



STUDENT SATISFACTION SURVEY REPORT

**FACULTY OF ENGINEERING
STATE UNIVERSITY OF SURABAYA
2023**

STUDENT SATISFACTION SURVEY REPORT



**DATA AND SURVEY CENTER QUALITY ASSURANCE
CLUSTER FACULTY OF ENGINEERING
STATE UNIVERSITY OF SURABAYA 2023**

ENDORSEMENT PAGE

Stating, that the State University of Surabaya Student Satisfaction Survey Report is made in fact

Knowing,
Dean-Chairman



(Dr. Maspiyah, M.Kes.)

Surabaya, November 15, 2023

of the Quality Assurance Cluster

A handwritten signature in blue ink, appearing to read 'Subuh Isnin Haryudo', is written over a faint rectangular stamp area.

(Dr. Subuh Isnin Haryudo, S.T., M.T.)

LIST CONTENTS

ENDORSEMENT PAGE	2
TABLE OF CONTENTS	3
CHAPTER I INTRODUCTION	4
1.1. Background	4
1.2. Legal Basis	5
1.3. Problems	5
1.4. Destination	5
1.5. Report Systematics	6
CHAPTER II SURVEY METHOD	7
2.1. Type and Design of Survey Implementation	7
2.2. Operational Definition	7
2.3. Survey Instrument	7
2.4. Methods	8
2.5. Data Processing	8
a. Gap Analysis and Level of Conformity (Tki)	8
b. Normality Test	9
c. Wilcoxon test	10
d. Cartesian Diagram	10
CHAPTER III RESULTS AND DISCUSSION	11
3.1 Statistical Analysis	11
3.2 Gap Analysis and Degree of Conformity	13
3.3 Quadrant Analysis (IPA)	16
CHAPTER IV CONCLUSIONS AND SUGGESTIONS	21
1.1. Conclusions and Suggestions	21
OVERVIEW	22
APPENDIX	25

CHAPTER I INTRODUCTION

1.1. Background Background

The Data and Survey Division in the Quality Assurance Cluster (GPM) of the Faculty of Engineering, State University of Surabaya is one of the divisions tasked with assisting the implementation of quality assurance with the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement (PPEPP) model. The main task of the Data and Survey division is to conduct Customer Service Satisfaction surveys which are currently a necessity as well as a demand from Study Program Accreditation and Higher Education Accreditation. The form of the survey that has been carried out, namely in the form of a satisfaction survey of all activities carried out centrally by LPM and the survey results are processed by the GPM of each faculty so that the quality of the implementation of operational activities in the Faculty can be evaluated periodically. This survey is conducted online. In addition, this survey is conducted when the implementation of the regular semester, both first and second, has ended in each academic year. The results of this survey will be followed up with an evaluation meeting, the results of which will be used to improve the next activity service in the next academic year.

Over time, the need for improvement in the quality of service quality at the Faculty of Engineering, State University of Surabaya is increasing every year, which of course can be caused by various factors, both internal and external factors. This, of course, is one of the important factors that encourage the implementation of satisfaction surveys within the Faculty of Engineering, State University of Surabaya, especially for students, lecturers, and education staff as survey respondents. The implementation of the survey is needed so that GPM can find out what variables must be improved and maintained in quality, so that the welfare of the community in the Faculty of Engineering, State University of Surabaya, starting from students, lecturers, and education staff can continue to increase every year. This satisfaction survey consists of a number of statements, where respondents need to fill out the survey by checking the survey table about the respondents' expectations on the statements that have been presented in the table and the reality that actually occurs regarding the services felt in the Faculty of Engineering, State University of Surabaya in 2023.

