REPORT

Student Service Satisfaction

(Unesa Student Respondents)

FACULTY OF ENGINEERING
SURABAYA STATE UNIVERSITY
QUALITY ASSURANCE GROUP

2020

Endorsement page

Stating that the Student Satisfaction Report on Student Services

Surabaya StateUniversity is made with real

Mengetahui,
Dekan Fakultas FT

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CHAPTER I
PRELIMINARY

1.1 Background

The Data and Information System Division is one of the Quality Assurance Clusters in charge of the implementation of quality assurance with the PPEPP model (Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality improvement). One of the tasks of this center is to conduct a Customer Service Satisfaction Survey which is currently a need and demand for Study Program Accreditation and Higher Education Accreditation.

Some of the surveys carried out were satisfaction on all activities carried out by BPM so that the quality of the implementation of activities was evaluated periodically. This survey was conducted online and carried out after the activity ended. The results of this survey will be followed up with an evaluation meeting, the results of which will be used for service improvement for further activities.

Along with the increasing need to improve the quality of service at the Faculty of Engineering, it is necessary to have a satisfaction survey for students, lecturers, and staff. It is necessary to know what variables must be improved and maintained in quality. Filling out the questionnaire consists of filling in the expectations and realities of the perceived service in 2020.

1.2 Problem

a. How are the results of the comparison between expectations and the reality of satisfaction with Unesa student services based on the 2020 Faculty of Engineering student survey.
b. How is the comparative analysis between expectations and the reality of student service satisfaction at the Faculty of Engineering (Unesa Student Survey 2020) based on the Cartesian Diagram.

1.3 Destination

Knowing the quality of student service satisfaction of the Faculty of Engineering (survey 2020 Unesa students) based on the Cartesian Diagram.

1.4 Report Systematic

The systematics in this report is the introduction which consists of the background, problems, objectives, and systematics of the report. Chapter II contains survey methods consisting of survey types and designs, variables, operational definitions, survey instruments, methods used, and data processing. Chapter III contains the results and discussion, and Chapter IV contains conclusions.

CHAPTER II
SURVEY METHOD

2.1 Types and Design of Survey Implementation

This type of survey design uses non-experimental quantitative research. Non-experimental research is research whose observations are carried out with a number of subject variables according to what they are (in nature), without manipulation (Pratiknya, 2001).

This research uses a cross sectional design which is used to study the relationship

between the independent variable and the dependent variable by taking measurements at the same time (point time approach). The same time means that each subject is only observed once and subject variables are observed at the time of observation. The method used in data collection is a questionnaire.

2.2 Operational definition

Some operational definitions are as follows:
a. Consumers are all students who use student services Faculty of Engineering 2020.
b. Consumer expectations are students who get services Faculty of Engineering students in 2020.
c. Consumer satisfaction is the consumer's acknowledgment of student services Faculty of Engineering 2020.
d. The quality of service that will be examined is the expectations and reality of consumers on reliability (reliability), responsiveness (responsiveness), assurance (guarantee, empathy), and tangible (tangible).

2.3 Survey Instrument

The instrument used is 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 (reliability), responsiveness (responsiveness), assurance (guarantee), empathy (empathy), and tangible
(tangibility).

2.4 Method used

The method used is the Service Quality Servqual Method (Parasuraman, et al, 1985), the dimensions of the service quality characteristics are:
a. Tangibles (Real) That includes physical appearance, equipment, employees, and facilities

b. Reliability , namely the ability to provide the promised service with promptly, accurately, and satisfactorily.

c. Responsiveness (Responsiveness) That is the desire of the staff to form employees

d. customers and provide responsive service.

e. Assurance (Guarantee) Includes knowledge, abilities, courtesy, and can trust held by staff is free from harm, risk or doubt.

f. Empathy (Empathy) Includes the ease of making relationships, good communication kind, personal attention, and understand customer needs.

If possible, the next step is to use the method Importance Performance Analysis which was first introduced by Martilia and James (1977) with the aim of measuring the relationship between consumer/customer perceptions and priority to improve product/service quality, also known as Quadrant Analysis.

2.5 Data processing

- **Gap Analysis**

  The level of consumer satisfaction is explained by using gap analysis. This analysis compares the mean between expectations and the reality received by consumers from the service dimensions, namely reliability (reliability), responsiveness (responsiveness), assurance (guarantee, empathy), and tangible (tangibility).

  The highest satisfaction occurs when the reality exceeds expectations, namely when the service provided is maximum (4) while the minimum expectation is (1). The interval is obtained using the formula:

  Interval= (Highest score – Lowest score)/Number of groups

  From the above calculation, the gap classification is obtained in Table 2.1.

Tabel 2.1 Gap Classification

Interval	Classification	Satisfaction Level
-3 to -1.5	Very Negative	Very dissatisfied with expectations
-1.5 to 0 0	Negative	Less satisfied than expectations
to 1.5 1.5	Positive	More satisfied than expected
to 3	Very Positive	Very more satisfied than expectations

- **Data Normality Test**

  The normality test of the data was carried out by 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 find out whether the data used normally distributed or not so that the next statistical test to 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). If the significance value is > 0.05, then the data is normally distributed (parametric data) and can be analyzed using paired t-test. If the significance value is <0.05, then the data is not normally distributed (non-parametric data) and can be analyzed using the Wilcoxon test.

- **Wilcoxon Test**

This test is conducted to determine whether there is a significant difference or not from the reality and expectations studied so that it can be determined whether H_o is rejected or accepted. If the results obtained are significant differences then H_o is rejected but if the differences are not significant then H_o is accepted. The paired t-test was carried out if the two data being compared were normally distributed or the Wilcoxon test if at least one of the comparisons was not normally distributed, it could be from reality and expectations.

