

REPORT
STUDENT SATISFICATION SURVEY 2022
AGRICULTURAL PRODUCT TECHNOLOGY
STUDY PROGRAM



FACULTY of AGRICULTURE
SRIWIJAYA UNIVERSITY

STUDENT SATISFACTION SURVEY

AGRICULTURAL PRODUCT TECHNOLOGY STUDY PROGRAM

SRIWIJAYA UNIVERSITY

YEAR 2022

TEAMS : AGRICULTURAL PRODUCT TECHNOLOGY LECTURERS

SUMMARY

In order to improve the quality of the teaching and learning process (PBM) provided by the Agricultural Product Technology Study Program, Department of Agricultural Technology, Faculty of Agriculture, Sriwijaya University (THP FP UNSRI Study Program), input/feedback is needed to measure the extent of the PBM implementation. The aim of the activity is to ensure student satisfaction with PBM is to maintain the continuity of the implementation of the quality system in the THP FP UNSRI Study Program. The aspects of satisfaction measured in this evaluation include 5 aspects consisting of: reliability, responsiveness, assurance, empathy, and tangible. There are several things that need to be improved such as improving skills of lecturers through activities such as training, seminars, etc., and The existence of support and opportunities in career development for THP lecturers, facilities and infrastructure that support education and research, increasing the comfort of workspaces, study rooms and laboratories, procurement and maintenance of existing facilities so that the service process is better, support and encouragement from institutions in improving in the future.

PREFACE

By saying Alhamdulillah, in the end the survey results report and follow-up on student satisfaction with the learning process of the Agricultural Product Technology Study Program, Department of Agricultural Technology, Faculty of Agriculture, Sriwijaya University (THP FP UNSRI Study Program) could be completed well. This satisfaction aims to monitor/evaluate the extent to which the teaching and learning process has been improved and further improved in order to facilitate students in achieving the expected learning goals.

We would like to thank various parties who have contributed to the preparation process, implementation and completion of the report on the results of measuring student satisfaction with the teaching and learning process, including:

1. Dean of the Faculty of Agriculture, Sriwijaya University who has provided moral and material support
2. Head of the Agricultural Technology Department, Coordinator of the Agricultural Product Technology Study Program facilitated the preparation of this report
3. Respondents are students of the Agricultural Products Technology Study Program who are willing to take the time to fill out the questionnaire in between their busy academic and other student duties.
4. Students who serve as field and processing assistants in the data collection and data input process.
5. Quality Assurance Unit of the Faculty of Agriculture, which has helped carry out this activity.

The report on the results of a survey of student satisfaction with the learning process of the UNSRI THP FP Study Program certainly still has shortcomings, therefore we really hope that there will be lots of input from the entire academic community as feedback to make improvements in the implementation of measurements and evaluations in the coming period.

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1. INTRODUCTION

A. Background

In order to improve the quality of the teaching and learning process (PBM) provided by the Agricultural Product Technology Study Program, Department of Agricultural Technology, Faculty of Agriculture, Sriwijaya University (THP FP UNSRI Study Program), input/feedback is needed to measure the extent of the PBM implementation. The required input/feedback comes from internal users (students). The input/feedback obtained can show PBM achievements and can be used as material for improving PBM in the future. The Satisfaction Survey which is held annually by the THP FP UNSRI Study Program is a tool used by the THP FP UNSRI Study Program to obtain input/feedback. Through the Satisfaction Survey, the data obtained can be used as assessment material for elements of PBM that still need to be improved and become a driving force for the THP FP UNSRI Study Program to improve the quality of PBM. In order to evaluate the performance of the services provided.

The aspects of satisfaction measured in this evaluation include 5 aspects consisting of:

1. Reliability: which includes the punctuality of the lecturer starting the lecture, the punctuality of the lecturer ending the lecture, the clarity of the lecturer in conveying the semester lecture plan (RPS), the lecture contract and rules at the start of the lecture, the lecturer providing teaching materials (handouts, modules, etc.) To complete the lecture material, the lecturer provides exam material according to the lecture material, the lecturer shares/shows/discusses all exam results and gives grades objectively.
2. Responsiveness: which includes the ease of the lecturer being contacted or found for consultation purposes regarding lecture material either directly or indirectly (communication tools) and the lecturer's responsiveness in answering questions or problems from students regarding the learning material.
3. Assurance: which includes the lecturer's ability to apply or use the Student Centered Learning (SCL) learning method/model, the lecturer's ability to use learning media (Infocus, Laptop, Whiteboard, etc.) and the lecturer's ability to deliver lecture material.

4. Empathy: which includes the lecturer's willingness to help students who face difficulties during the teaching and learning process in class, the lecturer being kind/friendly to students during lectures and the lecturer's ability to recognize you as a student in class.
5. Tangible: which includes students' assessment of the cleanliness, arrangement and comfort in the lecture room or laboratory room, the availability of learning facilities in the lecture room or laboratory room and the availability of reference books in the library that support the lecture material.

B. Purpose and Use

The aim of the activity is to ensure student satisfaction with PBM is to maintain the continuity of the implementation of the quality system in the THP FP UNSRI Study Program. The evaluation results obtained will be used as feedback for the UNSRI THP FP Study Program in terms of improving the quality of the learning process to prepare institutional development work program plans, in accordance with the policy direction in Sriwijaya University's RENSTRA.

2. METHODOLOGY

Information gathering as feedback from students is carried out by distributing questionnaires to students offline. The questionnaire was created to cover 5 aspects of satisfaction, namely reliability, responsiveness, assurance, empathy and tangibility (questionnaire google form link). The survey respondents were active students of the UNSRI THP FP Study Program with a total of 10-15 students per course, where each student filled out a questionnaire for each course taken with the name of each teaching lecturer. This survey activity was carried out towards the end of the odd and even 2016-2017. The measurement of satisfaction level is in the form of a satisfaction index on a scale of 1-5. The satisfaction index will then be analyzed using simple descriptive statistical techniques.

The data in the form of a description of the analysis was carried out qualitatively. Next, prepare a satisfaction classification to determine the average satisfaction value for each aspect obtained, so that it can be concluded that the level of satisfaction scale for the aspects assessed is according to the average scale obtained, namely: 1 = very unclear/very incomplete/very poor; 2 = unclear/incomplete/not good; 3 = quite clear/quite complete/quite good; 4 = clear/complete/good; and 5 = very clear/complete/good with the help of a web-based information system that can be accessed: Student Satisfaction Survey, namely <https://forms.gle/H4kKGCU5QShvoFA79>. All respondents were asked to complete the online questionnaire.

The data processing process is presented in the form of column charts. Meanwhile, the data in the form of a description of the analysis was carried out qualitatively. Next, prepare a classification table to determine the average value, so that you can conclude the scale level for the aspect being assessed. Recommendations and follow-up will be provided based on the analysis description.

3. RESULT AND DISCUSSION

A. Respondent Identity

The total respondents in filling out the questionnaire were 107 respondents from 2016-2017 of entry.

1. 1st Semester

a. Preservation (Palembang Class)

Respondents gave an average score of 3,6 to 4,2 for academic services in the Preservation (Palembang Class) course (Figure 3.1.1). The survey results showed that respondents gave an average score of 3,7 and 3,9 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the Preservation course was approach enough good. The evaluation given for the course received a score of 3,6 which meant approach good. Respondents also gave an average score of 4,2 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Preservation course.

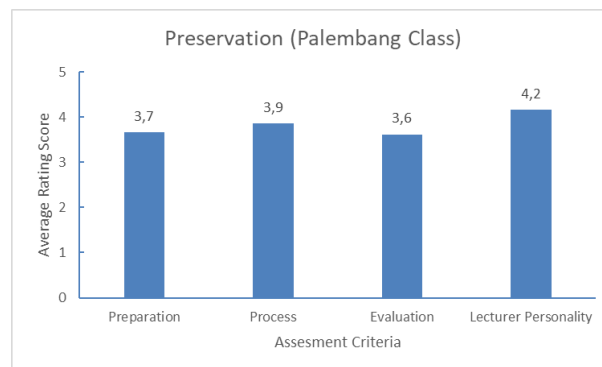


Figure 3.1.1. Average score of academic service assessment of Preservation (Palembang Class) course

b. Unit Operation II

Respondents gave an average score of 4,7 to 4,9 for academic services in the Operation Unit II course (Figure 3.1.2). The survey results showed that respondents gave an average score of 4,7 and 4,9 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was approach very good. The evaluation given for the course received a score of 4,8 which meant

approach very good. Respondents also gave an average score of 4,7 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Operation Unit II course.