1.2. Basic Law

1. Law No. 20/2003 on the National Education System.
2. Law No. 12/2012 on Higher Education.
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
4. Regulation of the Minister of Education and Culture Number 50 of the Higher Education Quality Assurance System.
5. Regulation of the Minister of Education and Culture Number 87 of 2014 concerning Accreditation of Study Programs and Higher Education.
6. Minister of Research, Technology and Higher Education Regulation No. 13 of 2015 on the Strategic Plan of the Ministry of Research, Technology and Higher Education 2015-2019.
7. Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 on National Higher Education Standards.
8. Regulation of the Minister of National Education No. 7/2007 on the Organization and Working Procedures of the Education Quality Assurance Agency.

1.3. Problems

1. Are the results of the FT UNESA student satisfaction survey in 2023 between expectations and reality there is a significant difference in statistical testing.
2. How are the results of the comparison between expectations and reality of FT UNESA student satisfaction based on a survey of FT UNESA students in 2023 using Gap analysis.
3. How to analyze the comparison between expectations and reality of FT UNESA student satisfaction (survey of FT UNESA students in 2023) using the *Importance-Performance Analysis* (IPA) method approach.

1.4. Destination

Knowing the quality of FT UNESA student satisfaction in 2023 based on statistical analysis of difference test, gap analysis, and IPA analysis. In addition, this report is expected to be a material for consideration and evaluation to improve quality in the next academic year.

1.5. Systematics Report

The systematics of this State University of Surabaya student satisfaction survey report consists of four chapters, as follows:

1. CHAPTER I INTRODUCTION

The first chapter contains the background to the preparation of the report, the legal basis, the issues raised in the report, the purpose of preparing the report, and the systematics of the report.

2. CHAPTER II SURVEY METHOD

Chapter two, contains the type and design of the satisfaction survey, operational definitions, survey instruments, survey implementation methods, and survey data processing consisting of explanations related to Gap analysis and level of conformity (Tki), normality test, Wilcoxon test, and Cartesian diagrams.

3. CHAPTER III RESULTS AND DISCUSSION

The third chapter, contains the results and discussion of statistical analysis, Gap analysis and level of conformity, and quadrant analysis using the *Importance- Performance Analysis* (IPA) method.

4. CHAPTER IV CONCLUSIONS AND SUGGESTIONS

The fourth chapter contains conclusions related to the State University of Surabaya student satisfaction survey report and suggestions for the implementation of measurement and evaluation for the coming period.

CHAPTER II SURVEY METHOD

2.1. Type and Design of Implementation Survey

This research is a quantitative descriptive research with survey method. The survey method was chosen because it can provide a quantitative description or description of trends, attitudes, and opinions from the population towards variables by studying a sample (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

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

2.2. Definition Operational

Some operational definitions are as follows:

1. Consumers are all students who use FT UNESA services in 2023.
2. Consumer expectations are students who get FT UNESA services in 2023.
3. Customer satisfaction is the recognition of consumers regarding FT UNESA services in 2023.
4. The quality of service to be studied is the expectations and reality of consumers on *reliability, responsiveness, assurance, empathy, and tangibility*.

2.3. Instrument Survey

The instrument used is a questionnaire. The questionnaire is used to collect data by providing written questions about consumer expectations and reality to be answered. The questionnaire instrument consists of 5 main aspects, namely *reliability, responsiveness, assurance, empathy, and tangibility*.

2.4. Methods

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

1. *Tangibles*, which includes physical appearance, equipment, employees, and means of communication.
2. Reliability is the ability to provide the promised service promptly, accurately, and satisfactorily.
3. Responsiveness Namely the desire of the staff to form customers and provide services with responsiveness.
4. Assurance Encompasses the knowledge, ability, courtesy, and trustworthiness of staff free from danger, risk or doubt.
5. Empathy includes ease of relationship, good communication, personal attention, and understanding customer needs.

The next stage is to use the *Importance-Performance Analysis* (IPA) method which was first introduced by (Martilla & James, 1977) with the aim of measuring the relationship between consumer / customer perceptions and priorities for improving product / service quality, also known as *Quadrant Analysis*.

