

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



**UNIVERSITAS NEGERI SURABAYA**  
**FACULTY OF SOCIAL SCIENCE AND LAW**  
**2021**

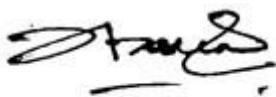
**Attestation page**

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

Surabaya, December 2021

Know

Head of Geography Education Study Program 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 student service satisfaction 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 student service satisfaction of the FISH Unesa Geography Education Study Program (FISH Unesa student survey in 2021) based on the Cartesian Diagram.

#### 1.3. Purpose

Knowing the quality of student service satisfaction of the FISH Unesa Geography Education Study Program (Unesa student survey 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 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 student services in 2021.
- b. Consumer expectations are students of the Geography Education Study Program, Faculty of Social Sciences and Law who received Unesa student services in 2021.
- c. Consumer satisfaction is consumer recognition of Unesa's educational 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 <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Harapan	.300	779	.000	.758	779	.000
Kenyataan	.260	779	.000	.849	779	.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<sup>a</sup>**

	Kenyataan - Harapan
Z	-14.684 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.2. Wilcoxon test results

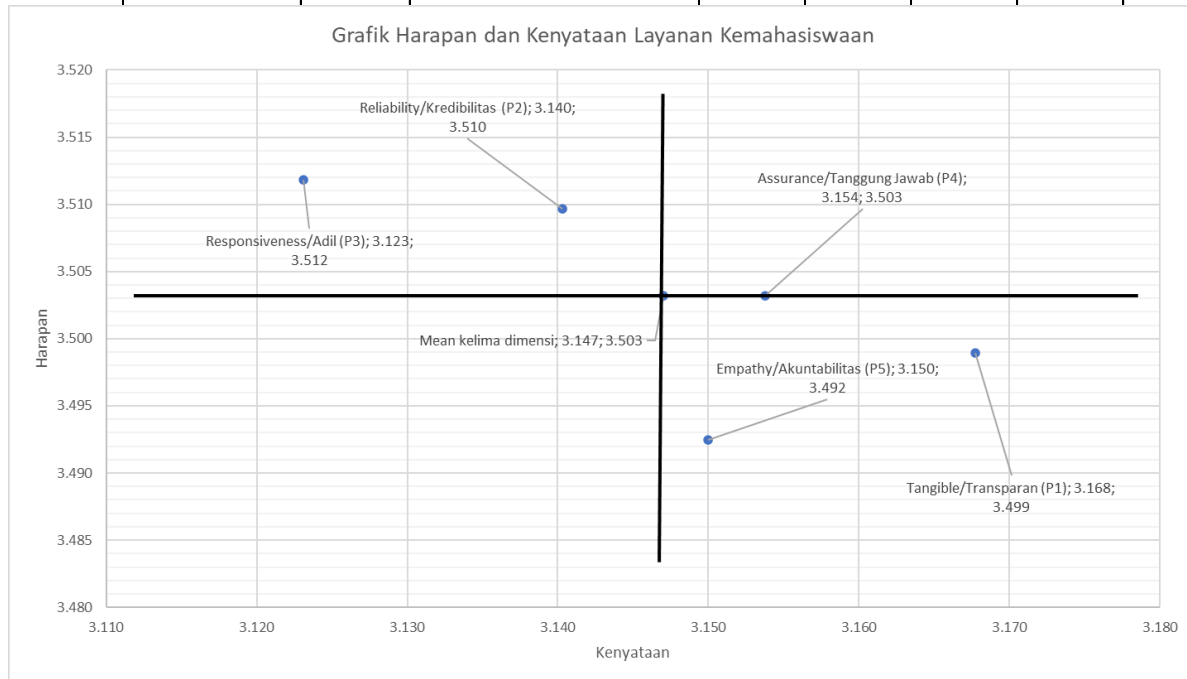
Based on the results of the Wilcoxon test using SPSS for windows 25, the results of Asymp. Sig. (2-tailed) were obtained by  $0.00 < 0.05$  so that it can be stated that there is a significant difference between expectations and the reality of student satisfaction with FISH Unesa student services.