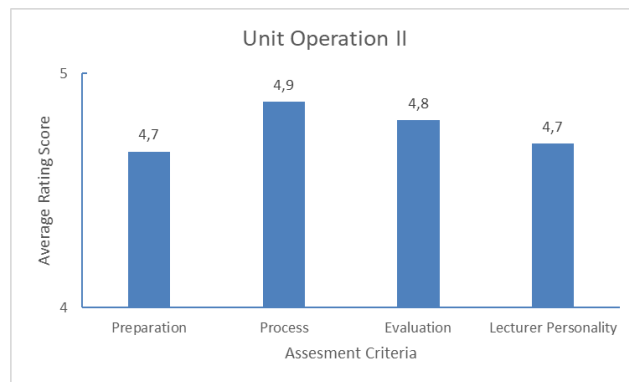


Figure 3.1.2. Average score of academic service assessment of Operation Unit II course

c. Preservation (Indralaya Class)

Respondents gave an average score of 3,9 to 4,7 for academic services in the Preservation (Indralaya Class) course (Figure 3.1.3). The survey results showed that respondents gave an average score of 3,9 and 4,2 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was good. The evaluation given for the course received a score of 4,3 which meant good. Respondents also gave an average score of 4,7 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Preservation (Indralaya Class) course.

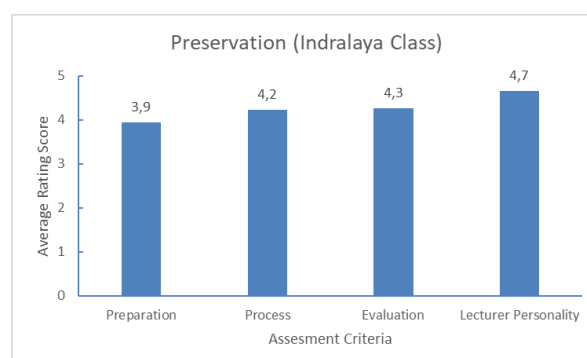


Figure 3.1.3. Average score of academic service assessment of Preservation (Indralaya Class) course

d. General Microbiology

Respondents gave an average score of 4,4 to 4,8 for academic services in the General Microbiology course (Figure 3.1.4). The survey results showed that respondents gave an average score of 4,4 and 4,6 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was good. The evaluation given for the course received a score of 4,7 which meant approach very good. Respondents also gave an average score of 4,8 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the General Microbiology course.

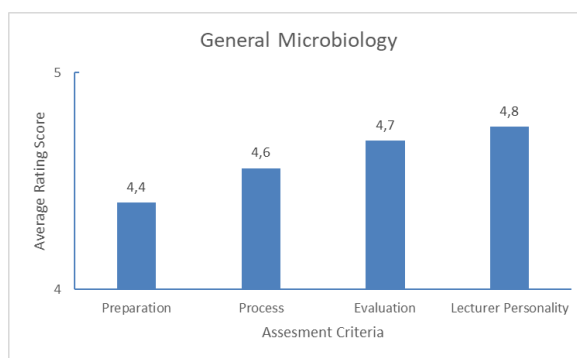


Figure 3.1.4. Average score of academic service assessment of General Microbiology course

e. Fermentation

Respondents gave an average score of 4,2 to 4,7 for academic services in the Fermentation course (Figure 3.1.5). The survey results showed that respondents gave an average score of 4,2 and 4,4 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was good. The evaluation given for the course received a score of 4,6 which meant approach to very good. Respondents also gave an average score of 4,7 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Fermentation course.

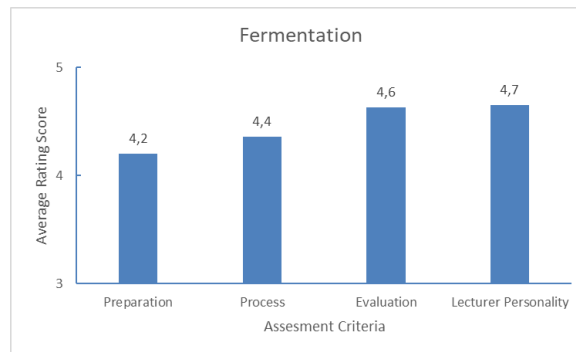


Figure 3.1.5. Average score of academic service assessment of Fermentation course

f. Product Development (Palembang Class)

Respondents gave an average score of 3,8 to 4,2 for academic services in the Product Development (Palembang Class) course (Figure 3.1.6). The survey results showed that respondents gave an average score of 3,9 and 3,8 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was approach good. The evaluation given for the course received a score of 3,8 which meant approach to good. Respondents also gave an average score of 4,2 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Product Development course.

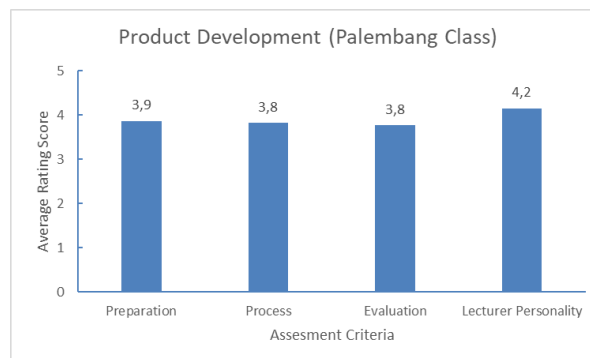


Figure 3.1.6. Average score of academic service assessment of Product Development (Palembang Class) course

g. Technopreneurship

Respondents gave an average score of 3,2 to 4,1 for academic services in the Technopreneurship course (Figure 3.1.7). The survey results showed that respondents gave an average score of 3,2 and 3,3 for teaching and learning preparation, and teaching and learning

process. It showed that the preparation and process of the teaching and learning process for the course was enough. The evaluation given for the course received a score of 3,3 which meant enough. Respondents also gave an average score of 4,1 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Technopreneurship course.

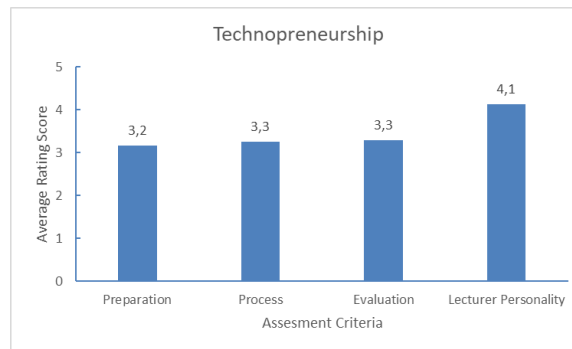


Figure 3.1.7. Average score of academic service assessment of Technopreneurship course

h. Quality Control

Respondents gave an average score of 3,5 to 4,2 for academic services in the Quality Control course (Figure 3.1.8). The survey results showed that respondents gave an average score of 3,5 and 4,0 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was approach good. The evaluation given for the course received a score of 4,1 which meant good. Respondents also gave an average score of 4,2 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Quality Control course.

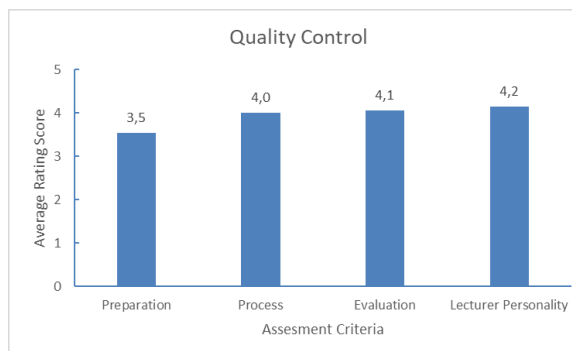


Figure 3.1.8. Average score of academic service assessment of Quality Control course

i. Nutrition Science

Respondents gave an average score of 4,1 to 4,4 for academic services in the Nutrition Science course (Figure 3.1.9). The survey results showed that respondents gave an average score of 4,1 and 4,3 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was quite good. The evaluation given for the course received a score of 4,4 which meant good. Respondents also gave an average score of 4,2 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Nutrition Science course.

