

REPORT
Student Satisfaction Survey
towards
Educational Service Satisfaction
Geography Education Study Program

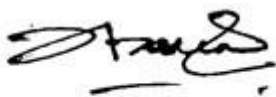


UNIVERSITAS NEGERI SURABAYA
FACULTY OF SOCIAL SCIENCE AND LAW
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Attestation page

Stating that the Student Satisfaction Report of the Geography Education Study Program , Faculty of Social Science and Law towards Educational Services , State University of Surabaya was actually made by

Know
Head of Geography Education Study Program



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Surabaya, December 2021

Quality Assurance Unit



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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 service felt in 2021.

1.2. Problems

- a. How are the results of the comparison between expectations and the reality of satisfaction of educational services of the FISH Unesa Geography Education Study Program based on the 2022 FISH Unesa student survey 1.
- b. How to analyze the comparison between expectations and the reality of satisfaction of educational services of the FISH Unesa Geography Education Study Program (FISH Unesa student survey 2021) based on the Cartesian Diagram.

1.3. Purpose

Knowing the quality of educational service satisfaction of the Geography Education Study Program FISH Unesa (Unesa student survey in 20221) 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 types and views of surveys, 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 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 students of the Geography Education Study Program, Faculty of Social Sciences and Law who use Unesa management services in 2021.
- b. Consumer expectations are students of the Geography Education Study Program, Faculty of Social Sciences and Law who received Unesa management services in 2021.
- c. Customer satisfaction is consumer recognition of Unesa's management services 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:

1. *Tangibles* (Real) That 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 staff to shape customers and provide services with responsiveness.

4. Assurance Includes the knowledge, ability, courtesy, and trustworthy nature that staff have free from danger, risk or doubt.
5. *Empathy* (Empathy) Includes 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. Gap analysis

The level of consumer satisfaction is explained using gap analysis. This analysis compares the mean between the relationship 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 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. |
| Harapan | .272 | 717 | .000 | .755 | 717 | .000 |
| Kenyataan | .210 | 717 | .000 | .853 | 717 | .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, a significance value of $0.00 < 0.05$ was obtained so that the data was declared not normally distributed.

3.2. Wilcoxon Test

Test Statistics^a

| | Kenyataan - Harapan |
|------------------------|----------------------|
| Z | -15.363 ^b |
| Asymp. Sig. (2-tailed) | .000 |

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

Figure 3.2. Wilcoxon test results

Based on the results of the wilcoxon test using SPSS for windows 25, Asymp results were obtained. Sig. (2-tailed) of $0.00 < 0.05$ so it can be stated that there is a significant difference between the expectations and realities of student satisfaction with the unesa FISH educational 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 Educational Services , Faculty of Social Sciences and Law Unesa in 20221 with student respondents are described in Table 3.1.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and The Quality of Satisfaction of Geography Education Study Program Students towards Unesa Education Services in 2021

Student satisfaction survey report on service education Study Program Geography Education-FISH

