



# **SURVEY GUIDELINES**

## UNIVERSITY SATISFACTION

Quality Assurance Unit  
UNIVERSITAS NEGERI SURABAYA  
2022

# SATISFACTION SURVEY GUIDELINES



QUALITY ASSURANCE UNIT  
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## PREFACE

SPM is a university-level quality assurance agency whose main task is to oversee the implementation of the internal quality assurance system (SPMI). The survey manual is one of the work products of the SPM Data and Information Office which is used as a reference for the school environment in the preparation, implementation and completion of relevant reports and analysis to survey the level of customer satisfaction of service users at Universitas Negeri Surabaya.

There are six types of survey activities carried out periodically, namely Management Service Satisfaction Survey, Management and Human Resources Development Service Satisfaction Survey, Human Resources Service Satisfaction Survey, Financial and Infrastructure Management Service Satisfaction Survey, Research Process Service Satisfaction Survey, Community Service Process Survey and Satisfaction Survey. student services. We hope that with the preparation of this guidebook, the survey implementation process can be carried out properly.

Surabaya, February 2022  
Head of Quality Assurance Unit



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## CHAPTER I INTRODUCTION

### A. Background

Satisfaction is the result of an assessment between expectations (perceptions) of service quality and the performance of service quality perceived (felt) by service users (consumers / customers). Satisfaction is personal because everyone has a different level of satisfaction according to their expectations. Many efforts have been made by the government to improve services to the community by direct means and through policies at both the central and regional levels. One of the efforts is the issuance of Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 of 2014 concerning Guidelines for Community Satisfaction Surveys of Public Service Providers which has been amended by Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 14 of 2017 concerning Guidelines for Community Satisfaction Surveys.

According to Law Number 12 of 2012 concerning Higher Education and the Indonesian Higher Education System, the objectives of higher education are 1) to develop the potential of students who are faithful and devout, noble, healthy, capable, have adequate knowledge, creative, independent, skilled, competent and cultured; 2) to produce graduates who master science and technology, build national interests and have national competitiveness; 3) to produce knowledge for the advancement of civilization and the welfare of the nation, 4) to provide services to research-based communities, general welfare and national intelligence. In the continuity of education in higher education, students, lecturers or teaching staff have an important role. Campus management is also very necessary for the development of higher education. Services to the community will be better if using an information system that helps in terms of better service and wider reach. If all these components are managed well, then the college can achieve maximum results and increase productivity and efficiency on processes, content and resources. For the development of the college, professional management on campus is required. Therefore, leaders who are able to nurture, protect and provide comfort for the academic community are needed. The comfort of the academic community in carrying out its role is inseparable from the services provided by the campus.

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college can achieve maximum results and increase productivity and efficiency on processes, content and resources. For the development of the college, professional management on campus is required. Therefore, leaders who are able to nurture, protect and provide comfort for the academic community are needed. The comfort of the academic community in carrying out its role is inseparable from the services provided by the campus.

## **B. Objective**

The purpose of this guidebook is to guide the implementation of satisfaction survey activities for lecturers, students and education staff at Universitas Negeri Surabaya as an evaluation tool to measure the level of satisfaction of service users from various service components at Universitas Negeri Surabaya.

## **C. Targets**

The objectives of the satisfaction survey activities are:

1. Encourage the service user academic community to participate in the satisfaction survey implementation process.
2. Encourage the service provider unit to be able to improve the quality of its services to meet the expectations of the academic community.
3. Encourage the service provider unit to be more innovative in organizing services for the campus academic community.
4. Measuring trends in the level of satisfaction of the academic community with campus management services.

## **D. Benefits**

With the implementation of the academic community Satisfaction Survey, the benefits obtained are:

1. Known weaknesses or shortcomings of each element of the service provider work unit in the campus environment.
2. It is known that the performance of services that have been organized by the service provider unit periodically.
3. As a material for determining policies that need to be taken and follow-up efforts that need to be made on the results of service user satisfaction surveys.
4. Spur positive competition between work units in the campus environment in an effort to improve services.
5. Known Service Satisfaction Index of users against service work units in the campus environment.