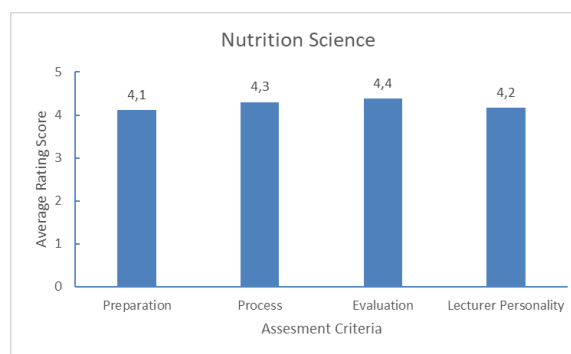


Figure 3.1.9. Average score of academic service assessment of Nutrition Science course

j. Biochemistry I

Respondents gave an average score of 4,6 to 4,7 for academic services in the Biochemistry I course (Figure 3.1.10). The survey results showed that respondents gave an average score of 4,6 and 4,6 for teaching and learning preparation, and teaching and learning process. It showed that the preparation and process of the teaching and learning process for the course was approach to very good. The evaluation given for the course received a score of 4,7 which meant approach very good. Respondents also gave an average score of 4,7 for the personality of the lecturer in the course. So, in general it could be said that students were satisfied with academic services in the Biochemistry I course.

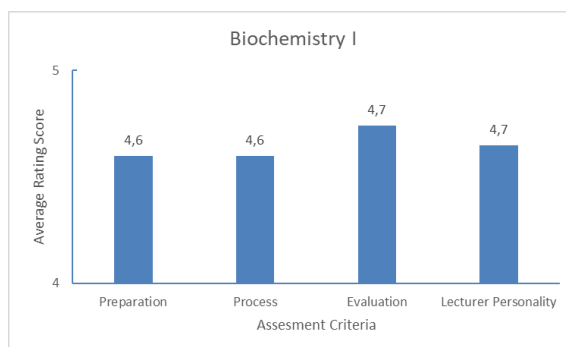


Figure 3.1.10. Average score of academic service assessment of Biochemistry I course

k. Food Crop Processing Technology

Respondents gave an average score of 4 for academic services in the Food Crop Processing Technology (Figure). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criteria for the Food Crop Processing Technology course were good. So, in general it could be said that students were satisfied with academic services in the Food Crop Processing Technology.

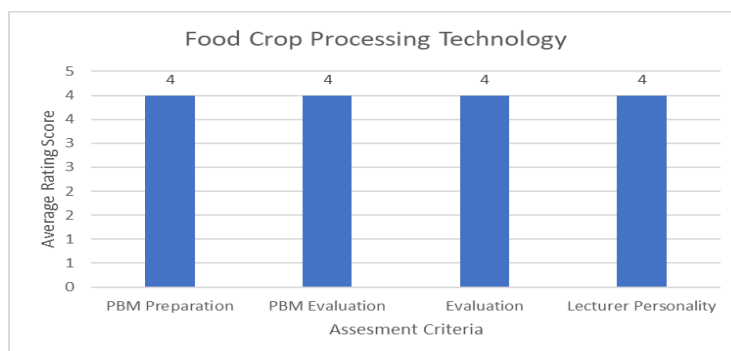


Figure 3.1.11 Average score of academic service assessment of Food Crop Processing Technology

l. Operations and Production Management

Respondents gave an average score of 5 for academic services in the Operations and Production Management (Figure). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criteria for the Food Crop

Processing Technology course were very good. So, in general it could be said that students were satisfied with academic services in the Operation and Processing Management.

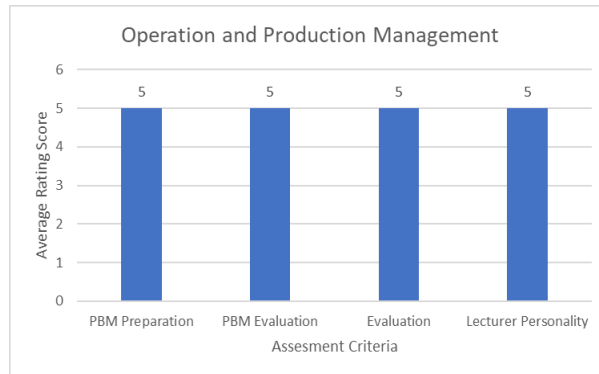


Figure 3.1.12 Average score of academic service assessment of Operation and Production Management

m. Seminar

Respondents gave an average score of 4 for academic services in the Seminar (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Seminar course were good. So, in general it could be said that students were satisfied with academic services in the Seminar course.

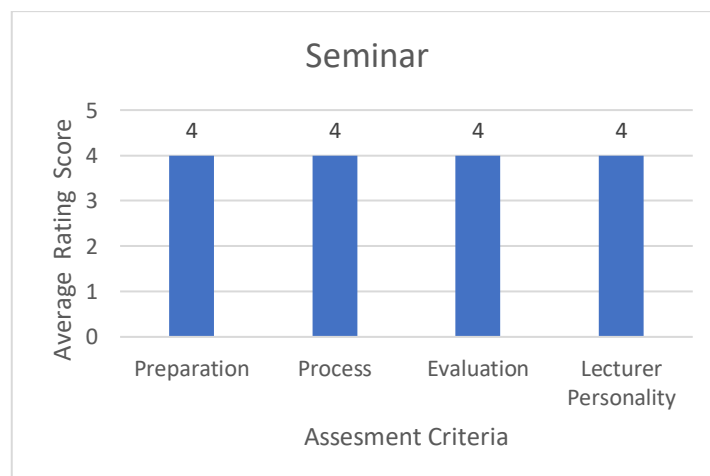


Figure 3.1.13 Average score of academic service assessment of seminar course

n. Research Methods

Respondents gave an average score of 3 to 4 for academic services in the Research Methods course (Figure 3.). The survey results showed that respondents gave an average score of 3 for teaching and learning preparation, and 4 for teaching and learning evaluation. It showed that the preparation of the teaching and learning process for the Research Methods course was quite good, while the evaluation of the teaching and learning process for the Research Methods course was good. The evaluation given for the Research Methods course received a score of 4 which meant good. Respondents gave an average score of 4 for the personality of the lecturer in the Research Methods course. So, in general it could be said that students were satisfied with academic services in the Research Methods course.

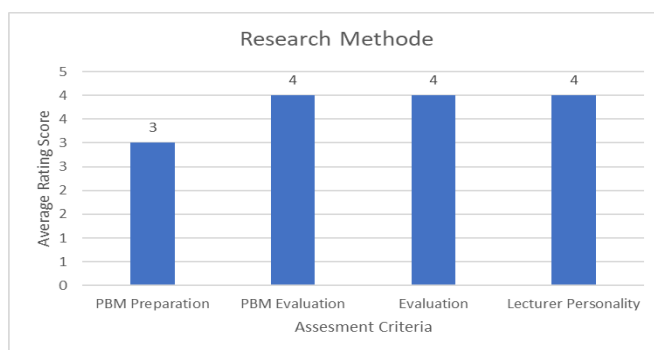


Figure 3.1.14 Average score of academic service assessment of Research Methods

o. Functional Food and Food Phytochemistry

Respondents gave an average score of 4 to 5 for academic services in the Functional Food and Food Phytochemistry course (Figure 3.). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation and evaluation. It showed that the preparation and evaluation of the teaching and learning process for the Functional Food and Food Phytochemistry were good. Respondents gave an average score of 5 (very good) for the personality of the lecturer in the Functional Food and Food Phytochemistry course. So, in general it could be said that students were satisfied with academic services in the Functional Food and Food Phytochemistry course.