| Dimensi | P | Pernyataan | Kenyataan (K) | Harapan (H) | GAP | Tki (%) |
|----------------------------|----------|--|---------------|-------------|-------|---------|
| Reliability (Kredibilitas) | P1 | Penguasaan Dosen pada materi kuliah | 3.26 | 3.57 | -0.32 | 91.10 |
| | P2 | Penyampaian Dosen dalam materi Perkuliahan | 3.23 | 3.55 | -0.32 | 90.89 |
| | P3 | Tugas struktur dan mandiri sesuai dengan bobot sks dan tujuan Perkuliahan | 3.23 | 3.56 | -0.33 | 90.82 |
| | P4 | Penggunaan Bahasa Indonesia yang baik dan benar | 3.27 | 3.56 | -0.28 | 92.08 |
| | P5 | Kesesuaian tugas dan soal ujian dengan tujuan pembelajaran | 3.21 | 3.56 | -0.35 | 90.12 |
| | P6 | Ketersediaan layanan akademik, administrasi dan layanan kebutuhan informasi akademis dari dosen, tenaga kependidikan dan pengelola dengan akurat dan memuaskan | 3.55 | 3.20 | 0.35 | 89.20 |
| | Mean Re | Mean | 3.29 | 3.50 | -0.32 | 91.00 |
| Responsiveness/A dil (P2) | P7 | Ketepatan waktu dalam memulai dan mengakhiri perkuliahan | 3.20 | 3.53 | -0.33 | 90.64 |
| | P8 | Ketepatan waktu pengembalian tugas kepada mahasiswa oleh Dosen | 3.23 | 3.23 | 0.00 | 100.00 |
| | P9 | Kesediaan Dosen memberikan ujian susulan | 3.21 | 3.54 | -0.33 | 90.55 |
| | P10 | Dosen bersedia menerima saran dan masukan dari mahasiswa dalam proses perkuliahan dan pembimbingan | 3.22 | 3.57 | -0.34 | 90.38 |
| | P11 | Kemampuan menciptakan suasana belajar yang kondusif untuk memotivasi mahasiswa | 3.20 | 3.48 | -0.28 | 92.08 |
| | P12 | Kemudahan layanan dosen, tenaga kependidikan dan pengelola dalam memecahkan masalah akademis | 3.24 | 3.56 | -0.32 | 91.09 |
| | Mean Res | Mean | 3.22 | 3.48 | -0.27 | 92.46 |
| Assurance (Tanggung Jawab) | P13 | Pelaksanaan UTS/UAS sesuai kalender akademik | 3.27 | 3.55 | -0.28 | 92.14 |
| | P14 | Pemenuhan tatap muka 15 kali pertemuan/semester | 3.25 | 3.57 | -0.32 | 91.02 |
| | P15 | Transparansi dalam pemberian nilai | 3.16 | 3.54 | -0.38 | 89.31 |
| | P16 | Keramahan tenaga kependidikan untuk melayani | 3.24 | 3.56 | -0.32 | 91.14 |
| | P17 | Tenaga kependidikan/laboran melayani mahasiswa sesuai hari kerja | 3.22 | 3.56 | -0.34 | 90.43 |
| | | Mean As | Mean | 3.23 | 3.55 | -0.33 |
| Empathy (Akuntabilitas) | P18 | Obyektivitas dalam penilaian | 3.21 | 3.54 | -0.34 | 90.48 |
| | P19 | Dosen dan mahasiswa bersama-sama membuat kontrak perkuliahan di awal pertemuan semester | 3.27 | 3.54 | -0.27 | 92.32 |
| | P20 | Kemudahan bimbingan dalam pencapaian output penelitian (Empathy) | 3.23 | 3.56 | -0.33 | 90.80 |
| | | Mean Em | Mean | 3.24 | 3.55 | -0.31 |
| Tangible (Transparan) | P21 | Kemudahan akses fasilitas layanan berbasis sistem informasi (SSO Unesa dan Website) | 3.23 | 3.55 | -0.32 | 91.04 |
| | P22 | Ketersediaan dan kualitas laboratorium/bengkel/ perpustakaan/jaringan/ ruang kelas, dll dalam menunjang kegiatan akademik | 3.19 | 3.56 | -0.37 | 89.61 |
| | | Mean Tan | Mean | 3.21 | 3.55 | -0.34 |
| | Mean | Mean kelima dimensi | 3.24 | 3.53 | -0.31 | 91.16 |

