

**REPORT**  
**Lecturer Satisfaction Survey ,**  
**Department of Geography Education**  
**towards**  
**Human Resource Management**



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

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

Surabaya, 26 November 2021

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## 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 is the result of the comparison between expectations and the reality of satisfaction of human resource development services within the Department of Geography Education, Faculty of Social Sciences and Law, Unesa based on a survey of Unesa lecturers in 2021.
- b. How to analyze the comparison between expectations and the reality of satisfaction of human resource development services within the Department of Geography Education , Faculty of Social Sciences and Law Unesa (survey of lecturers of the Department of Geography Education , Faculty of Social Sciences and Law Unesa in 2021) based on the Cartesian Diagram.

#### **1.3. Purpose**

Knowing the quality of satisfaction of human resource development services within the Department of Geography Education , Faculty of Social Sciences and Law Unesa (survey of lecturers at the Faculty of Social Sciences and Law Unesa in 2021) based on the Cartesian Diagram.

#### **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 conclusions.

## 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 subjek is only observed once and the variable subjek is observed 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 human resource development services , Department of Geography Education FISH Unesa in 2021.
- b. Consumer expectations are lecturers who obtain human resource development services for the Department of Geography Education FISH Unesa in 2021.
- c. Consumer satisfaction is consumer recognition regarding human resource development services of the Department of Geography Education FISH Unesa 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 ascope of knowledge, ability, courtesy, and trustworthiness that staff have free from danger, risk or doubt.
5. *Empathy* (Empathy) is toinclude ease in 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 theassumptions and the reality received by consumers from the dimensions of service, namely *reliability, responsiveness, assurance, empathy, and tangible*.

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 less satisfiedthan expected
-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 satisfiedthanexpected

### 2.5.2. Data normality test

The data normality test is 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 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  $< 0.05$  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 rejected 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 <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VAR00002							
VAR00001	Harapan	.428	70	.000	.592	70	.000
	Kenyataan	.343	70	.000	.772	70	.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 abnormally distributed.

3.2. Wilcoxon Test

**Test Statistics<sup>b</sup>**

	VAR00002 - VAR00001
Z	-4.065 <sup>a</sup>
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, Faculty of Social Sciences and Law to the Satisfaction of HR Development Management Services.

3.3. The Results of The Calculation of Reality and Expectations

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Human Resource Development Services fish Unesa in 2021 are explained in Table 3.1.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Human Resources Development Services for Geography Education FISH Unesa in 2021

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)
Reliability	P1	The implementation of planning the needs of lecturers and staff in accordance with the applicable SOP (reliability)	3.00	3.43	-0.43	87.5
	P2	Recruitment, selection and dismissal of lecturers and staff (reliability)	3.14	3.29	-0.14	95.65217
	Mean Re	Mean	3.07	3.36	-0.29	91.58
Responsiveness / Fairness (P2)	P5	Ease in the process of lecturer promotion (responsiveness)	3.14	3.29	-0.14	95.65217
	P6	Providing opportunities to develop careers through training / seminars / further studies / etc . (responsiveness)	3.00	3.29	-0.29	91.30435
	Mean Res	Mean	3.07	3.29	-0.21	93.48
Assurance (Responsibility)	P3	The suitability of the implementation of orientation and placement of lecturers and staff with work units (assurance)	2.71	3.73	-1.01	72.79878
	P4	Evaluation of the performance of lecturers and staff is carried out through a transparent mechanism (assurance)	3.25	3.43	-0.18	94.6468
	Mean As	Mean	2.98	3.58	-0.60	83.72
Empathy (Accountability)	P7	Performance supervision by superiors in increasing productivity (Empathy)	2.86	3.29	-0.43	86.95652
	P8	Provision of clear, fair and transparent remuneration in improving performance (Empathy)	3.00	3.29	-0.29	91.30435
	Mean Em	Mean	2.93	3.29	-0.36	89.13
Tangible (Transparent )	P9	Accessibility and ease of accessing information systems regarding lecturer performance (SIMBKD, SIMSKP, SIMUNA, etc.) (Tangible)	3.14	3.29	-0.14	95.65217



Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)
	P10	The quality of supporting facilities and infrastructure in the implementation of the tridarma of Higher Education (Tangible)	2.86	3.29	-0.43	86.95652
	Mean Tan	Mean	3.00	3.29	-0.29	91.30
	Mean	Mean of the five dimensions	3.01	3.36	(0.35)	89.84238