2.5. Processing Data

a. Gap Analysis and Conformance Level (Tki)

The level of customer satisfaction is explained using gap analysis. This analysis compares the mean between expectations and the reality received by consumers from the service dimensions, namely *reliability*, *responsiveness*, *assurance*, *empathy*, and *tangibility*. The highest satisfaction occurs when reality exceeds expectations, namely when the service provided is maximum (4) while the minimum expectation is (1). The formula for calculating the Gap is:

$$\text{Gap} = \text{Reality} - \text{Expectation}$$

Then, the formula for the level of conformity (Tki) between expectations and reality can use the formulation:

$$\text{Tki} = (\text{Reality} / \text{Expectation}) \times 100\%$$

Gap Score shows the gap between reality and expectations (Parasuraman et al., 1985). This indicates a mismatch problem between customer expectations and the reality they feel. If the *gap score* is positive (+), it indicates that reality can meet customer expectations, otherwise if the *gap* value is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014) there are criteria for assessing the level of customer suitability:

1. The level of customer conformity $> 100\%$, meaning that the quality of service provided has exceeded what customers consider important à Very satisfying service
2. The level of customer conformity $= 100\%$, meaning that the quality of service provided meets what customers consider important à The service has been satisfying
3. The level of conformity $< 100\%$ means that the quality of service provided is less / does not meet what customers consider important à The service is not satisfactory.

b. Normality Test

The data normality test was 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 determine 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 data is normally distributed or not is to use Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). With the basis for decision making as follows:

1. If the significance value is > 0.05 , the data is normally distributed (parametric data) and can be analyzed by paired t-test.
2. If the significance value is < 0.05 , the data is not normally distributed (nonparametric data) and can be analyzed using the Wilcoxon test.

c. Test Wilcoxon

This test is conducted to determine whether there is a significant difference or not from the reality and expectations under study so that it can be determined whether or not there is a significant difference between the reality and expectations under study.

H_0 is rejected or accepted. If the results obtained are different significant then H_0 is rejected but if the difference that occurs is not significant then H_0 is accepted. *The Paired T-Test* test is performed if the two data being compared are normally distributed or the Wilcoxon test if at least one of the two being compared is not normally distributed can be from reality and expectations

d. Cartesian diagram

Cartesian diagrams describe the level of statements into four parts where with this diagram several factors that affect customer satisfaction can be determined which can then be prioritized for the company to be further improved.

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis Statistics

The survey was conducted by taking respondents who were State University of Surabaya students who were randomly selected through Single Sign On (SSO). The data obtained was 4,347 respondents. This sample size has met the sample adequacy requirements using the Slovin formula. If the total population of students at FT UNESA is 5,578 people and it is assumed that the tolerated error is 5%, then the minimum sample that must be met is:

$$n = \frac{N}{Ne^2} = \frac{5578}{1 + (5578)(0.05^2)} = 373,17 \approx 373$$

With a sample size of 5,300 respondents, the data sufficiency requirement has been met.

Furthermore, the normality assumption will be tested as a prerequisite for conducting a mean difference test between Expectations and Reality. The hypothesis is defined as follows:

- H_0 : Data follows Normal Distribution
- H_1 : Data does not follow Normal Distribution

One-Sample Kolmogorov-Smirnov Test

	Hope	Reality
N	4347	4347
Normal Parameters.b		
Mean	3.3412	3.1310
Std Deviation	62391	67462
Most Extreme Differences		
Absolute	.158	.135
Positive	.145	.121
Negative	-.158	-.135
Test Statistic	.158	.135
Asymp. Sig. (2-tailed)	.000 ^c	.000 ^c
a. Test distribution is Normal	.148	.121
b. Calculated from data	-.158	-.135
c. Lilliefors Significance Correction.	.158	.135
	.000 ^c	.000 ^c

Figure 3.1. Data Normality Test Results

By using a significance value of 5%, it can be seen from Figure 3.1 that the asymptotic or *p-value* is less than 0.05, so it can be concluded that the hypothesis testing result is **Reject H_0** , which means that the **data does not follow the Normal distribution**.

