LECTURER SATISFACTION SURVEY REPORT

FACULTY OF ENGINEERING

STATE UNIVERSITY OF SURABAYA

2023

LECTURER SATISFACTION SURVEY REPORT

UNESA

DATA AND SURVEY CENTER QUALITY ASSURANCE

CLUSTER FACULTY OF ENGINEERING

STATE UNIVERSITY OF SURABAYA

2023

ENDORSEMENT PAGE

Stating, that the Lecturer Satisfaction Survey Report of the Faculty of Engineering, STATE UNIVERSITY OF SURABAYA is made in fact

Surabaya, November 15, 2023

Knowing,
Dean-Chairman

of the Quality Assurance Cluster

(Dr. Maspiyah, M.Kes.)

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

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CHAPTER I
INTRODUCTION

1.1. Background Background

The Data and Survey Division in the Quality Assurance Group (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, Surabaya State University, 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, Surabaya State University, 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 actual reality that 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 lecturer 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 lecturer satisfaction based on the FT UNESA lecturer survey in 2023 using Gap analysis.
3. How to analyze the comparison between expectations and reality of FT UNESA lecturer satisfaction (FT UNESA lecturer survey in 2023) using the *Importance-Performance Analysis* (IPA) method approach.

1.4. Destination

Knowing the quality of FT UNESA lecturer 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 the quality of lecturer satisfaction in the next academic year.

1.5. Systematics Report

The systematics of this Faculty of Engineering STATE UNIVERSITY OF SURABAYAlecturer 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 SURABAYAlecturer satisfaction survey report and suggestions for the implementation of measurement and evaluation for the next 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 subject variables are 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 lecturers who use services at FT UNESA in 2023.
2. Consumer expectations are lecturers who obtain services at FT UNESA in 2023.
3. Customer satisfaction is the recognition of consumers regarding services at FT UNESA 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:

Gap = Reality - Expectation

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

Tki = (Reality / Expectation) x 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 lecturers at the Faculty of Engineering, Surabaya State University, who were randomly selected through Single Sign On (SSO). The data obtained was 135 respondents. This sample size has met the sample adequacy requirements using the Slovin formula. If the total population of lecturers at FT UNESA is 116 people and it is assumed that the tolerated error is 5%, then the minimum sample that must be met is:

$$n = \frac{N}{Ne^2} = \frac{160}{1 + (160)(0.05^2)} = 114{,}28 \approx 114$$

With a sample size of 135 respondents, the data sufficiency requirements have 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		114	114
Normal Parameters.b	Mean	3.6149	3.2849
	Std Deviation	55397	63516
Most Extreme Differences	Absolute	281	.130
	Positive	243	.130
	Negative	-281	-116
Test Statistic		281	130
Asymp. Sig. (2-tailed)		000°	000°

a Test distribution is Normal

b Calculated from data

c. Lilliefors Significance Correction

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.

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Reality - Expectation	Negative Ranks	51	31.88	1626.00
	Positive Ranks	7	1214	85.00
	Ties	56°		
	Total	114		

a. Reality < Expectation
b. Reality > Expectation
c. Reality = Expectation

Test Statistics"

	Reality Hope
z	-5.968°
Asymp. Sig. (2-tailed)	000

a Wilcoxon Signed Ranks Test
h a "ad nn no "itiws rank"

Figure 3.2. Wilcoxon Test Results

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

$Asymp.\ Sig.\ (2\text{ - }tailed) < 0.05$. Then 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 FT UNESA lecturer satisfaction.

3.2 Gap and Level Analysis Conformance

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

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality Satisfaction of FT Unesa Lecturers in 2023

Dimensions	Code	Statement	Reality	Hope	Gap	Tki (%)
***Tangible* (Transparency)**	P1	Ease of obtaining information in supporting Tridarma Perguruan Tinggi activities	2.86	2.86	-.40	89.01
	P11	Adequacy of quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.)	3.67	4.00	-.39	89.23
	P18	Accuracy of research and PKM fund disbursement	3.00	3.00	-.31	91.41
Mean			**3.17**	**3.25**	**-0.36**	**89.88**
***Assurance* (Responsibility)**	P4	Services of the authorized leader and / or person in charge in supporting the implementation of the Tridarma of Higher Education	4.00	3.43	-.25	93.07
	P7	Clarity of lecturer performance evaluation mechanisms in accordance with SOPs	3.00	3.00	-.30	91.71
	P12	Clarity of guidelines finance in any kind of salary and remuneration deductions	3.43	3.43	-.16	95.62