### 3.4. Comparison Results Between Expectations and Reality

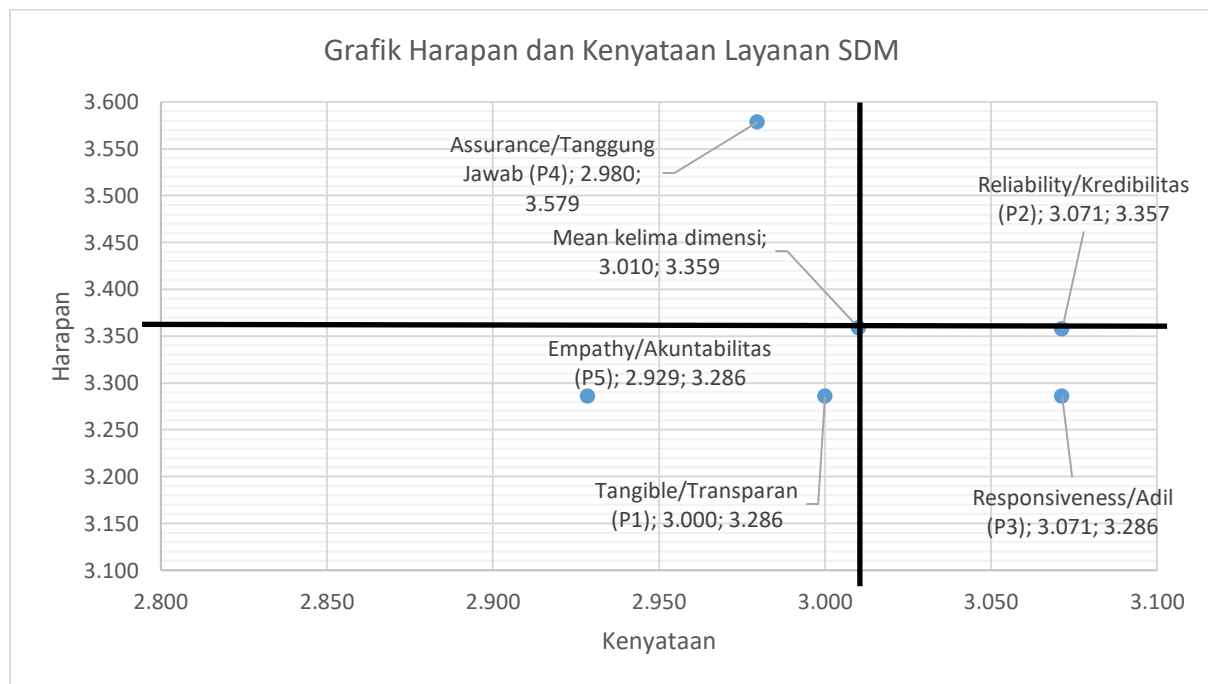


Figure 3.3. Cartesian Diagram of the 2021 HR Development Management Satisfaction Survey

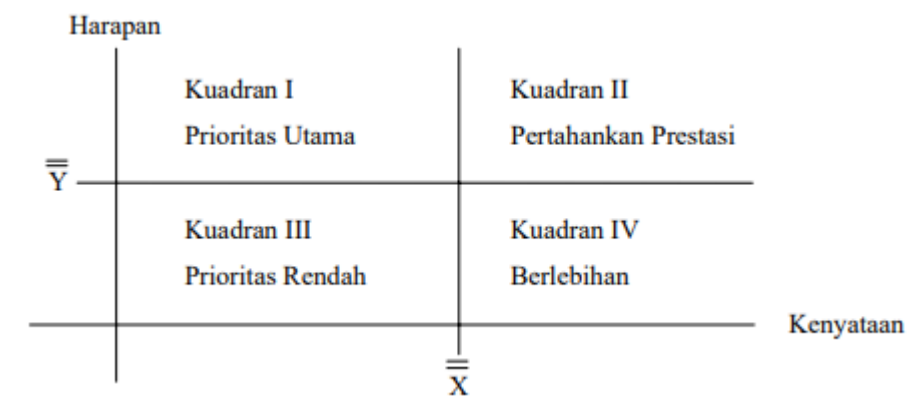


Figure 3.4. Cartesian Diagrams (Supranto, 2001)

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*

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

2. *Tangible*

The *Tangible* Dimension is in quadrant II. This shows that this dimension is considered less important by consumers and has been implemented normally, so Unesa must improve the quality of service in supporting the implementation of the Tridarma of Higher Education.

3. *Assurance*

Based on the results of the analysis of the *Dimensions of Assurance* is in quadrant I. This shows the availability of services in supporting the tridarma activities of Higher Education, administration and services for information needs *on-line* and *offline* accurately and satisfactorily have not been carried out in accordance with consumer wishes, causing disappointment / dissatisfaction. So the variables in this quadrant need to be seriously considered by the Faculty.

4. *Responsiveness*

Based on the results of the analysis, the *Responsiveness* dimension is in quadrant IV. This shows that the availability of services in supporting the tridarma activities of higher education, administration

and services for information needs *on-line* and *offline* accurately and satisfactorily have carried it out in accordance with consumer desires, thus causing a sense of satisfaction with the service.

