

REPORT
MONITORING AND EVALUATION OF STUDENT SATISFACTION
WITH FINAL PROJECT SUPERVISION
GUIDANCE AND COUNSELING STUDY PROGRAM
ACADEMIC YEAR 2024/2025



QUALITY ASSURANCE SUB-UNIT
GUIDANCE AND COUNSELING STUDY PROGRAM
FACULTY OF EDUCATION
UNIVERSITAS PGRI SEMARANG
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REPORT
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Report Preparation Team

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PREFACE

Praise be to God Almighty for His blessings and grace, so that the Monitoring and Evaluation Report of Student Satisfaction with Final Project Supervision in the Guidance and Counseling Study Program, Faculty of Education, Universitas PGRI Semarang, Even Semester 2024/2025, can be properly completed.

This report was prepared as part of the implementation of the Internal Quality Assurance System within the Guidance and Counseling Study Program services provided by final project or thesis supervisors. The results are expected to serve as a basis for maintaining good supervision practices and improving aspects that still require further attention.

The evaluation was conducted for students who were currently undergoing or had completed the final project supervision process. The instrument used in this monitoring and evaluation consisted of 17 statements with a 1 to 5 rating scale. The statements were grouped into three main aspects, namely availability of supervision time, lecturer attitude and attention, and lecturer competence in providing supervision.

The monitoring and evaluation results showed that student satisfaction with final project supervision reached 93.01%, which was categorized as Very Satisfied. This achievement indicates that, in general, students considered the supervision process to have been carried out very well, in a directed, communicative, and supportive manner.

Although the results indicate a very high level of satisfaction, several aspects still require attention, particularly the consistency of supervision schedules, the timeliness of feedback, and the strengthening of methodological guidance in final project preparation. With appropriate follow-up actions, the quality of final project supervision services in the Guidance and Counseling Study Program is expected to continue improving.

Semarang, December 30, 2025

Head of the Quality Assurance Sub-Unit

Guidance and Counseling Study Program



Farikha Wahyu Lestari, S.Pd., M.Pd

TABLE OF CONTENTS

PREFACE	iii
TABLE OF CONTENTS	v
A. INTRODUCTION	1
B. OBJECTIVES OF MONITORING AND EVALUATION	2
C. METHOD OF MONITORING AND EVALUATION	2
D. MONITORING AND EVALUATION INSTRUMENT	3
E. MONITORING AND EVALUATION RESULTS	4
F. ANALYSIS OF MONITORING AND EVALUATION RESULTS	5
G. FINDINGS	8
H. CONCLUSION	8
I. RECOMMENDATIONS	9
J. CLOSING	9
K. APPENDICES	11
Appendix 1. Final Project Supervision Satisfaction Instrument	11
Appendix 2. Instrument Blueprint	12
Appendix 3. Recapitulation of Student Responses	12
Appendix 4. Distribution of Student Responses by Aspect	13
Appendix 5. Sample of Anonymized Student Responses	13
Appendix 6. Summary of Open-Ended Student Responses	14
Appendix 7. Follow-Up Plan	14
Appendix 8. Data Confidentiality Statement	15

A. INTRODUCTION

The completion of a final project or thesis is one of the essential stages in the academic process of students in the Guidance and Counseling Study Program. The final project represents the final academic work through which students apply their knowledge, scientific thinking skills, methodological understanding, and academic writing ability in accordance with scholarly conventions.

In the final project completion process, supervisors play a very important role. Supervisors do not only provide technical guidance for writing, but also help students formulate research problems, determine appropriate research methods, understand relevant theories, analyze data, develop discussion sections, and complete revisions. Therefore, the quality of supervision services is one of the important factors that influences the smooth completion of students' final projects.

The Guidance and Counseling Study Program conducts monitoring and evaluation of student satisfaction with final project supervision as part of the Internal Quality Assurance System. This activity aims to obtain feedback from students regarding the quality of supervision services they receive. Through the results of this monitoring and evaluation, the study program can identify aspects of supervision that have worked well and aspects that still need improvement.