The Wilcoxon test is an alternative method of testing two paired samples in addition to testing with the *Paired-T Test*. If the sample meets the assumption of normal distribution, a *parametric statistical* test approach can be used with the *Paired-T Test*, while if the normality assumption is not met, the Wilcoxon Test can be used. From the results of normality testing, it was concluded that the survey data did not meet the assumptions of normal distribution, thus the non-parametric approach of the Wilcoxon sign test was used.



Figure 3.2. Wilcoxon Test Results

Based on the results of the Wilcoxon Test using SPSS for windows 26, the results were obtained

Asymp. Sig. (2 - tailed) < 0.05. So, it can be stated to reject H_0 with the following hypothesis:

H_0 : There is no difference between Expected and Actual values

H_1 : There is a difference between Expected and Actual values

It can be concluded, that there is a significant difference between Expectations and Reality of UNESA student satisfaction.

3.2 Gap and Level Analysis Conformance

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality Satisfaction of Unesa Students in 2023 are described in Table 3.1.

Table 3.1. Calculation results of Reality, Expectations, Gap Analysis, Level of Conformity, and Mean UNESA student satisfaction survey in 2023

Dimensions	Code	Statement	Reality	Expectations		Gap Tki (%)
Tangible (Transparent)	P1	Availability of academic, administrative and academic and non-academic information needs services <i>online</i> and <i>offline</i> accurately and satisfactorily	3.04	3.04	-0.22	93.49
	P5	Availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents	3	3	-0.22	93.41
	P9	Availability, adequacy, accessibility, and quality of infrastructure and facilities for counseling, health, and scholarship services	3.13	3.13	-0.21	93.69
	P13	Availability, adequacy, accessibility, and quality of infrastructure for career guidance and entrepreneurship services	3.04	2.87	-0.2	93.99
	P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system)	2	2	-0.25	92.49

	P23	Adequacy, accessibility, quality of facilities and infrastructure	3	3	-0.25	92.49
Mean			2.87	2.84	-0.23	93.26
Assurance (Responsibility)	P2	Clarity of program information on reasoning, interests, and talents	3.96	3.96	-0.19	94.33
	P6	Clarity of SOPs for counseling, health, and scholarship services	3	3	-0.21	93.71
	P10	Clarity of SOPs for career and entrepreneurship guidance services	4	3	-0.19	94.29
	P15	Ease of process submission/payment /delay/waiver UKT	4	4	-0.24	92.81
	P21	The ability of lecturers, education personnel, and managers to provide confidence to students that the services provided are in accordance with the provisions of the law.	3.74	3.74	-0.2	94.05
Mean			3.74	3.54	-0.21	93.84
Responsiveness (Fair)	P3	Ability and speed of officers in providing services in the field of reasoning, interests, and talents	4	2.09	-0.19	94.33
	P7	Ability and speed of officers in providing counseling, health, and scholarship services	4	1	-0.21	93.71

	P11	Ability and speed of officers in providing career and entrepreneurship guidance services	3	3	-0.2	94.01
		P16 Capability and speed	3.91	3.96	-0.21	93.69

		officers in providing services for the process of borrowing / using infrastructure facilities for student activities				
	P20	The willingness of lecturers, education staff, and managers to help students and provide services quickly	3	3	-0.21	93.75
Mean			3.17	2.74	-0.22	93.53
	P4	Concern of officers in receiving complaints related to	3.13	3.17	-0.21	93.71
		reasoning, interest, and talent services				
	P8	Concern of officers in receiving complaints related to counseling, health, and scholarship services	3.17	2.96	-0.21	93.71
Empathy (Accountability)	P12	Concern of officers in receiving complaints related to career guidance and entrepreneurship services	3	3.26	-0.18	94.58
	P17	Concern of officers in receiving complaints related to	2.83	2.78	-0.22	93.35
		financial services and infrastructure				