	P13	Accuracy of salary disbursement, lecturer certification and 30% remuneration in every month	3.00	3.00	-.19	94.72
	P20	Accuracy of research and PKM outputs in accordance with guidelines and SOPs according to the scheme	4.00	4.00	-.26	92.88
		Mean	**3.50**	**3.50**	**-0.23**	**93.80**
***Responsiveness* (Fairness)**	P3	Ease of management services in the implementation of the Tridarma of Higher Education	4.00	2.90	-.64	81.87
	P8	Accuracy in the process of promotion, career development, and lecturer rights	3.86	3.86	-.37	89.78
	P16	Service responsiveness LPPM administration in handling research and PKM issues	4.00	3.67	-.26	92.88
		Mean	**3.95**	**3.48**	**-0.42**	**88.18**
***Empathy* (Accountability)**	P5	Excellent management services in HEIs are carried out in accordance with procedures	3.57	3.34	-.23	93.56
	P9	Fair and transparent remuneration	3.39	3.04	-.35	89.68
	P14	Involvement of lecturers in the preparation of the Budget Business Plan	3.51	3.39	-.12	96.58
	P17	Openness of the results of the assessment of proposals, implementation, to the final report of research and PKM	3.46	3.24	-.22	93.64

Mean			**3.48**	**3.25**	**-0.23**	**93.37**
Reliability	P2	Availability of services in supporting the tridarma activities of Higher Education,	3.50	3.24	-.26	92.57
(Credibility)		Accurately and satisfactorily administer and service on-line and offline information needs.				
	P6	Appropriateness of the recruitment, selection, and dismissal process of lecturers in accordance with the needs planning and applicable SOPs	3.57	3.40	-.17	95.24
	P10	Accessibility in access the information system through SSO	3.59	3.44	-.15	95.82
	P15	Conformity of the proposal with the research and PKM *roadmap* (study program, faculty, and university)	3.59	3.40	-.19	94.71
	P19	Consistency of rules on the implementation and monev activities of research and PKM	3.56	3.36	-.20	94.38
	P21	Suitability of PKM outputs with community needs	3.56	3.36	-.20	94.38
Mean			**3.56**	**3.37**	**-0.20**	**94.52**
Grand Mean			**3.61**	**3.29**	**-0.33**	**90.88**

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, Level of Conformity, and Mean of the FT UNESA lecturer satisfaction survey in 2023.

Based on the results of the Gap Score calculation contained in table 3.1, it shows that of the five dimensions (items) are negative, this indicates that the performance of the five dimensions (items) is negative.

lecturers have not met user expectations. It is known that the largest negative gap value is in the *Responsiveness* aspect of variable P3 and *Empathy* variable P9. This *responsiveness* aspect is a service in the ease of management services in implementing the tridarma of higher education and the *empathy* aspect is a service in providing remuneration fairly and transparently. These two variables have gap values of 0.36 and 0.35 respectively. This shows that the level of respondent expectations exceeds the level of performance / reality of the quality of service provided. According to respondents, the level of conformity with perceived expectations in the P3 variable *responsiveness* aspect is 89.63% and the value of the level of conformity with expectations in the P9 variable *empathy* aspect is 89.68%. Overall, the total conformity between reality and expectations perceived by lecturers from the satisfaction survey is 94.37%.

3.3 Quadrant Analysis (IPA)

Quadrant analysis or Importance Performance Analysis (IPA) is a descriptive analysis technique used to identify what important performance factors an organization must demonstrate in meeting the satisfaction of their service users (consumers). In general, the quadrant diagram model can be shown in the figure
3.3.

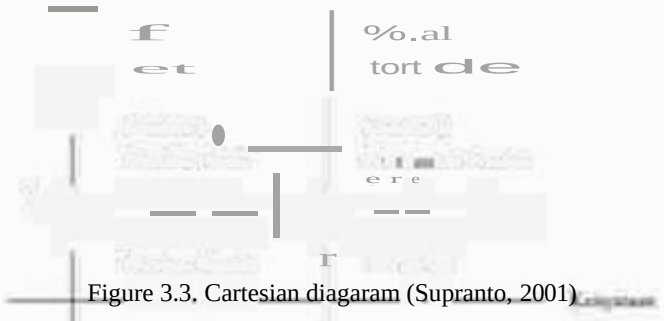

Figure 3.3. Cartesian diagaram (Supranto, 2001)

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 the wishes of consumers, 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 implementation by mediocre 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 shown in figure 3.4.