3.4. Comparison Results Between Expectations and Reality

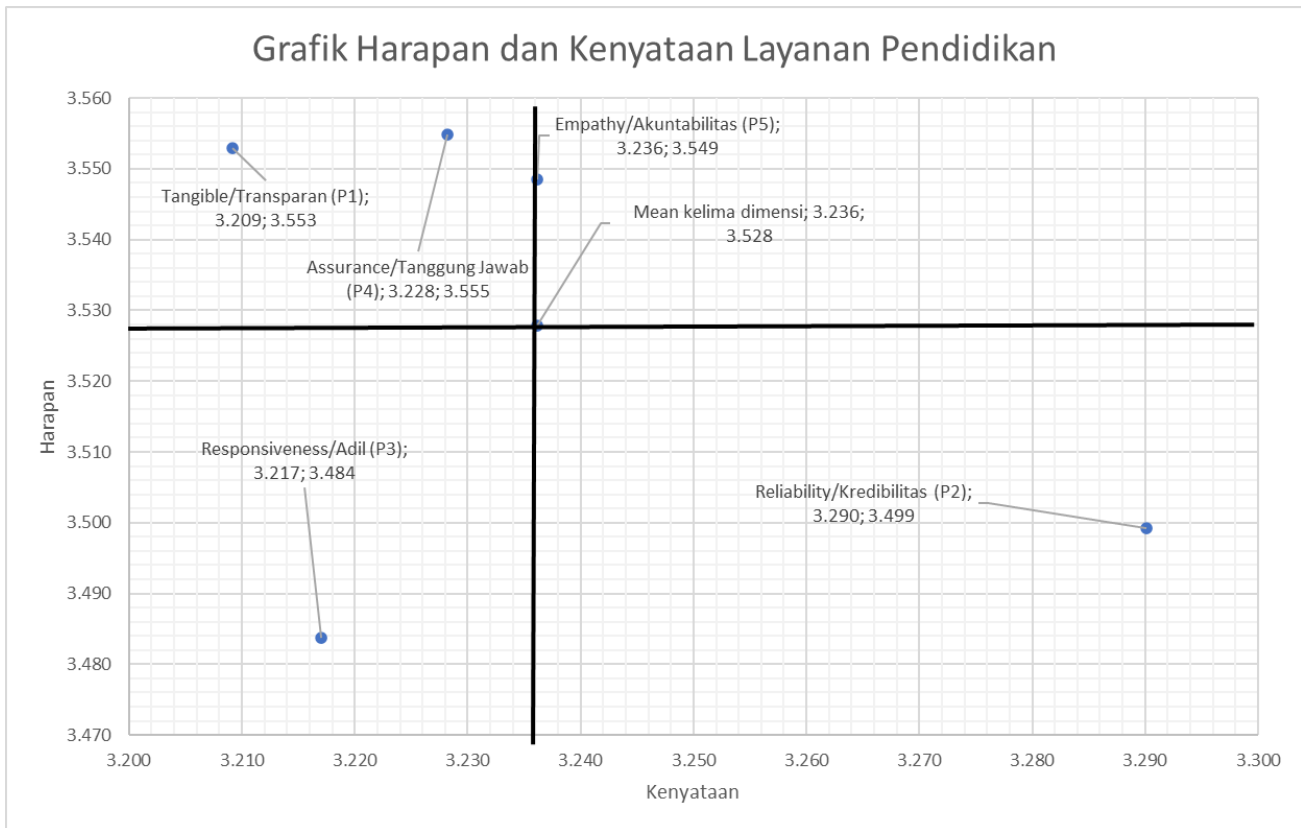


Figure 3.3. Cartesian Diagram of Geography Education Study Program Student Satisfaction Survey towards Management Services in 2021

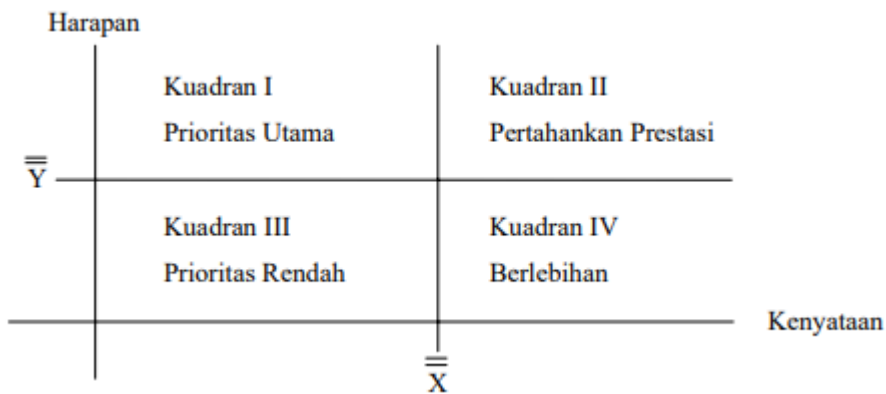


Figure 3.4. Cartesian Diagrams (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant indicates the factors that are considered to affect consumer satisfaction and include elements of services that are considered very important for consumers. 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

- *Reliability*

Based on the results of the analysis of the *reliability* dimension in quadrant I. This shows the availability of services in supporting the activities of the tridarma of Higher Education, administration and services for information needs *on-line* and *offline* have not carried it out in accordance with consumer wishes, causing disappointment / dissatisfaction. So that the variables in this quadrant need to be seriously considered by universities, especially the Faculty of Social Sciences and Law.

- *Tangible*

The *tangible* dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not carried it out according to the wishes of consumers, causing disappointment / dissatisfaction. So that the variables in this quadrant need to be seriously considered by universities, especially the Faculty of Social Sciences and Law.

- *Assurance*

The *dimensions of assurance* are in quadrant II. This shows that this dimension is considered important by consumers and has been implemented properly and can satisfy consumers, so Unesa must maintain the quality of service of the leadership and or person in charge who is authorized in supporting the implementation of the Tridarma of Higher Education.

- *Responsiveness*

Responsiveness is in quadrant III this shows that the excellent service management at the PT is carried out in accordance with the procedure, the implementation according to the respondent has a normal (standard) service quality. It is necessary to improve the quality of service.

- *Empathy*

The *empathy dimension* is in quadrant IV. This kuandran shows an empathy factor that is considered less important by consumers but has been executed very well.

