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STUDENT SATISFACTION SURVEY 2022

FEB-UNESA

STUDENT SATISFACTION SURVEY REPORT



**FACULTY OF ECONOMICS AND
BUSINESS SURABAYA STATE
UNIVERSITY 2022**

ENDORSEMENT PAGE

States that the Student Satisfaction Survey Report of the Faculty of Economics and
Business, Surabaya State University
actually made

Know,
Dean of the Faculty of Economics and
Business



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Surabaya, March 31 2023
Data and Survey Division

A handwritten signature in blue ink, consisting of a large, stylized 'Z' followed by a vertical line and a horizontal stroke.

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FOREWORD

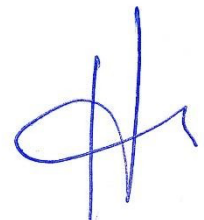
All thanks be to Allah SWT, because thanks to His abundant Grace, the preparation of the FEB Student Satisfaction Survey Report, State University of Surabaya has been completed. We would like to thank all parties who have helped in preparing this report, so that it can be prepared in the form of a report for 2022.

The preparation of this report cannot be separated from the parties who have provided contributions and a number of inputs to the authors. Therefore, on this occasion, please allow us to express our thanks to:

1. The Chancellor and all his staff have provided a lot of support, both moral and material, to the Surabaya State University Quality Assurance Institute.
2. The respondents were FEB students at Surabaya State University who were willing to take the time to fill out the satisfaction questionnaire instrument and provide input and suggestions.

The implementation and presentation of these measurement results certainly still contain shortcomings. Therefore, we really hope for criticism and suggestions from the entire Surabaya State University academic community as material that can be used as improvement in the implementation of measurements and evaluations in the coming period.

Surabaya, 12 April 2023 Data
and Survey Division



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CHAPTER I INTRODUCTION

1.1. Background

Quality assurance in higher education makes a big contribution to maintaining quality, so that maintaining quality in higher education is a form of awareness of the importance of quality. The Data and Survey Center at the Surabaya State University Quality Assurance Institute (LPM) is one of the institutions tasked with assisting the implementation of quality assurance using the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement (PPEPP) model. The form and responsibility of this Data and Survey Center is to carry out Customer Service Satisfaction surveys which are currently a need and a demand for Study Program Accreditation and Higher Education Accreditation. The form of survey that has been carried out is in the form of a satisfaction survey for all activities carried out by LPM so that the quality of activity implementation in accordance with operational standards at FEB State University of Surabaya can be evaluated periodically. The results of this survey will be followed up with an evaluation meeting, the results of which will be used to improve service activities in the following academic year. It is hoped that the results of the service satisfaction survey will become a basis for a continuous improvement process, so that service recipients will feel satisfied with the services provided.

The need for improving the quality of service at FEB State University of Surabaya is increasing every year which of course can be caused by various factors, both internal and external. These demands must of course be translated into providing good and measurable services based on the principles of providing excellent service as well as the results of previous service evaluations. This is certainly one of the important factors that encourages the implementation of satisfaction surveys within the FEB environment at Surabaya State University, especially for students as survey respondents. Carrying out this survey is necessary so that LPM can find out what variables need to be improved and maintained in quality, so that service recipients in the FEB environment at Surabaya State University, especially students, can continue to experience increases every year. This satisfaction survey consists of a number of statements, which respondents need to fill in

survey by placing a check mark on the survey table regarding respondents' expectations regarding statements made online at the Faculty of Economics and Business, Surabaya State University in 2022. It is hoped that this customer satisfaction survey can become one of the ingredients in the quality improvement process in the future so that the service delivery process will experience improvement from year to year. Apart from that, the survey that has been filled out by respondents is also a manifestation of the SOP implementation activities that have been determined by the LPM State University of Surabaya.

1.2. Legal basis

1. Law Number 20 of 2003 concerning the National Education System.
2. Law Number 12 of 2012 concerning Higher Education.
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions.
4. Regulation of the Minister of Education and Culture Number 50 of the Year concerning the Quality Assurance System for Higher Education.
5. Minister of National Education Regulation Number 7 of 2007 concerning the Organization and Work Procedures of Education Quality Assurance Institutions.
6. Minister of Education and Culture Regulation Number 87 of 2014 concerning Accreditation of Study Programs and Higher Education.
7. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015-2019.
8. Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards.