This monitoring and evaluation activity was conducted using a student satisfaction questionnaire on final project supervision services. The questionnaire consists of three main aspects, namely availability of supervision time, lecturer attitude and attention, and lecturer competence in supervision. These three aspects are considered important because they reflect the quality of supervision services in terms of accessibility, communication, attention, and academic guidance.

The number of respondents in this monitoring and evaluation activity was 78 students of the Guidance and Counseling Study Program who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. The respondents were relevant to the object of evaluation because they had direct experience with the final project or thesis supervision process.

Therefore, the results of this monitoring and evaluation describe students' perceptions of the quality of final project supervision services provided by supervisors, particularly in the aspects of availability of supervision time, lecturer attitude and attention, and lecturer competence in providing academic supervision.

B. OBJECTIVES OF MONITORING AND EVALUATION

This monitoring and evaluation activity aimed to determine the level of student satisfaction with the final project supervision services provided by supervisors in the Guidance and Counseling Study Program..

Specifically, this activity aimed to evaluate the availability of supervisors' time in providing supervision services, including the adequacy of supervision time, the suitability of supervision schedules, the implementation of supervision according to agreed schedules, and the ease with which students could contact their supervisors.

This activity also aimed to evaluate lecturer attitude and attention during the supervision process. This aspect includes friendliness, seriousness, motivation, clarity of suggestions for improvement, and supervisors' appreciation of students' opinions or explanations.

In addition, this monitoring and evaluation activity aimed to evaluate lecturers' competence in supervising students in completing their final projects. This aspect includes the ability of supervisors to guide students in identifying research topics, understanding research problems, mastering research methodology, following the writing structure, completing proposals, writing according to language rules and applicable guidelines, solving research problems, and searching for relevant scientific articles or journals.

The results of this activity are expected to provide a basis for the study program and supervisors to maintain the quality of supervision services that have been working well and to develop follow-up actions for aspects that still need improvement.

C. METHOD OF MONITORING AND EVALUATION

The monitoring and evaluation activity was conducted using a survey method. The survey was administered to students who were currently undergoing or had completed the final project supervision process in the Academic Year 2024/2025. Data collection was carried out at the end of the semester so that students could provide assessment based on their actual experience during the supervision process.

The instrument used was the student questionnaire for final project or thesis supervision services in the Guidance and Counseling Study Program, FIP Universitas PGRI Semarang. The questionnaire consisted of 17 statements grouped into three main aspects: availability of supervision time, lecturer attitude and attention, and lecturer competence in supervision.

The number of respondents in this activity was 78 students. The respondents were students of the Guidance and Counseling Study Program who were currently undergoing or had completed the final project supervision process. Each respondent assessed the supervision experience received using a 1 to 5 rating scale.

Each statement was assessed using a scale from 1 to 5. A score of 1 represents the lowest assessment, while a score of 5 represents the highest assessment. The survey data were processed by calculating the actual score, maximum score, achievement percentage, and satisfaction category.

The maximum total score was calculated based on the number of respondents, the number of items, and the highest score. With 78 respondents, 17 items, and the highest score of 5, the maximum total score was calculated as follows.

$$78 \text{ students} \times 17 \text{ items} \times 5 = 6,630$$

The achievement percentage was calculated using the following formula.

$$\text{Achievement Percentage} = \text{Actual Score} / \text{Maximum Score} \times 100\%$$

The satisfaction category was determined based on the percentage range. An achievement of 85% to 100% is categorized as Very Satisfied, 70% to 84.99% as Satisfied, 55% to 69.99% as Moderately Satisfied, 40% to 54.99% as Less Satisfied, and below 40% as Not Satisfied.

