

REPORT

**Lecturer Satisfaction Survey,
Department of Geography Education
towards**

Satisfaction of Financial Management and Infrastructure



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF SOCIAL SCIENCE AND LAW
DEPARTMENT OF GEOGRAPHY EDUCATION
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Attestation page

Stating that the Report on Lecturer Satisfaction of the Department of Geography Education towards Management Services, State University of Surabaya was actually made by

Know
Head of the Department of Geography Education
Assurance Unit

Dra. Ita Mardiani Zain, M.Kes

Surabaya, 26 November 2021

, Head of Quality

Drs. Agus Sutedjo, M.Si.

CHAPTER I

INTRODUCTION

1.1. Background

The task of the Study Program Quality Assurance Unit (UPM) is to assist in the implementation of quality assurance with the PPEPP (Planning, Implementation, Evaluation, Control and Quality Improvement) model at the Study Program level. One of the tasks of UPM is to conduct a Customer Service Satisfaction Survey which is currently the need and demand of Study Program Accreditation and Higher Education Accreditation.

Some of the surveys carried out are satisfaction surveys of all activities carried out by UPM so that the quality of activity implementation is evaluated periodically. The survey is conducted online and is conducted after the end of the activity. The results of this survey will be followed up with an evaluation meeting whose results are used to improve the service of subsequent activities.

Along with the increasing need to improve the quality of services in the Study Program and the Faculty of Social Sciences and Law, Unesa, a satisfaction survey is needed for students, lecturers, and staff. It is necessary to know what variables should be improved and maintained in quality. Filling out the questionnaire consists of filling in the expectations and realities of the services felt in 2021. .

1.2. Problems

- a. How are the results of the comparison between expectations and the reality of satisfaction with financial management services and Geography Education infrastructure based on a survey of Unesa lecturers in 2021.
- b. How to analyze the comparison between expectations and the reality of satisfaction with financial management services and Geography Education facilities (Unesa lecturer survey in 2021) based on the prestigious Diagram K.

1.3. Purpose

Knowing the quality of satisfaction with financial management services and Geography Education infrastructure (Unesa lecturer survey in 2021) based on the results of cartesian diagram analysis.

1.4. Report Systematics

The systematics in this report is an introduction consisting of the background, problems, objectives, and systematics of the report. Chapter II contains survey methods consisting of survey types and methods, variables, operational definitions, survey instruments, methods used, and data processing. Chapter III is about Results and Discussions, and Chapter IV is about simpulan.

CHAPTER II

SURVEY METHODS

2.1. Types and Design of Survey Implementation

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

This study used a cross sectional design which was used to study the relationship between free variables and dependent variables by taking measurements at the same time (*point time approach*). At the same time, it means that each subject is only observed once and the variables of the subject are carried out at the time of observation. The method used in data retrieval is a questionnaire.

2.2. Operational Definitions

Some operational definitions are as follows:

- a. Consumers are all lecturers who use financial management services and infrastructure for FISH Unesa Geography Education in 2021.
- b. Consumer expectations are lecturers who obtain financial management services and infrastructure for FISH Unesa Geography Education in 2021.
- c. Customer satisfaction is consumer recognition of financial management services and infrastructure for FISH Unesa Geography Education in 2021.
- d. The quality of service that will be studied is consumer expectations and realities for reliability, *responsiveness*, *assurance*, *empathy*, and *tangible*.

2.3. Survey Instruments

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

2.4. Methods used

The method used is the *Service Quality Servqual* Method (Parasuraman, et al,1985), the dimensions of the characteristics of the quality of service are as follows.

1. *Tangibles* (Real) which includes physical appearance, equipment, employees, and means of communication.
2. *Reliability* is the ability to provide the promised service immediately, accurately, and satisfactorily.
3. *Responsiveness* is the desire of the staff to shape customers and provide responsive service.

4. Assurance is to cover the knowledge, ability, courtesy, and trustworthy nature of the staff to be free from danger, risk or doubt.
5. *Empathy* (Empathy) is to cover the ease of relationships, good communication, personal attention, and understanding customer needs.

