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# STAFF SATISFACTION SURVEY 2022

FEB-UNESA



# **STAFF SATISFACTION SURVEY REPORT**



**FACULTY OF ECONOMICS AND BUSINESS**

**SURABAYA STATE UNIVERSITY**

**QUALITY ASSURANCE GROUP**

**DATA AND SURVEY DIVISION**

**2022**

## ENDORSEMENT PAGE

Declare that the Satisfaction Survey Report for Staff at the Faculty of Economics and Business,  
Surabaya State University was made truthfully

Know,  
Dean of the Faculty of Economics and  
Business



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Surabaya, March 31  
2023 Data and Survey  
Division

A blue ink signature, likely belonging to Zainur Rahman, is written in a cursive style.

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## INTRODUCTION

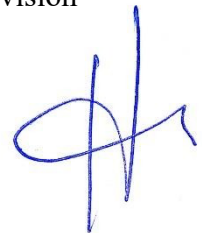
We offer all thanks to Allah SWT, the preparation of the Surabaya State University FEB Education Staff Satisfaction Survey Report has been completed. We would like to thank all parties who have helped in carrying out this activity, so that it can be prepared in the form of a report for 2022.

The preparation of this report is inseparable 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 educational staff within the FEB Surabaya State University who were willing to take the time and provide their 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 input from the entire Surabaya State University academic community as a form of feedback that can be used as improvements in the implementation of measurements and evaluations for the next period.

Surabaya, 12 April 2023  
Data and Survey  
Division



**Zainur Rahman, SE, M.Sc**  
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# CHAPTER 1 INTRODUCTION

## 1.1. Background

Quality in higher education is an important dimension in providing services to the academic community. Therefore, 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 main task of the 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. Thus, it is necessary to conduct customer satisfaction surveys for all activities that have been regulated by LPM so that the quality of implementation of operational activities 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 services for the next academic year. The existence of a service quality survey is a barometer so that the quality of services provided by institutions experiences continuous improvement.

The need for improving the quality of services at FEB State University of Surabaya is expected to increase every year. This, of course, is one of the important factors that encourages the implementation of satisfaction surveys within the FEB environment at Surabaya State University, especially for educational staff 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 the academic community at Surabaya State University, starting from students, lecturers and education staff, can continue to experience improvement every year. It is hoped that this service satisfaction survey report will be a trigger for continuous improvement because this evaluation will also be used as a basis for future improvements.

The service satisfaction survey was carried out online and privately so that the assessments given by respondents were more objective. Therefore, objectivity in filling in data is very important so that the report results produced are truly in accordance with existing reality. Therefore. The purpose of preparing this survey

is one of the obligations of the principles of Good University Governance (GUG, where the principles of transparency, accountability and continuous improvement are absolutely necessary in the future. As a result, service recipients will feel satisfied because they have complied with established operational procedures.

#### 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 Education and Culture Regulation Number 87 of 2014 concerning Accreditation of Study Programs and Higher Education.
6. 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.
7. Minister of Research, Technology and Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards.
8. Minister of National Education Regulation Number 7 of 2007 concerning the Organization and Work Procedures of Education Quality Assurance Institutions.

### **1.2. Problem**

1. isFEB UNESA Education Staff are satisfied with the service as demonstrated by the conformity between expectations and reality tested statistically?
2. What are the results of the comparison between expectations and reality of satisfaction of FEB UNESA Education Personnel in 2022 using Gap analysis?
3. How to analyze the comparison between expectations and reality of satisfaction of UNESA Education Personnel lecturers (2022 UNESA lecturer survey) using the Importance-Performance Analysis (IPA) method approach.

### **1.3. Objective**

The survey test aims to analyze the quality of satisfaction based on statistical analysis of different tests,

gap analysis, and IPA analysis. Apart from that, it is hoped that this report can be used as material for consideration and evaluation to improve the quality of satisfaction of educational staff in the next period.