**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 Quality of Student Satisfaction with Student Services of the Geography Education Study Program FISH Unesa in 2021

Dimensi	P	Penyataan	Kenyataan	Harapan	GAP	Tki (%)
Reliability	P1	Keberlanjutan program	3.115	3.498	-0.38	89.027201



	Mean As	Mean	3.154	3.503	-0.35	90.02
Empathy (Akuntabil	P4	Komunikasi dan kepedulian organisasi kemahasiswaan dalam menerima keluhan (empathy)	3.115	3.505	-0.39	88.863323
	P9	kesediaan/kepedulian petugas dalam menerima keluhan (empathy)	3.163	3.487	-0.32	90.703053
	P14	Kpedulian dalam menerima keluhan layanan beasiswa (emphaty)	3.173	3.485	-0.31	91.022675
	Mean Em	Mean	3.150	3.492	-0.34	90.20
Tangible (Transparan)	P5	kecukupan, aksesibilitas, dan kualitas sarana prasarana (Tangible)	3.102	3.485	-0.38	88.98658
	P10	kecukupan, aksesibilitas, kualitas dan sarana prasarana tentang Pembinaan Pengembangan Karir (Tangible)	3.160	3.505	-0.35	90.151864
	P15	kecukupan, aksesibilitas, kualitas dan sarana prasarana layanan beasiswa (Tangible)	3.112	3.506	-0.39	88.748326
	Mean Tan	Mean	3.168	3.499	-0.37	89.30
	Mean	Mean kelima dimensi	3.147	3.503	-0.36	89.58



### 3.4. Comparison Results Between Expectations and Reality

Figure 3.3. Cartesian Diagram of Student Satisfaction Survey of Educational Services in 2021

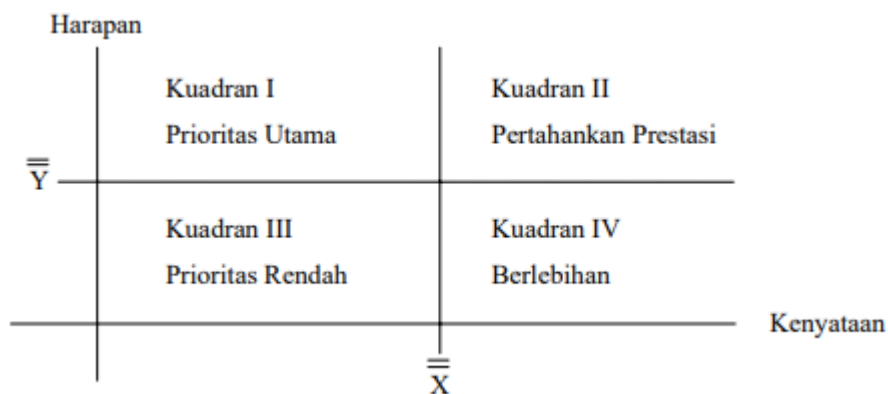


Figure 3.4. Cartesian Diagrams (Supranto, 2001)

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 student services is as follows:

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related parties
Reliability	P1	Sustainability of the activity program (reliability)	3.11	3.50	-0.38	89.03		
	P6	Sustainability of the activity program (reliability)	3.15	3.51	-0.37	89.57		
	P11	Sustainability of the activity program (reliability)	3.16	3.52	-0.36	89.83		
Responsiveness/Fairness (P2)	P2	Student organizations' agility in serving students (responsiveness)	3.10	3.52	-0.42	88.05		
	P7	speed of service obtaining information	3.12	3.49	-0.37	89.33		
	P12	Responsiveness	3.15	3.52	-0.37	89.42		
Assurance (Responsibility)	P3	Usefulness of activities (assurance)	3.12	3.48	-0.36	89.66		
	P8	Usefulness of activities (assurance)	3.17	3.52	-0.35	89.98		
	P13	Usefulness of activities (assurance)	3.17	3.51	-0.34	90.43		
Empathy (Accountability)	P4	Communication and concern of student organizations in receiving complaints (empathy)	3.11	3.50	-0.39	88.86		
	P9	willingness/concern of officers in receiving complaints (empathy)	3.16	3.49	-0.32	90.70		
	P14	Concern in receiving scholarship service complaints (emphaty)	3.17	3.49	-0.31	91.02		
Tangible (Transparan)	P5	adequacy, accessibility, and quality of infrastructure (Tangible)	3.10	3.49	-0.38	88.99		

