

REPORT
Student Satisfaction Survey
towards
Service Satisfaction Finance and Infrastructure
Geography Education Study Program

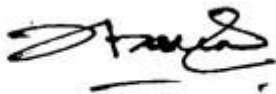


UNIVERSITAS NEGERI SURABAYA
FACULTY OF SOCIAL SCIENCE AND LAW
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Attestation page

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

Know
Head of Geography Education Study Program



Dra. Ita Mardiani Zain, M.Kes.

Surabaya, December 2021

Quality Assurance Unit



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 service felt in 2021.

1.2. Problems

- a. How are the results of the comparison between expectations and reality of financial service satisfaction and infrastructure 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 realities of financial service satisfaction and infrastructure 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 satisfaction with financial services and infrastructure of the Geography Education Study Program FISH Unesa (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 financial services and Unesa infrastructure in 2021.
- b. Consumer expectations are students of the Geography Education Study Program , Faculty of Social Sciences and Law who obtain financial services and Unesa infrastructure in 2021.
- c. Customer satisfaction is consumer recognition of Unesa's financial services and infrastructure 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	.284	617	.000	.779	617	.000
Kenyataan	.192	617	.000	.888	617	.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	-13.975 ^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 Quality of Satisfaction of Geography Education Study Program Students towards Financial Services and Infrastructure Unesa in 2021

Dimensi	P	Penyataan	Kenyataan	Harapan	GAP	Tki (%)
Reliability (Kredibilitas)	P1	Kemudahan layanan informasi untuk proses pengajuan beasiswa dan pengajuan/pembayaran/keterlambatan/keringanan UKT (reliability)	3.03	3.50	-0.46	86.76
	P6	Pemeliharaan dan pengelolaan sarana dan prasarana akademis (perpustakaan, pembelajaran/laboratorium/bengkel/instalasi listrik/internet, dsb) (reliability)	3.12	3.53	-0.41	88.42
	Mean Re	Mean	3.08	3.51	-0.44	87.59
Responsiveness/Adil (P2)	P5	Kesigapan dalam proses pengajuan beasiswa dan pengajuan/pembayaran/keterlambatan/keringanan UKT	3.10	3.50	-0.40	88.52
	P10	Kecepatan tindak lanjut atas keluhan (responsiveness)	3.04	3.48	-0.44	87.48
	Mean Res	Mean	3.07	3.49	-0.42	88.00
Assurance (Tanggung Jawab)	P2	Kemudahan proses proses pengajuan beasiswa dan pengajuan/pembayaran/keterlambatan/keringanan UKT (assurance)	3.05	3.50	-0.45	87.07
	P7	Kelengkapan fasilitas sarana prasarana perkuliahan perpustakaan (assurance)	3.16	3.51	-0.36	89.87
	Mean As	Mean	3.11	3.51	-0.40	88.47
Empathy (Akuntabilitas)	P3	Ketersediaan layanan waktu untuk peminjaman/pembayaran/keterlambatan/keringanan UKT (empathy)	3.10	3.52	-0.42	88.13
	P8	Layanan prima pada proses peminjaman/penggunaan fasilitas sarana prasarana dalam kegiatan mahasiswa (empathy)	3.13	3.51	-0.38	89.30
	Mean Em	Mean	3.12	3.51	-0.40	88.71
Tangible (Transparan)	P4	Kemudahan aksesibilitas pembayaran UKT dan penerimaan beasiswa (Tangibles)	3.13	3.53	-0.39	88.85
	P9	Ketersediaan sistem informasi yang mendukung kegiatan akademik dan non-akademik (Tangibles)	3.13	3.53	-0.40	88.72
	Mean Tan	Mean	3.13	3.53	-0.40	88.78
	Mean	Mean kelima dimensi	3.10	3.51	-0.41	88.31