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

2.5. Data Processing

2.5.1. Analystis Gap

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

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

$$\text{Interval} = (\text{Highest score} - \text{Lowest score}) / \text{Number of groups}$$

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

Table 2.1. Gap Classification

Interval	Classification	Satisfaction Level
-3 to -1.5	Very negative	Very unsatisfied appeals expectations
-1.5 to 0	Negative	Less satisfied than expected
0 to 1.5 pm	Positive	More satisfied than expected
1.5 to 3pm	Very Positive	Very more satisfied than expected

2.5.2. Data normality test

The data normality test is carried out by statistical analysis. This test is calculated by including the average reality and expectations of each statement contained in the questionnaire. This test is carried out to find out 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 distributed data is normal or not is to use Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). If the significance value > 0.05 then the data is normally distributed (parametric

data) and can be analyzed with a paired t-test. If the significance value of the < 0.05 then the non-distributed data is abnormal (non-parametric data) and can be analyzed using the Wilcoxon test.

2.5.3. Wilcoxon Test

This test is carried out to find out whether or not there are meaningful differences from the reality and expectations studied so that it can be determined whether H_0 is rejected or accepted. If the results obtained there are significant differences then H_0 is processed but if the differences that occur are not significant then H_0 is accepted. A paired t-test is performed if two compared data are normally distributed or the Wilcoxon test if the minimum of one that is compared is not normally distributed can be from reality and expectations.

2.5.4. Cartesian Diagram

The cartesian diagram lays out the level of statement into four parts where with this diagram can be determined several factors that affect consumer satisfaction which can then be prioritized for the company to be improved further.

CHAPTER III
RESULTS AND DISCUSSION

3.1. Data Normality Test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	Harapan	.372	98	.000	.631	98	.000
	Kenyataan	.438	98	.000	.620	98	.000

a. Lilliefors Significance Correction

Figure 3.1. Data normality test results

Based on the results of the normality test using SPSS for windows 16, a significance value of $0.000 < 0.05$ was obtained so that the data was declared not normally distributed.

3.2. Wilcoxon Test

Test Statistics^b

	VAR00002 - VAR00001
Z	-6.245 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Figure 3.2. Wilcoxon test results

Based on the results of the wilcoxon test using SPSS for windows 16 obtained asymp results. Sig. (2-tailed) of $0.000 < 0.05$ so that it can be stated that there is a significant difference between the expectations and realities of the satisfaction of lecturers of the Department of Geography Education on the Satisfaction of Financial Management Services and Infrastructure

3.3. The Results of The Calculation of Reality and Expectations

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of financial management services and FISH Unesa infrastructure in 2021 are explained in Table 3.1.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of financial management services and infrastructure Unesa Department of Geography Education FISH in 2021

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)
<i>Reliability</i> (Credibility)	P1	Ease of access to the internet and speed of access on campus (Reliability)	2.57	3.71	-1.14	69.23
	P2	Ease of use and fulfillment of needs in SSO (Reliability)	3.29	3.57	-0.29	92.00
	Mean Re	Mean	2.93	3.64	-0.71	80.62
<i>Responsiveness/Fairness</i> (P2)	P13	Agility in processing promotion (Responsiveness)	3.00	3.43	-0.43	87.50
	P14	Accuracy in providing remuneration incentives in accordance with performance (Responsiveness)	3.00	3.43	-0.43	87.50
	Mean Res	Mean	3.00	3.43	-0.43	87.50
<i>Assurance</i> (Responsibility)	P9	Transparent in all kinds of salary deductions and remuneration (Assurance)	3.00	3.29	-0.29	91.30
	P10	Accuracy of salary disbursement, lecturer certification and remuneration of 30% in every month (Assurance)	3.29	3.43	-0.14	95.83
	P11	Clarity of established financial guidelines and regulations (Assurance)	2.86	3.43	-0.57	83.33
	Mean As	Mean	3.05	3.38	-0.33	90.16
<i>Empathy</i> (Accountability)	P12	Involvement of lecturers and staff in the preparation of the Budget Business Plan (Empathy)	2.71	3.43	-0.71	79.17
	Mean Em	Mean	2.71	3.43	-0.71	79.17
<i>Tangible</i> (Transparent)	P3	Adequate classrooms (Tangibles)	2.57	3.29	-0.71	78.26
	P4	Learning media facilities (LCD, LCD screen, Sound system) in the classroom (Tangibles)	2.57	3.43	-0.86	75.00
	P5	Completeness of facilities and infrastructure in the practice room / laboratory / workshop / etc. (Tangibles)	2.71	3.43	-0.71	79.17
	P6	Completeness of textbook references / module books / subscription journals in the reading room / library (Tangibles)	3.00	3.57	-0.57	84.00

