



PROGRAM STUDI
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This report contains a summary of the analysis results of several indicators that evaluate various aspects of the learning process and services in the campus environment, including learning effectiveness, interaction between lecturers and students, utilization of blended learning media, and the quality of facilities and infrastructure that support academic activities. This analysis is based on student assessment data during 2023, with the aim of providing an overview of student satisfaction and perceptions of various factors that influence their learning experience.

Indicator Table 1.

Suitability of Lecture Material with RPS



Overall, the indicator "Suitability of Lecture Materials to RPS" showed positive results, with more than 80% of students giving scores of 4 and 5, reflecting that the majority felt that the lecture materials were appropriate or very appropriate to the RPS. However, there was a slight decrease in satisfaction in the even semester compared to the odd semester, which may require attention to maintain the quality of the suitability of the materials to the RPS in both semesters.

Indicator Table 2.

Compliance of lecture time with the lecture schedule



Overall, Indicator 2: Suitability of Lecture Time to Lecture Schedule showed very positive results. More than 80% of students gave a score of 4 or 5, which reflects that the majority of students feel that the lecture time is in accordance with the set schedule. Although there are some students who feel that the schedule is less suitable (1% to 12% of the total), this is still a small percentage. Odd semesters show slightly more satisfaction compared to even semesters, but the difference is not too significant.

Indicator Table 3.

**The Effectiveness of the Current Lecture System (Blended Learning) in
Generating Learning Outcomes**



The indicator "Effectiveness of the Lecture System (Blended Learning)" showed very positive results, with more than 85% of students giving a score of 4 or 5, indicating that the majority of students felt that the blended learning system was effective in producing learning outcomes. Only a few students felt that this system was ineffective (around 6%), with more satisfaction seen in the odd semester than in the even semester. However, overall, blended learning was considered successful in supporting learning outcomes for the majority of students.

Indicator Table 4.

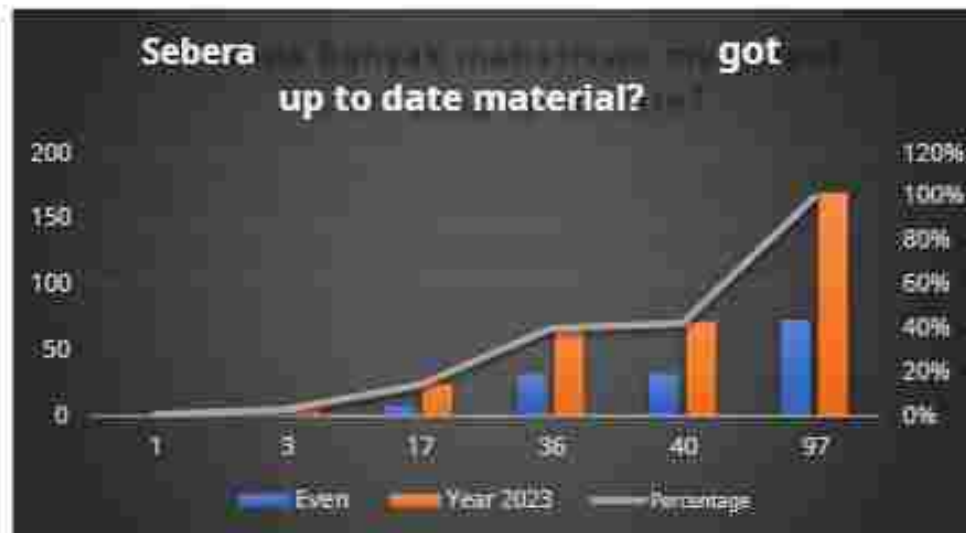
Lecture materials are provided well to students in the form of PDF files, Ppt, Video, or Link to Website



Overall, Indicator 4: Course Materials Well Delivered showed very positive results. A total of 82% of students gave a score of 4 and 5, indicating that the majority of students felt that the course materials were delivered very well through various formats. Only a small number of students (around 4%) felt that the delivery of the material was inadequate. The comparison between odd and even semesters was also quite balanced, with even semesters showing slightly more satisfaction at the highest scores.

