REPORT SURVEY SATISFACTION OF EDUCATION PERSONNEL

FACULTY OF ENGINEERING

STATE UNIVERSITY OF SURABAYA

2023

EDUCATION PERSONNEL SATISFACTION SURVEY REPORT

DATA AND SURVEY DIVISION OF THE FACULTY OF

ENGINEERING QUALITY ASSURANCE CLUSTER

STATE UNIVERSITY OF SURABAYA

2023

ENDORSEMENT PAGE

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

Surabaya, November 15, 2023

Knowing,
Dean-Chairman

of the Quality Assurance Cluster

(Dr. Maspiyah, M.Kes.)

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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 satisfaction survey of FT UNESA education personnel 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 education staff satisfaction based on the survey of FT UNESA education staff in 2023 using Gap analysis.

3. How to analyze the comparison between expectations and reality of FT UNESA education staff satisfaction (survey of FT UNESA education staff in 2023) using the *Importance-Performance Analysis* (IPA) method approach.

1.4. Destination

Knowing the quality of satisfaction of FT UNESA education personnel with service users is FT UNESA education personnel in 2023 based on statistical analysis of t-tests, 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 education staff 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 education staff satisfaction survey report and suggestions for the implementation of measurement and evaluation for future periods.

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 education personnel who use FT UNESA services in 2023.
2. Consumer expectations are education personnel who obtain FT UNESA service 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 the 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:

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

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

$$\textbf{Tki = (Reality / Expectation) x 100\%}$$

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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 significant differences then H_0 is rejected but if the difference that occurs is not significant then $H0$ is rejected or accepted. H_0 is accepted. *The Paired T-Test* test is carried out 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 education personnel who were randomly selected through Single Sign On (SSO). The data obtained was 22 respondents.

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		21	21
Normal Parameters.b	Mean	3.6369	34196
	Std Deviation	43822	55345
Most Extreme Differences	Absolute	.320	234
	Positive	204	.169
	Negative	-320	-.234
Test Statistic		320	234
Asymp. Sig (2-tailed)		000°	004°

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 results of hypothesis testing are 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 test results

normality, it was concluded that the survey data did not meet the assumptions of normal distribution, so the non-parametric approach of the Wilcoxon sign test was used.

Ranks

		N	Mean Rank	Sum of Ranks
Reality - Expectation	Negative Ranks	7	4.00	28.00
	Positive Ranks	0	00	00
	Ties	14		
	Total	21		

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

Test Statistics"

	Reality Hope
z	-2.366
Asymp. Sig. (2-tailed)	018

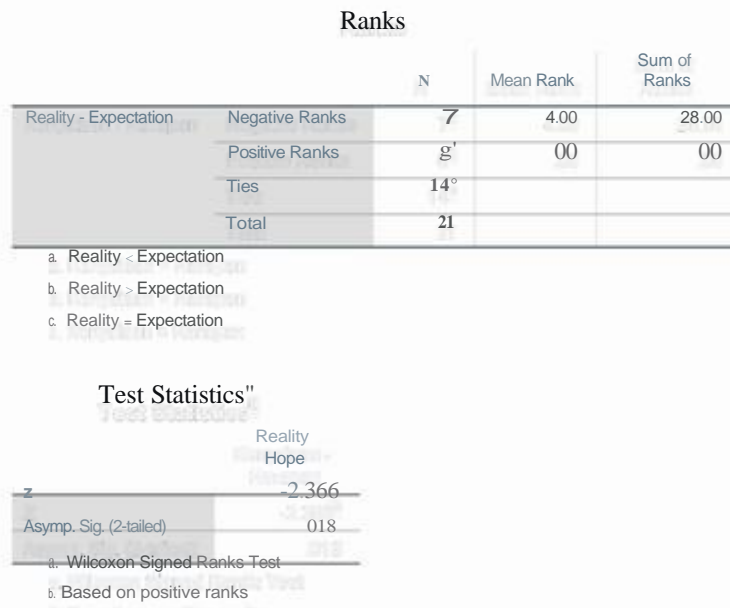a. Wilcoxon Signed Ranks Test
b. Based on positive ranks

Figure 3.2. Wilcoxon Test Results

Based on the results of the Wilcoxon Test using SPSS for windows 26 with a significance value of 5%, the results obtained *Asymp. Sig.* (*2 - tailed*) *< 0.05*. Then it can be stated 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 the expectations and reality of the satisfaction of UNESA education personnel.