#### **1.4. Report Systematics**

The systematics of this Surabaya State University educational staff 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 related to 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 survey report on the satisfaction of Surabaya State University educational staff and suggestions for implementing measurements and evaluations in the coming period.



## **CHAPTER II SURVEY METHODS**

### **2.1. Type and Implementation Plan**

This research was designed with a quantitative descriptive approach using survey methods. 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**

Some operational definitions are as follows:

1. Consumers are all FEB education staff who use UNESA services in 2022.
2. Consumer expectations are powerFEB Unesa education which will receive UNESA services in 2022.
3. Consumer satisfaction is consumer recognition regarding 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.

## 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 using 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.

## 2.4. Data processing

### a. Gap Analysis and Conformity Level (Tki)

Consumer satisfaction is measured by the level of consumer satisfaction 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 minimum expectations are (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 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**

This test is carried out to find out 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 compared data is not normally distributed from 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 educational staff at Surabaya State University and carried out randomly via Single Sign On (SSO). The data obtained was 14 respondents.

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

$H_0$ : Normally distributed data

$H_1$ : Data is not Normally distributed

		Hope	Reality
N		20	20
Normal Parameters <sup>a, b</sup>	Mean	3.3938	3.0844
	Std. Deviation	.09465	.16904
Most Extreme Differences	Absolute	.241	.151
	Positive	.241	.129
	Negative	-.161	-.151
Kolmogorov-Smirnov Z		.962	.604
Asymp. Sig. (2-tailed)		.313	.859

a. Test distribution is Normal.

b. Calculated from data.

Table 3.1. Data Normality Test Results

By using a significance value of 5%, from Table 3.1 it can be seen that the asymptotic or p-value is less than 0.05, so it can be concluded that the result of hypothesis testing is Reject  $H_0$ , which means the data does not follow a Normal distribution.

The Wilcoxon test is an alternative method for testing two paired samples besides testing with the Paired-T Test. If the sample meets the normal distribution assumption, a parametric statistical test approach can be 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	16 <sup>a</sup>	8.50	136.00
	Positive Ranks	0 <sup>b</sup>	.00	.00
	Ties	0 <sup>c</sup>		
	Total	16		

a. Reality < Expectations

b. Reality > Expectations

c. Reality = Hope

Test Statistics <sup>b</sup>	
	Reality - Expectations
Z	-3,522 <sup>a</sup>
Asymp. Sig. (2-tailed)	,000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Table 3.2. Wilcoxon Test Results

Based on the results of the Wilcoxon test using SPSS for Windows 22 with a significance value of 5%, the result obtained is *Asymp. Sig. (2 – tailed) < 0.05* . So it can be stated that Reject H0 with the following hypothesis:

*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 satisfaction of UNESA educational staff.

### 3.2 Gap Analysis and Level of Conformity

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

Table 3.3. Results of calculations of Reality, Expectations, Gap Analysis, and Quality of Satisfaction of FEB Unesa Education Personnel in 2022

Dimensi ons	Code	Statement	Reality	Hope	Gap	Migrant Worker s (%)
<b>Tangibles (Transpa ran)</b>	P6	Ease in get provision services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) as well information that support work	3.35	3.35	-.0	100.00
	P7	Convenience gain access education and based training needs/suitability n with his work	3.40	3.50	-.10	97.14
	P12	Quality adequacy and quantity of facilities and infrastructure support work (computer, printer, information Systems, Internet Network, parking, and etc)	2.80	3.30	-.50	84.85
	P13	Comfort and security environment work (circumstance workspace,	3.15	3.55	-.40	88.73