- **Cartesian Charts**

The Cartesian diagram describes the level of the statement into four parts where with this diagram it can be determined several factors that affect customer satisfaction which can then be prioritized for the company to be further improved.

RESULTS AND DISCUSSION

3.1.Data Normality Test

- **-** Student services guidance and counseling
- **-** Student services health services
- **-** Student services for national mental development activities

Tests of Normality

	Kolmogorov-Smirnova		
	Statistics	df	Sig.
Hope	.343	24134	.000
Reality	.334	24134	.000

a. Lilliefors Significance Correction

Figure 3.1. Data normality test results

Based on the results of the normality test using SPSS for windows 25, the results of the value of significance of 0.000 <0.05 so that the data is declared not normally distributed.

- **-** Student services for student organization activities
- **-** Student services for scholarship service activities
- **-** Student services for career development activities
- **-** Student services for entrepreneurship development activities

Tests of Normality

	Kolmogorov-Smirnova		
	Statistics	df	Sig.
Hope	.355	23092	.000
Reality	.338	23092	.000

a. Lilliefors Significance Correction

Figure 3.2. Data normality test results

Based on the results of the normality test using SPSS for windows 25, the results of the value of significance of 0.000 <0.05 so that the data is declared not normally distributed.

3.2. Wilcoxon test

Test Statistics

	Reality - Hope
Z	-74,652b
asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.3. Wilcoxon test results

Based on the results of the Wilcoxon test using SPSS for Windows 25, the Asymp results were obtained.

Sig. (2-tailed) of 0.000 < 0.05 so it can be stated that there is a significant difference

significant relationship between expectations and the reality of student satisfaction with services

Faculty of Engineering students:

- Student services guidance and counseling
- Student services health services
- Student services for national mental development activities

Test Statistics

	Reality - Hope
Z	-71.256b
asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.4. Wilcoxon test results

Based on the results of the Wilcoxon test using SPSS for Windows 25, the Asymp results were obtained.

Sig. (2-tailed) of 0.000 < 0.05 so it can be stated that there is a significant difference

significant relationship between expectations and the reality of student satisfaction with services

Faculty of Engineering students:

- Student services for student organization activities
- Student services for scholarship service activities
- Student services for career development activities
- Student services for entrepreneurship development activities

3.3. Result of Calculation of Reality and Expectations

The services referred to in this survey are as follows:

- Student services guidance and counseling
- Student services for scholarship service activities
- Student services for career development activities
- Student services for entrepreneurship development activities
- Student services health services
- Student services for national mental development activities
- Student services for student organization activities

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services The 2020 Faculty of Engineering with student respondents is described in Table 3.1-3.7.

Table 3.1. Calculation results of Reality, Expectations, Gap Analysis, and Quality of Student Services Counseling Guidance Faculty of Engineering 2020

Dimension	P	Statement	Reality of	Expectations of	GAP	Migrant Workers (%)
Reliability (Credibility)	P1	of the ability of BK officers to provide satisfactory service	3.180	3.490	-0.31	91.11748
	mean Re	mean	3.180	3.490	-0.31	91.12
Responsiveness/Adi l (P2)	P2	BK officers are responsive in helping students and provide services quickly.	3.190	3.500	-0.31	91.14286
	mean res	mean	3.190	3.500	-0.31	91.14
Assurance (Responsibility)	P3	The ability of BK officers to provide services	3.190	3.490	-0.30	91.40401
	mean US	mean	3.190	3.490	-0.30	91.40
Empathy (Accountability)	P4	officer communication BK moment give Counseling.	3.180	3.490	-0.31	91.11748
	mean Em	mean	3.180	3.490	-0.31	91.12
Tangible (Transparent)	P5	adequacy, accessibility, and quality of facilities	3.170	3.490	-0.32	90.83095

Dimension	P	Infrastructure	Reality of Expectations of GAP Migrant Workers (%)			
		statement about BK Service *(tangibles)*				
	mean Tan	T	3.170	3.490	-0.32	90.83
	Fifth mean	dimensions	3.182	3.492	-0.31	91.12

Table 3.2. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for the 2020 Faculty of Engineering scholarship service

Dimension	P	statement	Reality of Expectations of GAP Migrant Workers (%)			
Reliability (Credibility)	P1	Sustainability of the activity program	3.190	3.500	-0.31	91.14286
	Mean Re	mean	3.190	3.500	-0.31	91.14
Responsiveness/Adi l (P2)	P2	Service agility	3.170	3.490	-0.32	90.83095
	Mean res	mean	3.170	3.490	-0.32	90.83
Assurance (Responsibility)	P3	Usefulness activity	3.190	3.500	-0.31	91.14286
	Mean As	mean	3.190	3.500	-0.31	91.14
Empathy (Accountability)	P4	Concern in receiving complaints scholarship service	3.219	3.510	-0.29	91.70262
	Mean Em	mean	3.180	3.490	-0.29	91.70
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure of scholarship services	3.190	3.490	-0.30	91.40401
	Mean Tan	T	3.190	3.490	-0.30	91.40
	Mean	The mean of the five dimensions	3.184	3.494	-0.31	91.24

Table 3.3. The results of the calculation of Reality, Expectations, Gap Analysis, and Service Quality for the 2020 Faculty of Engineering career development activities

Dimension	P	statement	Reality of Expectations of GAP Migrant Workers (%)			
Reliability (Credibility)	P1	Sustainability of the activity program	3.190	3.490	-0.30	91.40401
	mean Re	mean	3.190	3.490	-0.30	91.40