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)
	P7	Completeness of polyclinic facilities and infrastructure	2.86	3.43	-0.57	83.33
	P8	Completeness of parking facilities and infrastructure (Tangibles)	2.86	3.29	-0.43	86.96
	Mean Tan	Mean	2.76	3.40	-0.64	81.12
	Mean	Mean of the five dimensions	2.89	3.46	(0.57)	83.71

3.4. Comparison Results Between Expectations and Reality

Figure 3.3. Cartesian Diagram Of Satisfaction Survey of Financial Management Services and Infrastructure for Geography Education FISH Unesa in 2021

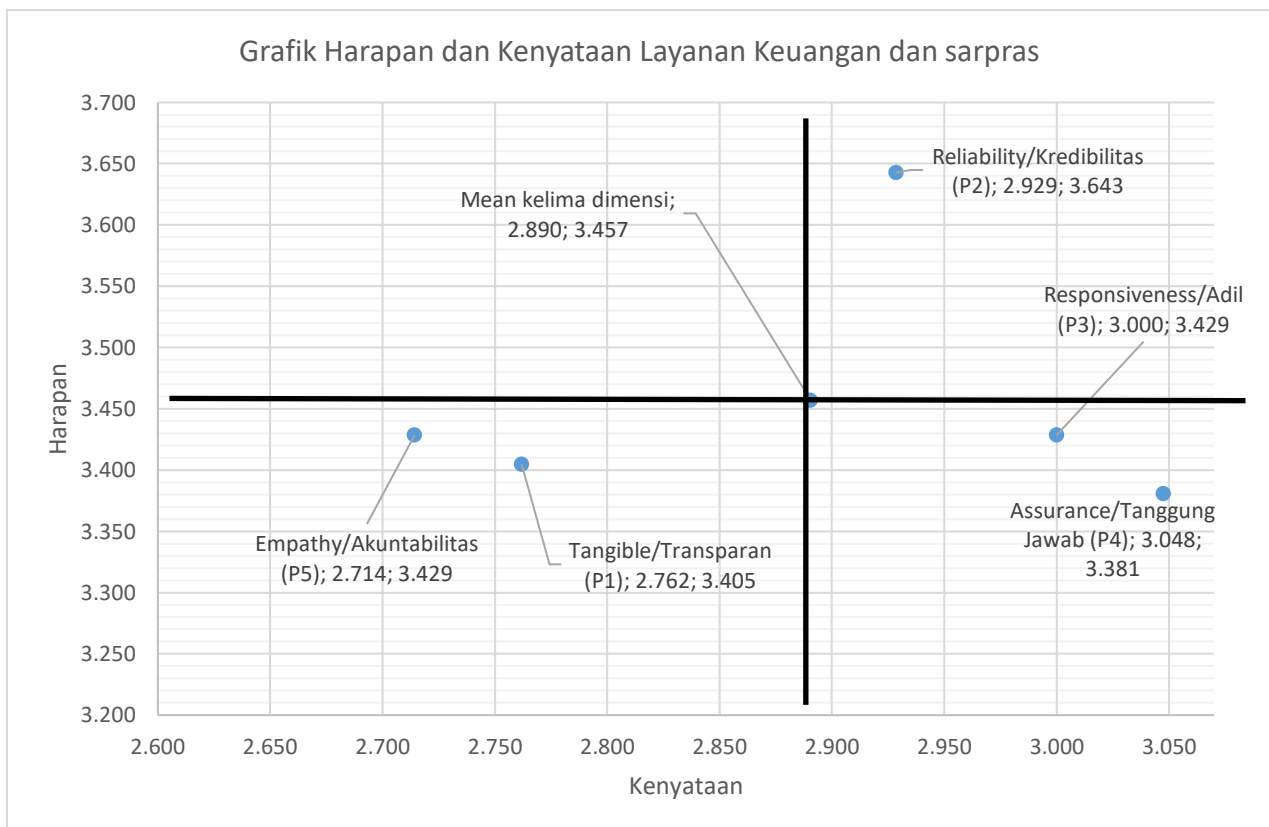


Figure 3.4. Cartesian Diagram Of Satisfaction Survey of Financial Management Services and Infrastructure for Geography Education FISH Unesa in 2021