## **E. Scope**

The satisfaction survey activities carried out include:

1. Management Service Satisfaction Survey

2. Human Resources Management and Development Service Satisfaction Survey
3. Financial and Infrastructure Management Service Satisfaction Survey
4. Research Process Service Satisfaction Survey
5. Community Service Process Service Satisfaction Survey
6. Student Affairs Service Satisfaction Survey

**F. Legal Basis**

1. Government Regulation No. 60 of 1999 on Higher Education;
2. Law Number 20 of 2003 concerning the National Education System;
3. Law Number 14 of 2005 concerning Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 number 157);
4. Government Regulation No. 19 of 2005 concerning National Education Standards;
5. Government Regulation of the Republic of Indonesia Number 17 of 2010 on the Management and Implementation of Education;
6. Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 14 of 2017 concerning Guidelines for Preparing Community Satisfaction Surveys for Public Service Delivery Units;
7. Decree of the Minister of National Education Number 004/U/2002 concerning Accreditation of Study Programs in Higher Education.

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## CHAPTER II CONCEPTUAL FRAMEWORK

### A. General Definition

Some definitions of terms in this guide that are used in conducting the satisfaction survey are:

1. Satisfaction Survey is a comprehensive measurement activity regarding the level of satisfaction of service users with the quality of services provided by service providers at Universitas Negeri Surabaya.
2. Satisfaction Index is the measurement result of satisfaction survey activities in the form of numbers, where the numbers are determined to have a value of 1 (one) to 4 (four).
3. Service Unit is a work unit/office at Surabaya State University that directly or indirectly provides services to service recipients.
4. Satisfaction Survey Elements are elements that are indicators of measuring the satisfaction of service recipients with service delivery.
5. Periodic survey is a survey conducted by the service provider periodically, namely at least once a year.
6. Service providers are Surabaya State University employees who carry out service duties and functions in accordance with laws and regulations.
7. Service recipients are lecturers, students and education personnel at Surabaya State University.
8. Service Recipient Satisfaction is the result of opinions and assessments of service recipients on the performance of services provided to the service provider apparatus.
9. Service elements are factors or aspects contained in the provision of services to the academic community of Surabaya State University to determine the performance of service units.
10. Respondents are service recipients who at the time of satisfaction survey sampling are accessing the questionnaire issued by the survey system.
11. Services are all activities carried out by service providers as an effort to meet the needs of service recipients, as well as in the context of carrying out their duties and functions in accordance with statutory regulations.
12. Service provider is every element in the Surabaya State University organization that provides services with information systems or non-systems.

### B. Service Quality

Service quality refers to the concept of Total Quality Service (TQS), which describes the ability of an organization or institution to provide quality services to customers. (TQS) can also be applied in higher education, where existing service units can provide the best service



through system integration for all units. Like Total Quality Management, Total Quality Service also has 5 interrelated elements (Ichwan, 2010). TQS in higher education according to Agatha (2014), includes:

- a. *Market and Customer Research*. Market research is a research activity conducted on the structure and dynamics of the market, especially in higher education. This research is conducted to find out whether the existing campus conditions are in accordance with the needs of the community, whether other similar campuses offer different and better, so that the results of the research can be used to develop better services.
- b. *Strategy Formulation*. Strategy design is carried out in developing new strategies in order to retain old customers and add new customers. By designing strategies that will be able to formulate new strategies that can be applied in controlling service quality effectively, efficiently and innovatively.
- c. *Education, Training, and Communication*. Education, training and communication for employees are an important part of developing the quality and competence of employees in accordance with their fields. This increase in human resources will make employees more competent in their fields and able to provide the best service to customers so that customers feel satisfied because they are well served.
- d. *Process Improvement*. Process improvement is a stage in educational institutions, there are evaluation efforts made by campus management related to the implementation of processes on campus, both the lecture process and the service process. Evaluation is carried out on an ongoing basis to improve the process of providing services both by lecturers and by educators actively for the purpose of finding or providing new ways to improve services in higher education.
- e. *Assessment, Measurement, and Feedback*. Assessment, measurement and feedback serve to provide input to service providers, so that they will realize their ability to serve and meet customer needs, desires and expectations. The results of performance appraisals and feedback on services provided by employees can be used as a basis for rewarding employees and providing input to institutions or organizations in determining and making decisions or policies regarding what things still have to be improved so as to provide even better service.