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related parties
	P10	adequacy, accessibility, quality and infrastructure about Career Development Development (Tangible)	3.16	3.50	-0.35	90.15		
	P15	adequacy, accessibility, quality and infrastructure of scholarship services ( <i>Tangible</i> )	3.11	3.51	-0.39	88.75		
	Mean	Mean of the five dimensions	3.15	3.50	-0.36	89.58		

## **CHAPTER IV**

### **CLOSING**

Based on the results of the analysis, it can be concluded that Unesa student services in 2021 according to the perspective of FISH Geography Education students are a good category with a satisfaction index level of 89.58%.

**Attachment**

**I. Student Service Satisfaction Instrument (Criterion 3)**

INSTRUCTIONS

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

**II.1 Student services**

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
<b>A</b>	<b>Guidance and Counseling</b>								
1.	the ability of BK officers in providing satisfactory service ( <i>reliability</i> )								
2.	BK officers are responsive in helping students and providing services quickly. ( <i>responsiveness</i> )								
3	Ability of BK officers to provide services ( <i>assurance</i> )								
4	communication of BK officers when providing Counseling. ( <i>Empathy</i> )								
5	adequacy, accessibility, and quality of infrastructure about BK Services. ( <i>Tangible</i> )								
<b>B</b>	<b>National Spiritual Mental Development</b>								
1	National Spiritual Mental Coaching service procedure ( <i>reliability</i> )								
2	service speed ( <i>responsiveness</i> )								
3	Courtesy in serving ( <i>assurance</i> )								
4	Communication of National Spiritual Mental Coaching services ( <i>empathy</i> )								
5	adequacy, accessibility, quality and infrastructure ( <i>Tangible</i> )								

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
<b>C</b>	<b>Healthcare</b>								
1	Health care procedures (reliability)								
2	Responsiveness								
3	Ability and courtesy in service (assurance)								
4	Concern in receiving health service complaints (empathy)								
5	adequacy, accessibility, quality and infrastructure of 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 fill in the following statement:									
No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
<b>A</b>	<b>Talent Interests and Student Organizations</b>								
1.	Sustainability of the activity program ( <i>reliability</i> )								
2.	Student organizations' agility in serving students ( <i>responsiveness</i> )								
3	Usefulness of activities ( <i>assurance</i> )								
4	Communication and concern of student organizations in receiving complaints ( <i>empathy</i> )								
5	adequacy, accessibility, and quality of infrastructure ( <i>Tangible</i> )								
Do you participate in career development coaching activities?									
a. Yes b. Not If your answer is "Yes" please fill in the following statement:									
No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
<b>B</b>	<b>Career Development Coaching</b>								
1.	Sustainability of the activity program ( <i>reliability</i> )								
2.	speed of service obtaining information								



	( <i>responsiveness</i> )								
3.	Usefulness of activities ( <i>assurance</i> )								
4	willingness/concern of officers in receiving complaints ( <i>empathy</i> )								
5	adequacy, accessibility, quality and infrastructure about Career Development Development ( <i>Tangible</i> )								

**Do you participate in scholarship service activities?**

a. Yes

b. Not

If your answer is "Yes" please fill in the following statement:

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
<b>C</b>	<b>Scholarship Services</b>								
1	Sustainability of the activity program ( <i>reliability</i> )								
2	<i>Responsiveness</i>								
3	Usefulness of activities ( <i>assurance</i> )								
4	Concern in receiving scholarship service complaints ( <i>empathy</i> )								
5	adequacy, accessibility, quality and infrastructure of scholarship services  ( <i>Tangible</i> )								

**Do you participate in corporate development activities?**

a. Yes

b. Not

If your answer is "Yes" please fill in the following statement:

<b>D</b>	<b>Entrepreneurship Development</b>	Hope for answers				Existing reality			

		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
1	Sustainability of the activity program ( <i>reliability</i> )								
2	Speed of service ( <i>responsiveness</i> )								
3	Usefulness of activities ( <i>assurance</i> )								
4	Concern in receiving complaints ( <i>empathy</i> )								
5	adequacy, accessibility, quality and infrastructure of entrepreneurship development services ( <i>Tangible</i> )								