	P22	Willingness awareness of lecturers, education personnel, and manager of to pay attention to students	2.74	2.96	-0.18	94.61
Mean			2.97	3.03	-0.20	93.99
Reliability (Credibility)	P14	Clarity of SOPs for the process of submitting payments/delays / UKT relief	2.91	2.13	-0.23	93.13
	P19	The ability of lecturers, education staff, and managers to provide services	4	4	-0.19	94.35
Mean			3.46	3.07	-0.21	93.74
Grand Mean			3.26	3.12	-0.21	93.71

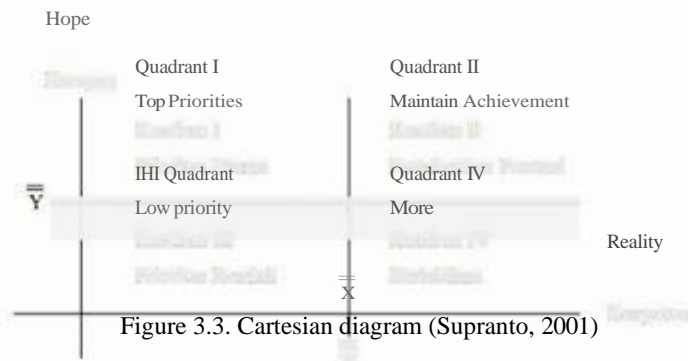
Based on the results of the *Gap Score* calculation contained in table 3.1, it shows that of the five dimensions (items) which include *tangibles*, *reliability*, *responsiveness*, *assurance*, and *empathy* are negative. This shows that the performance for students has not met user expectations. Based on table 3.1, it can be seen that the largest negative gap value of **-0.25** is found in two indicator variables. First, **P18** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure (library, learning / laboratory / workshop / electrical / internet installation, information systems). Second, **P23** (*Tangible*), namely the adequacy, accessibility, quality of facilities and infrastructure.

However, overall, based on the results of the *Grand Mean* calculation contained in table 3.2, the total conformity between reality and expectations felt by students based on the average of the mean of the five dimensions of the satisfaction survey, which is **93.71%**.

3.3 Quadrant Analysis (IPA)

Quadrant analysis or *Importance Performance Analysis* (IPA) is a descriptive analysis technique used to identify what are the important performance factors.

which must be demonstrated by an organization in meeting the satisfaction of their service users (consumers). In general, the quadrant diagram model can be shown in the following figure:



The interpretation of each quadrant in Figure 3.3 can be explained as follows:

a. Quadrant I (Top Priority)

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

b. Quadrant II (Maintain Achievement)

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.

c. Quadrant III (Low Priority)

This quadrant shows factors that are considered less important by consumers and mediocre implementation by service providers. Variables included in this quadrant do not need to be questioned even though they do not satisfy consumers because consumers do not consider them very important.

d. Quadrant IV (Excessive)

This quadrant shows factors that are considered less important by consumers but have been carried out very well by service providers.

Based on the interpretation of each quadrant, then the results of the calculation of the average Expectations and Reality in table 3.1 are plotted in a Cartesian diagram as in Figure 3.4, below, namely:

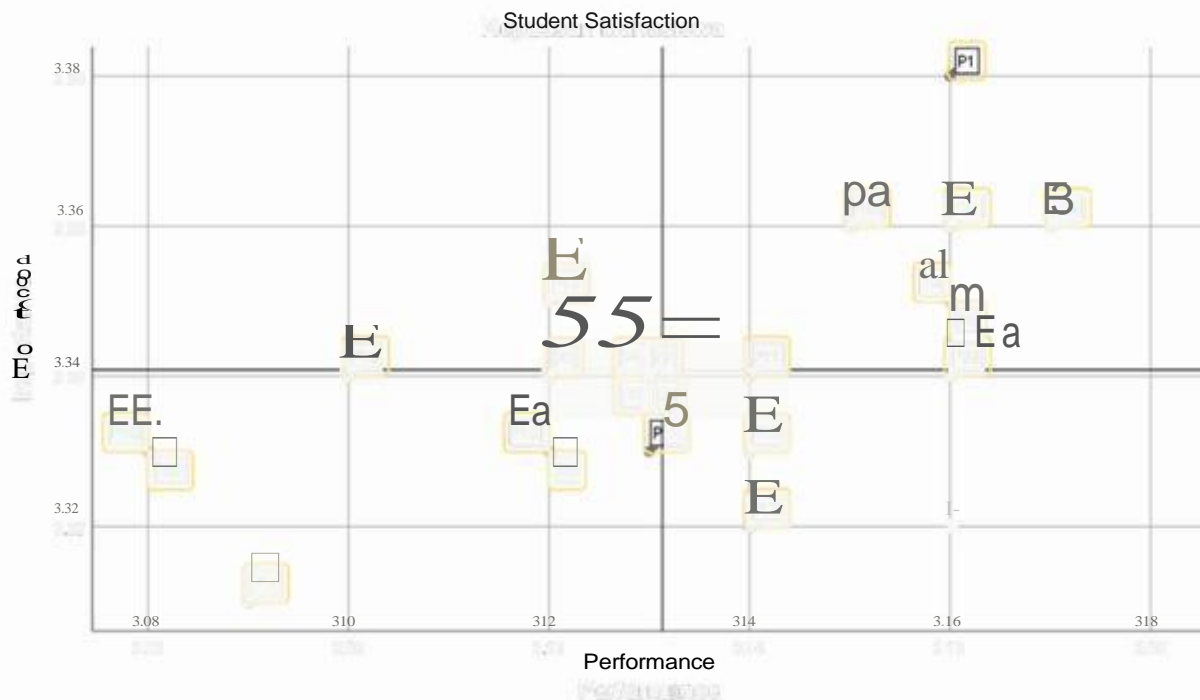


Figure 3.4 Cartesian Diagram of Student Satisfaction Survey Year 2023

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, which are as follows:

a. Quadrant I

In **quadrant I**, there is one service indicator that should be a top priority according to the respondents, but UNESA management has not implemented it in accordance with the wishes of the respondents, resulting in a sense of dissatisfaction, namely P14 (Reliability), namely SOP clarity for the process of submitting payment / delay / UKT relief. It can be concluded that the indicator variables in quadrant I need serious attention and must be improved for better service in the coming academic year.

b. Quadrant II

In **quadrant II**, there are six service indicators that are considered important by respondents and UNESA management has been able to implement the indicators.

The service is good, so that it can give respondents a sense of satisfaction. The following are the details of the indicator variables, namely:

- 1) Code **P1** (*Tangible*), namely the availability of academic, administrative and academic and non-academic information needs services *online* and *offline* accurately and satisfactorily.
- 2) Code **P2** (*Assurance*), namely the clarity of program information in the field of reasoning, interests, and talents.
- 3) Code **P3** (*Responsiveness*), namely the ability and speed of officers in providing services in the field of reasoning, interests, and talents.
- 4) Code **P19** (*Reliability*), namely the ability of lecturers, education staff, and managers to provide services
- 5) Code **P20** (*Responsiveness*), namely the willingness of lecturers, education staff, and managers to help students and provide services quickly.
- 6) Code **P21** (*Assurance*), namely the ability of lecturers, education staff, and managers to provide confidence to students that the services provided are in accordance with the provisions

c. Quadrant III

In **quadrant III**, there are nine service indicators that are considered not too important by respondents and UNESA management has implemented these service indicators quite well, so they are not the focus of attention in further improvement. The following are the details of the indicator variables, namely:

- 1) Code **P4** (*Empathy*), namely the officer's concern in receiving complaints related to reasoning, interests, and talents services.
- 2) Code **P5** (*Tangible*), namely the availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents.
- 3) Code **P6** (*Assurance*), namely the clarity of SOPs for counseling, health, and scholarship services.
- 4) Code **P7** (*Responsiveness*), namely the ability and speed of officers in providing counseling, health, and scholarship services.
- 5) Code **P8** (*Empathy*), namely the concern of officers in receiving complaints related to counseling, health, and scholarship services.
- 6) Code **P9** (*Tangible*), namely the availability, adequacy, accessibility, and quality of infrastructure facilities for counseling, health, and scholarship services.