Indicator Table 5.

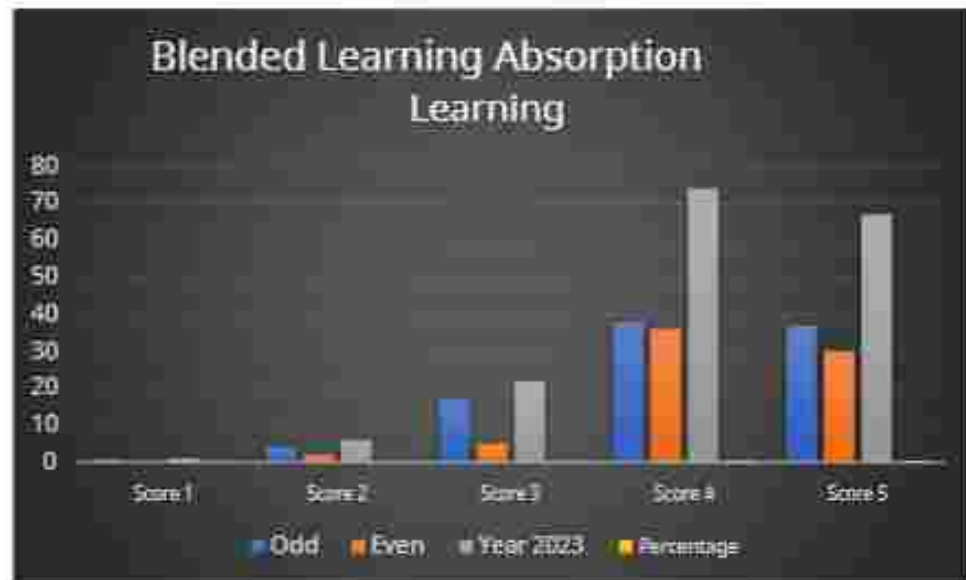
How Much Material Do Students Get? Up To Date



Based on Indicator table 5: How Many Students Get Up-to-Date Material, the majority of students feel that the material presented is very relevant and up-to-date, with 82% giving a score of 4 or 5. This shows that most students are satisfied with the material they receive. Only 4% of students feel that the material is not up-to-date, while a small number of others give a moderate rating. Overall, the institution has succeeded in providing material that is in line with the latest developments.

Indicator Table 6.

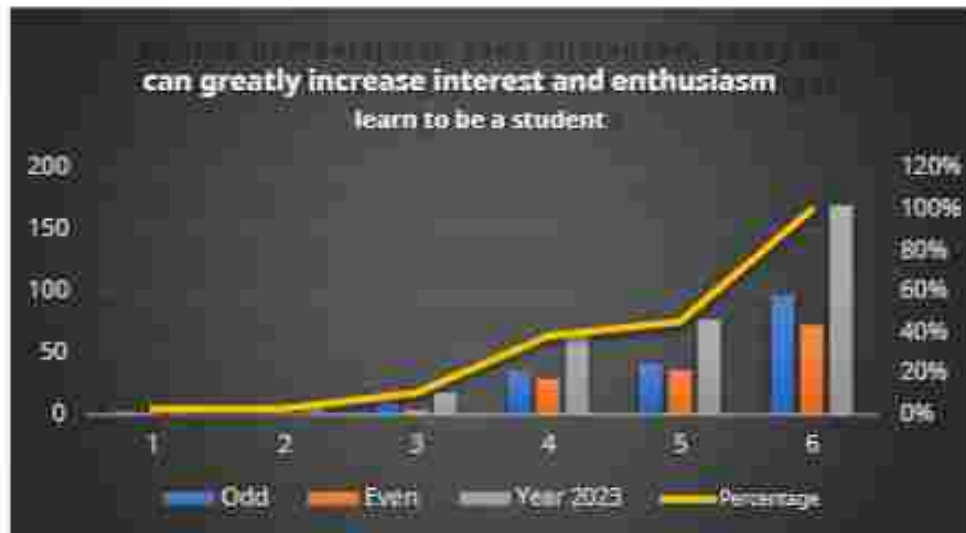
During Lectures (*blended learning*) How Much Learning is
can be clearly absorbed