Dimension	P	Expression	Reality	Expectations	GAP	Migrant Workers (%)
Responsiveness/Fair (P2)	P2	of service speed obtain information	3.170	3.490	-0.32	90.83095
	mean Res Mean		3.170	3.490	-0.32	90.83
Assurance (Responsibility)	P3	Usefulness activity	3.170	3.490	-0.32	90.83095
	mean US	mean	3.170	3.490	-0.32	90.83
Empathy (Accountability)	P4	willingness/concern of officers in receiving complaints	3.190	3.480	-0.29	91.66667
	mean Em Mean		3.190	3.480	-0.29	91.67
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure regarding coaching Career development	3.170	3.480	-0.31	91.09195
	mean Tan	T	3.170	3.480	-0.31	91.09
	The fifth	dimensional mean	3.178	3.486	-0.31	91.16

Table 3.4. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for entrepreneurship development activities of the Faculty of Engineering in 2020

Dimension	P	statement	Reality	Expectations	GAP	Migrant Workers (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.170	3.490	-0.32	90.83095
	mean Re	mean	3.170	3.490	-0.32	90.83
Responsiveness/Fair (P2)	P2	Service speed	3.170	3.480	-0.31	91.09195
	mean Res Mean		3.170	3.480	-0.31	91.09
Assurance (Responsibility)	P3	Usefulness of activities	3.170	3.490	-0.32	90.83095
	mean US	mean	3.170	3.490	-0.32	90.83
Empathy (Accountability)	P4	Concern in receiving scholarship service complaints	3.160	3.490	-0.33	90.54441
	mean Em Mean		3.160	3.490	-0.33	90.54
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure of scholarship services	3.180	3.480	-0.30	91.37931

Dimension	P	statement	Reality of	Expectations of	GAP	Migrant Workers (%)
	mean Tan	T	3.180	3.480	-0.30	91.38
	The fifth	dimensional mean	3.170	3.486	-0.32	90.94

Table 3.5. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Service Health Services Faculty of Engineering 2020

Dimension	P	statement	Reality of	Expectations of	GAP	Migrant Workers (%)
Reliability (Credibility)	P1	Health care procedures	3,140	3.470	-0.33	90.48991
	mean Re	mean	3,140	3.470	-0.33	90.49
Responsiveness/Fair (P2)	P2	Service agility	3,130	3.470	-0.34	90.20173
	mean Res Mean		3,130	3.470	-0.34	90.20
Assurance (Responsibility)	P3	Ability and courtesy in service	3.150	3.470	-0.32	90.7781
	mean US	mean	3.150	3.470	-0.32	90.78
Empathy (Accountability)	P4	Concern in receiving health service complaints	3.150	3.480	-0.33	90.51724
	mean Em Mean		3.150	3.480	-0.33	90.52
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure of health services	3,140	3.470	-0.33	90.48991
	mean Tan	T	3,140	3.470	-0.33	90.49
	The fifth	dimensional mean	3.142	3.472	-0.33	90.50

Table 3.6. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for 2020 Faculty of Engineering's national mental development activities

Dimension	P	statement	Reality of	Expectations of	GAP	Migrant Workers (%)
Reliability (Credibility)	P1	Service procedure Mental Development National Spiritual	3.150	3.470	-0.32	90.7781
	mean Re	mean	3.150	3.470	-0.32	90.78
Responsiveness/Fair (P2)	P2	service speed.	3.110	3.470	-0.36	89.62536
	mean Res Mean		3.110	3.470	-0.36	89.63

Dimension	P	statement	Reality of	Expectations of	GAP	Migrant Workers (%)
Assurance (Responsibility)	P3	Courtesy in serving	3.190	3.490	-0.30	91.40401
	mean US	mean	3.190	3.490	-0.30	91.40
Empathy (Accountability)	P4	Service communication Mental Development National Spirituality.	3.160	3.470	-0.31	91.06628
	mean Em Mean		3.160	3.470	-0.31	91.07
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure	3,140	3.470	-0.33	90.48991
	mean Tan	T	3,140	3.470	-0.33	90.49
	The fifth	dimensional mean	3.150	3.474	-0.32	90.67

Table 3.7. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Student Organization activities of the Faculty of Engineering in 2020

Dimension	P	statement	Reality of	Expectations of	GAP	Migrant Workers (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.160	3.480	-0.32	90.8046
	mean Re	mean	3.160	3.480	-0.32	90.80
Responsiveness/Fair (P2)	P2	Student organization alertness in serving students	3,140	3.470	-0.33	90.48991
	mean Res Mean		3,140	3.470	-0.33	90.49
Assurance (Responsibility)	P3	Usefulness of activities	3.180	3.480	-0.30	91.37931
	mean US	mean	3.180	3.480	-0.30	91.38
Empathy (Accountability)	P4	Communication and concern for student organizations in receiving complaints	3.150	3.470	-0.32	90.7781
	mean Em Mean		3.150	3.470	-0.32	90.78
Tangible (Transparent)	P5	adequacy, accessibility, and quality of facilities infrastructure	3.150	3.470	-0.32	90.7781
	mean Tan	T	3.150	3.470	-0.32	90.78
	The fifth	dimensional mean	3.156	3.474	-0.32	90.85