3.2 Gap and Level Analysis Conformance

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality Satisfaction of FT Unesa Education Personnel 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 Education Personnel in 2023

Dimensions (%)	Code	Statement	Reality	Expectations		GapTki
Tangible **(Transparan)**	P6	Ease of obtaining typing services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) as well as information that supports work	3.93	3.93	-0.18	94.53
	P7	Ease of access to education and training based on needs/fitness for the job	3.93	3.13	-0.1	97.05
	P12	Quality adequacy and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, etc.)	3.2	3.27	-0.15	95.54
	P13	Comfort and safety of the work environment (state of the workspace, toilet cleanliness, Occupational Health and Safety, etc.)	4	4	-0.11	96.66
13						

	P14	Quality adequacy and quantity of facilities related to tendik welfare (polyclinic, salary/allowance/incentive, insurance, etc.)	3	3	-0.14	95.87
	Mean		**3.6**	**3.46**	**-0.13**	**95.93**
	P3	Speed, accuracy, accuracy of the manager's response in responding to and following up on tendik complaints	3.73	3.67	0	100
***Assurance* (Responsibility)**	P10	Clarity of tendik performance monitoring and evaluation mechanisms	3	3	-0.22	93.45
	P11	Clarity of *reward* and *punishment* mechanisms for tendik	2.73	2.73	-0.11	96.62
	P16	Service transparency in personnel and finance	3	3.13	-0.14	95.78
	Mean		**3.12**	**3.13**	**-0.12**	**96.46**
***Responsiveness* (Fairness)**	P2	The speed, accuracy, accuracy of the manager's response in	4	4	-0.14	95.87

	Code	Description				
		respond and follow up on tendik complaints				
	P9	Speed, accuracy, accuracy of the manager's response in providing services (tendik promotion, training, further study, tendik welfare, etc.)	3	3	-0.04	98.78
Mean			**3.5**	**3.5**	**-0.09**	**97.32**
Empathy **(Account ability)**	P4	Implementation of fair/non-discriminatory, friendly and courteous service delivery	3	2.6	-0.18	94.75
	P5	Ease of applying for tendik rights (leave, tendik permission, etc.)	3	3	-0.11	96.66
	P15	Engagement of staff in the policy process in the field of staffing and finance	3.07	3	0.03	100.89
Mean			**3.02**	**2.87**	**-0.09**	**97.43**
Reliability	P1	Adequacy of competence (ability, skill, expertise) of managers in providing services	3	3	-0.07	98
	P8	Availability of clear service standards (regulations, SOPs, etc.) related to recruitment, placement of tendik,	4	4	-0.08	97.57
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		promotion/mutation of tendik, maintenance and dismissal of tendik				
Mean			3.50	3.50	-0.08	97.79
Grand Mean			3.35	3.29	-0.10	96.99

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 for education personnel has not met user expectations. It is known that the largest negative gap value of -0.22 is in the aspect of variable *assurance* P10. Clarity of tendik performance monitoring and evaluation mechanisms. 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 aspect of *assurance* (P10) is 93.45%. Overall, the total conformity between reality and expectations perceived by education personnel from the satisfaction survey is 96.99%.

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 service elements that are considered to be