D. MONITORING AND EVALUATION INSTRUMENT

The monitoring and evaluation instrument for final project supervision satisfaction consisted of 17 statements. Each statement used a 1 to 5 rating scale. Students were asked to select the number that best reflected their experience during the final project supervision process.

Score	General Meaning
1	Very inappropriate, very insufficient, very difficult, or very low
2	Inappropriate, insufficient, difficult, or low
3	Fairly appropriate, fairly sufficient, fairly easy, or moderate
4	Appropriate, sufficient, easy, or good
5	Very appropriate, very sufficient, very easy, or very good

The instrument consisted of three main aspects. The first aspect was Availability of Supervision Time, consisting of 4 items. The second aspect was Lecturer Attitude and Attention, consisting of 4 items. The third aspect was Lecturer Competence in Supervision, consisting of 9 items.

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	1,560
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	1,560
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	3,510
	Total	1-17	17	6,630

No.	Aspect	Statement
1	Availability of Supervision Time	The time provided by the supervisor is sufficient for final project/thesis supervision.
2	Availability of Supervision Time	The supervisor makes an agreement on a supervision schedule that is suitable for working hours.
3	Availability of Supervision Time	The supervision process is carried out according to the agreed schedule.
4	Availability of Supervision Time	The supervisor is easy to meet or contact for supervision.
5	Lecturer Attitude and Attention	The supervisor conducts supervision in a friendly and sincere manner.
6	Lecturer Attitude and Attention	The supervisor motivates students in completing the final project/thesis.
7	Lecturer Attitude and Attention	The supervisor provides explanations or suggestions for improvement that are easy to understand.
8	Lecturer Attitude and Attention	The supervisor appreciates students' opinions or explanations.

No.	Aspect	Statement
9	Lecturer Competence in Supervision	The supervisor guides students in identifying problems, topics, or titles for the final project/thesis.
10	Lecturer Competence in Supervision	The supervisor understands the research problem, topic, or title.
11	Lecturer Competence in Supervision	The supervisor masters research methodology.
12	Lecturer Competence in Supervision	The supervisor guides students to write according to the final project/thesis writing structure.
13	Lecturer Competence in Supervision	The supervisor guides students to write and complete the proposal before conducting research.
14	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis using proper and correct Indonesian.
15	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis according to the applicable guidelines.
16	Lecturer Competence in Supervision	The supervisor provides guidance in solving problems during the implementation of thesis research.
17	Lecturer Competence in Supervision	The supervisor guides students on how to search for scientific articles or journals.

E. MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results showed that the level of student satisfaction with final project supervision reached 93.01%. With this achievement, final project supervision services were categorized as Very Satisfied.

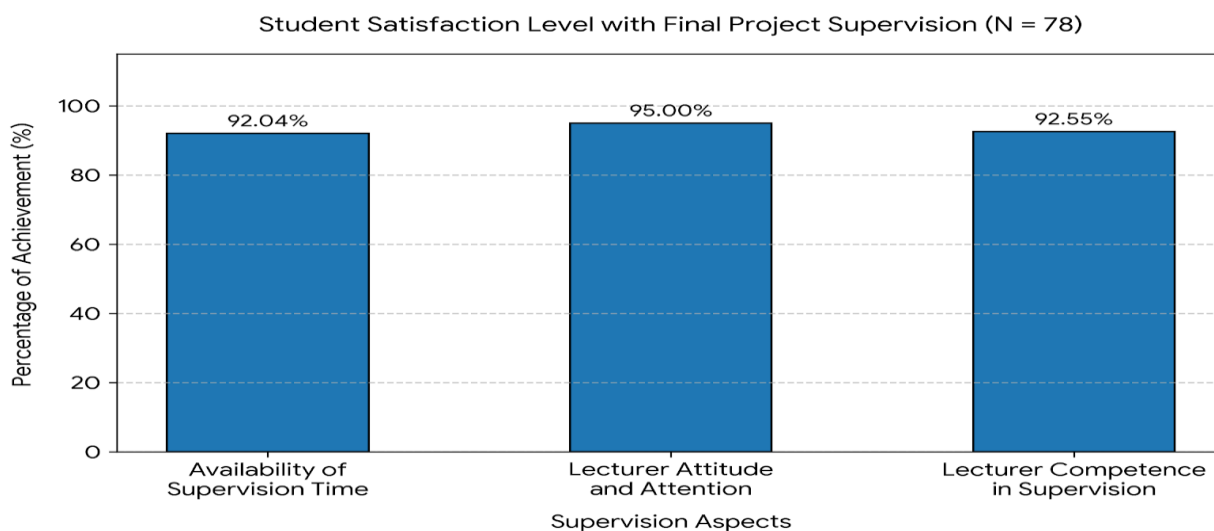
The maximum total score was 6,630. Based on the data processing, the actual score obtained was 6,167. Therefore, the achievement percentage was calculated as follows:

$$6,167 / 6,630 \times 100\% = 93.01\%$$

The percentage was rounded to 93.00%.

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	1,436	1,560	92.04%	Very Satisfied
2	Lecturer Attitude and Attention	1,482	1,560	95.00%	Very Satisfied
3	Lecturer Competence in Supervision	3,249	3,510	92.55%	Very Satisfied
	Total / Average	6,167	6,630	93.01%	Very Satisfied

Figure 1. Achievement of Final Project Supervision Satisfaction



The results indicate that all analyzed aspects of the final project supervision services within the Guidance and Counseling Study Program achieved outstanding performance and were firmly categorized as Very Satisfied. Looking at the overall collective statistics, the total average student satisfaction score for final project supervision successfully reached a high level of 93.01%.

The primary driver for this exceptional overall rating was found in Lecturer Attitude and Attention, which recorded the highest individual achievement at 95.00%. This strong result clearly demonstrates that students perceived their thesis supervisors as friendly, sincere, highly motivating, easy to understand when providing suggestions, and consistently appreciative of students' individual academic opinions.

The second-highest score was achieved in Lecturer Competence in Supervision at 92.55%. This underscores that students considered their supervisors to possess highly proficient and comprehensive competencies. Faculty members were deemed exceptionally capable in guiding relevant topic selections, helping students understand research problems, mastering complex research methodologies, advising on structured scientific writing, supporting timely proposal completion, assisting in problem-solving during field research, and actively helping students search for reputable scientific articles.

Lastly, Availability of Supervision Time achieved a solid score of 92.04%. This outcome shows that, in general, students considered the allocation of supervision time to be adequate, consultation schedules to be highly negotiable, and supervisors to be relatively accessible to meet or contact. However, because this aspect represents the lowest score among the three indicators, it highlights an important area that must be continuously maintained and reinforced so that thesis guidance can proceed with maximum consistency according to agreed-upon schedules.

F. ANALYSIS OF MONITORING AND EVALUATION RESULTS

The monitoring and evaluation results demonstrate that the final project supervision services within the Guidance and Counseling Study Program have been executed exceptionally well. The overall achievement

score of 93.01% indicates that the 78 final-year students surveyed were very satisfied with the comprehensive guidance process they experienced. This outstanding result confirms that the thesis supervision mechanism has successfully accommodated students' academic needs, specifically regarding the supportive attitude of the faculty, profound academic competencies, and the structured allocation of supervision time. Functioning effectively as a core component of the academic ecosystem, this high level of satisfaction reflects that thesis supervisors have actively managed to look beyond administrative tasks, offering vital academic, methodological, and psychological support to help students maintain deep focus, solve research barriers, and preserve strong motivation throughout their final project journey.