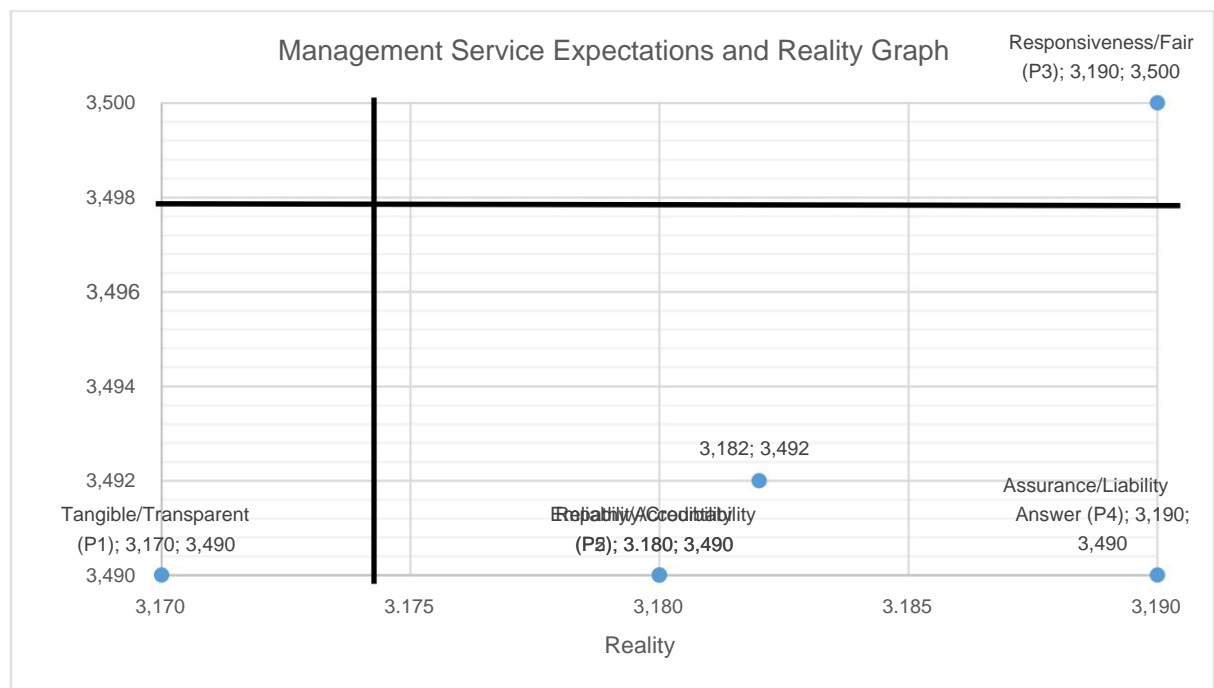## 3.4. Comparison Results Between Expectations and Reality

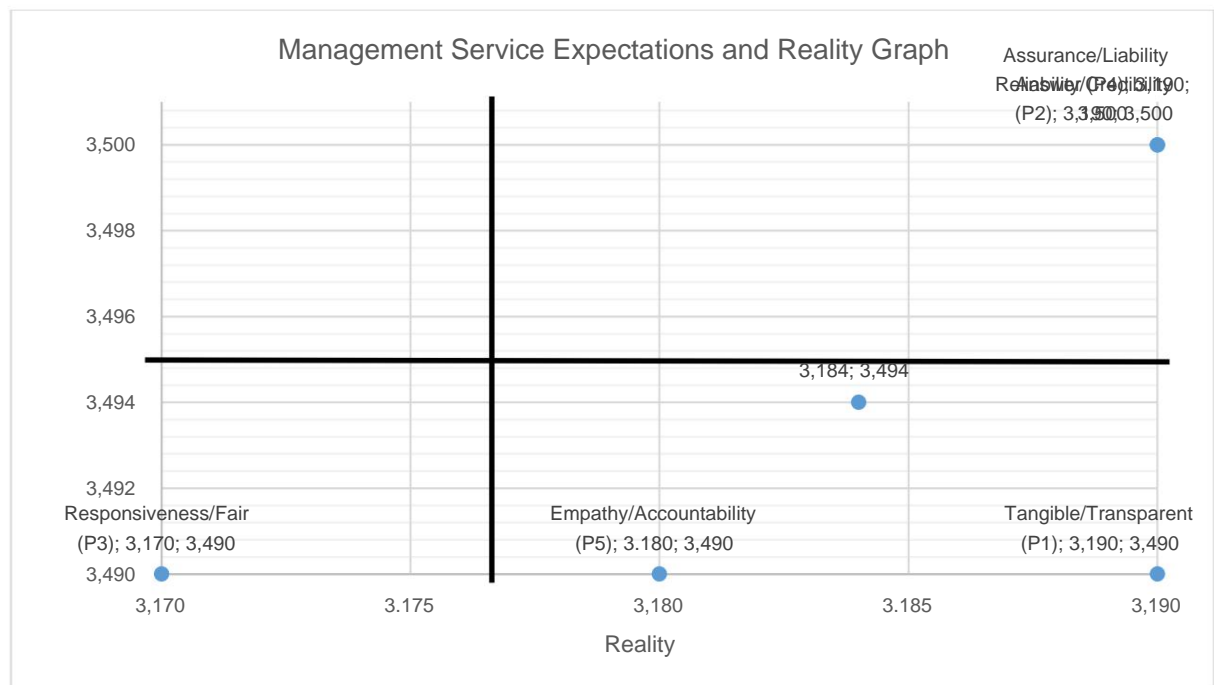Figure 3.5. Cartesian Diagram of Guidance and Counseling Student Service Satisfaction Survey 2020