1.3. Problem

1. Is there a significant difference between expectations and reality in FEB UNESA student satisfaction in 2022?
2. What are the results of the comparison between expectations and reality of FEB UNESA student satisfaction based on the 2022 UNESA student survey using Gap analysis?
3. What is the comparison between expectations and reality of FEB UNESA student satisfaction (2022 UNESA student survey) using the Importance-Performance Analysis (IPA) method approach?

1.4. Objective

The aim of preparing this report is to analyze the quality of satisfaction of FEB UNESA students in 2022 based on different test analysis, gap analysis and science analysis. In addition, the aim of preparing this report is to analyze trends in service satisfaction for students from year to year.

1.5. Report Systematics

The systematics of this Surabaya State University Student Satisfaction Survey report consists of four chapters, namely as follows:

1. CHAPTER I INTRODUCTION

The first chapter contains the background to the preparation of the report, the legal basis, the problems raised in the report, the purpose of preparing the report, and the systematics of the report.

2. CHAPTER II SURVEY METHODS

The second chapter contains the types and design of conducting satisfaction surveys, operational definitions, survey instruments, survey implementation methods, and survey data processing which consists of explanations regarding Gap analysis and level of conformity (Tki), normality test, Wilcoxon test, and Cartesian diagrams.

3. CHAPTER III RESULTS AND DISCUSSION

The third chapter contains the results and discussion of statistical analysis, Gap analysis and level of conformity, and quadrant analysis using the Importance-Performance Analysis (IPA) method.

4. CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

The fourth chapter contains conclusions related to the FEB Surabaya State University student satisfaction survey report and suggestions for implementing measurements and evaluations in the coming period.

CHAPTER II SURVEY METHOD

2.1. Types and Design of Survey Implementation

This research is a quantitative descriptive research with a survey method. The survey method was chosen because it can provide a quantitative description or picture of trends, attitudes and opinions of the population towards variables by studying samples (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

This research uses a cross sectional design which is used to study the relationship between independent variables and dependent variables by taking measurements at the same time (point time approach). The same time means that each subject is only observed once and the subject variable is carried out at the time of observation. The method used in collecting data was a questionnaire.

2.2. Operational definition

The operational definition of variables in this study is based on the number of variables studied, namely as follows:

1. Consumers are all FEB students who use UNESA services in 2022.
2. Consumer expectations are the hopes of FEB students who receive UNESA services in 2022.
3. Consumer satisfaction is consumer recognition regarding FEB UNESA services in 2022.
4. The quality of service that will be studied is consumer expectations and reality regarding reliability, responsiveness, assurance, empathy and tangible.

2.3. Survey Instrument

The instrument used was a questionnaire. Questionnaires are used to collect data by providing written questions about consumer expectations and realities to be answered. The questionnaire instrument consists of 5 main aspects, namely reliability, responsiveness, assurance, empathy and tangible.

2.4. Method

The method used is the Servqual Service Quality Method (Parasuraman et al., 1985), the characteristic dimensions of service quality are:

1. *Tangibles*(Real) This includes physical appearance, equipment, employees and means of communication.
2. *Reliability*(Reliability) is the ability to provide promised services promptly, accurately and satisfactorily.
3. *Responsiveness*(Responsiveness) namely the staff's desire to shape customers and provide responsive service.
4. *Assurance*(Guarantee) Includes the knowledge, ability, politeness and trustworthiness of staff free from danger, risk or doubt.
5. *Empathy*(Empathy) Includes ease in relationships, good communication, personal attention, and understanding customer needs.

The next stage is to use the Importance-Performance Analysis (IPA) method which was first introduced by (Martilla & James, 1977) with the aim of measuring the relationship between consumer/customer perceptions and priorities for improving product/service quality, also known as Quadrant Analysis.