An in-depth review of individual metrics reveals that Lecturer Attitude and Attention achieved the highest performance at 95.00%, positioning it firmly within the Very Satisfied category. This underscores that students perceived their thesis supervisors as genuinely friendly, sincere, encouraging, and attentive. Because final-year students frequently encounter intense academic pressure, writing roadblocks, and methodological anxiety, having approachable and respectful supervisors serves as a strong psychological buffer that keeps students confident and committed. Furthermore, this top-tier achievement signifies that academic interactions have transcended one-way corrections, evolving instead into a healthy, two-way academic dialogue where students feel their ideas and voices are genuinely respected, fostering an open environment to discuss research limitations transparently.

Concurrently, Lecturer Competence in Supervision secured a highly commendable score of 92.55%, likewise falling into the Very Satisfied category. This empirical feedback establishes that supervisors possess robust academic and instructional competencies, particularly in helping students pinpoint substantial research topics, dissect complex problems, master appropriate methodologies, and organize their manuscripts strictly according to institutional guidelines. While this indicates that students received adequate scholarly direction, the study program must continue to cultivate this dimension. Given that students' thematic and methodological needs vary widely, faculty guidance should continue to shift toward sharpening scientific reasoning, analytical depth, and international journal-sourcing skills, ensuring that finalized projects hold exemplary academic weight rather than just fulfilling administrative graduation requirements.

The final dimension, Availability of Supervision Time, achieved a solid score of 92.04%. This proves that students generally found their guidance hours adequate, communication channels highly accessible, and consultation schedules mutually negotiable. Nevertheless, because this aspect generated the lowest score among the three indicators, it requires deliberate institutional attention. Delays in contacting supervisors or securing meeting windows can directly stall a student's thesis progress, revision cycles, and eventual examination scheduling. This relatively lower standing does not imply deficient service, but rather spotlights a critical area for structural improvement, signaling that the study program needs to foster more systematic schedule management, clearer communication frameworks, and fixed or periodic guidance intervals to grant students stronger academic certainty.

To sustain and continuously elevate these Very Satisfied ratings, the study program must implement rigorous, data-driven follow-up actions. A critical priority is strengthening the mandatory utilization of supervision logbooks to serve as an objective quality control mechanism that thoroughly documents guidance frequencies, substantive discussion notes, supervisor corrections, and student progress.

Complementing this, a centralized, semester-end progress monitoring system should be reinforced to trace each student's current thesis phase—ranging from title submission and proposal defense to data collection and final examinations—allowing leadership to intervene rapidly whenever a student stagnates.

Ultimately, while these evaluation results provide highly positive feedback for supervisors to maintain instructional consistency and provide clear, actionable feedback on draft revisions, they also highlight that successful final project completion is a collaborative venture. Students must remain proactive by punctually submitting drafts, meticulously recording supervisor inputs, and executing revisions responsibly. Through these combined internal quality enhancements and collaborative student-teacher dynamics, the Guidance and Counseling Study Program can confidently assure both accelerated study completion rates and elite academic quality for all student final projects.

G. FINDINGS

Based on the monitoring and evaluation results, students were generally very satisfied with final project supervision services. Supervisors were perceived to have demonstrated friendly, sincere, respectful, and motivating attitudes throughout the supervision process.

Another finding shows that supervisors had good competence in helping students complete their final projects. Students considered supervisors capable of providing direction related to research topics, research methodology, writing structure, proposal completion, writing according to guidelines, research problem solving, and the search for scientific articles or journals.

Nevertheless, the aspect of Availability of Supervision Time still requires attention. Although this aspect was categorized as Very Satisfied, its achievement was lower than the other aspects. This indicates the need to strengthen schedule agreements, consistency of supervision implementation, and ease of communication between students and supervisors.

In addition, the study program needs to ensure that the supervision process is properly documented through logbooks or supervision systems. Such documentation is important for monitoring supervision frequency, students' final project progress, and follow-up actions provided by supervisors.

H. CONCLUSION

Based on the monitoring and evaluation results involving 78 student respondents, the level of student satisfaction with final project supervision services in the Guidance and Counseling Study Program for the Academic Year 2024/2025 reached an overall average of 93.01%, placing it firmly within the Very Satisfied category.