Figure 3.6. Cartesian Diagram Student Service Satisfaction Survey 2020 Scholarship Service Activities
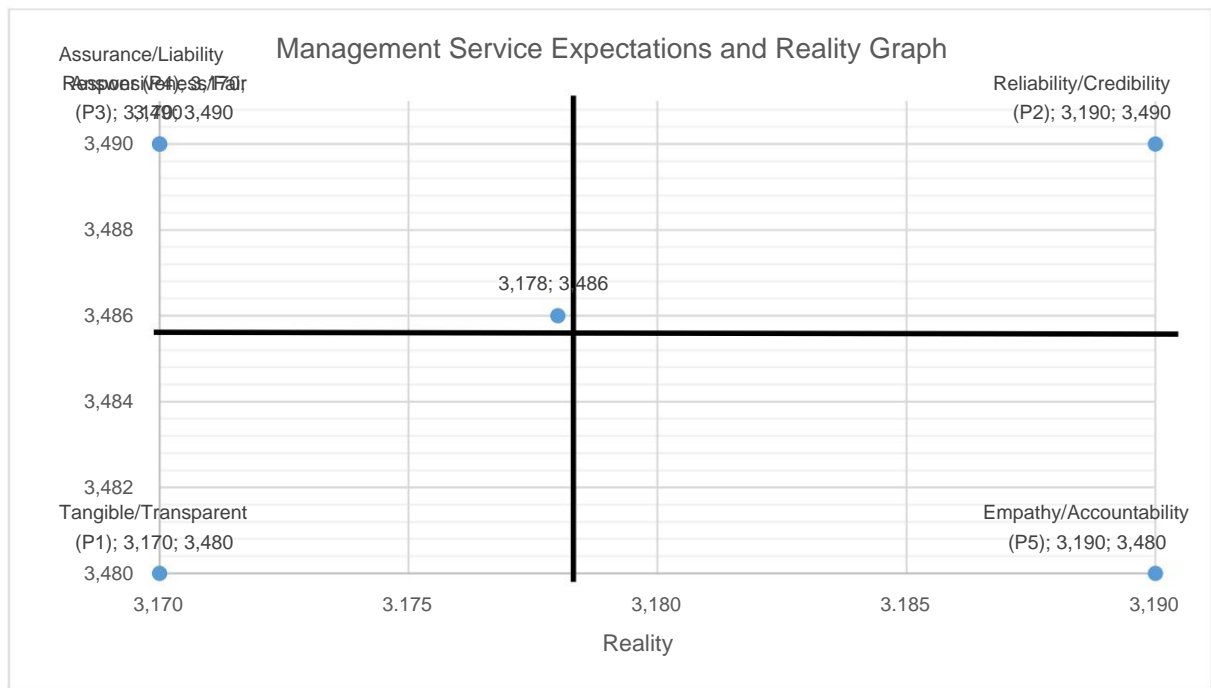
Figure 3.7. Cartesian Diagram Student Service Satisfaction Survey 2020 Career Development Activities
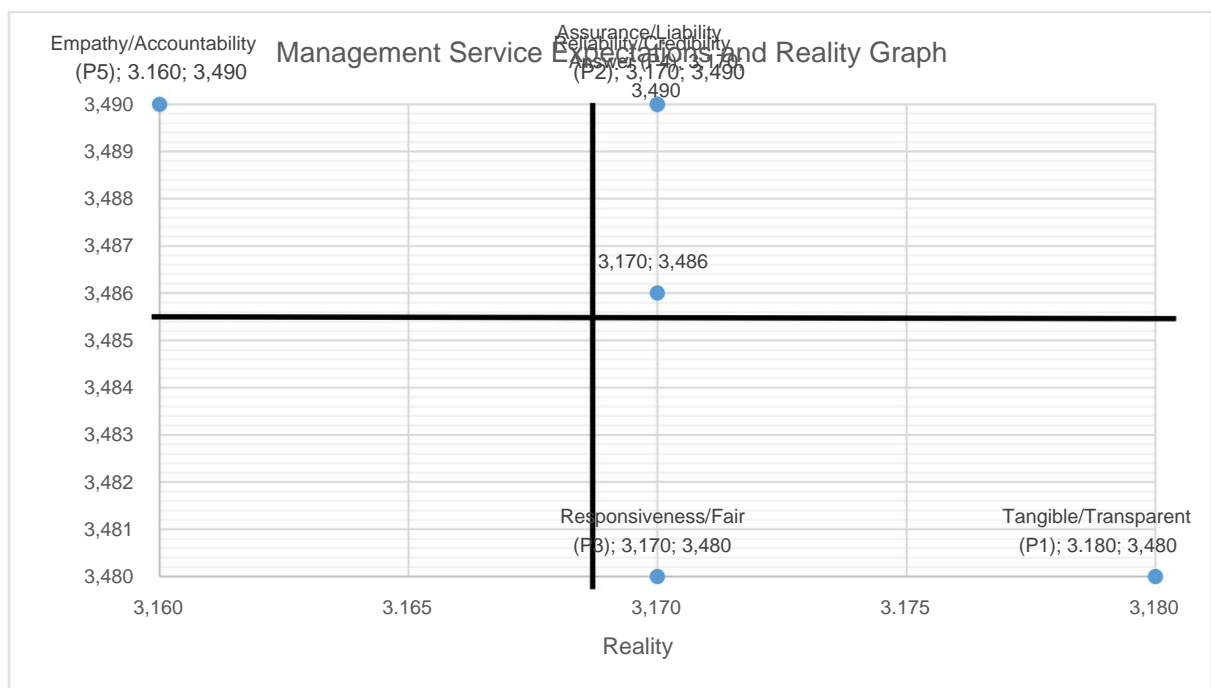