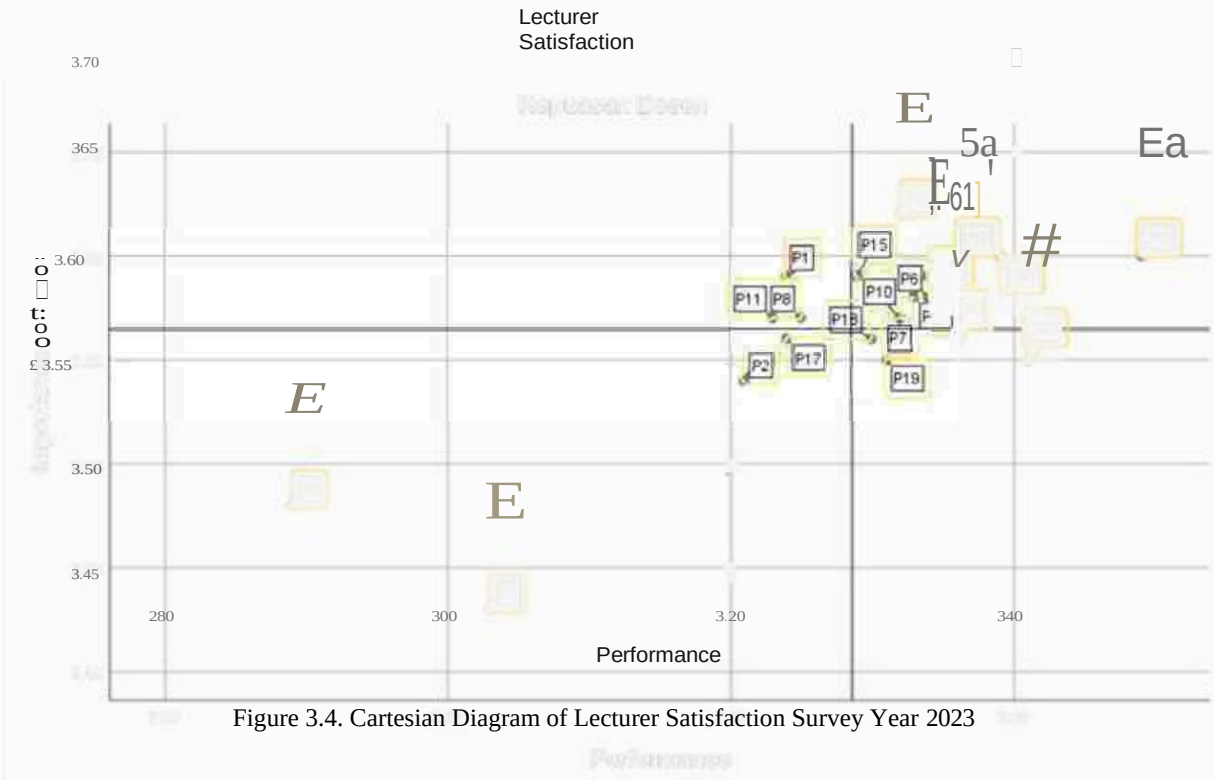

Figure 3.4. Cartesian Diagram of Lecturer Satisfaction Survey Year 2023

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 1

In **quadrant I**, variables P1, P8, and P11 were found, the variables in this quadrant need to be taken seriously and their services must be improved even better.

- P1 : Ease of obtaining information in supporting the Tridharma of Higher Education activities
- P8 : Accuracy in the process of promotion, career development, and lecturer rights
- P11 : Adequacy of quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.)

b. Quadrant II

In **quadrant II**, several variables were found, namely P5, P6, P10, P12, P15, P18, P20, P21. These variables are factors that are considered important by users and have been implemented well so that they can satisfy consumers, so the obligation of university management is to maintain the performance that has been running. The aspects that include these variables are

- P5 : Excellent management services in HEIs are carried out in accordance with procedures
- P6 : The suitability of the recruitment, selection, and dismissal of lecturers in accordance with the needs planning and applicable SOPs.
- P10 : Accessibility in accessing information systems through SSO
- P12 : Clarity of financial guidelines in all types of salary and remuneration deductions
- P15 : Conformity of the proposal with the research and PKM *roadmap* (study program, faculty, and university)
- P16 : Responsiveness of LPPM administrative services in handling research and PKM issues
- P18 : Accuracy of research and PKM fund disbursement
- P20 : Accuracy of research and PKM outputs in accordance with guidelines and SOPs according to the scheme.
- P21 : Suitability of PKM outputs with community needs

c. Quadrant III

In **quadrant III**, variables P2, P3, P9, and P17 were found. These variables do not need to be questioned and are in accordance with consumer expectations so that they are not the focus of attention in further improvement. The aspects that include these variables are