- 7) Code **P13** (*Tangible*), namely the availability, adequacy, accessibility, and quality of infrastructure facilities for career guidance and entrepreneurship services.
- 8) Code **P15** (*Assurance*), i.e. Ease of process application/payment process /delay/waiver of UKT
- 9) Code **P16** (*Responsiveness*), namely the ability and speed of officers in providing services for the process of borrowing / using infrastructure facilities for student activities.
- 10) Code **P17** (*Empathy*), namely the concern of officers in receiving complaints related to financial services and infrastructure.
- 11) Code **P18** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electricity/internet installation, information system).
- 12) **CodeP23** (*Tangible*): i.e. adequacy, accessibility, quality of facilities, and infrastructure.
- 13)

d. Quadrant IV

In **quadrant IV**, there are seven service indicators that are considered unimportant by respondents and UNESA management has been able to implement these service indicators well, so this quadrant can be ignored in processing this student satisfaction survey data. The following are the details of the indicator variables, namely:

- 1) Code **P10** (*Assurance*), namely the clarity of the SOP of career guidance and entrepreneurship services
- 2) Code **P11** (*Responsiveness*), namely the ability and speed of officers in providing career and entrepreneurship guidance services.
- 3) Code **P12** (*Empathy*), namely the officer's concern in receiving complaints related to career guidance and entrepreneurship services.
- 4) Code **P22** (*Empathy*), namely the willingness of caring lecturers, education staff, and managers to pay attention to students

CHAPTER IV CONCLUSION AND SUGGESTIONS

1.1. Conclusions and Suggestions

Based on the results of data analysis from the student satisfaction survey, it can be concluded as follows:

- a. There is a significant difference between Expectations and Reality based on the results of the Wilcoxon test with a significance value $<5\%$ and concludes rejecting H_0 .
- b. Significant differences based on Gap analysis were found, there are two variables
The indicator that has the largest negative Gap value is **-0.25**. First, **P18** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure (libraries, learning/labs/workshops/electricity/internet installations, information systems). Second, **P23** (*Tangible*), namely the adequacy, accessibility, quality of facilities and infrastructure.
- c. However, overall, based on the results of the Grand Mean calculation contained in table 3.1, the total conformity between reality and expectations felt by students based on the average of the mean of the five dimensions of the satisfaction survey, which is 93.71%. satisfaction with services based on student perspectives has not been fulfilled.
- d. Overall, the level of conformity between reality and expectations felt by students as respondents is **93.71%**.
- e. In quadrant I, there is one indicator that must be prioritized, namely P14 (Reliability), namely the clarity of the SOP for the process of applying for payment / delay / UKT relief.

FOLLOW-UP PLAN

1. Improve accessibility services for facilities and infrastructure in the Faculty of Engineering so that they can be accessed and used by students to support academic activities.
2. Improve the quality of facilities and infrastructure in the engineering faculty so that it can meet the needs of the use of facilities and infrastructure by students to support academic activities.
3. Maintaining student affairs-related services that have been implemented and are considered to be well implemented and facilitated at the Faculty of Engineering.

4. Improve services to the management process in the faculty carried out in accordance with applicable procedures.
5. Improve the service process and accuracy in the process of promotion, career development, and lecturer rights, by implementing an information system and socialization of lecturer career development guidance.
6. Maintain the services that have been implemented and assessed to have been implemented and facilitated well in the Faculty of Engineering.