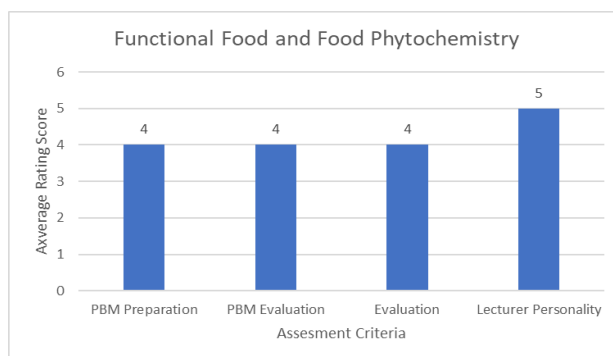


Figure 3.1.15 Average score of academic service assessment of Functional Food and Food Phytochemistry

p. Agricultural Product Analysis

Respondents gave an average score of 4 for academic services in the Agricultural Product Analysis (Figure). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Agricultural Product Analysis course were good. So, in general it could be said that students were satisfied with academic services in the System Analysis course.

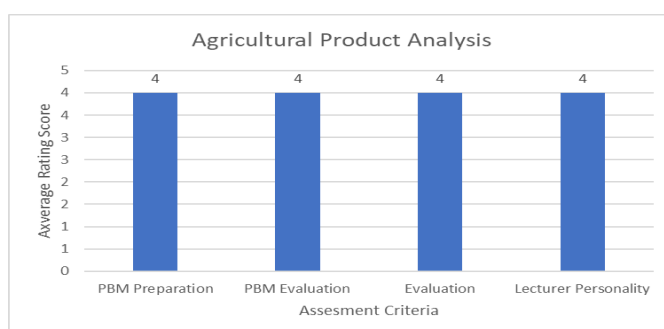


Figure 3.1.16 Average score of academic service assessment of Agricultural Product Analysis

q. System Analysis

Respondents gave an average score of 4 for academic services in the System Analysis (Figure). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the System Analysis course were good. So, in general it could be said that students were satisfied with academic services in the System Analysis course.

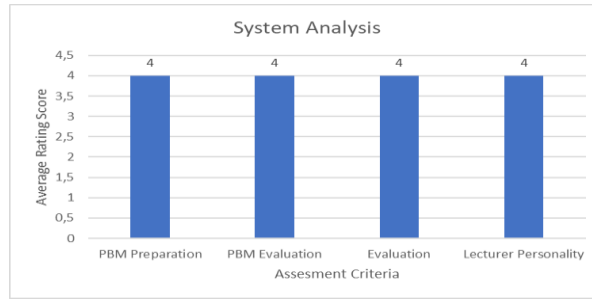


Figure 3.1.17 Average score of academic service assessment of System Analysis

r. Physiology and Post-Harvest Technology

Respondents gave an average score of 3 to 4 for academic services in the Physiology and Post-Harvest Technology course (Figure 3.). The survey results showed that respondents gave an average score of 3 for teaching and learning evaluation. The teaching and learning preparation and evaluation given for the Physiology and Post Harvest Technology received a score of 4 which meant good. Respondents also gave an average score of 4 for the personality of the lecturer in the Physiology and Post Harvest Technology course. So, in general it could be said that students were satisfied with academic services in the Physiology and Post Harvest Technology course.

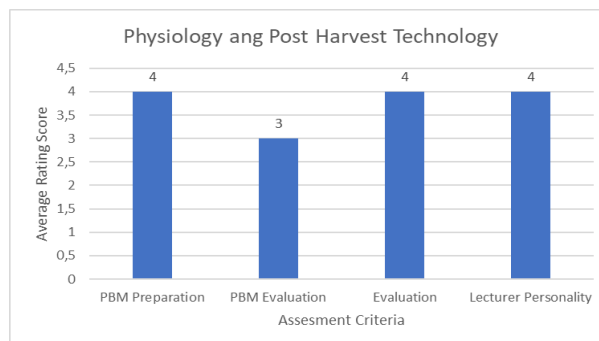


Figure 3.1.18 Average score of academic service assessment of Physiology and Post Harvest Technology

s. Agricultural Industry Management

Respondents gave an average score of 4 for academic services in the Agricultural Industry Management (Figure). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Agricultural

Industry Management course were good. So, in general it could be said that students were satisfied with academic services in the Agricultural Industry Management course.

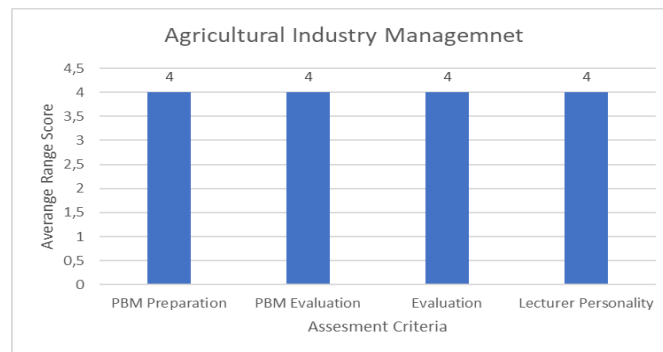


Figure 3. 1.19 Average score of academic service assessment of Agricultural Industry Management

t. Physical Chemistry

Respondents gave an average score of 3 to 4 for academic services in the Physical Chemistry Unit course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation. It showed that the preparation of the teaching and learning process for the Physical Chemistry course was good. The teaching and learning evaluation and evaluation given a score of 3 which meant quite good. Respondents also gave an average score of 4 for the personality of the lecturer in the Physical Chemistry course. So, in general it could be said that students were satisfied with academic services in Physical Chemistry course.

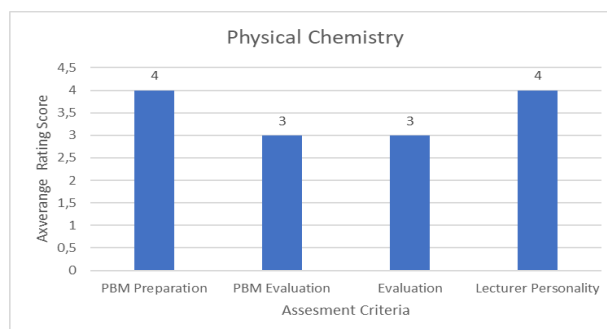


Figure 3.1.20 Average score of academic service assessment of Physical Chemistry course

2. 2nd Semester

a. Nutritional Evaluation in Processing

Respondents gave an average score of 4 for academic services in the Nutritional Evaluation in Processing course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Nutritional Evaluation in Processing course were good. So, in general it could be said that students were satisfied with academic services in the Nutritional Evaluation in Processing course.

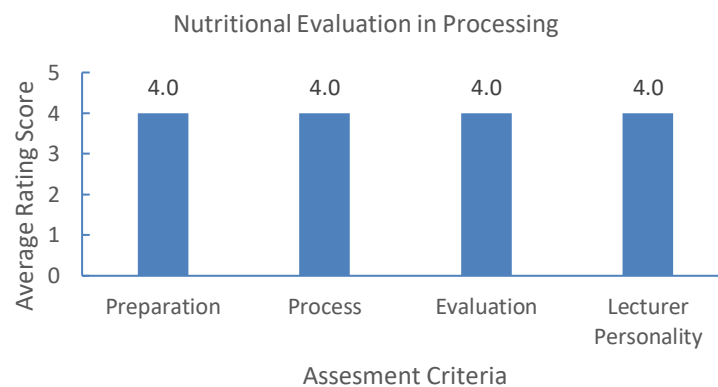


Figure 3.2.1 Average score of academic service assessment of Nutritional Evaluation in Processing

b. Seminar

Respondents gave an average score of 4 for academic services in the Seminar (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Seminar course were good. So, in general it could be said that students were satisfied with academic services in the Seminar course.

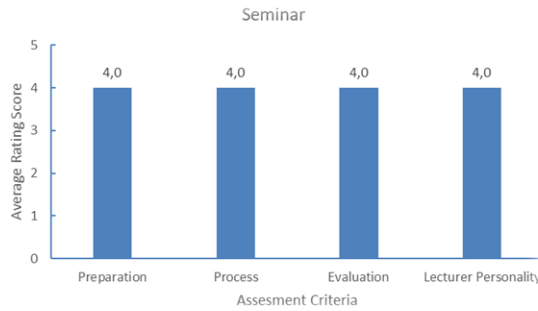


Figure 3.2.2 Average score of academic service assessment of seminar course

c. Engineering Physics

Respondents gave an average score of 3 for academic services in the Engineering Physics course (Figure 3.). The survey results showed that respondents gave an average score of 3 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer.. It showed that all of assessment criterias for the Engineering Physics course were quite good. So, in general it could be said that students were satisfied with academic services in the Engineering Physics course.

