26	Very Good	3,03	Good	-0,02
10	Study Program schedules lectures every semester	3,51	Very Good	3,06	Very Good	-0,04
11	Study Program schedules mid-term and final exams as per academic calendar	3,49	Very Good	3,05	Very Good	-0,10
12	Department/Study Program services (thesis supervisors/examiners, internships, exams)	3,42	Very Good	3,28	Very Good	-0,05
13	Lecturer attendance aligns with assigned credit load (SKS)	3,31	Very Good	3,12	Very Good	-0,04
14	Exam questions correspond to course material	3,20	Good	3,36	Good	-0,03
15	Lecturer ability to motivate learning	3,24	Good	3,24	Good	-0,03
16	Lecturers provide exercises, assignments, quizzes	3,40	Very Good	3,47	Very Good	-0,02
17	Lectures stimulate critical thinking	3,28	Very Good	3,39	Very Good	0,01
18	Department/Program support for student organizational activities	3,25	Good	3,37	Very Good	0,01
19	Department/Program support for study completion	3,37	Very Good	3,27	Very Good	0,00
20	Lecturers willing to assist students with academic challenges	3,28	Very Good	3,17	Good	-0,05

21	Lecturers are open and cooperative with students	3,25	Good	3.25	Good	0,00
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B. Students Satisfaction Survey on FMIPA UNTAN's Educational Process

a. Validity and Reliability Testing of the Satisfaction Survey Instrument

The students satisfaction survey was conducted using a sample of **603 respondents**, drawn from **10 study programs** within the Faculty of Mathematics and Natural Sciences (FMIPA), Universitas Tanjungpura. These programs include Mathematics, Physics, Biology, Chemistry, Computer Engineering Systems, Marine Science, Statistics, Geophysics, Information Systems, and Master's Program in Chemistry. The survey included **21 instrument items** designed to assess lecturer satisfaction with FMIPA UNTAN's services.

Validity testing was carried out to evaluate whether each item effectively measures what it is intended to measure. A questionnaire item is considered **valid** if it performs its intended function and accurately captures the intended variable. In other words, an item is valid if it can effectively reflect the concept being assessed.

An instrument is deemed valid if it meets the criterion:

$$r_{xy} > r_{(\alpha:n-2)}$$

b. Reliability Testing

Reliability testing is conducted to determine the consistency of a measurement instrument, typically using a questionnaire. The reliability coefficient is calculated using **Cronbach's Alpha**. The decision criteria for the reliability test are as follows:

1. If the **Cronbach's alpha value > 0.6**, the questionnaire is considered **reliable/consistent**.
1. If the **Cronbach's alpha value < 0.6**, the questionnaire is considered **not reliable/inconsistent**.

Using a sample size of **603 respondents** and a significance level of **5%**, the **critical r-value** from the table $r(0.05; 28)$ was determined to be **0.065**. The calculated **item-total correlation coefficients** (r-calculated) for each item are presented as follows

Survey Instrument Validity Results

No.	Survey Item	r-calculated	r-table	Validity Status
1	Supplementary learning materials provided to support lecture content	0,6619	0,080	Valid
2	Student complaints addressed by Academic Advisor (PA)	0,7010	0,080	Valid
3	Student complaints addressed by Counselling Lecturer	0,7061	0,080	Valid
4	Lecturer availability for consultation outside class hours	0,6550	0,080	Valid
5	Lecturer punctuality	0,6530	0,080	Valid
6	Alignment of lecture content with the Semester Learning Plan (RPS)/Student Handbook (BPKM)	0,7649	0,080	Valid

No.	Survey Item	r-calculated	r-table	Validity Status
7	Clarity of lecture material delivered	0,7411	0,080	Valid
8	Availability of time for discussion and Q&A	0,7207	0,080	Valid
9	Objectivity in grading by lecturers	0,7732	0,080	Valid
10	Lecture scheduling by Study Program	0,7235	0,080	Valid
11	Exam scheduling aligned with academic calendar	0,6823	0,080	Valid
12	Student services provided by Study Program (thesis, internships, exams)	0,7705	0,080	Valid
13	Lecturer attendance meets credit load (SKS)	0,7519	0,080	Valid
14	Exam questions correspond to course content	0,7511	0,080	Valid
15	Lecturer ability to motivate students	0,7664	0,080	Valid
16	Provision of exercises, assignments, quizzes	0,7437	0,080	Valid
17	Lectures stimulate critical thinking	0,7338	0,080	Valid
18	Department/Program support for student organizational activities	0,7434	0,080	Valid
19	Department/Program support for study completion	0,8027	0,080	Valid
20	Lecturers assist students with academic difficulties	0,8168	0,080	Valid
21	Lecturer openness and cooperation with students	0,7948	0,080	Valid

Based on the reliability analysis, the Cronbach's alpha value obtained was 0.91229, which exceeds the minimum threshold of 0.6. Therefore, the questionnaire is deemed to be reliable and internally consistent.