A detailed breakdown of the components reveals that Lecturer Attitude and Attention achieved the highest score at 95.00% (Very Satisfied), followed by Lecturer Competence in Supervision at 92.55% (Very Satisfied). Meanwhile, Availability of Supervision Time recorded the lowest score among the indicators at 92.04%, though it still remains safely within the Very Satisfied category.

These results indicate that final project supervision services have been implemented exceptionally well. Supervisors were considered highly capable of demonstrating positive, motivating attitudes toward

students, showing strong academic and methodological competencies in guiding thesis completion, and providing adequate supervision time.

Nevertheless, because the availability of supervision time emerged as the lowest-performing aspect, it represents a critical area that must be continuously strengthened. The study program needs to implement more rigorous schedule management to ensure that the supervision process is carried out consistently according to agreed timelines, remains highly accessible to students, and is systematically documented through official supervision logbooks.

I. RECOMMENDATIONS

Based on the comprehensive findings of the monitoring and evaluation review, which positioned student satisfaction within the exemplary "Very Satisfied" tier, the Guidance and Counseling Study Program must establish several sustainable and strategic actions to preserve and enhance the quality of its final project supervision services. First and foremost, the study program must institutionalize the commendable educational and advisory practices demonstrated by the thesis supervisors. Faculty consistency in providing structured academic direction, maintaining high student motivation, and fostering an empathetic dialogue that genuinely respects student perspectives must be actively sustained and solidified as a standard operational culture within the department's academic environment.

Secondly, in response to the availability of supervision time—which emerged as the lowest-performing metric among the indicators—advisors are highly encouraged to reinforce the consistency and structured management of their consultation timelines. Time commitments and scheduling agreements between supervisors and students must be formulated with greater transparency, documented meticulously, and monitored systematically. This administrative discipline is crucial to grant final-year students clear academic certainty, allowing them to accurately predict their revision cycles and final project milestones without being hindered by unpredictable consultation windows.

Thirdly, the study program needs to optimize and strictly enforce the utilization of student supervision logbooks, whether in physical or digital formats. These logbooks must transcend being viewed as mere passive prerequisites for final examination eligibility; instead, they must be utilized as an active quality control tool. Through disciplined and consistent recording of exact consultation dates, substantive research topics discussed, specific supervisor recommendations, and required student follow-up actions, the entire trajectory of the final project can remain completely measurable, transparent, and objectively verifiable by program leadership.

Fourthly, in alignment with institutional goals to elevate the quality of student scholarly work, supervisors must continue to provide profound and rigorous guidance on the core substance of research. This academic reinforcement includes sharpening the accuracy of research methodology applications, organizing refined scientific writing structures, enhancing data literacy through the exploration of reputable international and national journals, and offering solution-oriented mentorship for unexpected field research challenges. Such interventions are vital to guarantee that students' drafts are not merely completed to fulfill administrative quantities, but possess strong scientific reasoning and rigorous academic integrity.

Finally, within the framework of internal quality assurance, the Faculty Quality Assurance Sub-Unit must conduct this final project supervision satisfaction monitoring and evaluation systematically at the conclusion of every semester. The empirical data and analytical findings generated from these periodic assessments must not remain as archived files; rather, they must be formally delivered to the study program leadership. This data will serve as an objective, data-driven foundation for the department to execute continuous quality improvement, ensuring that final project supervision services consistently operate at the highest possible standard.

J. CLOSING

This Monitoring and Evaluation Report of Student Satisfaction with Final Project Supervision was prepared as part of the implementation of the Internal Quality Assurance System of Guidance and Counseling Study Program, FIP Universitas PGRI Semarang.

The results show that students were very satisfied with the final project supervision services provided by supervisors. The satisfaction achievement of 93.00% indicates that the supervision process has been carried out very well in terms of time availability, lecturer attitude and attention, and lecturer competence in supervision.