Based on Indicator table 6: Blended Learning Absorption, most students feel that blended learning absorption is good. This can be seen from 83% of students who gave a score of 4 or 5. Only 5% of students felt that absorption was not good, while 13% gave a moderate rating. Overall, students considered blended learning effective and well absorbed.

Indicator Table 7.

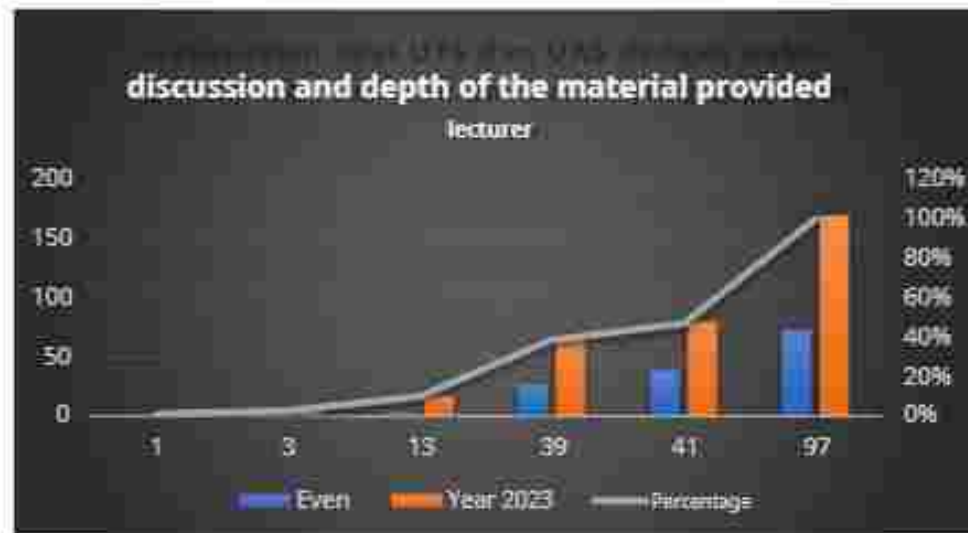
The Form of Learning Implemented, Mostly Can Increase Interest and Student Learning Spirit



Based on the Indicator 7 table: The Form of Learning Implemented, Most Can Increase Students' Interest and Enthusiasm for Learning, the majority of students feel that the form of learning implemented is effective in increasing interest and enthusiasm for learning. This can be seen from 83% of students who gave a score of 4 or 5. Only a small number of students (6%) felt that the learning method was less effective, while the rest gave a moderate assessment. Overall, the learning method used is considered successful in motivating students to learn.

Indicator Table 8.

**Suitability of UTS and UAS Questions with the Topic and Depth of the Material
given by Lecturer**



Based on Indicator table 8: Suitability of Mid-Term and Final Exam Questions with the Subject Matter and Depth of Material Given by Lecturers, the majority of students feel that the exam questions are in accordance with the material taught. This can be seen from 86% of students who gave a score of 4 or 5. Only a small number of students (4%) felt that the questions were less appropriate, while the rest gave a moderate rating. Overall, the Mid-Term and Final Exam questions were considered appropriate with the subject matter and depth of the material given.

Indicator Table 9.

The Student Learning Outcome Evaluation/Assessment Process is Clear and Appropriate

Student Abilities



Based on Indicator table 9: The Evaluation/Assessment Process of Student Learning Outcomes is Clear and in Accordance with Student Abilities, the majority of students feel that the evaluation and assessment process is clear and in accordance with their abilities. This is reflected in 83% of students who gave a score of 4 or 5. Only a few students (8%) felt that the evaluation was less appropriate, while a small number of others gave a moderate rating. Overall, the assessment process is considered clear and in line with student abilities.