2.5. Data processing

a. Gap Analysis and Conformity Level (Tki)

The level of consumer satisfaction is explained using gap analysis (Gap). This analysis compares the mean between expectations and reality received by consumers from the service dimensions, namely reliability, responsiveness, assurance, empathy and tangible. The highest satisfaction occurs when reality exceeds expectations, namely when the service provided is maximum (4) while expectations are minimum (1). The formula for calculating the Gap is:

$$\text{Gap} = \text{Reality} - \text{Expectations}$$

Then, the formula for the level of conformity (Tki) between expectations and reality can use the formulation:

$$\text{Tki} = (\text{Reality/Expectation}) \times 100\%$$

Gap Score shows the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a mismatch problem between customer expectations and the reality they perceive. If the gap score is positive (+), it indicates that reality can meet customer expectations, whereas if the gap score is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014), there are criteria for assessing the level of customer suitability:

1. Customer suitability level > 100%, meaning that the quality of the service provided has exceeded what is considered important by customers or the service is very satisfactory
2. Customer suitability level = 100%, meaning that the quality of the service provided meets what the customer considers important or the service is satisfactory
3. A conformity level of <100% means that the quality of the service provided is lacking/does not meet what is considered important by customers or the service is not satisfactory.

b. Normality test

The data normality test was carried out using statistical analysis. This test is carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test is carried out to determine whether the data used is normally distributed or not so that the next statistical test that will be used can be determined.

The test used to determine whether the data is normally distributed or not is by using Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). With the following basis for decision making:

1. If the significance value is > 0.05 then the data is normally distributed (parametric data) and can be analyzed using a paired t-test.
2. If the significance value is <0.05 then the data is not normally distributed (nonparametric data) and can be analyzed using the Wilcoxon test

c. Wilcoxon test

The Wilcoxon test is carried out to determine whether there are significant differences or not from the reality and expectations studied so that it can be determined whether

H_0 is rejected or accepted. If there is a significant difference in the results obtained then H_0 is rejected but if the difference is not significant then

H_0 is accepted. The Paired T-Test is carried out if the two data being compared are normally distributed or the Wilcoxon test if at least one of the things being compared is not normally distributed depending on reality and expectations.

d. Cartesian diagram

The Cartesian diagram describes the level of statements into four parts where with this diagram several factors can be determined that influence consumer satisfaction which can then be prioritized for the company to improve further.

CHAPTER III
RESULTS AND DISCUSSION

3.1 Statistic analysis

The survey was carried out by taking respondents who were Surabaya State University students and carried out randomly via Single Sign On (SSO). The data obtained was 4,285 respondents.

Next, a normality assumption test will be carried out as a prerequisite for conducting a mean difference test between Expectations and Reality. The hypothesis is defined as follows:

H1: Data follows a Normal Distribution

H0: Data does not follow a Normal Distribution

One-Sample Kolmogorov-Smirnov Test

		Hope	Reality
N		4,285	4,285
Normal Parameters, b	Mean	3.5049	3.4024
	Std. Deviation	.01420	.01964
Most Extreme Differences	Absolute	,207	,222
	Positive	,207	,222
	Negative	-.121	-.147
Kolmogorov-Smirnov Z		,994	1,063
Asymp. Sig. (2-tailed)		,276	,209

a. Test distribution is Normal.

b. Calculated from data.

Table 3.1. Data Normality Test Results

The results using a significance value of 5% can be seen from Table 3.1 that the asymptotic or p-value is less than 0.05, so it can be concluded that the results of hypothesis testing are Reject H1, which means the data does not follow a Normal distribution.

Wilcoxon Test Results are an alternative method for testing two paired samples besides testing with the Paired-T Test. If the sample meets the normal distribution assumption then

canA parametric statistical test approach is used with the Paired-T Test, whereas if the normality assumption is not met, the Wilcoxon Test can be used. From the results of the normality test, it was concluded that the survey data did not meet the normal distribution assumption, therefore the non-parametric Wilcoxon sign test approach was used.