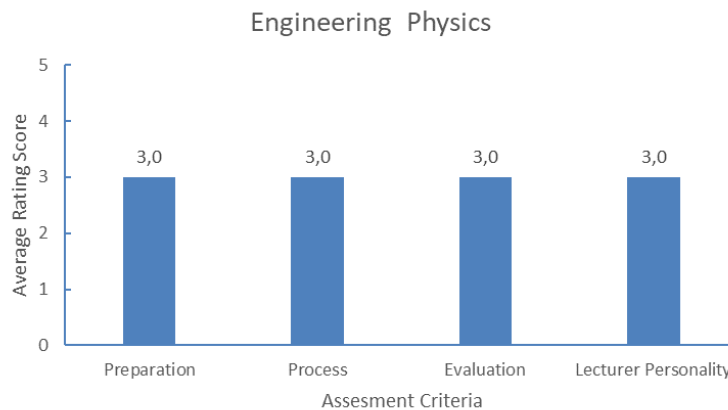


Figure 3.2.3 Average score of academic service assessment of course

d. Processing Technology

Respondents gave an average score of 4 for academic services in the Processing Technology course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Processing

Technology course were good. So, in general it could be said that students were satisfied with academic services in the Processing Technology course.

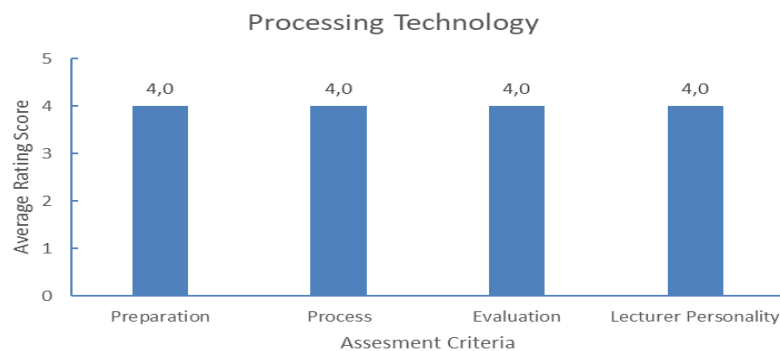


Figure 3.2.4 Average score of academic service assessment of Processing Technology

e. Agricultural Product Chemistry

Respondents gave an average score of 4 to 5 for academic services in the Agricultural Product Chemistry course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation and evaluation. It showed that the preparation, evaluation of the teaching and learning process and evaluation for Agricultural Product Chemistry course was good. The given for the Agricultural Product Chemistry course received a score of 4 which meant good. Respondents gave an average score of 5 (very good) for the personality of the lecturer in the Agricultural Product Chemistry course. So, in general it could be said that students were satisfied with academic services in the Agricultural Product Chemistry course.

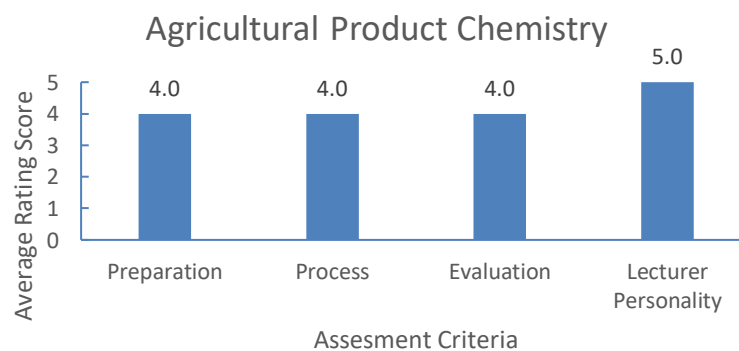


Figure 3. 2.5 Average score of academic service assessment of Agricultural Product Chemistry course

f. Engineering Economics

Respondents gave an average score of 4 for academic services in the Engineering Economics course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Engineering Economics course were good. So, in general it could be said that students were satisfied with academic services in the Engineering Economics course.

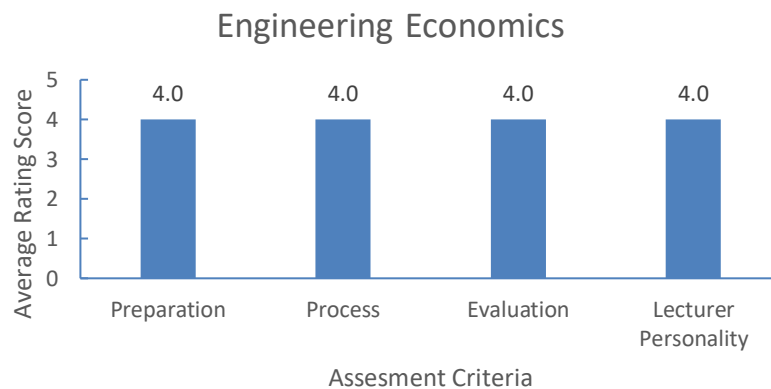


Figure 3.2.6 Average score of academic service assessment of Engineering Economics course

g. Tropical Horticultural Processing Technology

Respondents gave an average score of 4 for academic services in the Tropical Horticultural Processing Technology (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Tropical Horticultural Processing Technology course were good. So, in general it could be said that students were satisfied with academic services in the Tropical Horticultural Processing Technology course.

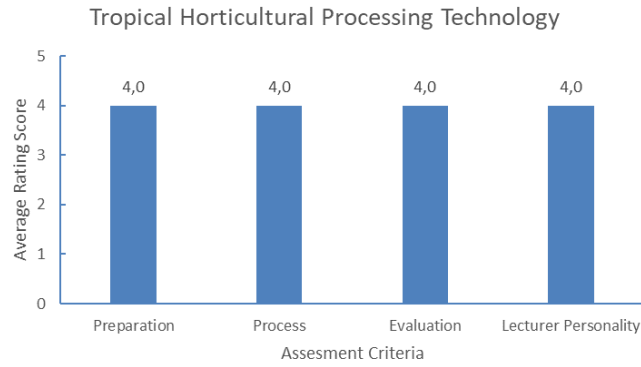


Figure 3.2.7 Average score of academic service assessment of Tropical Horticultural Processing Technology course

h. Post Harvest Tools and Machines

Respondents gave an average score of 3 to 4 for academic services in the Post Harvest Tools and Machines (Figure 3). The survey results showed that respondents gave an average score of 3 for teaching and learning evaluation. It showed that the the evaluation of the teaching and learning process for the Post Harvest Tools and Machines course was quite good. Respondents gave an average score of 4 for the for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer personality in the Post Harvest Tools and Machines course. So, in general it could be said that students were satisfied with academic services in the Post Harvest Tools and Machines course.

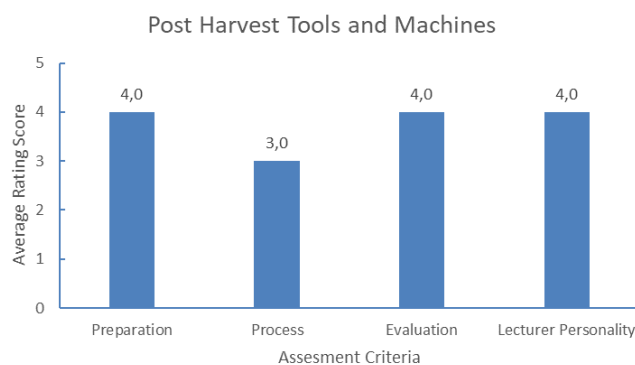


Figure 3.2.8 Average score of academic service assessment of Post Harvest Tools and Machines course

i. Biochemistry 2

Respondents gave an average score of 4 for academic services in the Biochemistry 2 course (Figure 3). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Biochemistry 2 course were good. So, in general it could be said that students were satisfied with academic services in the Biochemistry 2 course.