This report is expected to serve as a basis for reflection and follow-up actions for the study program, supervisors, and the Quality Assurance Sub-Unit in continuously improving the quality of final project supervision services.

Semarang, December 30, 2025

Head of the Quality Assurance Sub-Unit
Guidance and Counseling Study Program

Farikha Wahyu Lestari, S.Pd., M.Pd

K. APPENDICES

1. Appendix 1. Final Project Supervision Satisfaction Instrument

The final project supervision satisfaction instrument consisted of 17 statements grouped into three aspects, namely Availability of Supervision Time, Lecturer Attitude and Attention, and Lecturer Competence in Supervision.

No.	Aspect	Statement	Scale 1	Scale 5
1	Availability of Supervision Time	The time provided by the supervisor is sufficient for final project/thesis supervision.	Very low / negative	Very high / positive
2	Availability of Supervision Time	The supervisor makes an agreement on a supervision schedule that is suitable for working hours.	Very low / negative	Very high / positive
3	Availability of Supervision Time	The supervision process is carried out according to the agreed schedule.	Very low / negative	Very high / positive
4	Availability of Supervision Time	The supervisor is easy to meet or contact for supervision.	Very low / negative	Very high / positive
5	Lecturer Attitude and Attention	The supervisor conducts supervision in a friendly and sincere manner.	Very low / negative	Very high / positive
6	Lecturer Attitude and Attention	The supervisor motivates students in completing the final project/thesis.	Very low / negative	Very high / positive
7	Lecturer Attitude and Attention	The supervisor provides explanations or suggestions for improvement that are easy to understand.	Very low / negative	Very high / positive
8	Lecturer Attitude and Attention	The supervisor appreciates students' opinions or explanations.	Very low / negative	Very high / positive
9	Lecturer Competence in Supervision	The supervisor guides students in identifying problems, topics, or titles for the final project/thesis.	Very low / negative	Very high / positive
10	Lecturer Competence in Supervision	The supervisor understands the research problem, topic, or title.	Very low / negative	Very high / positive
11	Lecturer Competence in Supervision	The supervisor masters research methodology.	Very low / negative	Very high / positive
12	Lecturer Competence in Supervision	The supervisor guides students to write according to the final project/thesis writing structure.	Very low / negative	Very high / positive
13	Lecturer Competence in Supervision	The supervisor guides students to write and complete the proposal before conducting research.	Very low / negative	Very high / positive
14	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis using proper and correct Indonesian.	Very low / negative	Very high / positive
15	Lecturer Competence in Supervision	The supervisor guides students to write the final project/thesis according to the applicable guidelines.	Very low / negative	Very high / positive
16	Lecturer Competence in Supervision	The supervisor provides guidance in solving problems during the implementation of thesis research.	Very low / negative	Very high / positive
17	Lecturer Competence in Supervision	The supervisor guides students on how to search for scientific articles or journals.	Very low / negative	Very high / positive

2. Appendix 2. Instrument Blueprint

No.	Aspect	Item Numbers	Number of Items	Maximum Score
1	Availability of Supervision Time	1, 2, 3, 4	4	1,560
2	Lecturer Attitude and Attention	5, 6, 7, 8	4	1,560

No.	Aspect	Item Numbers	Number of Items	Maximum Score
3	Lecturer Competence in Supervision	9, 10, 11, 12, 13, 14, 15, 16, 17	9	3,510
	Total	1-17	17	6,630

3. Appendix 3. Recapitulation of Student Responses

No.	Aspect	Actual Score	Maximum Score	Percentage	Category
1	Availability of Supervision Time	1,436	1,560	92.04%	Very Satisfied
2	Lecturer Attitude and Attention	1,482	1,560	95.00%	Very Satisfied
3	Lecturer Competence in Supervision	3,249	3,510	92.55%	Very Satisfied
	Total / Average	6,167	6,630	93.01%	Very Satisfied

4. Appendix 4. Distribution of Student Responses by Aspect

The distribution of student responses is presented based on the number of responses for each aspect. The number of responses was calculated by multiplying the number of students by the number of items in each aspect.