Ranks

		N	Mean Rank	Sum of Ranks
Reality - Expectations	Negative Ranks	23 ^a	12.00	276.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	23		

a. Reality < Expectations

b. Reality > Expectations

c. Reality = Hope

Test Statistics b

	Reality - Expectations
Z	-4.197 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Dimensions	Code	Statement	Reality	Hope	Gap	Migrant Workers (%)
<i>Tangibles</i> (Transparency)	P1	Service availability academic, administrative and service needs academic information and non-academic online and offline accurately and satisfying	3.42	3.53	-.11	96.88
	P5	Availability, adequacy, accessibility, and quality service infrastructure areas of reasoning, interests, and talent	3.40	3.50	-.10	97.14
	P9	Availability, adequacy, accessibility, and quality service infrastructure BK, health, and scholarships	3.39	3.50	-.11	96.86
	P13	Availability, adequacy, accessibility, and quality service infrastructure career guidance and entrepreneurship	3.39	3.49	-.10	97.13
	P18	Availability and adequacy of facilities and academic infrastructure (library, learning/laboratory/workshop/installation electricity/internet, system information)	3.40	3.51	-.11	96.87
	P23	Adequacy, accessibility, quality of facilities and infrastructure	3.38	3.49	-.11	96.85
Mean			3.40	3.50	-.11	96.96

	P2	Clarity of program information in the areas of reasoning, interests and talents	3.40	3.50	-.10	97.14
<i>Assurance</i> (Waiting Answer)	P6	Clarity of SOPs for guidance and counseling services, health and scholarships	3.40	3.49	-.09	97.42
	P10	Clarity of SOP for career and entrepreneurship guidance services	3.40	3.50	-.10	97.14
	P15	Ease of application/payment process / UKT delays/relief	3.40	3.50	-.10	97.14
	P21	The ability of lecturers, education staff and administrators to provide confidence to students that the services provided are in accordance with the provisions	3.40	3.50	-.10	97.14
Mean			3.40	3.50	-.10	97.20
<i>Responsiveness</i> (Fair)	P3	The ability and speed of officers in providing services in the areas of reasoning, interests and talents	3.38	3.49	-.11	96.84
	P7	The ability and speed of officers in providing guidance and counseling services, health and scholarships	3.39	3.50	-.11	96.86
	P11	The ability and speed of officers in providing career and entrepreneurship guidance services	3.38	3.50	-.12	96.57
	P16	Ability and speed	3.38	3.49	-.11	96.85

		officers in providing services for the process of borrowing/using infrastructure facilities for student activities				
	P20	The will of Eosen, educational staff and managers				

		in helping students and providing services quickly	3.40	3.49	-.09	97.42
Mean			3.39	3.49	-.11	96.70
Empathy(Accountabil ityta s)	P4	Officers' concern in receiving complaints regarding services in the areas of reasoning, interests and talents	3.38	3.49	-.11	96.85
	P8	Officers' concern in receiving complaints regarding guidance and counseling services, health and scholarships	3.41	3.51	-.10	97.15
	P12	Officers' concern in receiving complaints regarding career and entrepreneurship guidance services	3.45	3.53	-.08	97.73
	P17	Officers' concern in receiving complaints regarding financial services and infrastructure	3.43	3.52	-.09	97.44
	P22	Willingness concern lecturers, education staff and administrators to pay attention to students	3.44	3.52	-.08	97.73
Mean			3.42	3.51	-.09	97.38
Reliability(Credibility s)	P14	Clarity of SOP for the payment/late payment application process /UKT relief	3.44	3.53	-.09	97.45
	P19	Ability of lecturers, educational staff, and	3.41	3.52	-.11	96.88
		managers in providing services				
Mean			3.43	3.53	-.10	97.17
Grand Mean			3.41	3.51	-.10	97.08

Asymp. Sig. (2 – tailed) < 0.05 . So, it can be stated Reject H_0 with a hypothesis as follows :

H0: There is no difference between Expectation and Reality values

H1: There is a difference between Expectation and Reality values

It can be concluded that there is a significant difference between the expectations and reality of FEB UNESA student satisfaction.

3.2 Gap Analysis and Level of Conformity

The results of calculating the Reality, Expectations, Gap Analysis, and Quality of FEB Unesa Student Satisfaction in 2022 are explained in Table 3.3.

Table 3.3. Results of calculations of Reality, Expectations, Gap Analysis, Conformity Level, and Mean Survey of FEB UNESA student satisfaction in 2022.

Based on the results of the Gap Score calculation in Table 3.2, it shows that the five dimensions (items) which include tangibles, reliability, responsiveness, assurance and empathy have negative values. This shows that performance for students has not met user expectations. Based on table 3.1, it can be seen that the largest negative gap value, namely -0.06, is found in one indicator variable, namely P5 (Tangible), namely the availability, adequacy, accessibility and quality of service infrastructure in the areas of reasoning, interests and talents, with a value the lowest conformity level was 98.21%. This shows that the service process so far has not gone according to student expectations.