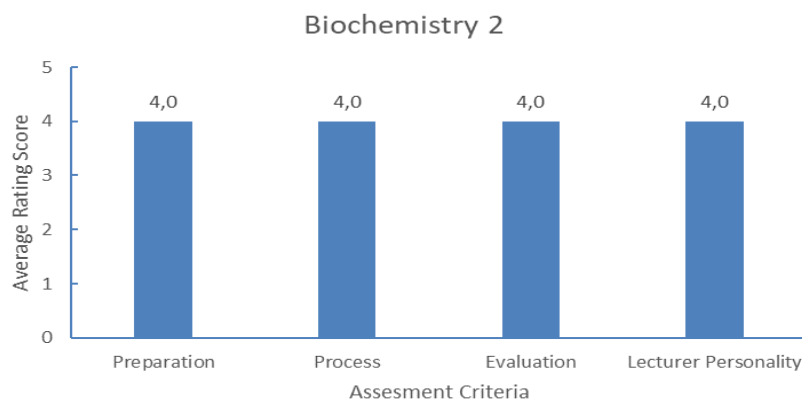


Figure 3.2.9 Average score of academic service assessment of Biochemistry 2 course

j. Application of Computers

Respondents gave an average score of 3 to 4 for academic services in the Application of Computers course (Figure 3). The survey results showed that respondents gave an average score of 3 for teaching and learning evaluation, evaluation and lecturer personality. It showed that the teaching and learning evaluation, evaluation and lecturer personality for the Application of Computers course was quite good.. Respondents gave an average score of 4 for the teaching and learning preparation in the Application of Computers course. So, in general it could be said that students were satisfied with academic services in the Application of Computers course.

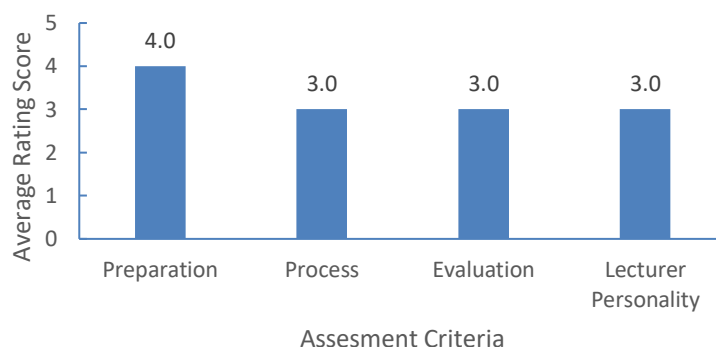


Figure 3. 2.10 Average score of academic service assessment of Application of Computers course

k. Operation Unit

Respondents gave an average score of 3 to 4 for academic services in the Operation Unit course (Figure 3.32). The survey results showed that respondents gave an average score of 3 for teaching and learning preparation, and teaching and learning evaluation. It showed that the preparation and evaluation of the teaching and learning process for the Operation Unit course was quite good. The evaluation given for the Operation Unit course received a score of 4 which meant good. Respondents also gave an average score of 4 for the personality of the lecturer in the Operation Unit course. So, in general it could be said that students were satisfied with academic services in the Operation Unit course.

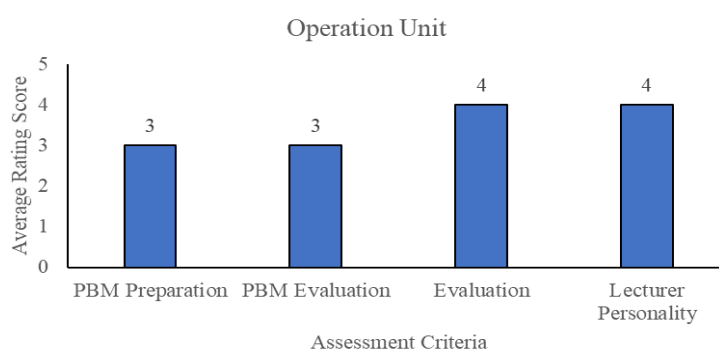


Figure 3.2.11. Average score of academic service assessment of Operation Unit course

l. Analytical Chemistry

Respondents gave an average score of 3 to 4 for academic services in the Analytical Chemistry course (Figure 3.33). The survey results showed that respondents gave an average

score of 3 for teaching and learning preparation, and teaching and learning evaluation. It showed that the preparation and evaluation of the teaching and learning process for the Analytical Chemistry course was quite good. The evaluation given for the Analytical Chemistry course received a score of 3 which meant quite good. Respondents gave an average score of 4 for the personality of the lecturer in the Analytical Chemistry course. So, in general it could be said that students were satisfied with academic services in the Analytical Chemistry course.

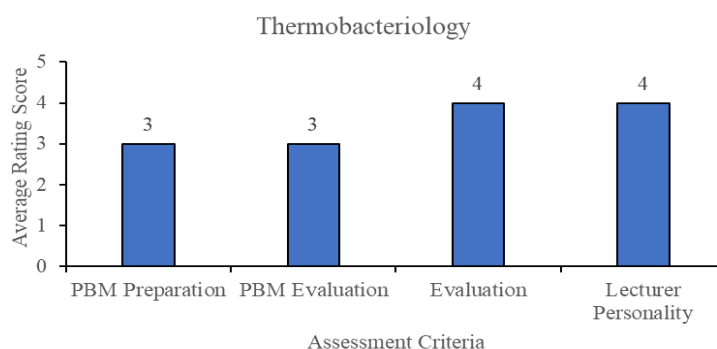


Figure 3.2.12. Average score of academic service assessment of Analytical Chemistry course

m. Thermobacteriology

Respondents gave an average score of 3 to 4 for academic services in the Thermobacteriology course (Figure 3.34). The survey results showed that respondents gave an average score of 3 for teaching and learning preparation, and teaching and learning evaluation. It showed that the preparation and evaluation of the teaching and learning process for the Thermobacteriology course was quite good. The evaluation given for the Analytical Chemistry course received a score of 4 which meant good. Respondents gave an average score of 4 for the personality of the lecturer in the Thermobacteriology course. So, in general it could be said that students were satisfied with academic services in the Thermobacteriology course.

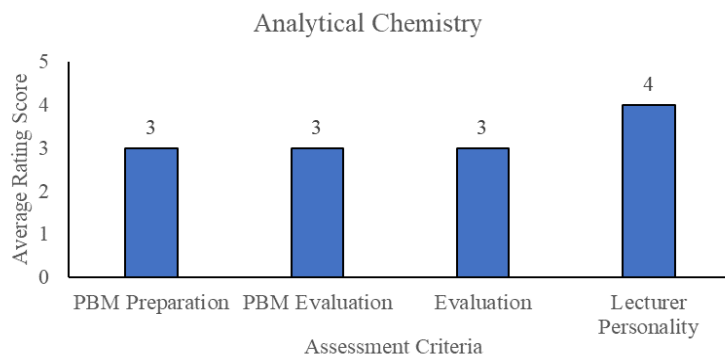


Figure 3.2.13 Average score of academic service assessment of Thermobacteriology course

n. Agricultural Industry Biotechnology

Respondents gave an average score of 3 to 4 for academic services in the Agricultural Industry Biotechnology course (Figure 3.35). The survey results showed that respondents gave an average score of 3 for teaching and learning preparation, and 4 for teaching and learning evaluation. It showed that the preparation of the teaching and learning process for the Agricultural Industry Biotechnology course was quite good, while the evaluation of the teaching and learning process for the Agricultural Industry Biotechnology course was good. The evaluation given for the Agricultural Industry Biotechnology course received a score of 4 which meant good. Respondents gave an average score of 4 for the personality of the lecturer in the Agricultural Industry Biotechnology course. So, in general it could be said that students were satisfied with academic services in the Agricultural Industry Biotechnology course.