There are 10 standards in determining the quality of service or service, namely: 1) reliability, 2) responsiveness, 3) ability, 4) easy to obtain, 5) friendliness, 6) communication, 7) trustworthiness, 8) security, 9) understanding customers, 10) proven real / tangible (Rangkuti, 2002; Irawan, 2002; Agatha, 2014). Furthermore, to facilitate the analysis of services, (Kotler (1997) and Parasuraman (1988) simplified the 10 service quality standards into five known as TERRA.

Competence, politeness, credibility, and security are lumped together as assurance. Meanwhile, access, communication, and the ability to understand customers are categorized as empathy. Thus, the five main dimensions of customer quality consist of:

1. Tangible or proven tangible (tangible), meaning that services that are tangible include physical facilities, equipment, employees / teaching staff, and means of communication. Measurement of service quality can be measured through indicators that can be felt by the five senses, for example the availability of facilities and infrastructure, cleanliness of the campus environment, cleanliness of toilets, feasibility of buildings, attitudes and behavior of service providers, attractive appearance of employee uniforms, employee service equipment, large parking lots, worship facilities, sophisticated computer equipment, availability of wifi / internet facilities, sports facilities, laboratories.
2. Reliability, which is providing services immediately or quickly, accurately, and satisfactorily. The quality of reliability in services in higher education includes timeliness in the implementation of lectures, timeliness in assessing grades through the academic system, accuracy in providing employee salaries, speed and alertness of employees in serving lecturers who need letters of assignment or letters of recommendation, issuance of functional promotion letters for lecturers and so on.
3. Responsiveness, which is the willingness to help customers and provide services with quick response. For example, the alertness of employees in serving the academic community, in higher education, concern for helping students, lecturers and educators and providing good service to them is part of a service. The standard form of concern in providing services can be done through the delivery of information such as scholarship information for students, information on educational assistance for lecturers, information on community service activities for lecturers and students, information on filling out employee performance reports for teaching staff and so on.
4. Assurance, another standard that needs to be owned by employees is assurance, meaning that with the competence or ability of employees, hospitality or courtesy, attention and courtesy in providing services, and the ability to instill trust in customers, customers feel free from doubt. A kind, friendly, polite and friendly attitude is indicative of attention to customers. For example, all levels of leadership starting from the position of Rector and his staff, Deans and their staff, study program heads and study program secretaries, structural leaders, and also staff must be in accordance with their placement and be truly competent in their fields. So that when there are complaints that arise both from students, lecturers and educators, the campus will provide the best service with full responsibility so as to provide a sense of security immediately determine the best solution.
5. Attention (empathy), namely the ease of making relationships or relationships, communicating well, paying personal attention, and understanding customer needs. For example, in higher education, empathy can be shown by paying individual attention to the academic community (students, lecturers, or teaching staff), being able to communicate well to understand the wants and needs of the academic community (students, lecturers, or teaching staff), officers can carry out their duties during established working hours. In serving students, lecturers as academic advisors, as lecture teachers and as thesis supervisors can be contacted easily, either in the office, via telephone, or e-mail, and try to answer every student complaint politely, as well as students being able to communicate well to fellow students, to lecturers and to leaders. Meanwhile, wise leaders as service

providers must be attentive to the academic community (students, lecturers, or teaching staff), listen to complaints and immediately provide solutions to provide peace to the academic community (students, lecturers, or teaching staff) in carrying out their duties and functions on campus. Do not let the campus atmosphere, campus services are less than satisfactory so that many lecturers or educators often leave campus to accept other jobs.