		toilet cleanliness, Occupational Health and Safety/K3, and so on)				
	P14	Adequate quality and quantity of facilities related to staff welfare (polyclinics, salaries/allowances/incentives, insurance, etc.)	3.15	3.35	-.20	94.03
<b>Mean</b>			<b>3.17</b>	<b>3.41</b>	<b>-.24</b>	<b>92.95</b>
<b>Assurance (Responsibility)</b>	P3	Speed, accuracy, accuracy of response internal manager respond and follow up tendon complaints	2.95	3.35	-.40	88.06
	P10	Clarity mechanisms for monitoring and evaluating staff performance	3.15	3.35	-.20	94.03
	P11	Clarity mechanism giving rewards and punishment on the tendon	3.15	3.45	-.30	91.30
	P16	Transparency services in the field staffing and finance	2.95	3.35	-.40	88.06
<b>Mean</b>			<b>3.05</b>	<b>3.38</b>	<b>-.33</b>	<b>90.36</b>
<b>Responsiveness (Fair)</b>	P2	Speed, accuracy, thoroughness of internal management responses	3.05	3.30	-.25	92.42



		respond and follow up on staff complaints				
	P9	Speed, accuracy, thoroughness of management's response in providing services (promotion of staff, training, further studies, welfare tendik, etc.)	3.00	3.35	-.35	89.55
<b>Mean</b>			<b>3.03</b>	<b>3.33</b>	<b>-.30</b>	<b>90.99</b>
<b><i>Empathy</i></b> <b>(Accountability)</b>	P4	Implementability service delivery fair/not discriminating, friendly and polite	2.90	3.50	-.60	82.86
	P5	Ease of applying for student rights (leave, student permit, etc.)	3.00	3.45	-.45	86.96
	P15	Staff involvement in the process policy in the field staffing and finance	3.25	3.50	-.25	92.86
<b>Mean</b>			<b>3.05</b>	<b>3.48</b>	<b>-.43</b>	<b>87.56</b>
<b><i>Reliability</i></b> <b>(Credibility)</b>	P1	Adequacy competence (ability, Skills, expertise) manager in giving service	3.20	3.45	-.25	92.75
	P8	Standard availability clear service (regulations, SOPs, etc.) related recruitment,	2.90	3.20	-.30	90.63

		tendon placement,				
		promotion/transfer of staff, maintenance and dismissal of staff				
<b>Mean</b>			<b>3.05</b>	<b>3.33</b>	<b>-.28</b>	<b>91.69</b>
<b>Grand Mean</b>			<b>3.07</b>	<b>3.39</b>	<b>-.32</b>	<b>90.71</b>

Based on the results of the Gap Score calculation in Table 3.3, it shows that the five dimensions (items) have negative values, this shows that the performance of educational staff has not met user expectations. It is known that the largest negative gap value, namely -0.29, is found in the Reliability aspect of the P1 variable and the Assurance variable P3. The reliability aspect is the adequacy of the manager's competence (ability, skill, expertise) in providing services and the assurance aspect is the speed, accuracy and thoroughness of the manager's response in responding to and following up on staff complaints. This shows that the level of respondents' expectations exceeds the level of performance/actual quality of services provided. According to respondents, the level of conformity with perceived expectations in the Assurance aspect (P3) was 91.19% and the value of the level of conformity with expectations in the Reliability aspect (P1) was 91.19%. Overall, the total conformity between reality and expectations felt by educational staff from the satisfaction survey was 93.84%.

### 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 Figure 3.3.

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 for 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 obligation of service providers must be to maintain their 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 are considered less important by consumers but have been implemented very well by service providers.

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.