No.	Aspect	Score 5	Score 4	Score 3	Score 2	Score 1	Total Responses	Actual Score
1	Availability of Supervision Time	195	110	7	0	0	312	1,436
2	Lecturer Attitude and Attention	234	78	0	0	0	312	1,482
3	Lecturer Competence in Supervision	485	172	45	0	0	702	3,249
	Total	914	360	52	0	0	1,326	6,167

5. Appendix 5. Sample of Anonymized Student Responses

The following data are examples of anonymized student responses. Student names, student identification numbers, and personal identities are not displayed to maintain confidentiality.

Respondent	Availability of Supervision Time	Lecturer Attitude and Attention	Lecturer Competence in Supervision	Average
R001		5	5	5.00
R002	4	5	5	4.34
R003	5	5	4	4.71
R004	4	4	5	4.33
R005	5	5	5	5.00
R006	4	5	4	4.34
R007	5	5	5	5.00
R008	4	4	4	4.02
R009	5	5	4	4.71
R010	4	5	5	4.67
R011	5	5	5	5.00
R012	4	4	5	4.33
R013	5	5	5	5.00
R014	4	5	4	4.33
R015	5	5	4	4.67

6. Appendix 6. Summary of Open-Ended Student Responses

No.	Theme	Summary of Student Responses
1	Good supervision practices	Students stated that supervisors provided clear direction, were friendly, and helped students understand final project preparation.
2	Availability of time	Some students stated that supervision schedules were generally good, but needed to be agreed upon earlier to avoid conflicts with other academic activities.
3	Feedback and revision	Students stated that suggestions from supervisors were very helpful, especially in improving writing structure, research methods, and discussion sections.

No.	Theme	Summary of Student Responses
4	Supervision obstacles	Some obstacles included schedule adjustment, delays in submitting revisions, and the need for additional guidance on methodology or scientific articles.
5	Improvement suggestions	Students expected supervision to be scheduled regularly, documented through logbooks, and supported with more detailed guidance in data analysis and article writing.

7. Appendix 7. Follow-Up Plan

No.	Aspect	Finding	Follow-Up Plan	Person in Charge
1	Availability of Supervision Time	The achievement was very satisfying, but it was the lowest aspect compared with the other aspects.	Encourage supervisors and students to make supervision schedule agreements in a more regular and documented manner.	Supervisors and Study Program
2	Lecturer Attitude and Attention	This aspect achieved the highest score and became a strength of supervision services.	Maintain friendly, sincere, motivating, and respectful supervision practices.	Supervisors
3	Lecturer Competence in Supervision	The achievement was very satisfying and showed that supervisors had good supervision competence.	Strengthen guidance on research methodology, writing structure, and scientific article searches.	Supervisors
4	Supervision Documentation	The supervision process needs to continue being documented properly.	Optimize the use of supervision logbooks to record progress, suggestions, revisions, and follow-up actions.	Study Program and Students
5	Study Program Monitoring	Monitoring and evaluation need to be conducted regularly.	Conduct evaluation of final project supervision satisfaction at the end of each semester.	Quality Assurance Sub-Unit

8. Appendix 8. Data Confidentiality Statement

The data from the final project supervision satisfaction questionnaire were processed and presented in aggregate form. Student identities are not displayed in this report to protect respondent confidentiality and comfort.

The complete response data are stored by the Guidance and Counseling Study Program and the Quality Assurance Sub-Unit as supporting documents for the implementation of the Internal Quality Assurance System and as evidence of final project supervision service evaluation.

Semarang, September 2025

Quality Assurance Sub-Unit

Guidance and Counseling Study Program

Farikha Wahyu Lestari,S.Pd.,M.Pd