3.4. Comparison Results Between Expectations and Reality

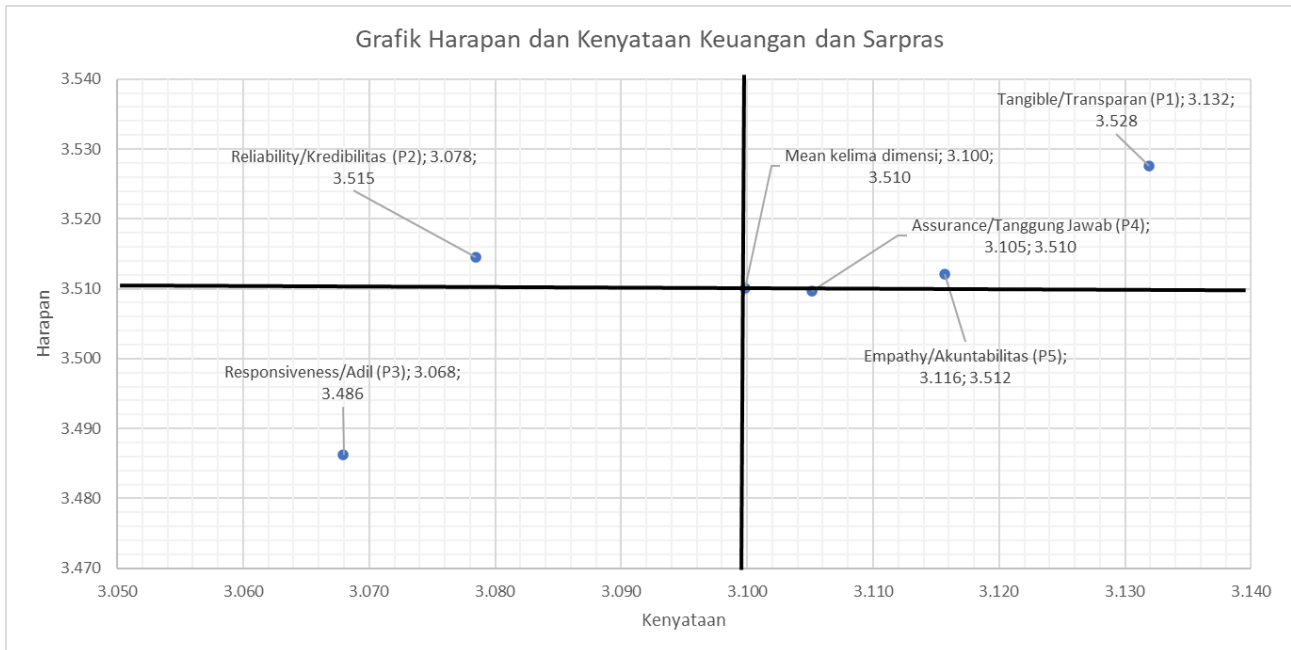


Figure 3.3. Cartesian Diagram of Geography Education Study Program Student Satisfaction Survey on Financial Services and Infrastructure in 2021

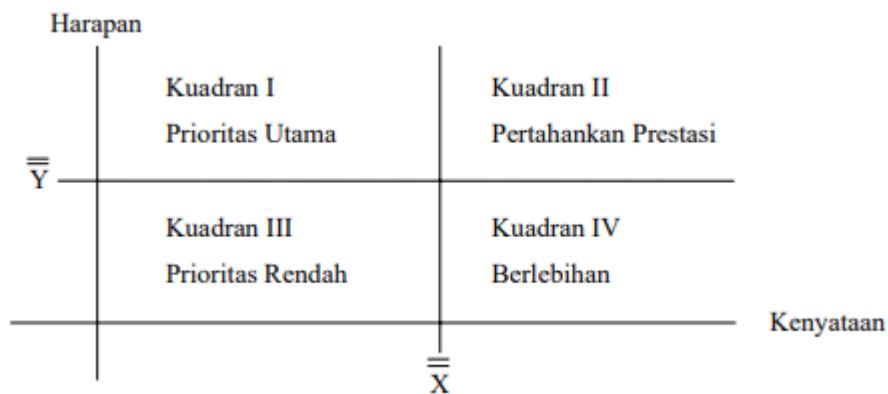


Figure 3.4. Cartesian Diagrams (Supranto, 2001)

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 financial services and infrastructure is as follows:

Dimension	P	Revelation	Fact	Hope	Gap	Tki (%)	Follow-up Plan	Related parties
Reliability	P1	Ease of information services for the scholarship application process and application/payment/delay/UKT (reliability) relief	3.03	3.50	-0.46	86.76		
	P6	Maintenance and management of academic facilities and infrastructure (library, learning / laboratory laboratory / workshop / electrical installation / internet, etc.) (reliability)	3.12	3.53	-0.41	88.42		
Responsiveness/Fairness (P2)	P5	Preparedness in the process of applying for scholarships and applying/paying/delaying/waivers for UKT	3.10	3.50	-0.40	88.52		
	P10	Speed of response to complaints (responsiveness)	3.04	3.48	-0.44	87.48		
Assurance (Responsibility)	P2	Ease of process of applying for scholarships and applying/paying/delays/waivers ukt (assurance)	3.05	3.50	-0.45	87.07		
	P7	Completeness of library lecture infrastructure facilities (assurance)	3.16	3.51	-0.36	89.87		
Empathy (Accountability)	P3	Availability of time services for borrowing/paying/delays/UKT waivers (empathy)	3.10	3.52	-0.42	88.13		
	P8	Excellent service in the process of borrowing / using infrastructure facilities in student activities (empathy)	3.13	3.51	-0.38	89.30		
Tangible (Transparent)	P4	Ease of accessibility of UKT payments and acceptance of scholarships (Tangibles)	3.13	3.53	-0.39	88.85		
	P9	Availability of information systems that support academic and non-academic activities (Tangibles)	3.13	3.53	-0.40	88.72		
	Mean	Mean of the five dimensions	3.10	3.51	-0.41	88.31		

CHAPTER IV

COVER

Based on the results of the analysis, it can be concluded that Unesa's financial services and infrastructure in 2021 according to the perspective of FISH Geography Education students are good categories with a satisfaction index level of 88.31%.

Attachment

I. Financial Management Satisfaction Instruments and Infrastructure (Criterion 5)

INSTRUCTIONS

Please fill in by putting a tick (√) on "Hope for answers" and " Kenyataan ada" in the field in real terms.

1. Student

No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
1	Ease of information services for the scholarship application process and application/payment/delay/UKT (<i>reliability</i>) relief								
2	Ease of process of applying for scholarships and applying/paying/delays/waivers ukt (<i>assurance</i>)								
3	Availability of time services for borrowing/paying/delays/UKT waivers (<i>empathy</i>)								
4	Ease of accessibility of UKT payments and acceptance of <i>scholarships (Tangibles)</i>								
5	Preparedness in the process of applying for scholarships and applying/paying/delays/waivers ukt (<i>responsiveness</i>)								
6	Maintenance and management of academic facilities and infrastructure (library, learning / laboratory laboratory/ workshop / electrical installation / internet, etc.) (<i>reliability</i>)								
7	Completeness of library lecture infrastructure facilities (<i>assurance</i>)								
8	Excellent service in the process of borrowing / using infrastructure facilities in student activities (<i>empathy</i>)								
9	Availability of information systems that support academic and								

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No.	Statement	Hope for answers				Existing reality			
		Excellent	Good	Enough	Less	Excellent	Good	Enough	Less
	non-academic activities (<i>Tangibles</i>)								
10	Speed of response to complaints (<i>responsiveness</i>)								