Figure 3.8. Cartesian Diagram Student Service Satisfaction Survey for Entrepreneurship Development Activities in 2020
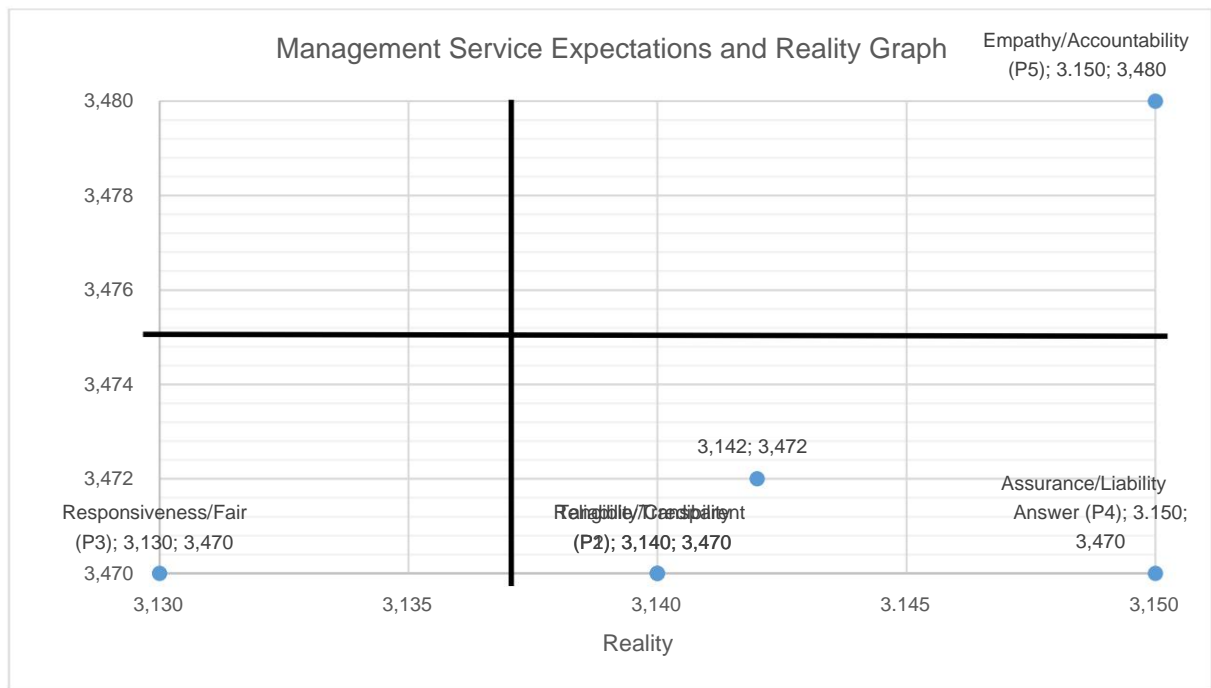
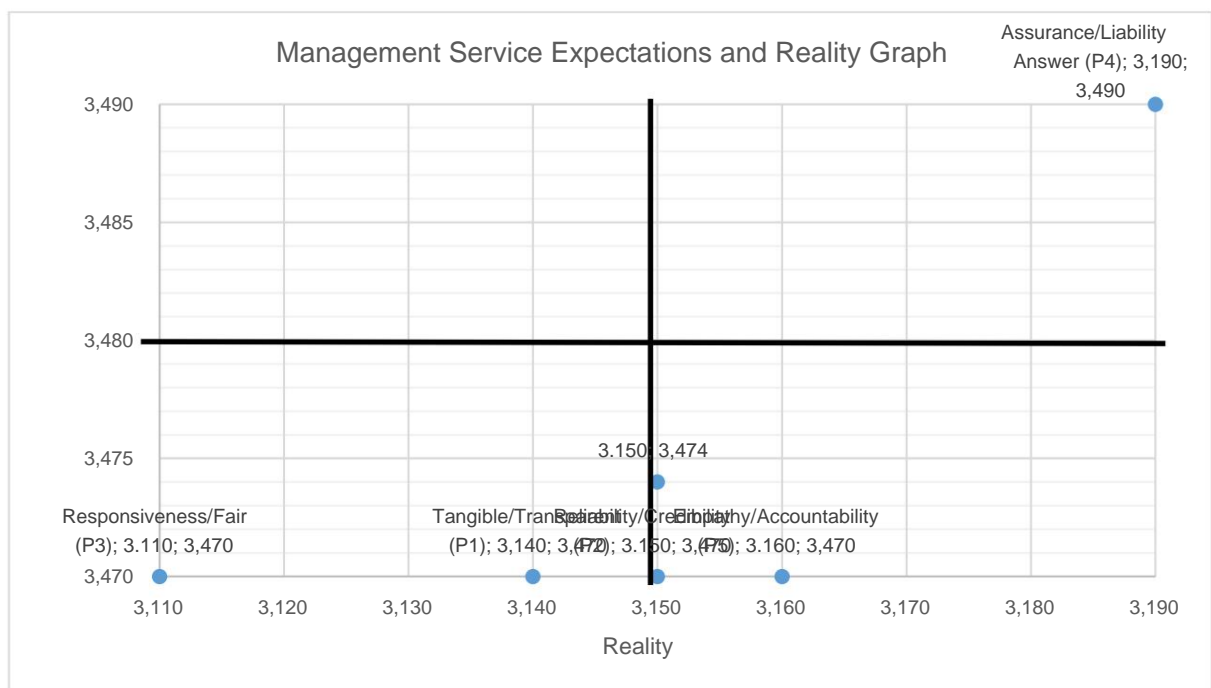Figure 3.9. Cartesian Diagram of Health Service Student Service Satisfaction Survey 2020