### **C. Service Satisfaction**

Service satisfaction can be explained as a response from customers to an assessment of the perceived fit or mismatch between expectations about performance and the actual performance of the product felt after use (Tjiptono, 1998). If performance is below expectations, then service users feel dissatisfied (Rangkuti, 2006), so satisfaction occurs when services match or exceed customer expectations. Customer response evaluation can be used to measure customer satisfaction using an evaluation tool that measures perceptions of services or products between initial expectations (certain performance standards) and the actual performance of the product perceived after the customer consumes the product or the perception of service performance after the customer is served, which is chosen to at least meet or exceed expectations. According to Irawan (2002) dissatisfaction means if the performance is less than expectations; satisfaction occurs if the performance is comparable to expectations, and is very satisfied if the performance is more than expected, meaning the customer is very satisfied. Measurement of customer satisfaction specifically for public services in Indonesia has been regulated in the Decree of the Minister of Administrative Reform No.Kep./25/M.PAN/2/2004, where there are 14 elements as minimum elements that must exist as the basis for measuring the public satisfaction index, namely:

1. Service procedures, service procedures related to the ease of service stages seen in terms of simplicity of service flow, the longer the service flow, the customer will definitely not feel satisfied;
2. Service Requirements, namely the technical and administrative requirements needed to obtain services in accordance with the type of service, service requirements should be submitted online so that people who will make transactions have prepared all the existing requirements and speed up the service process as well;
3. Clarity of service officers, namely the existence and certainty of officers who provide services (name, position and authority and responsibility), sometimes the appointed officer is not in place, so the customer has to wait even though the person concerned is at a different table but in the same room;
4. Discipline of service officers, namely the seriousness of officers in providing services, especially towards consistency in working time according to applicable regulations, for example, do not increase arrival time or open services late on the grounds that they have not had breakfast or have other activities, additional rest time by service officers but the service closing schedule is in accordance with the specified schedule;

5. The responsibility of service officers, namely the clarity of authority and responsibility of officers in the implementation and completion of services, authorized officials must always be in place to facilitate the approval process, if there are activities outside, it is necessary to appoint a replacement officer;
6. The ability of service officers, namely the level of expertise and skills possessed by officers in providing / completing services to the public, officers who are not competent in their fields will hinder service because they will ask other officers;
7. Service speed, namely the target service time can be completed within the time specified by the service delivery unit, do not discuss matters outside the context of the service because it will hinder service and other customers will wait longer;
8. Fairness in getting services, namely the implementation of services by not distinguishing between the groups / status of the people served, meaning that providing services to people who have come first, do not prioritize other people who are considered to know the officer well;
9. Politeness and friendliness of officers, namely the attitude and behavior of officers in providing services in a polite and friendly manner and mutual respect and respect;
10. Fairness of service costs, namely the affordability of the community to the amount of fees set by the service unit;
11. Certainty of service fees, namely the conformity between the fees paid and the fees that have been determined, and the amount of the fee budget should be kept on the notice board so that customers prepare the fees according to the rules;
12. Certainty of service schedule, namely the implementation of service time, in accordance with predetermined provisions;
13. Environmental comfort, namely the condition of service facilities and infrastructure that is clean, neat, and orderly so that it can provide a sense of comfort to service recipients, do not let customers stand long in queues, provide comfortable seating;
14. Service Security, namely the guaranteed level of security of the service delivery unit environment or the facilities used, so that people feel calm to get services against the risks resulting from service delivery.

Next, Kotler (2007) reveals two aspects of customer satisfaction, namely performance and expectations. Performance includes achievements by staff or customers, while expectations include what customers want. According to Rangkuti (2006), factors that influence customer satisfaction include value, competitiveness, and customer perception. Value includes an overall assessment of the benefits that customers obtain from a given product or service, while competitiveness includes the ability of a product or service to attract customers and have an advantage over similar products or services. Customer perception includes the process by which individuals or customers evaluate and interpret the stimulus received through the senses to the product or service provided to form a judgment of meaning. Service satisfaction in higher education can be measured through the satisfaction of the academic community, which includes students, lecturers, and education personnel. Satisfaction of the academic community is defined as a service user's response to

services provided by service units in the campus environment after receiving service results. Therefore, in order for the service to satisfy the academic community, the employee on duty must meet four criteria, namely politeness and courtesy, good communication skills, the ability to adjust the right time to convey information, and friendliness in providing services or interacting with students, lecturers, and educational staff.