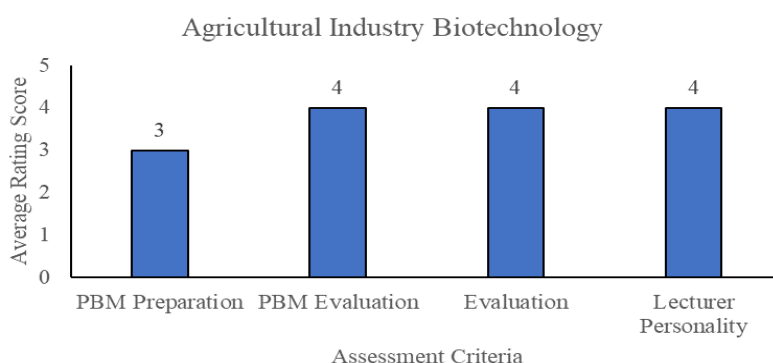


Figure 3.2.14 Average score of academic service assessment of Agricultural Industry Biotechnology course

o. Hygiene, Sanitation and Food Industry Safety

Respondents gave an average score of 4 to 5 for academic services in the Hygiene, Sanitation and Food Industry Safety course (Figure 3.36). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, and teaching and learning evaluation. It showed that the preparation and evaluation of the teaching and learning process for the Hygiene, Sanitation and Food Industry Safety course was good. The evaluation given for the Hygiene, Sanitation and Food Industry Safety course received a score of 4 which meant good. Respondents gave an average score of 5 (very good) for the personality of the lecturer in the Hygiene, Sanitation and Food Industry Safety course. So, in general it could be said that students were satisfied with academic services in the Hygiene, Sanitation and Food Industry Safety course.

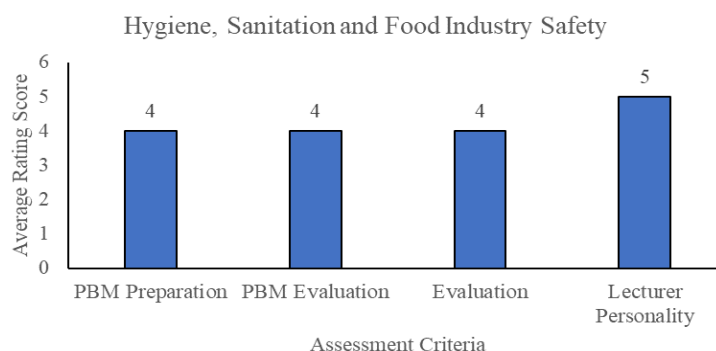


Figure 3.2.15 Average score of academic service assessment of Hygiene, Sanitation and Food Industry Safety course

p. Food and Processing Microbiology

Respondents gave an average score of 4 for academic services in the Food and Processing Microbiology course (Figure 3.37). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Food and Processing Microbiology course were good. So, in general it could be said that students were satisfied with academic services in the Food and Processing Microbiology course.

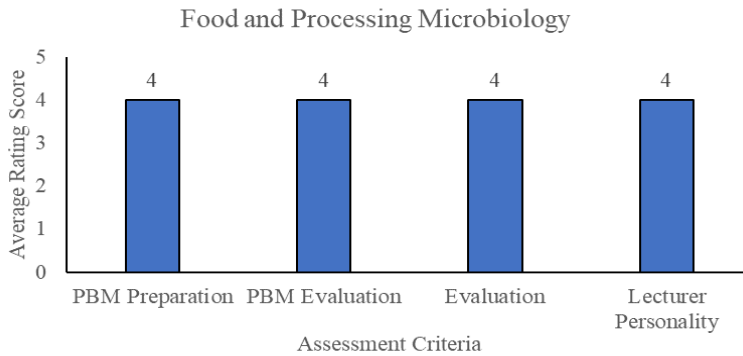


Figure 3.2.16 Average score of academic service assessment of Food and Processing Microbiology course

q. Waste Handling Technology

Respondents gave an average score of 4 for academic services in the Waste Handling Technology course (Figure 3.38). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Waste Handling Technology course were good. So, in general it could be said that students were satisfied with academic services in the Waste Handling Technology course.

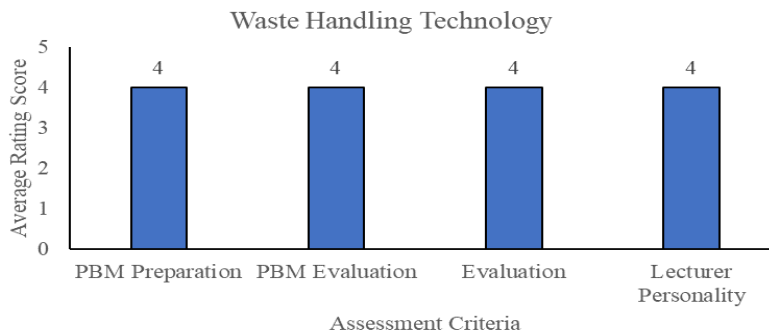


Figure 3.2.17 Average score of academic service assessment of Waste Handling Technology course

r. Packaging and Storage

Respondents gave an average score of 4 for academic services in the Packaging and Storage course (Figure 3.39). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and

personality of the lecturer. It showed that all of assessment criterias for the Packaging and Storage course were good. So, in general it could be said that students were satisfied with academic services in the Packaging and Storage course.

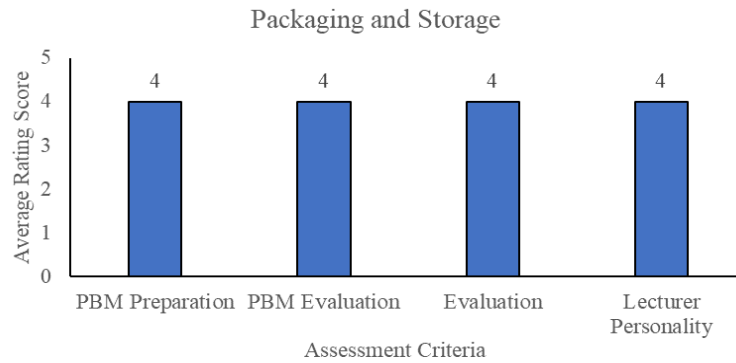


Figure 3.2.18 Average score of academic service assessment of Packaging and Storage course

s. Plantation Crops Processing Technology

Respondents gave an average score of 4 for academic services in the Plantation Crops Processing Technology course (Figure 3.40). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, teaching and learning evaluation, evaluation, and personality of the lecturer. It showed that all of assessment criterias for the Plantation Crops Processing Technology course were good. So, in general it could be said that students were satisfied with academic services in the Plantation Crops Processing Technology course.

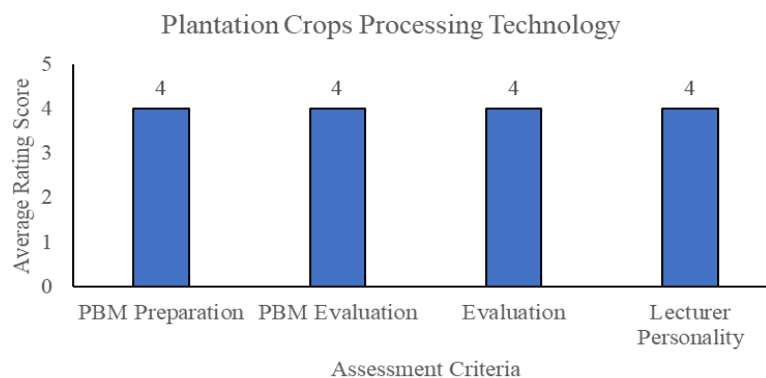


Figure 3.2.19 Average score of academic service assessment of Plantation Crops Processing Technology course

t. Sensory Evaluation

Respondents gave an average score 4 for academic services in the Sensory Evaluation course (Figure 3.41). The survey results showed that respondents gave an average score of 4 for teaching and learning preparation, process, evaluation and lecturer personality of the Sensory Evaluation course was good. So, in general it could be said that students were quite satisfied with academic services in the Sensory Evaluation course.

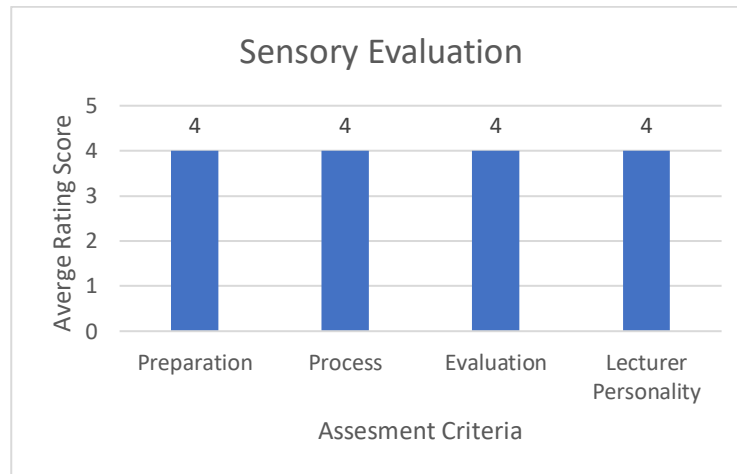


Figure 3.2.20 Average score of academic service assessment of Sensory Evaluation course

So, based on the survey above, it can be summarized into the following table below.