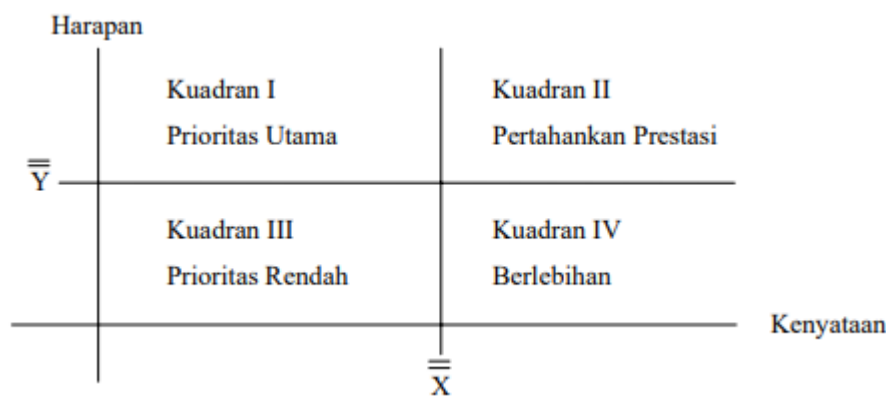


Figure 3.4. Cartesian Diagrams (Supranto, 2001)

Information:

Quadrant I (Top Priority)

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

Quadrant II (Maintain Achievements)

This quadrant shows that 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 factors that are considered less important by consumers and implementation by mediocre service providers. The variables included in this quadrant are undisputed even if they do not satisfy consumers because consumers do not consider it very important

Quadrant IV (Redundant)

This quantification shows factors that are considered less important by consumers but have been very well executed by service providers.

Analyze each dimension

1. Reliability

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

2. Tangible

The *Tangible* Dimension is in quadrant II. This shows that this dimension is considered a low priority by consumers because its implementation is mediocre, so Unesa must maintain the quality of service in supporting the implementation of the Tridarma of Higher Education.

3. Assurance

The *Assurance* dimension is in quadrant IV, this shows that excellent management services at pt are carried out in accordance with procedures that have been carried out properly, and must be maintained quality.

4. *Responsiveness*

The *responsiveness* dimension is in quadrant II. This shows that this dimension is considered important by consumers and implementation by service providers is good. Unesa must continue to maintain and improve the quality of this service in supporting the implementation of the Tridarma of Higher Education.

5. *Empaty*

Empaty is in quadrant III, this suggests that the execution by the service provider is mediocre. Unesa must continue to maintain and improve the quality of this service in supporting the implementation of the Tridarma of Higher Education.

3.4. Follow-up Plan

The Follow-up Plan for financial management services and sarpras is as follows:

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
<i>Reliability</i> (Credibility)	P1	Ease of access to the internet and speed of access on campus (Reliability)	2.57	3.71	-1.14	69.23	- Increase wifi bandwidth in FISH (according to fish form 2021, since 2016 unesa subscribes to a bandwidth of +1,200 Mbps, with details of 700 Mbps domestic <i>bandwidth</i> and 500 Mbps international <i>bandwidth</i>)	- Dean - Wadek 2
	P2	Ease of use and fulfillment of needs in SSO (Reliability)	3.29	3.57	-0.29	92.00	- Improving the fulfillment of needs in SSO such as ease of managing Vinesa and storing data <i>base</i> learning materials on Vinesa	- PPTI
<i>Responsiveness</i> / Fairness (P2)	P13	Agility in processing promotion (Responsiveness)	3.00	3.43	-0.43	87.50	- Create promotion SOPs that speed up the management process - Increase the agility in the promotion process by giving a <i>maximum service deadline</i> of H+	- Kajur/head of study program - Dekanat
	P14	Accuracy in providing remuneration incentives in accordance with performance (Responsiveness)	3.00	3.43	-0.43	87.50	- Socialize the work units of the type of assignment letter that can be crushed	- Kajur/head of study program - Head of the FISH cheating unit - Deanate

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
							<ul style="list-style-type: none"> - Mwag the deadline for proposing the last Letter of Assignment in each period of remuneration - Improve the service of the Assignment Letter proposal process (until uploaded on the E-Office pad) 	- rectorate
<i>Assurance</i> (Responsibility)	P9	Mean	3.00	3.43	-0.43	87.50	- Providing information related to salary autopsy on siakad as in remun	- PPTI - Deanate
	P10	Transparent in all kinds of salary deductions and remuneration (Assurance)	3.00	3.29	-0.29	91.30	- Conducting socialization related to changes in regulations related to lecturer certification, for example BKD 2021)	- deanate - rectorate
	P11	Accuracy of salary disbursement, lecturer certification and remuneration of 30% in every month (Assurance)	3.29	3.43	-0.14	95.83	- Provide information related to financial guidelines and regulations that must be uploaded to Siakad	- PPTI - Deanate - rectorate
<i>Empathy</i> (Accountability)	P12	Involvement of lecturers and staff in the preparation of the Budget Business Plan (Empathy)	2.71	3.43	-0.71	79.17	- Increase the involvement of staff and lecturers in the preparation of RBA at the study program and faculty levels	- Kajur/head of study program - deanate