is very important for consumers. However, the service provider has not implemented it in accordance with the wishes of consumers, resulting in disappointment / dissatisfaction. 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 the Education Personnel Satisfaction Survey in 2023
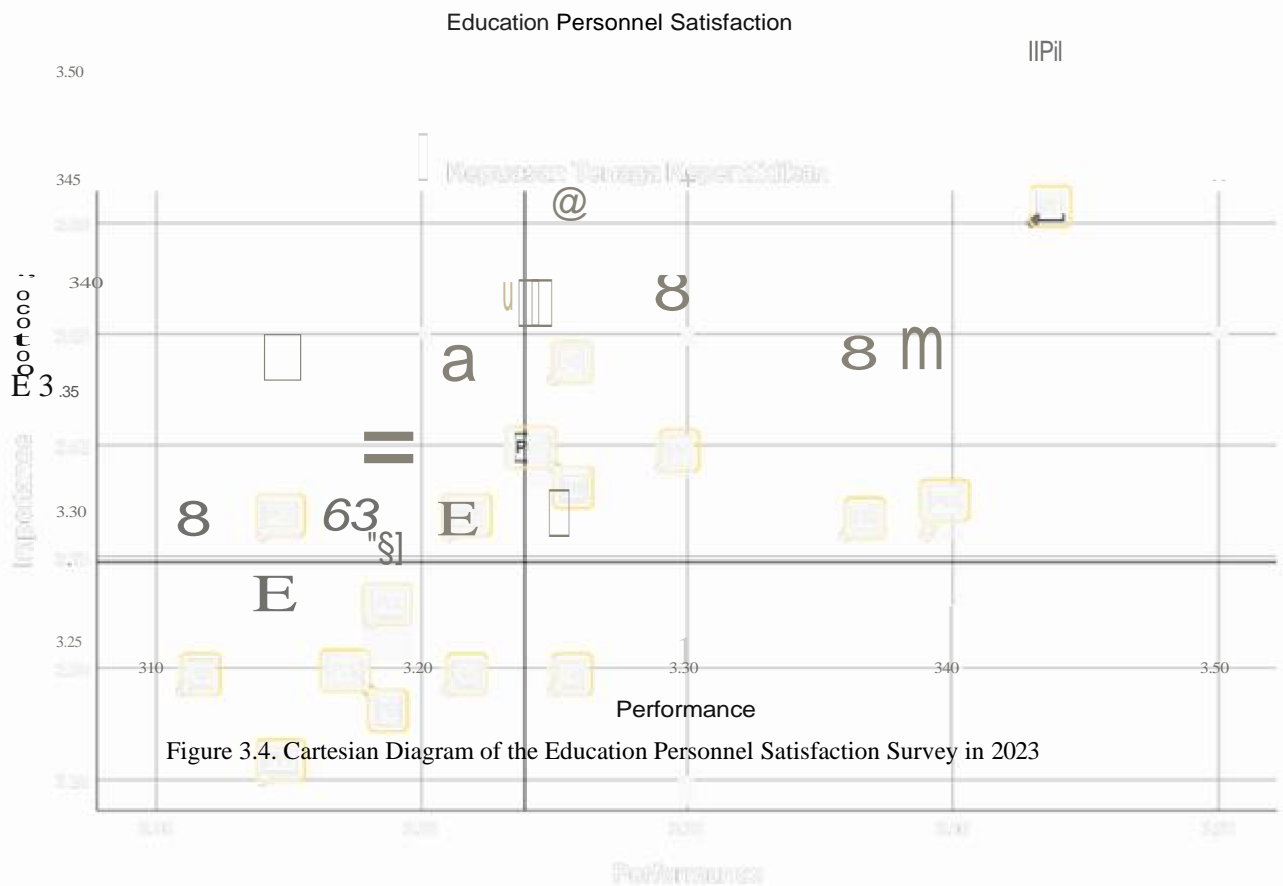
Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, which are as follows:

a. **Quadrant I**

In **quadrant I**, several variables were found, namely P10 and P12, these indicators must be the top priority. College management has not implemented it in accordance with consumer desires, resulting in dissatisfaction. Thus the variables in this quadrant need to be taken seriously and the service must be improved even better. The aspects that include these variables

- P10 : Clarity of tendik performance monitoring and evaluation mechanisms
- P12 : Adequacy of quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, etc.)

b. **Quadrant II**

In **quadrant II**, several variables were found, namely P1, P3, P7, and P14. 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

- P1 : Adequacy of competence (ability, skills, expertise) of managers in providing services
- P2 : Speed, accuracy, accuracy of the manager's response in handling and following up on tendik complaints
- P3: clarity of service policies (regulations, SOPs, etc.) in the field of staffing and finance
- P4 : Implementation of fair/non-discriminatory, friendly and courteous service delivery
- P7 : Ease of access to education and training based on needs / suitability for work
- P14 : Adequacy of quality and quantity of facilities related to tendik welfare (polyclinic, salary/allowance/incentive, insurance, etc.)

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- P15 : Tendik involvement in the policy process in the field of personnel and finance.

c. Quadrant III

In quadrant III, variables P6, P9, P10, and P13 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

- P5 : Ease of applying for tendik rights (leave, tendik permission, etc.)
- P6 : Ease of obtaining ketendikan services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) and information that supports work
- P8 : Availability of clear service standards
- services (tendik promotion, training, further study, tendik welfare, etc.)
- P11 : Clarity of *reward* and *punishment* mechanisms for tendik
- P13 : Comfort and safety of the work environment (state of the workspace, cleanliness of toilets, Occupational Health and Safety, etc.)
- P16 : Transparency of services in personnel and finance.

d. Quadrant IV

And in **quadrant IV**, variables P8, P11, P15, and P16 were found. 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, namely P9: Speed, accuracy, accuracy of the manager's response in providing services (tendik promotion, training, further study, tendik welfare, etc.)