However, overall, based on the results of the Grand Mean calculation in table 3.3, the total conformity between reality and expectations felt by students is based on the average of the five dimensions of the satisfaction survey, namely 98.68%.

3.3 Quadrant Analysis (IPA)

Quadrant analysis or Importance Performance Analysis (IPA) is a descriptive analysis technique used to identify important performance factors that must be demonstrated by an organization in meeting the satisfaction of their service users (consumers). In general, the quadrant diagram model can be shown in the following figure:

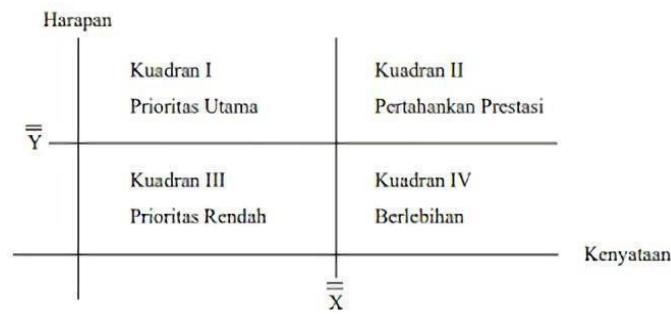


Figure 3.3. Cartesian Diagram (Supranto, 2001)

The interpretation of each quadrant in Figure 3.3 can be explained as follows:

a. Quadrant I (Top Priority)

This quadrant shows factors that are considered to influence consumer satisfaction and includes service elements that are considered very important to consumers. However, service providers have not implemented it according to consumers' wishes, resulting in disappointment/dissatisfaction. Variables in this quadrant need serious attention.

b. Quadrant II (Maintain Achievement)

This quadrant shows that factors that are considered important by consumers have been implemented well and can satisfy consumers, so the service provider's obligation is to maintain its performance.

c. Quadrant III (Low Priority)

This quadrant shows factors that are considered less important by consumers and implementation by service providers is mediocre. Variables included in this quadrant do not need to be questioned even if they do not satisfy consumers because consumers do not consider them very important

d. Quadrant IV (Excessive)

This quadrant shows factors that consumers consider less important than has been carried out very well by the service provider.

Based on the interpretation of each quadrant, the results of the average Expectation and Reality calculation in table 3.1 are plotted in a Cartesian diagram as in figure 3.4, below, namely:

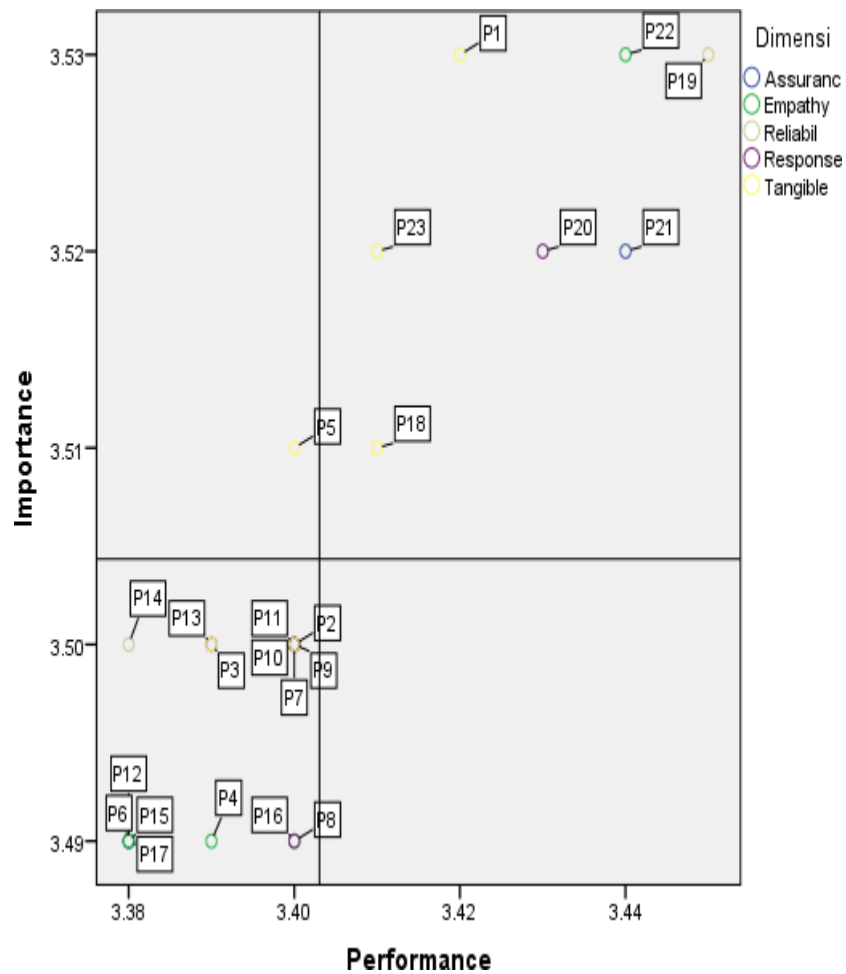


Figure 3.1 Cartesian Diagram of the 2022 Student Satisfaction Survey

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, namely as follows:

a. Quadrant I

In quadrant I, two service indicators were found which should be the main priority according to the respondents, but the management of FEB UNESA has not implemented these three in accordance with the respondents' wishes, thus giving rise to a feeling of dissatisfaction. The following are details of the indicator variables, namely:

1. Code P5 (Tangible), namely the availability, adequacy, accessibility and quality of service infrastructure in the areas of reasoning, interests and talents. It can be concluded that the indicator variables in quadrant I need serious attention and their services must be improved to be even better in the next year.

future academics.

b. Quadrant II

In quadrant II, five service indicators were found that were considered important by respondents and FEBUNESA management had been able to implement these service indicators well, so as to provide a sense of satisfaction to respondents. The following are details of the indicator variables, namely:

2. Code P1 (Tangible), namely the availability of academic services, administration and services for academic and non-academic information needs online and offline accurately and satisfactorily
3. Code P18 (Tangible), namely the availability and adequacy of academic facilities and infrastructure (libraries, learning/laboratories/workshops/installations/electricity/internet, information systems
4. Code P19 (Reliability), namely the ability of lecturers, education staff and managers in providing services
5. Code P20 (Responsiveness), namely the willingness of Eosen, education staff and administrators to help students and provide services quickly
6. Code P21 (Assurance), namely the ability of lecturers, education staff and administrators to provide confidence to students that the services provided are in accordance with the provisions.
7. Code P23 (Tangible), namely adequacy, accessibility, quality of facilities and infrastructure

It can be concluded that the indicator variables in quadrant II need to maintain the performance that has been running so far. If possible, performance optimization can be carried out so that the level of respondent satisfaction can increase.

c. Quadrant III

In quadrant III, fifteen service indicators were found that were considered not very important by respondents and FEB UNESA management had implemented these service indicators quite well, so that they were not too much of a focus of attention in further improvements. The following is a detailed description of the indicators of the variables, namely:

1. Code P2 (Assurance), namely clarity of program information in the areas of reasoning, interests and talents
2. Code P3 (Responsiveness), namely the ability and speed of officers in providing

- services in the areas of reasoning, interests and talents
3. Code P4 (Empathy), namely the officer's concern in receiving complaints related to services in the areas of reasoning, interests and talents.
 4. Code P6 (Assurance), namely clarity of SOPs for BK, health and scholarship services
 5. Code P7 (Responsiveness), namely the ability and speed of officers in providing BK, health and scholarship services
 6. Code P8 (Empathy), namely the officer's concern in receiving complaints regarding guidance and counseling services, health and scholarships
 7. Code P9 (Tangible), namely the availability, adequacy, accessibility and quality of BK, health and scholarship services and infrastructure.
 8. Code P10 (Assurance), that is clarity service guidance career and entrepreneurship
 9. Code P11 (Responsiveness), that is ability and speed officer in providing career and entrepreneurship guidance services
 10. Code P12 (Empathy), namely the officer's concern in receiving complaints related to career and entrepreneurship guidance services
 11. Code P13 (Tangible), namely the availability, adequacy, accessibility and quality of infrastructure and career guidance and entrepreneurship services.
 12. Code P14 (Reliability), that is clarity For UKT payment/delay/relief application process
 13. Code P15 (Assurance), that is Convenience pre submission of payment / UKT delays/relief
 14. Code P16 (Responsiveness), namely the ability and speed of officers in providing services for the loan process/use of infrastructure facilities for student activities
 15. Code P17 (Empathy), namely the officer's concern in receiving complaints regarding financial services and infrastructure