Figure 3.10. Cartesian Diagram Student Service Satisfaction Survey 2020 National Mental Development Activities
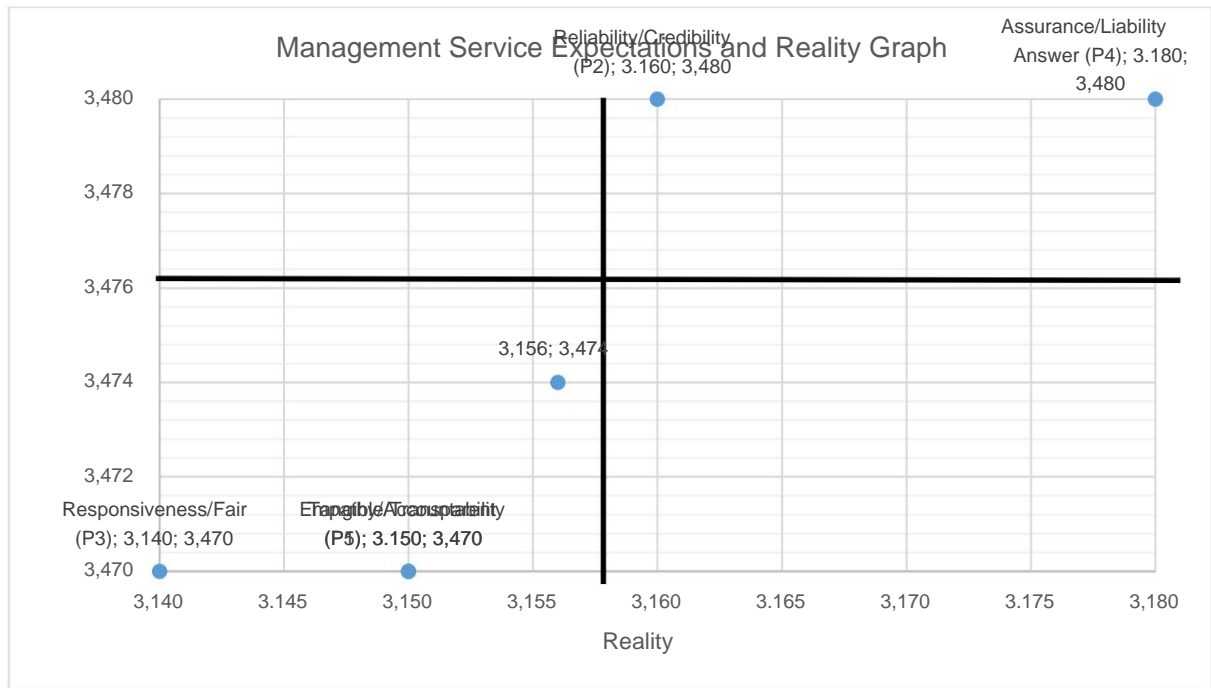
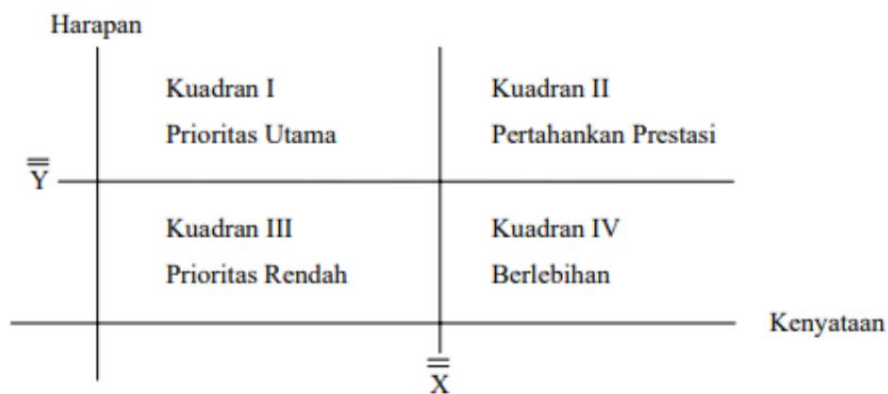Figure 3.11. Cartesian Diagram Student Service Satisfaction Survey 2020 Student Organization Activities

Figure 3.12. Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant shows the factors that are considered to affect customer satisfaction and include service elements that are considered very important for consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment/ dissatisfaction. Variables in this quadrant need to be taken seriously.

Quadrant II (Maintain Achievement)

This quadrant shows the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so the obligation of service providers must maintain their performance.

Quadrant III (Low priority)

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

Quadrant IV (Excess)

This quadrant shows the factors that are considered less important by consumers but have been carried out very well by service providers.

Analysis of each dimension

Student Services Guidance Counseling

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Tangible

Tangible dimension in quadrant III. This shows that this dimension has been implemented in accordance with the wishes of consumers.

Assurance

The assurance dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Responsiveness

The tangible dimension is in quadrant II. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Empathy

The empathy dimension is in quadrant IV. This shows the factors that are considered less important by consumers but have been carried out very well by service providers.

Student services scholarship service activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Tangible

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Assurance

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Responsiveness

The tangible dimension is in quadrant III. This shows that this dimension shows the factors that are considered less important by consumers and the implementation by service providers is mediocre. The variables included in this quadrant do not need to be questioned even though they do not satisfy consumers because consumers do not consider them very important.

Empathy

The empathy dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Student services for career development activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that this dimension is considered important by consumers and implements it in accordance with the wishes of consumers.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been implemented in accordance with the wishes of consumers.

Assurance

The assurance dimension is in quadrant I. This indicates that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Responsiveness

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Empathy

The empathy dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Student services for entrepreneurship development activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that the availability of services has been carried out in accordance with the wishes of consumers, so it must be maintained by the University.