Indicator Table 10.

Lecturers Utilize Online and Offline Media (Blended) Well in Lectures



Based on Indicator table 10: Lecturers Utilize Online and Offline Media (Blended) Well in Lectures, the majority of students feel that lecturers have utilized blended media well. This can be seen from 86% of students who gave a score of 4 or 5. Only a few students (3%) felt that the use of the media was not good, while a small number of others gave a moderate rating. Overall, the use of online and offline media in lectures was considered effective by students.

Indicator Table 11.

Lecturer Competence in Mastering the Subjects He Taught



Based on Indicator table 11: Lecturer Competence in Mastering the Subjects Taught, the majority of students feel that lecturers are very competent in mastering the subjects taught. This can be seen from 87% of students who gave a score of 4 or 5. Only a few students (3%) felt that the lecturer's competence was not good, while a small number of others gave a moderate assessment. Overall, the lecturer's mastery of the subject was considered very good by students.

Indicator Table 12

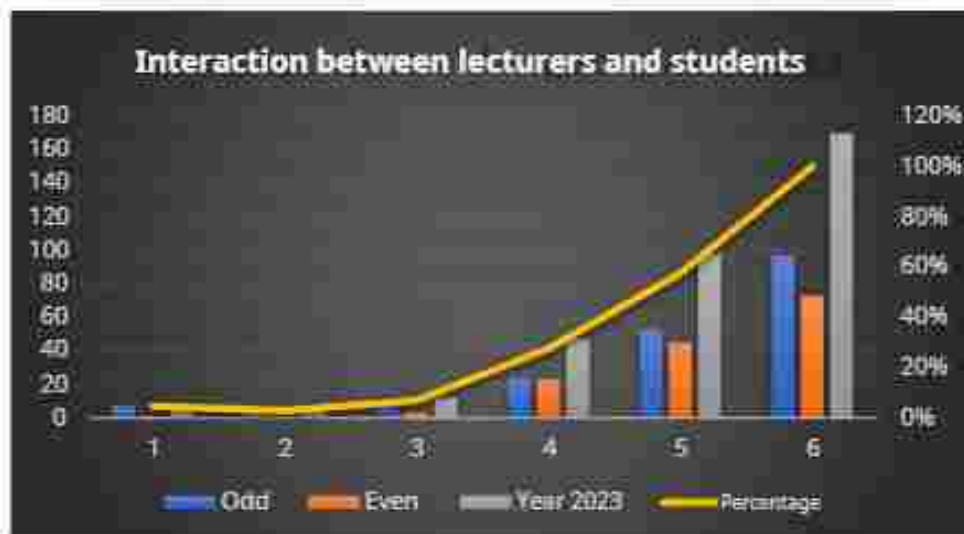
The ability of lecturers to explain online is the same as face to face
Class



Based on Indicator table 12: Lecturers' Ability to Explain Online is the Same as Face-to-Face in Class, the majority of students feel that the lecturers' ability to explain online is as good as face-to-face. This can be seen from 85% of students who gave a score of 4 or 5. Only a few students (6%) felt that online explanations were not as good as face-to-face, while a small number of others gave a moderate rating. Overall, the lecturers' ability to explain online was considered very good by students.

Indicator Table 13.