d. Quadrant IV

In quadrant IV, it was found that one service indicator which was considered unimportant by FEB UNESA respondents had been able to implement this service indicator well, so this quadrant could be ignored in processing this student satisfaction survey data. Based on Figure 3.1, there are no indicators in quadrant IV.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

1.1. Conclusions and recommendations

Based on the results of data analysis from the student satisfaction survey, it can be concluded as follows:

- a. There is a significant difference between Expectations and Reality based on the Wilcoxon test results with a significance value of $<5\%$.
- b. Overall, the level of conformity between Reality and Expectations felt by students as respondents was 97.08%.
- c. Based on the results of the IPA analysis, it shows that there are 6 indicators in quadrant II, which means that the service is a service that needs to be maintained because it is in the achievement quadrant.

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ATTACHMENT

STUDENT SATISFACTION INSTRUMENTS

INSTRUCTION

Please fill in by ticking (√) the "Level of Importance" and "Level of Performance" in the real field.

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
I.Management Service Satisfaction Instrument (Criterion 2)									
P1.	Availability of academic, administrative and academic and non-academic information services on-line and offline accurately and satisfactorily (tangible)								
II.Student Services Satisfaction Instrument (Criterion 3)									
A	Reasoning, Interests, and Aptitude								
P2.	Clarity of program information in the areas of reasoning, interests and talents (assurance)								
P3.	The ability and speed of officers in providing services in the areas of reasoning, interests and talents (responsiveness)								

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
P4.	Officers' concern in receiving complaints related to services in the areas of reasoning, interests and talents (empathy)								
P5.	Availability, adequacy, accessibility and quality of service infrastructure in the areas of reasoning, interests and talents (tangible)								
B	Welfare Sector (Guidance and Counselling, Health Services, and Scholarship Services)								
P6.	Clarity of SOPs for BK, health and scholarship services (assurance)								
P7.	The ability and speed of officers in providing BK, health, And scholarship (responsiveness)								
P8.	Officers' concern in receiving complaints regarding guidance and counseling services, health and scholarships (empathy)								
P9.	Availability, adequacy, accessibility and quality of infrastructure for guidance and counseling services, health and scholarships (tangible)								
C	Career and Entrepreneurship Guidance								

P10	Clarity of SOP for career and entrepreneurship guidance services (assurance)								
Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
P11	The ability and speed of officers in providing career guidance services and entrepreneurship (responsiveness)								
P12	Officers' concern in receiving complaints regarding career and entrepreneurship guidance services (empathy)								
P13	Availability, adequacy, accessibility and quality of infrastructure and career guidance and entrepreneurship services (tangible)								
III. Financial Management Satisfaction Instrument and Infrastructure (Criterion 5)									
P14	Clarity of SOP for UKT application/payment/delay/relief process (reliability)								
P15	Convenience process submission/payment/delay/kUKT relief (assurance)								
P16	The ability and speed of officers in providing services for the loan process/use of infrastructure facilities for student activities (responsiveness)								

P17	Officers' concern in receiving complaints regarding financial services and infrastructure (empathy)								
Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
P18	Availability and adequacy of academic facilities and infrastructure (libraries, learning/laboratories/workshops/electrical/internet installations, information systems) (tangible)								
IV. Instrument for Service Satisfaction and Implementation of the Education Process (Criterion 6)									
P19	Ability lecturer, power education, and management in providing services (reliability)								
P20	The willingness of lecturers, education staff and administrators to help students and provide services quickly (responsiveness)								
P21	Ability lecturer, power education, and management to provide confidence to students that the services provided are in accordance with the provisions (assurance)								
P22	Willingness/concern of lecturers, education staff and administrators to pay attention to students (empathy)								

P23	Adequacy, accessibility, quality of facilities and infrastructure (tangible)								
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