Tangible

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Assurance

The tangible dimension is in quadrant II. This shows that the availability of services has been carried out in accordance with the wishes of consumers, so it must be maintained by the University.

Responsiveness

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Empathy

The empathy dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not implemented it as desired

consumers, resulting in disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Student services for health service activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Tangible

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Assurance

The assurance dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Responsiveness

The responsiveness dimension is in quadrant III. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Empathy

The empathy dimension is in quadrant II. This shows that this dimension has been carried out well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Student services for national mental development activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out well by the Faculty of Engineering.

Assurance

The assurance dimension is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so it is the obligation of service providers to maintain their performance.

Responsiveness

The responsiveness dimension is in quadrant III. This shows that this dimension has been carried out well by the Faculty of Engineering.

Empathy

The empathy dimension is in quadrant IV. This shows that this dimension has been carried out very well by the Faculty of Engineering, and must be maintained by the Faculty of Engineering.

Student services for student organization activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so it is the obligation of service providers to maintain their performance.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out well by the Faculty of Engineering.

Assurance

This dimension is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, it is the obligation of service providers to maintain their performance. This dimension has been carried out well by the Faculty of Engineering.

Responsiveness

The tangible dimension is in quadrant III. This shows that this dimension has been carried out well by the Faculty of Engineering.

Empathy

The empathy dimension is in quadrant III. This shows that this dimension has been carried out well by the Faculty of Engineering.

CLOSING

Based on the results of the analysis, it can be concluded that the level of student satisfaction the student services of the Faculty of Engineering are as follows:

Student services Counseling Guidance 91.12% Student
services activities scholarship services 91.24% Student services
providing career development activities 91.16% Student services entrepreneurship
development activities 90.94% Student services Health services 90.50% Student
services national mental development activities 90.67% Student services activities
of student organizations 90.85%

attachment

I. Student Service Satisfaction Instrument (Criterion 3)

INSTRUCTION

Please fill it out by putting a check mark (ÿ) on the "Hope for an answer" and "there is" in the field in $^"$ The fact that real terms.

II.1 Student services

No	Statement	Hope for an answer				Existing fact			
		Very Well	Good	Enough	Less	Very Well	Good	Enough	Less
A	**Guidance and Counseling**								
1.	officer ability BK in giving satisfactory service *(reliability)*								
2.	BK officer is responsive in helping student and provide services quickly. *(responsiveness)*								
3	The ability of BK officers to provide service *(assurance)*								
4	BK officer communication when giving Counseling. *(Empathy)*								
5	adequacy, accessibility, and quality of facilities infrastructure on BK Services. *(tangible)*								
B	**Mental Development National Spiritual**								
1	Service procedure Mental Development National Spiritual *(reliability)*								
2	speed of service *(responsiveness)*								

No	Statement	Hope for an answer				Existing fact			
		Very Well	Good	Enough	Less	Very Well	Good	Enough	Less
3	Courtesy in serving (assurance)								
4	Service communication Mental Development National Spiritual (empathy)								
5	adequacy, accessibility, quality and infrastructure (tangible)								
C	**Health services**								
1	Health care procedures (reliability)								
2	Service readiness (responsiveness)								
3	Ability and courtesy in service (assurance)								
4	Concern in receiving complaints health services (empathy)								
5	adequacy, accessibility, quality and infrastructure health services (tangible)								

II.2 Student services

Do you participate in talent interest activities and student organizations?
a. Yes
b. Not
If your answer is "Yes" please complete the following statement:

No	Expression of Expectations for Answers Very Good Fairly Less					Existing fact		
		Very Good				Well	Good Enough Less	
A	**Interests Talents and** **Organization** **Student Affairs**							
1.	Sustainability of the activity program *(reliability)*							
2.	Organizational agility student in serve students *(responsiveness)*							
3	Usefulness activity *(assurance)*							
4	Communication and organizational concern student in receive complaints *(empathy)*							
5	adequacy, accessibility, and quality of facilities infrastructure *(tangible)*							

Do you participate in career development coaching activities?
a. Yes
b. Not
If your answer is "Yes" please complete the following statement:

No	Statements Good Fairly Less Very Very Good Expectations for answers					Existing fact		
						Well	Good Enough Less	
B	**coaching** **Career development**							
1.	Sustainability of the activity program *(reliability)*							
2.	speed of service to obtain information *(responsiveness)*							
3.	Usefulness activity *(assurance)*							

4	willingness/concern of officers in receiving complaints *(empathy)*								
5	adequacy, accessibility, quality and infrastructure regarding coaching Career development *(tangible)*								

Do you participate in scholarship service activities?
a. Yes
b. Not

If your answer is "Yes" please complete the following statement:

No Expression of Expectations for Answers Very Good Fairly Less						Existing fact			
		Very Good				Well	Good Enough Less		
C	**Scholarship Service**								
1	Sustainability of the activity program *(reliability*								
2	Service readiness *(responsiveness)*								
3	Usefulness activity *(assurance)*								
4	Concern in receiving complaints scholarship service *(empathy)*								
5	adequacy, accessibility, quality and infrastructure scholarship service *(tangible)*								

Do you participate in entrepreneurship development activities?
a. Yes
b. Not

If your answer is "Yes" please complete the following statement:

D	**Development Entrepreneurship**	Hope for an answer				Existing fact			
		Very Well	Good Enough Less Very			Well	Good Enough Less		

1	Sustainability of the activity program *(reliability)*								
2	Service speed *(responsiveness)*								
3	Usefulness activity *(assurance)*								
4	Care in receive complaints *(empathy)*								
5	adequacy, accessibility, quality and infrastructure entrepreneurship development services *(tangible)*								