Conclusion

1. The survey comprised 21 question items and involved 603 respondents.
2. The student satisfaction measurement regarding the educational process—conducted by the Quality Assurance Team of FMIPA UNTAN—yielded a weighted average score categorized as Good. The calculated service quality interval ranged from 3.03 to 3.47, indicating that service quality falls within the Good – Very Good category.
3. Out of the 21 service aspects evaluated:
 - 10 aspects (47.62%) were rated Very Good
 - 11 aspects (52.38%) were rated GoodCompared to the previous year:
 - 2 aspects improved
 - 2 aspects remained unchanged
 - 17 aspects declined
4. Examples of service aspects rated Very Good include:
 - Alignment of lecture content with the Semester Learning Plan (RPS) / Student Work Guidebook (BPKM)
 - Availability of discussion and Q&A time
 - Course scheduling conducted every semester
 - Academic support services provided by departments/programs (e.g., thesis supervisors/examiners, internship examiners, comprehensive exams)
 - Departmental/program support for study completion
5. Services that improved from the previous year include:
 - Lectures that stimulate critical thinking
 - Departmental/program support for student organizational activities
6. Several services showed a decline compared to the previous year.
 - Student concerns or complaints are handled effectively by the department through **Academic Advisors (Pembimbing Akademik)**.
 - Time is allocated during lectures for **discussion and Q&A sessions**, ensuring student engagement.
 - Supplementary **teaching materials** (handouts, modules, e-books, journals, links, etc.) are **shared and made available** to support lecture content.
 - Student concerns or complaints are also well managed through **counseling lecturers**, contributing to a supportive academic environment.

Feedback and Suggestions from Students

Students offered constructive input related to the learning process, teaching approaches, academic support, and institutional infrastructure. Key points include:

Learning and Teaching Experience

- Suggestions for rotating classroom locations to refresh learning atmosphere and reduce monotony.
- Lecturers are encouraged to share e-books to support independent study at home.
- Teaching methods should be made more engaging and easier to understand for students.
- Midterm exams (UTS), final exams (UAS), and practicums should not be postponed excessively near the end of the semester.
- Class sessions should adhere to scheduled times to avoid disruptions to students' rest and subsequent classes.
- Lecturers are encouraged to send lecture PPT files to students after class, especially when storage limitations prevent capturing materials during lectures.

Academic Program and Curriculum Enhancement

- The Information Systems Study Program is well-regarded, but can improve further by:
 - Expanding partnerships with industries and international institutions for student exchanges and internships.
 - Strengthening curriculum content focused on emerging technologies (e.g., cloud computing, IoT).
 - Increasing soft-skill development activities such as leadership or communication workshops.
- The academic workload, especially for projects and assignments, should be balanced with students' capabilities.
- Support and guidance should be provided to help students complete final projects on time, ideally within four years.
- Suggestions to retain fixed class schedules without rescheduling outside designated hours.
- Improved lecturer-student communication is encouraged, particularly in delivering understandable material.
- If a lecturer is unable to attend class, students should be notified at least one day prior.

Facilities and Technology

- Requests for improved Wi-Fi coverage and increased laboratory equipment.
- Suggestions to enhance innovation in facilities and academic practices.
- Consistent support for final-year students from lecturers, including active check-ins during thesis completion.
- Counseling lecturers are considered highly valuable and should continue offering guidance.

Student Support and Fairness

- Students should be treated equally across cohorts; faculty members should remain neutral and mediate fairly.
- Internship programs for the upcoming semester are encouraged.
- Book borrowing and final project support should be tailored to student capabilities.

Courtesy and Communication

- Lecturers are kindly requested to inform students in advance when they are running late or need to reschedule class.

Feedback and Suggestions (Student Voices)

Students offered valuable input regarding academic coordination, communication, and instructional quality. Key themes include:



Timeliness and Scheduling

- Lecturers are requested to **honor scheduled academic advising appointments**, as students have their own time constraints.
- If a class is cancelled, lecturers should **inform students at least a day in advance** to prevent unnecessary commutes.
- Teaching sessions should **begin and end on time**, with clear notification in case of absence or delay.
- The **announcement of grades** should be expedited, allowing students to track their academic progress promptly.



Instructional Quality and Learning Culture

- Learning should focus more on **student understanding** before pushing to meet SKS targets.
- Lecturers are encouraged to **guide students in discussion skills**, not simply require participation.
- **Practical course instructors** should actively monitor student performance in the laboratory through direct supervision.



Institutional Development

- Students hope to see **more infrastructure growth** at Universitas Tanjungpura.
- The faculty is seen as having strong potential for **advancing both lecturers and students**.



Communication and Professionalism

- Improved communication is expected between **lecturers and students**, especially final-year students.
- **Early notification** from lecturers regarding changes or delays in class schedules is emphasized repeatedly.
- Students express hope for improved **performance from faculty academic staff**, with a spirit of service and accountability.