5. *Fourhy*

The *Empathy* dimension is in quadrant II. This shows that this dimension is considered less important by consumers and has been implemented normally and has not satisfied consumers, so Unesa must improve the quality of service in supporting the implementation of the Tridarma of Higher Education.

### 3.4. Follow-up Plan

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

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
Reliability	P1	The implementation of planning the needs of lecturers and staff in accordance with the applicable SOP (reliability)	3.00	3.43	-0.43	87.5	<b>Improving</b> the implementation of lecturer planning in accordance with SOPs.	- Dean - Wadek 2
	P2	Recruitment, selection and dismissal of lecturers and staff (reliability)	3.14	3.29	-0.14	95.652 17	<b>Increase</b> transparency in terms of recruitment, selection and dismissal of lecturers	- Dean - Wadek 2
<i>Responsiveness/Fairness (P2)</i>	P5	Ease in the process of lecturer promotion (responsiveness)	3.14	3.29	-0.14	95.652 17	<b>Improving</b> the competence of staff in the promotion process	- Dean - Wadek 2
	P6	Providing opportunities to develop careers through training / seminars / further studies / etc . (responsiveness)	3.00	3.29	-0.29	91.304 35	<b>Encouraging</b> lecturers to be more active in increasing competence both in the academic and non-academic fields	- Dean - Wadek 2

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Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
Assurance (Responsibility)	P3	The suitability of the implementation of orientation and placement of lecturers and staff with work units (assurance)	2.71	3.73	-1.01	72.79878	<b>Reviewing</b> compliance with lecturer competencies	- Dean - Wadek 2
	P4	Evaluation of the performance of lecturers and staff is carried out through a transparent mechanism (assurance)	3.25	3.43	-0.18	94.6468	<b>Evaluating</b> lecturer performance and providing <i>rewards and punishments</i>	
Empathy (Accountability)	P7	Performance supervision by superiors in increasing productivity (Empathy)	2.86	3.29	-0.43	86.95652	<b>Improving</b> supervision of lecturer performance, especially lecturers' works or publications <b>Increase</b> coordination with the Head of Study Program /Head of Study Program regarding lecturer publications	- Dean - Wadek 2 - Kajar/Ka study program
	P8	Provision of clear, fair and transparent remuneration in improving performance (Empathy)	3.00	3.29	-0.29	91.30435	<b>Assigning</b> lecturers in a balanced manner	- Dean - Wadek 2

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Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related Parties
<i>Tangible</i> (Transparent)	P9	Accessibility and ease of accessing information systems regarding lecturer performance (SIMBKD, SIMSKP, SIMUNA, etc.) (Tangible)	3.14	3.29	-0.14	95.652 17	<b>Increase</b> lecturers' understanding in the use of several information systems (SIM BKD, SIM SKP, SIMUNA and several other systems)	- Dean - Wadek 2
	P10	The quality of supporting facilities and infrastructure in the implementation of the tridarma of Higher Education (Tangible)	2.86	3.29	-0.43	86.956 52	<b>Improving</b> the quality of supporting facilities and infrastructure in the tridharma of higher education.	- Dean - Wadek 2
	Mean	Mean of the five dimensions	3.01	3.36	(0.35)	89.842 38		

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

Based on the results of the analysis, it can be concluded that Unesa's human resource management services on the perspective of lecturers of the Fish Geography Education Department received a good category with a satisfaction index level of 89.84%. Although it is already good, it will be even better if it is improved in the coming year.

**Attachment**

**Hr Development Management Service Satisfaction Instrument (Criterion 4)**

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.	The implementation of planning the needs of lecturers and staff in accordance with the applicable SOP ( <i>reliability</i> )								
2	Recruitment, selection and dismissal of lecturers and staff ( <i>reliability</i> )								
3	The suitability of the implementation of orientation and placement of lecturers and staff with work units ( <i>assurance</i> )								
4	Evaluation of the performance of lecturers and staff is carried out through a transparent mechanism ( <i>assurance</i> )								
5	Ease in the process of lecturer promotion ( <i>responsiveness</i> )								
6	Providing opportunities to develop careers through training / seminars / further studies / etc . ( <i>responsiveness</i> )								
7	Performance supervision by superiors in increasing productivity ( <i>empathy</i> )								
8	Provision of clear, fair and transparent remuneration in improving performance ( <i>empathy</i> )								
9	Accessibility and ease of accessing information systems regarding lecturer performance								



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No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
	(SIMBKD, SIMSKP, SIMUNA, etc.) ( <i>tangible</i> )								
10	The quality of supporting facilities and infrastructure in the implementation of the tridarma of Higher Education ( <i>tangible</i> )								