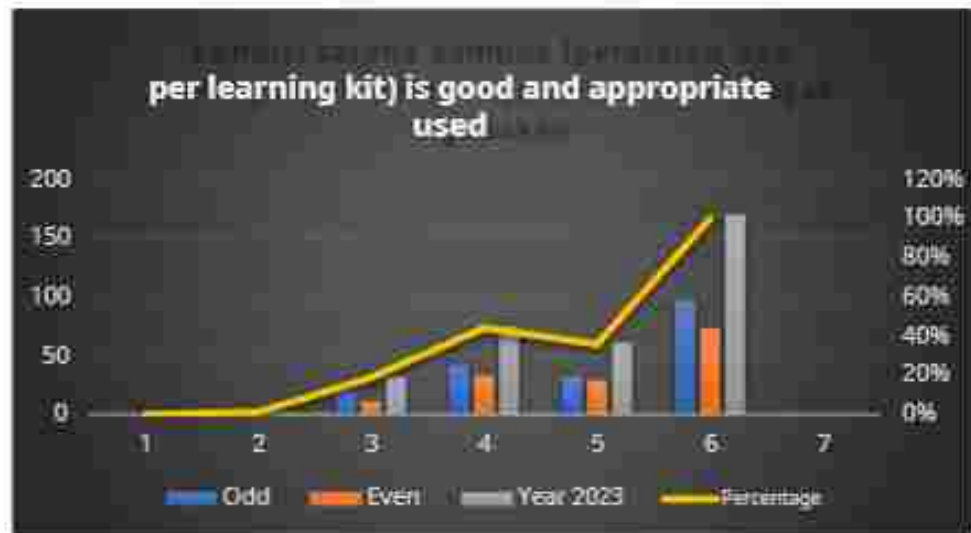
Interaction between Lecturers and Students



Based on Indicator table 13: Interaction between Lecturers and Students, the majority of students feel that the interaction with lecturers is very good. This can be seen from 86% of students who gave a score of 4 or 5. Only a few students (8%) felt that the interaction was inadequate, while a small number of others gave a moderate rating. Overall, the interaction between lecturers and students was considered very positive.

Indicator Table 14.

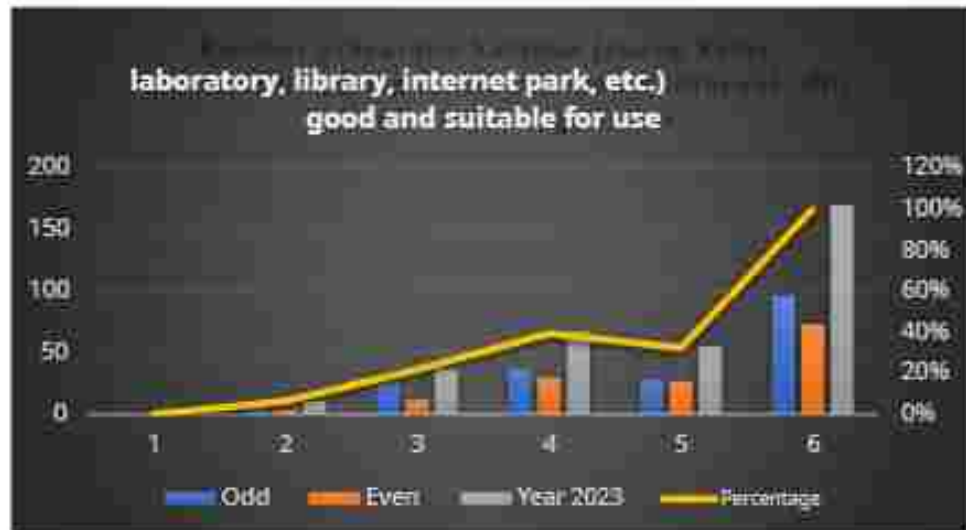
Campus Facilities Condition (Learning Equipment and Supplies) Good and Worth using



Based on Indicator table 14: Campus Facilities (Learning Equipment and Supplies) Conditions Are Good and Suitable for Use, most students feel that campus facilities are in good condition and suitable for use. This can be seen from 80% of students who gave a score of 4 or 5. No students gave a score of 1, and only 1% gave a score of 2. A small number of students gave a moderate rating. Overall, the condition of campus facilities is considered adequate and meets learning needs.

Indicator Table 15.