3.4. Follow-up Plan

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

| Dimension | P | Revelation | Reality (K) | Hope (H) | Gap | Tki (%) | Follow-up Plan | Related parties |
|-------------|----|--|-------------|----------|-------|---------|--|-----------------------|
| Reliability | P1 | Lecturer's mastery of the lecture material | 3.26 | 3.57 | -0.32 | 91.10 | Monitoring and encouraging the novelty of scientific content | Head of Study Program |
| | P2 | Delivery of Lecturers in Lecture materials | 3.23 | 3.55 | -0.32 | 90.89 | Encourage the effectiveness and efficiency of online lectures | Head of Study Program |
| | P3 | Structural and independent tasks in accordance with the weight of credits and lecture objectives | 3.23 | 3.56 | -0.33 | 90.82 | Encourage assignments in the form of case studies, problem solving and research | Head of Study Program |
| | P4 | Good and correct use of Indonesian | 3.27 | 3.56 | -0.28 | 92.08 | Encourage the full use of Indonesian during lectures | Head of Study Program |
| | P5 | Suitability of assignments and exam questions with learning objectives | 3.21 | 3.56 | -0.35 | 90.12 | Monitor task suitability, questions (UTS-UAS) with CP | Head of Study Program |
| | P6 | Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily | 3.55 | 3.20 | 0.35 | 89.20 | Rapid improvement of academic, administrative and information services through digital systems | Head of Study Program |

| Dimension | P | Revelation | Reality (K) | Hope (H) | Gap | Tki (%) | Follow-up Plan | Related parties |
|------------------------------|-----|--|-------------|----------|-------|---------|---|-----------------------|
| Responsiveness/Fairness (P2) | P7 | Punctuality in starting and ending lectures | 3.20 | 3.53 | -0.33 | 90.64 | Monitor the implementation and availability of online learning time | Head of Study Program |
| | P8 | Timeliness of return of assignments to students by Lecturers | 3.23 | 3.23 | 0.00 | 100.00 | Monitoring the performance of lecturer assignments to students | Head of Study Program |
| | P9 | Lecturer's willingness to give follow-up exams | 3.21 | 3.54 | -0.33 | 90.55 | Monitor and provide schedules for follow-up exams | Head of Study Program |
| | P10 | Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process | 3.22 | 3.57 | -0.34 | 90.38 | Provide a forum / communication room with students at least 2X in 1 semester | Head of Study Program |
| | P11 | Ability to create a conducive learning atmosphere to motivate students | 3.20 | 3.48 | -0.28 | 92.08 | Providing a virtual space that allows students to learn and dig for information, e.g. Digital library | Head of Study Program |
| | P12 | Ease of service for lecturers, education staff and managers in solving academic problems | 3.24 | 3.56 | -0.32 | 91.09 | There are juknis, juklak and flowcharts for educational problems at the study program level, faculty including on the faculty page, such as delays in KRS, expiration of college, non-achievement of minimum IP semesters | Head of Study Program |
| Assurance (Responsibility) | P13 | Implementation of UTS / UAS according to the academic calendar | 3.27 | 3.55 | -0.28 | 92.14 | Digitally integrated UTS/UAS planning | Head of Study Program |

| Dimension | P | Revelation | Reality (K) | Hope (H) | Gap | Tki (%) | Follow-up Plan | Related parties |
|--------------------------|-----|--|-------------|----------|-------|---------|---|-----------------------|
| | P14 | Face-to-face fulfillment of 15 meetings/semesters | 3.25 | 3.57 | -0.32 | 91.02 | Making juknis and juklak online face-to-face meetings | Head of Study Program |
| | P15 | Transparency in scoring | 3.16 | 3.54 | -0.38 | 89.31 | Encourage lecturers to create a grid of task assessment indicators, UTS and UAS | Head of Study Program |
| | P16 | The friendliness of the educational staff to serve | 3.24 | 3.56 | -0.32 | 91.14 | Improving the quality of service | Head of Study Program |
| | P17 | Education staff / laboratory staff serve students according to working days | 3.22 | 3.56 | -0.34 | 90.43 | Creation and work schedule of laboratory | Head of Study Program |
| Empathy (Accountability) | P18 | Objectivity in assessment | 3.21 | 3.54 | -0.34 | 90.48 | Encouraging lecturers to make a grid of assessment criteria based on achievement indicators | Head of Study Program |
| | P19 | Lecturers and students jointly make lecture contracts at the beginning of the semester meeting | 3.27 | 3.54 | -0.27 | 92.32 | Encourage and monitor lecturers to carry out lecture contracts no later than the 2nd week of lectures | Head of Study Program |
| | P20 | Ease of guidance in achieving research output (Empathy) | 3.23 | 3.56 | -0.33 | 90.80 | Create a monitored online guidance system | Head of Study Program |
| Tangible (Transparan) | P21 | Easy access to information system-based service facilities (SSO Unesa and Website) | 3.23 | 3.55 | -0.32 | 91.04 | Increase bandwidth capacity, especially in KRS pecans and judiciary | Head of Study Program |