CHAPTER IV CONCLUSION AND SUGGESTIONS

Based on the results of data analysis from the education staff 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 the gap is quite large on P10. Clarity of tendik performance monitoring and evaluation mechanisms. This shows that the level of respondents' 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 assurances aspect (P10) was 93.45%. Overall, the total conformity between reality and expectations perceived by education personnel from the satisfaction survey is 96.99%...

c. In quadrant I found indicators with code P10, and P12 means that the speed, accuracy, accuracy of the manager's response in handling and following up on tendik complaints, the implementation of fair / non-discriminatory, friendly and polite service delivery, the ease of applying for tendik rights (leave, tendik permission, etc.), and the adequacy of the quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, and so on) must be a top priority.

FOLLOW-UP PLAN

1. Improve service Speed, accuracy, accuracy of the manager's response in handling and following up on tendik complaints
2. Improve the implementation of fair/non-discriminatory, friendly and courteous service delivery
3. Improve services related to the ease of applying for tendik rights (leave, tendik permission.
4. Improve the quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, etc.).
5. 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 Importance				Performance Level			
		Very Importa nt	Importan t	Import ant enough	Less Importa nt	Very good	Good	Simply	Less
I .	Management Service Satisfaction Instrument (Criterion 2)								

Code	Statement	Level				Importance LevelPerformance			
		Very Important	Important	Important enough	Less Important	Very good	Good	Fair	Less
	P1Sufficient competence (ability, skill, expertise) of managers in providing services (*reliability*)								
P2	Speed, accuracy, accuracy of response manager in responding to and follow up on tendik complaints (*responsiveness*)								
P3	Clarity service policy (regulations, SOPs, etc.) in the field of staffing and finance (*assurance*)								

P4	Implementation of fair/non-discriminatory, friendly and courteous service delivery (*empathy*)									
P5	Ease of in applying for tendik rights (leave, tendik permission, etc.) (*empathy*)									
II.	HR Development Management Service Satisfaction Instrument (Criterion 4)									
P6	Ease of obtaining ketendikan services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) and information that support work (*tangible*) ‗ ‗									
P7	Ease of access acces s to education and training needs-based/job-appropriate (*tangible*) ‗ ‗									

Code	Statement	Level				Importance LevelPerformance			
		Very Important	Important	Important enough	Less Important	Very good	Good	Fair	Less
P8	Availability service standards that (regulations, SOPs, etc.) related to recruitment, placement tendik, promotion/mutation, maintenance, and dismissal of tendik (reliability). and dismissal of tendik (*reliability*)								
P9	Speed, accuracy, accuracy of response manager in providing services (promotion tendik promotion, training, further study, tendik welfare, etc.) (*responsiveness*)								
P10	Clarity mechanism for supervision and evaluation of tendik performance (*assurance*)								

Code	Statement								
P11	Clarity of *reward* and *punishment* mechanisms for tendik (*assurance*)								
III.	Instrument for Satisfaction of Financial Management Services and Infrastructure Facilities (Criterion 5)								

Code	Statement	Level				Importance LevelPerformance			
			Important				Good	Fair	Less
		Very Important		Important enough	Less Important	Very good			
P12	Adequacy of quality and quantity of facilities and infrastructure facilities and infrastructure that support work (computers, printers, information systems – – informatio n system, internet network, parking, and so on) (*tangible*)								

Code	Statement	Level				Importance LevelPerformance			
		Very Important	Important	Important enough	Less Important	Very good	Good	Fair	Less
P13	Comfort and safety of the work environment (state of the workspace, cleanliness of toilets, occupational health and safety, etc.) (*tangible*)								
P14	Adequacy of quality and quantity of facilities related to the welfare of tendik (polyclinic, salary/allowance/incentive, insurance, and so on) (*tangible*)								
P15	Engagement tendik in the policy process in the field of staffing and finance (*empathy*)								

P16	Transparency of services in the field of staffing and finance (*assurance*)								