The quality of service is highly dependent on the implementation of the quality management system. This means that the public services provided by an institution depend on management responsibility. Students, lecturers, and teaching staff are service users who will receive services on campus. The services provided by the college must be well coordinated between all units in the college, which helps the college achieve the vision and mission that has been set. Service units must be evaluated on an ongoing basis through measurement instruments given to customers, then analyzed. The results of the response analysis can be used as the basis for management improvement by the responsible party, so that improvements can be made continuously from the old management system to the new management system. Evaluation of employee performance in higher education through monitoring and measuring the satisfaction of the academic community is very important, because the results of employee performance evaluation can provide feedback and input for the development and implementation of strategies to increase service satisfaction, both to the academic community and to the wider community outside the campus.

In principle, service user satisfaction can be measured by various methods. Kotler (2012) states that there are four methods that can be used to measure service user satisfaction, including:

1. Complaints and suggestions system. With the complaints and suggestions technique, the campus leadership gives the widest possible right to the academic community to provide input in the form of suggestions or complaints about non-conforming services (customer oriented).
2. Customer satisfaction survey. This technique can be used occasionally after several years of service to the academic community (students, lecturers and / or teaching staff). The survey was conducted by distributing questionnaires to students, lecturers and/or teaching staff. Through the survey, campus leaders and policy holders can find out the shortcomings and advantages of services from service units on campus, so that leaders can make improvements to things that are considered unsatisfactory.
3. Ghost Shopping. This method is carried out by informally seeking information by chatting or having casual discussions with the academic community regarding the services provided on campus, whether they are satisfactory or unsatisfactory.
4. Lost customer analysis. This method is usually carried out by contacting alumni who have graduated long ago.

#### **D. Excellent Service**

In terms of providing services to external customers, all parties involved in providing services, be it commercial or non-commercial, must realize that the presence of loyal

customers greatly supports the success of the company or other organization. Therefore, they must consider customers as a very valuable asset because no organization, especially companies, can survive without customers. One way to keep an organization or company top of mind with customers is to develop a pattern of excellent service, as described below:

- 1) Pay attention to the development of the needs and desires of customers from time to time, to make it easier to anticipate them.
- 2) Strive to provide customer needs in accordance with the wishes or more than expected.
- 3) Treat customers with the best service patterns.

The concept of excellent service includes the following aspects:

- a) Ability, which is certain knowledge and skills that are absolutely necessary to support an excellent service program, which includes the ability to work in the field, carry out effective communication, develop motivation, and use public relations as an instrument in fostering relationships within and outside the organization / company.
- b) Attitude (attitude), namely behavior or temperament that must be highlighted when dealing with customers.
- c) Appearance (appearance), namely the appearance of a person both physically and non-physically that can reflect the confidence and credibility of the other party.
- d) Attention (attention), namely full concern for customers both with regard to attention to the needs and desires of customers as well as for suggestions and krikitknya.
- e) Action (action), namely the various real activities that must be carried out in providing services to customers.
- f) Responsibility (accountability), which is an attitude of partiality to customers as a form of concern to avoid or minimize customer loss or dissatisfaction.

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## CHAPTER III SURVEY METHODS

### A. Period

This survey can be conducted on a regular basis with a certain period of time. This survey can be conducted every 3 months (quarter), 6 months (semester) or 1 (one) year. At least, satisfaction survey activities are carried out at least once a year.