| Dimension | P | Revelation | Reality (K) | Hope (H) | Gap | Tki (%) | Follow-up Plan | Related parties |
|-----------|------|--|-------------|----------|-------|---------|---|-----------------------|
| | P22 | Availability and quality of laboratories / workshops / libraries / networks / classrooms, etc. in supporting academic activities | 3.19 | 3.56 | -0.37 | 89.61 | Improve and equip laboratory infrastructure so that it can be used for the practice of making / developing learning media, research, demonstrations and other academic activities | Head of Study Program |
| | Mean | Mean of the five dimensions | 3.24 | 3.53 | -0.31 | 91.16 | | |

CHAPTER IV

CLOSING

Based on the results of the analysis, it can be concluded that Unesa education services in 2021 according to the perspective of FISH Geography Education students are a good category with a satisfaction index level of 91.16%.

Attachment

I. Instruments of Service Satisfaction and Implementation of the Educational Process (Criterion 6)

INSTRUCTIONS

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

| No. | Statement | Hope for answers | | | | Existing reality | | | |
|----------|--|------------------|------|--------|------|------------------|------|--------|------|
| | | Excellent | Good | Enough | Less | Excellent | Good | Enough | Less |
| A | Reliability: the ability of lecturers, education staff, and managers in providing services | | | | | | | | |
| 1 (P1) | Lecturer's mastery of the lecture material | | | | | | | | |
| 2 (P2) | Delivery of Lecturers in lecture materials | | | | | | | | |
| 3 (P3) | Structural and independent tasks in accordance with the weight of credits and lecture objectives | | | | | | | | |
| 4 (P4) | Good and correct use of Indonesian | | | | | | | | |
| 5 (P5) | Suitability of assignments and exam questions with learning objectives | | | | | | | | |
| 6 (P6) | Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily | | | | | | | | |
| B | Responsiveness: the willingness of lecturers, education staff, and managers in helping students and providing services quickly; | | | | | | | | |
| 1 (P7) | Punctuality in starting and ending lectures | | | | | | | | |
| 2 (P8) | Timeliness of return of assignments to students by Lecturers | | | | | | | | |
| 3 (P9) | Lecturer's willingness to give follow-up exams | | | | | | | | |
| 4 (P10) | Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process | | | | | | | | |
| 5 (P11) | Ability to create a conducive learning atmosphere to motivate students | | | | | | | | |

| No. | Statement | Hope for answers | | | | Existing reality | | | |
|------------|---|------------------|------|--------|------|------------------|------|--------|------|
| | | Excellent | Good | Enough | Less | Excellent | Good | Enough | Less |
| 6 (P12) | Ease of service for lecturers, education staff and managers in solving academic problems | | | | | | | | |
| C | Assurance: <i>the ability of lecturers, education staff, and managers to give confidence to students that the services provided are in accordance with the provisions;</i> | | | | | | | | |
| 1 (P13) | Implementation of UTS / UAS according to the academic calendar | | | | | | | | |
| 2 (P14) | Fulfillment of face-to-face 15 meetings / semesters | | | | | | | | |
| 3 (P15) | Transparency in scoring | | | | | | | | |
| 4 (P16) | The friendliness of the educational staff to serve | | | | | | | | |
| 5 (P17) | Education staff / laboratory staff serve students according to working days | | | | | | | | |
| D | Empathy: <i>the willingness/concern of lecturers, education staff, and managers to pay attention to students;</i> | | | | | | | | |
| 1 (P18) | Objectivity in assessment | | | | | | | | |
| 2 (P19) | Lecturers and students jointly make lecture contracts at the beginning of the semester meeting | | | | | | | | |
| 3 (P20) | Communication of educational personnel in service | | | | | | | | |
| E | Tangible: <i>student assessment of adequacy, accessibility, quality of facilities and infrastructure.</i> | | | | | | | | |
| 1 (P21) | Easy access to information system-based service facilities (SSO Unesa and Website) | | | | | | | | |
| 2 (P22) | Availability and quality of laboratories / workshops / libraries / | | | | | | | | |

| No. | Statement | Hope for answers | | | | Existing reality | | | |
|-----|---|------------------|------|--------|------|------------------|------|--------|------|
| | | Excellent | Good | Enough | Less | Excellent | Good | Enough | Less |
| | networks / classrooms, etc. in supporting academic activities | | | | | | | | |