Table 1. Level of Student Satisfaction of Agricultural Product Technology Study Program, Agriculture Faculty, Unsri

No	Instrument	Student Satisfaction Level per Course				
		Very Poor (1)	Not Good (2)	Good Enough (3)	Good (4)	Very Good (5)
1	Preparation			<ul style="list-style-type: none"> • Technopreneurship • Research Method • Engineering Physics • Operation Unit • Analytical Chemistry • Thermobacteriology • Agricultural Industry Biotechnology 	<ul style="list-style-type: none"> • Preservation (Palembang Class) • Unit Operation II • Preservation (Indralaya Class) • General Microbiology • Fermentation • Product Development (Palembang Class) • Quality Control • Nutrition Science • Food Crop Processing Technology • Seminar (1st semester) • Functional Food and Food Phytochemistry • Agricultural Product Analysis • System Analysis • Physiology and Post-Harvest Technology • Agricultural Industry Management • Physical Chemistry 	<ul style="list-style-type: none"> • Biochemistry 1 • Food Crop Processing Technology

				<ul style="list-style-type: none"> • Nutritional Evaluation in Processing • Seminar (2nd semester) • Processing Technology • Agricultural Product Chemistry • Engineering Economics • Tropical Horticultural Processing Technology • Post Harvest Tools and Machines • Biochemistry 2 • Application of Computers • Hygiene, Sanitation and Food Industry Safety • Food and Processing Microbiology • Waste Handling Technology • Packaging and Storage • Plantation Crops Processing Technology • Sensory Evaluation 	
2	Process		<ul style="list-style-type: none"> • Technopreneurship • Physiology and Post-Harvest Technology • Physical Chemistry • Engineering Physics 	<ul style="list-style-type: none"> • Preservation (Palembang Class) • Unit Operation II • Preservation (Indralaya Class) • Fermentation 	<ul style="list-style-type: none"> • General Microbiology • Biochemistry 1 • Food Processing Technology

				<ul style="list-style-type: none"> • Post Harvest Tools and Machines • Application of Computers • Operation Unit • Analytical Chemistry • Thermobacteriology 	<ul style="list-style-type: none"> • Product Development (Palembang Class) • Quality Control • Nutrition Science • Food Crop Processing Technology • Research Method • Seminar (1st semester) • Functional Food and Food Phytochemistry • Agricultural Product Analysis • System Analysis • Agricultural Industry Management • Nutritional Evaluation in Processing • Seminar (2nd semester) • Processing Technology • Agricultural Product Chemistry • Engineering Economics • Tropical Horticultural Processing Technology • Biochemistry 2 • Agricultural Industry Biotechnology • Hygiene, Sanitation and Food Industry Safety 	
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					<ul style="list-style-type: none"> • Food and Processing Microbiology • Waste Handling Technology • Packaging and Storage • Plantation Crops Processing Technology • Sensory Evaluation 	
3	Evaluation			<ul style="list-style-type: none"> • Technopreneurship • Physical Chemistry • Engineering Physics • Application of Computers • Thermobacteriology 	<ul style="list-style-type: none"> • Preservation (Palembang Class) • Unit Operation II • Preservation (Indralaya Class) • Product Development (Palembang Class) • Quality Control • Nutrition Science • Food Crop Processing Technology • Research Method • Seminar (1st semester) • Functional Food and Food Phytochemistry • Agricultural Product Analysis • System Analysis • Physiology and Post-Harvest Technology • Agricultural Industry Management 	<ul style="list-style-type: none"> • General Microbiology • Biochemistry 1 • Food Processing Technology • Fermentation

					<ul style="list-style-type: none"> • Nutritional Evaluation in Processing • Seminar (2nd semester) • Processing Technology • Agricultural Product Chemistry • Engineering Economics • Tropical Horticultural Processing Technology • Biochemistry 2 • Post Harvest Tools and Machines • Operation Unit • Analytical Chemistry • Agricultural Industry Biotechnology • Hygiene, Sanitation and Food Industry Safety • Food and Processing Microbiology • Waste Handling Technology • Packaging and Storage • Plantation Crops Processing Technology • Sensory Evaluation 	
4	Lecturer Personalities			<ul style="list-style-type: none"> • Engineering Physics • Application of Computers 	<ul style="list-style-type: none"> • Preservation (Palembang Class) • Unit Operation II 	<ul style="list-style-type: none"> • General Microbiology • Biochemistry 1

				<ul style="list-style-type: none"> • Product Development (Palembang Class) • Technopreneurship • Quality Control • Nutrition Science • Food Crop Processing Technology • Research Method • Seminar (1st semester) • Functional Food and Food Phytochemistry • Agricultural Product Analysis • System Analysis • Physiology and Post-Harvest Technology • Agricultural Industry Management • Physical Chemistry • Nutritional Evaluation in Processing • Seminar (2nd semester) • Engineering Economics • Tropical Horticultural Processing Technology • Biochemistry 2 • Post Harvest Tools and Machines • Operation Unit • Analytical Chemistry 	<ul style="list-style-type: none"> • Food Crop Processing Technology • Fermentation • Preservation (Indralaya Class) • Functional Food and Food Phytochemistry • Agricultural Product Chemistry • Hygiene, Sanitation and Food Industry Safety
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					<ul style="list-style-type: none">• Thermobacteriology• Agricultural Industry Biotechnology• Food and Processing Microbiology• Waste Handling Technology• Packaging and Storage• Plantation Crops Processing Technology• Sensory Evaluation	
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B. ACTION PLAN

The improvement plans that will be carried out in the coming year are:

1. Regarding the implementation of the survey
 - (1) Conducting a student satisfaction survey on an annual basis with the hope that the study program will receive information on improving governance in the future;
 - (2) Adjustment of the questionnaire in accordance with the Decree of the Minister of Education and Culture No. 3/M/2021 on the main performance indicators of state universities and higher education service institutions in the educational and cultural environment in 2021;
 - (3) Socializing the results with study programs, lecturers and students as well as discussing the adjustment of the questionnaire according to the needs of each study program; and
 - (4) Require all students to fill out a questionnaire to increase the response rate.

2. Regarding the improvement of study program governance
 - (1) Providing Soft skill Updates to lecturers, education staff and managers regarding service excellence;
 - (2) Repairing and increasing the quantity and quality of lecture and learning facilities in the study program

4. CONCLUSIONS AND POLICY IMPLICATION

A student satisfaction survey was conducted regarding the implementation of PBM in the Agricultural Products Technology study program. Based on the results of a survey using an online questionnaire, internal customer (student) satisfaction with education management services in the Agricultural Product Technology study program, Faculty of Agriculture, Sriwijaya University stated that for the Lecture Preparation / PBM category, 7 of 40 courses were rated good enough, 31 of 40 courses felt good for them and 2 of 40 courses gave the highest satisfaction or very good. Meanwhile, in the lecture or PBM process, students chose good enough for 9 of 40 courses, good for 28 of 40, and the remaining 3 of 40 courses were declared very good. For the learning evaluation category, 5 of 40 courses were rated good enough, 26 of 40 courses were good, and 5 of 40 courses were stated very good in the evaluation. Meanwhile, for the lecturer personality category,

2 of 40 courses were rated good enough, 30 of 40 courses were given a good and 10 of 40 courses were stated very good.

Therefore, there are several things that need to be improved such as improving skills of lecturers through activities such as training, seminars, etc., and The existence of support and opportunities in career development for THP lecturers, facilities and infrastructure that support education and research, increasing the comfort of workspaces, study rooms and laboratories, procurement and maintenance of existing facilities so that the service process is better, support and encouragement from institutions in improving in the future.

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