### B. Methods

To conduct periodic surveys using a qualitative method approach with measurements using a Likert scale. The Likert scale is a psychometric scale commonly used in questionnaires and is the most widely used scale in survey research. This method was developed by Rensis Likert. The Likert scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or group of people towards a type of public service. On the Likert scale respondents are asked to determine their level of agreement with a statement by choosing, one of the available options. The survey stages include the following steps:

1. Develop a survey instrument
2. Determine the sampling technique
3. Determining the respondents
4. Conducting the survey
5. Processing survey results
6. Present and report the results of data analysis

### C. Instrument

The instruments used for service recipient satisfaction survey activities (lecturers, students and education personnel) at Surabaya State University include:

1. Management Service Satisfaction Questionnaire
2. Human Resources Management and Development Service Satisfaction Questionnaire
3. Service Satisfaction Questionnaire for Financial Management and Infrastructure Facilities
4. Research Process Service Satisfaction Questionnaire
5. Community Service Process Service Satisfaction Questionnaire
6. Student Services Satisfaction Questionnaire

### D. Survey Components

The components of the Service Quality dimension according to Parasuraman (1990) are as follows:

- 1) *Tangibles*, or physical evidence is the ability of a company to show its existence to external parties. The appearance and ability of the company's physical facilities and infrastructure and the state of the surrounding environment are tangible evidence of the services provided by the service provider. This includes physical facilities

(buildings, warehouses, and others), technology (equipment and equipment used), and the appearance of employees. In short, it can be interpreted as the appearance of physical facilities, equipment, personnel, and communication materials.

- 2) *Reliability*. Reliability is the company's ability to provide services as promised accurately and reliably. Must be in accordance with customer expectations means timely performance, error-free service, sympathetic attitude and with high accuracy. In short, it can be interpreted as the ability to provide the promised service accurately, on time, and reliably.
- 3) *Responsiveness*, is a willingness to help and provide fast and precise service to customers, with clear information delivery.
- 4) *Assurance*, a certainty, namely the knowledge, courtesy, and ability of company employees to foster customer trust in the company. Consists of components: communication (Communication), credibility (Credibility), security (Security), competence (Competence), and courtesy (Courtesy). In short, it can be interpreted as the knowledge and hospitality of personnel and the ability of personnel to be trusted and believed.
- 5) *Empathy*, is providing sincere and individualized or personal attention given to customers by trying to understand consumer desires where a company is expected to have an understanding and knowledge of customers, understand specific customer needs, and have a convenient operating time for customers. In short, it can be interpreted as an effort to know and understand customer needs individually. According to Parasuraman, et al (1990), Reliability is consistently the most critical dimension, then the 2nd level of assurance, 3rd by tangibles (especially by banking companies), 4th by responsiveness, and the lowest level of importance is empathy.

### E. Data Processing

Importance-Performance Analysis (IPA) was conducted to find out how service users respond to the performance of service units at the Ministry of Health in a quantitative descriptive way. The method used to analyze consumer responses to the performance of service units at the Ministry of Health is IPA. Before processing the data, first check (editing) the data on the questionnaire. The level of importance is how important a performance attribute is to service users. In explaining the level of importance, a Likert scale called summated-ratings scale is used. The data obtained is useful for knowing the real level of importance of performance attributes.

Table 3.1 Importance Score

Answer	Score
Very Unimportant	1
Not Important	2
Important	3
Very Important	4



The questions given were closed questions. Respondents were asked to choose answers from the available options. The choices are tiered ranging from the lowest intensity which is given the number 1 (very unimportant) to the highest which is given the number 4 (very important). The importance level score can be seen in Table 3.1. The level of implementation is how the performance that has been provided by the service unit at the Ministry of Health against the expectations of its customers. Similar to explaining the level of importance, in explaining the performance level of implementation also used answer options with a Linkert scale. The choices are tiered starting from the lowest intensity which is given the number 1 (very dissatisfied) to the highest which is given the number 4 (very satisfied). The implementation level score can be seen in Table 3.2.