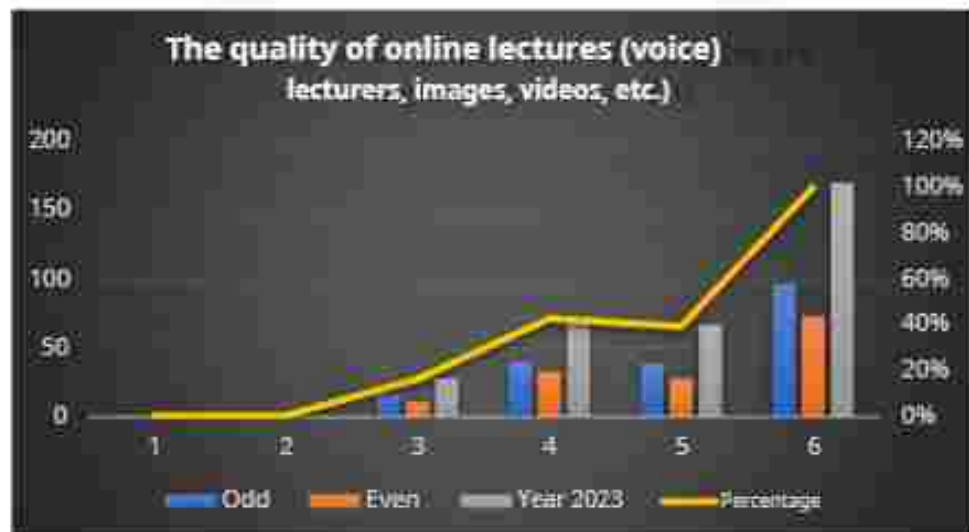
**Campus Infrastructure Conditions (Classrooms, Laboratories, Libraries, Parks)
internet, etc.) Good and Worth Using**



Based on Indicator table 15: Campus Infrastructure Conditions (Classrooms, Laboratories, Libraries, Internet Parks, etc.) are Good and Suitable for Use, most students feel that campus infrastructure is in good condition and suitable for use. This can be seen from 71% of students who gave a score of 4 or 5. No students gave a score of 1, and only 6% gave a score of 2. A small number of students gave a moderate rating. Overall, the condition of campus infrastructure is considered adequate and supports learning activities.

Indicator Table 16.

Online Lecture Quality (lecturer's voice, images, videos, etc.)



Based on Indicator table 16: Quality of Online Lectures (Lecturer's Voice, Images, Videos, etc.), most students feel that the quality of online lectures is good. This can be seen from 82% of students who gave a score of 4 or 5. Only 2% of students felt that the quality of online lectures was inadequate, while a small number of others gave a moderate rating. Overall, the quality of online lectures was considered good by students.

Indicator Table 17.

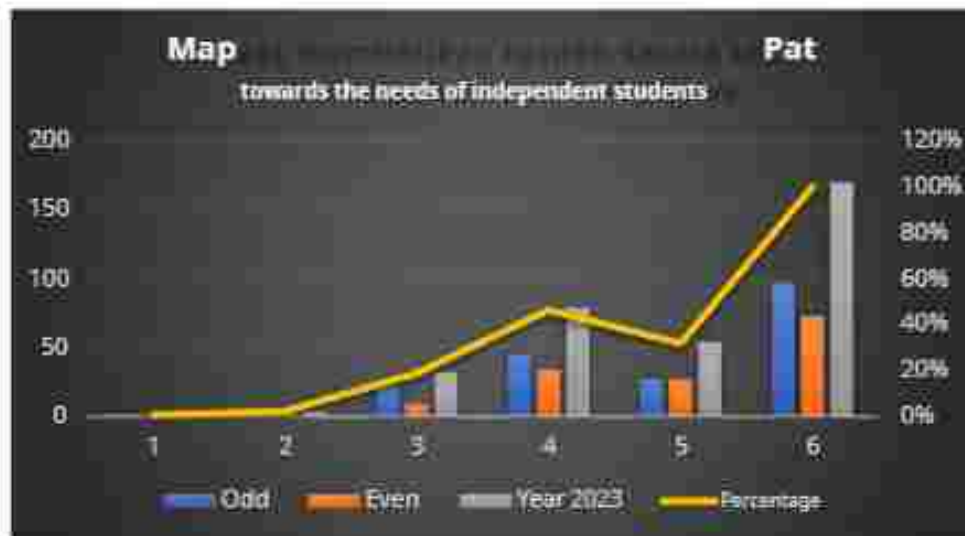
Quality of online lectures (lecturer's voice, images, videos, etc.)