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
<i>Tangible</i> (Transparent)	P3	Adequate classrooms (Tangibles)	2.57	3.29	-0.71	78.26	<ul style="list-style-type: none"> - Memperfix / replace the damaged seat - Improveclass cleanliness, walks between classes and restrooms (cleaned every morning / after finishing college) - Memperfix or replace a damaged or not cold air conditioner 	<ul style="list-style-type: none"> - wadek 2 - non-academic sub-coordinators
	P4	Learning media facilities (LCD, LCD screen, Sound system) in the classroom (Tangibles)	2.57	3.43	-0.86	75.00	<ul style="list-style-type: none"> - Memperfix or replace a damaged LCD 	<ul style="list-style-type: none"> - wadek 2 - non-academic sub-coordinators
	P5	Completeness of facilities and infrastructure in the practice room / laboratory / workshop / etc. (Tangibles)	2.71	3.43	-0.71	79.17	<ul style="list-style-type: none"> - Repairing / replacing damaged laboratory equipment - Adding laboratory equipment with 	<ul style="list-style-type: none"> - Kalab - Kajur/head of study program - Working group coordinator
	P6	Completeness of textbook references / module books / subscription journals in the reading room / library (Tangibles)	3.00	3.57	-0.57	84.00	<ul style="list-style-type: none"> - Updating the latest reference completeness and - Subscribe to <i>online</i> international journals that can be accessed free of charge by students and lecturers 	<ul style="list-style-type: none"> - Kalab - Kajur/head of study program
	P7	Completeness of polyclinic facilities and infrastructure	2.86	3.43	-0.57	83.33	<ul style="list-style-type: none"> - Providing health workers and medicines - Providing jam polyclinic services 	<ul style="list-style-type: none"> - Polyclinic manager

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
							adapted to lecture hours	
	P8	Completeness of parking facilities and infrastructure (Tangibles)	2.86	3.29	-0.43	86.96	<ul style="list-style-type: none"> - Requiring parking facilities for lecturers and students - Limiting the use of 4-wheeled vehicles for students - Holding censored parking door bars for both cars and motorcycles 	- Wadek 2
	Mean	Mean of the five dimensions	2.89	3.46 pm	(0.57)	83.71st		

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis, it can be concluded that financial management services, infrastructure according to the perspective of FISH Geography Education lecturers are good categories with a satisfaction index level of 83.71%. This should be maintained and even better if it can be improved in the coming year.

Attachment

I. Financial Management Service Satisfaction Instrument and Infrastructure (Criterion 5)

INSTRUCTIONS

Please fill in by putting a tick (✓) on "Hope for answers" and "Existing reality" in the real field.

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
1	Ease of access to the internet and speed of access on campus (<i>Reliability</i>)								
2	Ease of use and fulfillment of needs in SSO (<i>Reliability</i>)								
3	Adequate classrooms (<i>Tangibles</i>)								
4	Learning media facilities (LCD, LCD screen, Sound system) in the classroom (<i>Tangibles</i>)								
5	Completeness of facilities and infrastructure in the practice room / laboratory / workshop / etc. (<i>Tangibles</i>)								
6	Completeness of textbook references / module books / subscription journals in the reading room / library (<i>Tangibles</i>)								
7	Completeness of polyclinic facilities and infrastructure (<i>Tangibles</i>)								
8	Completeness of parking facilities and infrastructure (<i>Tangibles</i>)								
9	Transparent in all kinds of salary deductions and remuneration (<i>Assurance</i>)								
10	Accuracy of salary disbursement, lecturer certification and remuneration of 30% in every month (<i>Assurance</i>)								
11	Clarity of established financial guidelines and regulations (<i>Assurance</i>)								
12	Involvement of lecturers and staff in the preparation of the Budget Business Plan (<i>Emphaty</i>)								
13	Agility in processing promotion (<i>Responsiveness</i>)								

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
14	Accuracy in providing remuneration incentives in accordance with performance (<i>Responsiveness</i>)								