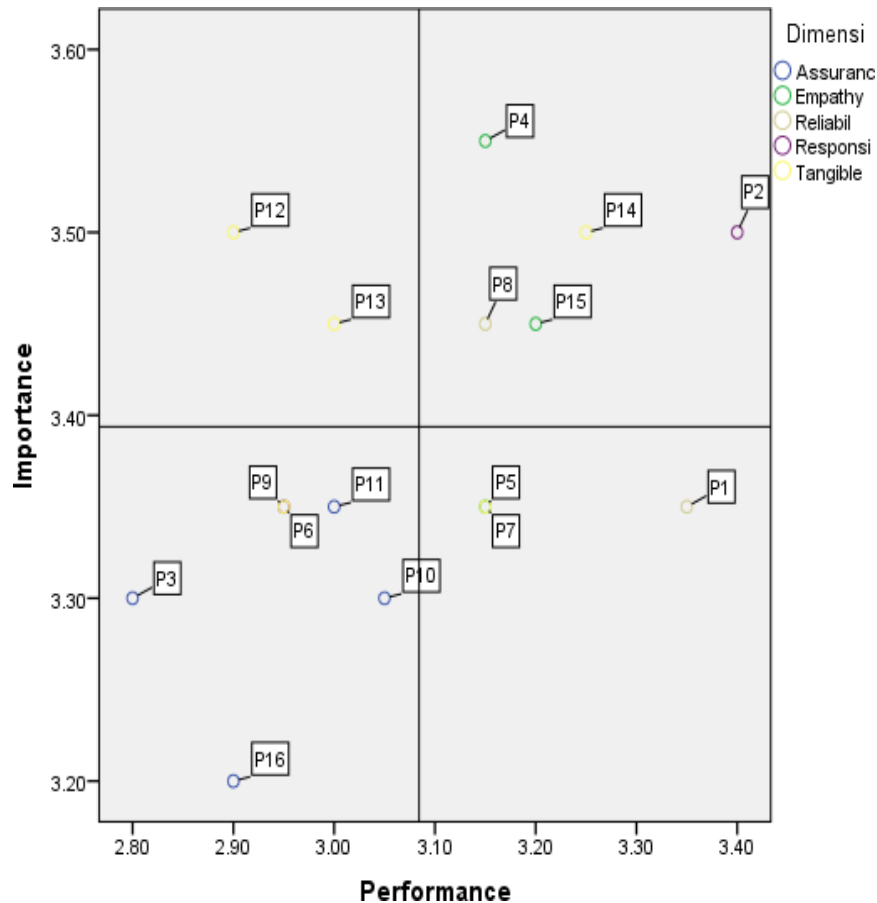


Figure 3.4. Cartesian Diagram of the 2022 Education Personnel Satisfaction Survey

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

**a. Quadrant I**

In quadrant I, two indicators were found with codes P12 and P13, meaning the reliability aspect, which is the adequacy of the manager's competence (ability, skills, expertise) in providing services and the assurance aspect, which is the speed, accuracy and thoroughness of the manager's response in responding to and following up on staff complaints. College management has not implemented it in accordance with consumer wishes, giving rise to a feeling of dissatisfaction. Thus, the variables in this quadrant need to be given serious attention and services must be improved even better.

- P12: Adequate quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, etc.)
- P13: Comfort and safety of the work environment (condition of work space, cleanliness

toilets, Occupational Health and Safety/K3, and so on)

**b. Quadrant II**

In quadrant II, five variables were found, namely P2, P4, P8, P14, and P15. These variables are factors that are considered important by users and have been implemented well so that they can satisfy consumers, so the obligation of higher education management is to maintain good performance. It's been going on all this time. There are aspects that include these variables

- P4: Implementation of fair/non-discriminatory, friendly and polite service delivery
- P8: Availability of clear service standards (regulations, SOPs, etc.) related to recruitment, placement of staff, promotion/transfer of staff, maintenance and dismissal of staff
- P14: Adequate quality and quantity of facilities related to staff welfare (polyclinics, salaries/allowances/incentives, insurance, etc.)