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APPENDIX

STUDENT SATISFACTION INSTRUMENT

INSTRUCTIONS

Please fill it in by putting a check mark (✓) on the "Level of Importance" and "Level of Performance" at real field.

Code	Statement	LevelPerformance Level				Importance			
		Very Important	Important	Enough Important	Less Important	Very good	Good	enough Good	Less Good
I. Management Service Satisfaction Instrument (Criterion 2)									
P1.	Availability of academic, administrative and academic and non-academic information needs services <i>on-line</i> and <i>offline</i> accurately and satisfactorily (<i>tangible</i>)								
II. Student Services Satisfaction Instrument (Criterion 3)									
	Reasoning, Interests, and Talents								
P2.	Clarity information program field of reasoning, interests, and talents (<i>assurance</i>)								

P3.	Ability and speed of officers in provide services field of reasoning, interests, and talents (<i>responsiveness</i>)								
-----	--	--	--	--	--	--	--	--	--

Code	Statement	LevelPerformance Level				Importance			
		Very Important	Important	Enough Important	Less Important	Very good	Good enough	Good	Less Good
P4.	Concern of officers in receiving complaints related to field services reasoning, interests, and talents (<i>empathy</i>)								
P5.	Availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents (<i>tangible</i>)								
B	Welfare (Guidance and Counseling, Health Services, and Scholarship Services)								
P6.	Clarity of SOPs for counseling, health, and scholarship services (<i>assurance</i>)								
P7.	Ability and speed of officers in provide services counseling, health, and scholarship services (<i>responsiveness</i>)								

P8.	Concern of officers in receiving complaints related to counseling, health, and scholarship services (<i>empathy</i>)								
P9.	Availability, adequacy, accessibility, and quality of infrastructure facilities for counseling, health, and scholarship services (<i>tangible</i>)								
Career and Entrepreneurship Guidance									
P10	Clarity of SOPs for career and entrepreneurship guidance services (<i>assurance</i>)								

Code	Statement	LevelPerformance Level				Importance			
		Very Important	Important	Enough Important	Less Important	Very good	Good enough	Good	Not so good
		P11	Ability and speed of officers in providing career guidance and entrepreneurship services (<i>responsiveness</i>)						
P12	Concern of officers in receiving complaints related to career guidance and entrepreneurship services (<i>empathy</i>)								
P13	Availability, adequacy, accessibility, and quality of career guidance and entrepreneurship service infrastructure (<i>tangible</i>)								

III. Satisfaction Instrument for Financial Management and Infrastructure (Criterion 5)									
P14	Clarity of SOPs for the UKT application/payment/delay/waiver process (<i>reliability</i>)								
P15	Ease of process of applying/paying/delaying/waiving UKT (<i>assurance</i>)								
P16	The ability and speed of officers in providing services for the process of borrowing / using infrastructure facilities for student activities (<i>responsiveness</i>)								
P17	Concern of officers in receiving complaints related to financial services and infrastructure (<i>empathy</i>)								
Code	Statement								
		LevelPerformance Level				Importance			
		Very Important	Important	Enough Important	Less Important	Very good	Good enough	Good	Less Good
P18	Availability and adequacy of facilities and infrastructure academic (library, learning/lab/workshop/electricity/internet installation, information system) (<i>tangible</i>)								
IV. Service Satisfaction Instrument and Implementation of Education Process (Criterion 6)									

P19	Ability of lecturers, education personnel, and managers in providing services (<i>reliability</i>)								
P20	The willingness of lecturers, education staff, and managers to help students and provide services quickly (<i>responsiveness</i>)								
P21	Ability of lecturers, education personnel, and managers to provide confidence to students that the services provided are in accordance with the provisions (<i>assurance</i>)								
P22	Willingness / concern of lecturers, education staff, and managers to pay attention to students (<i>empathy</i>)								
P23	Adequacy, accessibility, quality of facilities and infrastructure (<i>tangible</i>)								