Table 3.2 Satisfaction Level Score

Answer	Score
Very Dissatisfied	1
Not Satisfied	2
Satisfied	3
Very Satisfied	4

Mathematically, the formula used to obtain the sum of the scores of each performance attribute is :

$$N_s = \sum N_j \times N_i$$

Where:

Ns = score given by respondents to each attribute

Nj = number of respondents' answers from each attribute

Ni = the value of each respondent of each attribute

To determine the range of respondents' scores in this study, a numerical scale was made with the following formula:

$$R_s = \frac{(m - n)}{b}$$

Where:

Rs = scale range

m = highest score

n = lowest score

b = number of classes (in this study five categories were used as classes)

Furthermore, the performance assessment score of the service unit at the Ministry of Health and the respondent's interest assessment score are averaged and formulated into the IPA Matrix. Each attribute is positioned in a diagram, where the average score of the assessment of the performance level or the performance level index value (X) shows the position of an attribute on the X axis. While the position of the attribute on the Y axis is indicated by the index value of the level of importance or the average score of the level of consumer interest in the attribute (Y).

With the formulation:

$$X = \frac{\sum X_j}{n}, Y = \frac{\sum Y_j}{n}$$

Where:

- X = Performance level index value
- Y = Consumer importance index value
- n = Number of respondents

The IPA matrix used is a chart divided into four quadrants bounded by two lines that intersect perpendicularly at point (X,Y). The IPA matrix can be seen in Figure 3.1. The IPA matrix consists of four quadrants, namely the first quadrant located at the top left, the second quadrant at the top right, the third quadrant at the bottom left and the fourth quadrant at the bottom right. The strategies that can be carried out regarding the position of each variable in the four quadrants can be explained as follows:



Figure 3.1. IPA Matrix (Rangkuti, 2006)

1. **Quadrant I** (*Strategi Primary Area to Improve*)  
This quadrant is an area that contains factors that are considered important by customers, but in reality these factors are not as expected (the level of satisfaction obtained is still very low). The variables included in this quadrant must be improved. The trick is that the Ministry of Health makes continuous improvements, so that the performance of the variables in this quadrant will increase.
2. **Quadrant II** (*Strategi Primary Area to Maintain*)  
This quadrant is an area that contains factors that are considered important and are in accordance with what customers feel, so the level of satisfaction is relatively higher. The variables included in this quadrant must be maintained, because all of these variables make the product/service superior in the eyes of the customer.
3. **Quadrant III** (*Secondary Area to Improve*)  
This quadrant is an area that contains factors that are considered less important by customers and in fact performance is not too special. The increase in variables included in this quadrant can be reconsidered, because their effect on the benefits felt by customers is very small.
4. **Quadrant IV** (*Potential Advantages*)  
This quadrant is an area that contains factors that customers consider less important and feel are too excessive. Variables included in this quadrant can be reduced so that the company can save costs.

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## **CHAPTER IV**

### **MONITORING, EVALUATION AND RESULT REPORTING MECHANISM SURVEY**

Monitoring activities, evaluation and survey reporting mechanisms can be carried out with the following process:

1. Periodically, the head of the quality assurance field with the designated relevant division reports the results of monitoring the performance of the service unit to the Chancellor as material for policy formulation in order to improve service quality.
2. In order to increase the transparency of the results of the satisfaction survey of service recipients at Surabaya State University, the survey results report must be published through the quality assurance field web.
3. Survey data from each type of questionnaire can be analyzed based on each faculty in addition to overall analysis using both descriptive and inferential statistics.
4. To facilitate data processing, software such as Microsoft Excel, SPSS or other data processing programs can be used.
5. To periodically compare satisfaction indices, periodic and continuous surveys are required. Thus it can be known changes in the level of satisfaction of service recipients. The survey period between one period and the next period can be carried out 3 (three) to 6 (six) months or at least once a year.

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## **CHAPTER V CLOSING**

This satisfaction survey guideline is a guide for the quality assurance unit to carry out satisfaction surveys periodically which include satisfaction surveys of management services, satisfaction surveys of human resource management and development services, satisfaction surveys of financial management services and infrastructure facilities, satisfaction surveys of research process services, satisfaction surveys of community service processes and student services surveys. It is hoped that with the compilation of this guidebook, the survey implementation process can be carried out properly.

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**APPENDIX**

**SATISFACTION SURVEY QUESTIONNAIRE**

**FOR LECTURERS, STUDENTS AND EDUCATIONAL STAFF**