**c. Quadrant III**

**In quadrant III**, seven variables were found, namely P3, P6, P9, P10, P11, and P16. These variables do not need to be questioned and are in line with consumer expectations so they are not too much of a focus of attention in subsequent improvements. There are aspects that include these variables

- P6: Ease of obtaining educational services (SIMSKP, SIMUNA, office, SIMAS, etc.) as well as information that supports work
- P9: Speed, accuracy, accuracy of manager's response in providing services (promotion of staff, training, further studies, welfare of staff, etc.)
- P10: Clarity of mechanisms for monitoring and evaluating staff performance
- P11: Clarity of the mechanism for providing rewards and punishment to staff
- P16: Transparency of services in the field of personnel and finance.

**d. Quadrant IV**

And in quadrant IV two variables were found, namely P1, P5 and P7, each of which includes speed, accuracy, thoroughness of the manager's response in responding to and following up on staff complaints and ease in applying for staff rights (leave, staff permit, etc.). This variable is a factor that is less important by users because it is not deemed necessary, but the services provided have been implemented very well.

P7: Ease of access to education and training based on needs/suitability to the job

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

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

- a. There is a significant difference between Expectations and Reality based on the results of the Wilcoxon test with a significance value of  $<5\%$  and concludes that  $H_0$  is rejected.
- b. A significant difference based on gap analysis was found to be a fairly large gap in the P1 variable, namely the adequacy of competence (ability, skills, expertise) of managers in providing services and P3 Speed, accuracy, thoroughness of managers' responses in responding to and following up on staff complaints of  $-0.29$  which has a level of conformity with the expectations of educational staff for P1 and P3 of  $91.19\%$  so it is interpreted as not being able to meet satisfaction based on the perspective of educational staff. However, in general, the level of conformity between expectations and reality is  $93.84\%$ .
- c. In quadrant I, indicators with codes P1 and P3 were found, meaning that the adequacy of the manager's competence (ability, skills, expertise) in providing services and the speed, accuracy and thoroughness of the manager's response in responding to and following up on staff complaints must be the main priority.

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## ATTACHMENT

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Enough	Not enough
I .	Management Service Satisfaction Instrument (Criterion 2)								
P1	Adequate competency (ability, skills, expertise) of managers in providing services (reliability)								
P2	Speed, accuracy, thoroughness of the manager's response data respond And take action cont utidik complaints (responsiveness)								
P3	Clarity of service policies (regulations, SOPs, etc.) in the field of personnel d anfinance (assurance)								



Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Enough	Not enough
P4	Implementation of fair/non-discriminatory, friendly and polite service delivery  (empathy)								
P5	Ease of applying for student rights (leave, student permit, etc.)  (empathy)								
II.	HR Development Management Service Satisfaction Instrument (Criterion 4)								
P6	Ease of obtaining administrative services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) as well as information that support work  (-tangible)								
P7	Convenience of access to education and training based on needs/suitability to the job  (-tangible)								

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Enough	Not enough
P8	Availability of clear service standards (regulations, SOPs, etc.) related to recruitment, placement of staff, promotion/transfer of staff, maintenance and dismissal of staff (reliability)								
P9	Speed, accuracy, accuracy of response manager in provide service (promotion teaching, training, studies Next, prosperity tendik, etc.) (responsiveness)								
P10	Clarity of mechanisms supervision An staff performance evaluation (assurance)								
P11	Clarity of the mechanism for providing rewards and punishment to staff (assurance)								
III.	Instrument for Satisfaction with Financial Management Services and Infrastructure (Criterion 5)								

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Enough	Not enough
P12	Adequate quality and quantity of facilities and infrastructure Which support work (computer, printer, system information, internet network, parking, and so on) (tangible)								
P13	Comfort and work environment safety (condition of work space, cleanliness of toilets, Occupational Health and Safety/K3, and so on) (-tangible)								
P14	Adequate quality and quantity of related facilities well-being tendon (polyclinic, salary/benefits/incentives, insurance, And etc) (-c) (tangible)								

Code	Statement	Level of Importance				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Enough	Not enough
P15	Involvement of staff in policy processes in the fields of personnel and finance  (empathy)								
P16	Transparency of services in the fields of personnel and finance  (assurance)								