Based on Indicator table 17: Quality of Online Lectures (Lecturer's Voice, Images, Videos, etc.), most students stated that online lecture facilities such as lecturer's voice, images, and videos were well available. This can be seen from 92% of students who reported that these facilities were available, while 8% stated that these facilities were not available. Overall, the online lecture facilities were considered adequate by the majority of students.

Indicator Table 18.

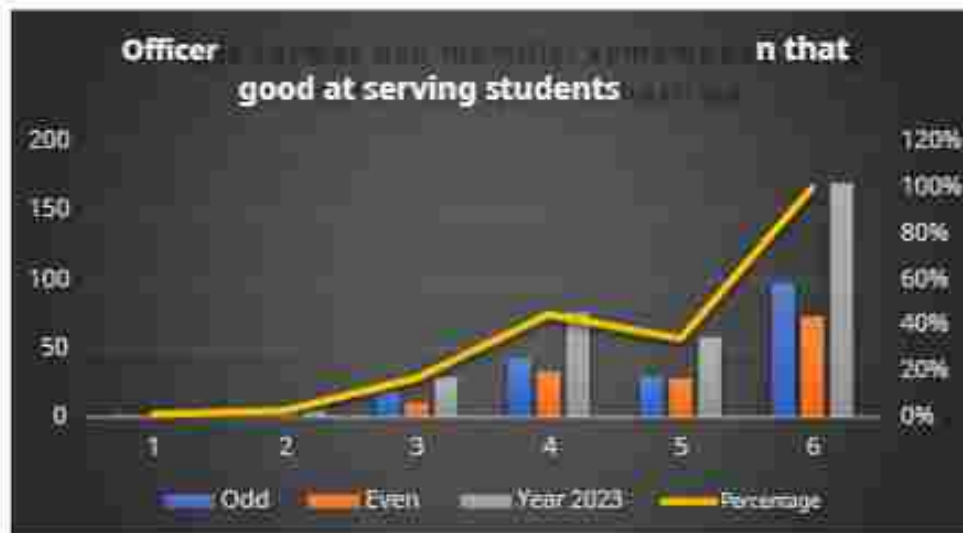
Officers Respond Appropriately to Student Needs



Based on the Indicator 18 table: Officers Respond Appropriately to Students' Needs, most students feel that officers respond appropriately to their needs. This can be seen from 78% of students who gave a score of 4 or 5. Only 3% of students felt that the officer's response was inadequate, while a small number of others gave a moderate rating. Overall, students felt that officers were quite responsive and effective in meeting their needs.

Indicator Table 19.

Officers are careful and have good skills in serving students



Based on the Indicator 19 table: Officers are Careful and Have Good Ability in Serving Students, the majority of students feel that officers are quite careful and have good ability in serving them. This can be seen from 79% of students who gave a score of 4 or 5. Only 4% of students felt that officers were less careful or less capable, while a small number of others gave a moderate rating. Overall, students felt that officers served them well.

Based on the analysis of 19 indicators that evaluate various aspects of the learning process and services on campus, the majority of students gave positive assessments to most of the indicators. In terms of learning quality, both face-to-face and online, most students felt that lecturers mastered the material well, were able to explain effectively, and utilized blended learning media appropriately. Interaction between lecturers and students was also considered good, with students feeling supported in their learning process.

Campus facilities and infrastructure, including learning equipment, classrooms, laboratories, and internet facilities, were considered adequate by the majority of students. Although there were some inputs regarding the quality of staff service, most

Most students felt that campus staff were responsive and thorough in serving their needs. Overall, the evaluation results showed that students were satisfied with various aspects of learning and facilities on campus; although there were some areas that could still be improved.