- P2 : The availability of services in supporting the tridarma activities of Higher Education, administration and information needs services on-line and offline with accuracy and satisfaction.
- P3 : Ease of management services in the implementation of the Tridarma of Higher Education
- P9 : Fair and transparent remuneration
- P17 : Openness of the results of the assessment of proposals, implementation, until the final report of research and PKM

d. Quadrant IV

In quadrant IV, variables P4, P7, and P13 were found, each of which includes the involvement of lecturers in the preparation of the Budget Business Plan, and the consistency of rules on the implementation and monev activities of research and PKM. These variables are factors that are less important to users because they are not considered necessary, but the services provided have been carried out very well.

- P4 : Services of the authorized leader and / or person in charge in supporting the implementation of the Tridarma of Higher Education
- P7 means that the clarity of the lecturer performance evaluation mechanism in accordance with the SOP must be a top priority.
- P13 : Accuracy of salary disbursement, lecturer certification and 30% remuneration in every month

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis from the lecturer 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 of <5% and concluded to reject Ho.
b. Significant differences based on gap analysis found that there is a considerable gap in the P3 variable of -0.64, namely the ease of management services in the implementation of the tridarma of higher education has a level of conformity with lecturers' expectations of 81.87% so that it is interpreted as not being able to meet satisfaction based on lecturers' perspectives. However, in general, the level of conformity between expectations and reality is 90.88%.
c. In quadrant I, indicators with codes P1, P8 and P11 were found, which means that excellent management services in the faculty are carried out in accordance with procedures and accuracy in the process of promotion, career development, and lecturer rights must be a top priority.

FOLLOW-UP PLAN

1. Improve the ease of obtaining information in supporting the Tridharma of Higher Education activities
2. Improving service accuracy in the process of promotion, career development, and lecturer rights
3. Improve the adequacy of the quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.)
4. 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

Code	Statement	Level of ImportanceExisting reality							
		Very Important	Important	Cukup Important	Less Important	Very good	Baik	Simply Good	Not so good
I. Management Service Satisfaction Instrument (Criterion 2)									
P1	Ease of obtaining information in supporting Tridarma Perguruan Tinggi activities (*tangible*)								
P2	Service availability in supporting the tridarma activities of Higher Education, administration and information needs services on-line and offline with accuracy and satisfaction (*reliability*)								
P3	Ease of management services in the implementation of the Tridarma of Higher Education (*responsiveness*)								

P4	Service of the authorized leader and / or person in charge in supporting the implementation of the Tridarma of Higher Education (*assurance*)									
P5	Excellent management services at PT are carried out in accordance with procedures (*empathy*)									
II. HR Development Management Service Satisfaction Instrument (Criterion 4)										
P6	The suitability of the recruitment, selection, and dismissal process of lecturers in accordance with the needs planning and applicable SOPs (*reliability*)									
P7	Clarity of lecturer performance evaluation mechanism in accordance with SOP (*assurance*)									

P8	Accuracy in the process of promotion, career development, and lecturer rights (*responsiveness*).								
P9	Fair and transparent remuneration (*empathy*)								
III. Instrument for Satisfaction of Financial Management Services and Infrastructure Facilities (Criterion 5)									
P10	Accessibility in accessing information systems through SSO (*reliability*)								
P11	Adequacy of quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.) (*tangibles*)								

P12	Clarity of financial guidelines in all types of salary and remuneration deductions (*assurance*)								
P13	Accuracy of salary disbursement, lecturer certification and remuneration 30 % every month (*assurance*)								
P14	Involvement of lecturers in the preparation of the Budget Business Plan (*empathy*)								
IV. Service Satisfaction Instrument for the Implementation of the Research and PKM Process (Criteria 7 and 8)									
P15	Conformity of the proposal with the research and PKM *roadmap* (study program, faculty, and university) (*reliability*)								
P16	*Responsiveness of* LPPM administrative services in handling problems in the field of research and PKM (*responsiveness*)								

P17	Openness of the results of the assessment of proposals, implementation, and reports end of research and PKM (*empathy*)								
P18	Accuracy of research and PKM fund disbursement (*tangibles*)								
P19	Consistency of rules on the implementation and monitoring and evaluation activities of research and PKM (*reliability*)								
P20	Accuracy of research and PKM outputs in accordance with guidelines and SOPs according to the scheme (*assurance*)								
P21	The suitability of PKM outputs with community needs (*reliability*)								