UNESA

SATISFACTION SURVEY GUIDELINES

VERIFICATION PAGE

Stated, that the Pontifical Survey Guidelines of the State University of Surabaya were made in true

Know
Head of the Quality Assurance Board

Surabaya, February 2, 2024
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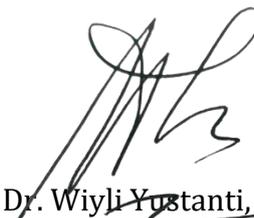Dr. Wiyli Yustanti,S.Si,M.KomNIP.
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FOREWORD

The Quality Assurance Board (BPM) is a quality assurance organ at the university level with the main task of overseeing the implementation of the internal quality assurance system (SPMI). The survey guideline document is one of the results of the work of the BPM Data and Survey Division to be used as a reference for the university environment in preparing, implementing and making reports and analyses related to customer satisfaction surveys for service users within the State University of Surabaya.

There are three types of survey activities that are periodically carried out, namely academic service satisfaction surveys for lecturers, education staff and students. It is hoped that with the compilation of this guidebook, the survey implementation process can be carried out properly.

Surabaya, February 2024
Head of Data and Survey Division

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INTRODUCTION

A. Background

Satisfaction is the result of an evaluation between expectations (*perception*) of service quality and service quality performance perceived (*perceived*) by service users (consumers/customers). Satisfaction is individual because each individual has a different level of satisfaction according to his or her expectations. Various efforts have been made by the government to improve services to the community directly and through policies both at the central and regional levels. One of the efforts is the issuance of the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2014 concerning Guidelines for Public Satisfaction Survey of Public Service Providers as amended by the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 14 of 2017 concerning Guidelines for Public Satisfaction Surveys.

According to Law Number 12 of 2012 concerning Higher Education and the Indonesian Higher Education System, the implementation of higher education aims to 1) develop the potential of students who have faith and piety, have noble character, are healthy, capable, have adequate knowledge, are able to act and think creatively, are independent (personality), skilled, competent and cultured; 2) universities are able to produce graduates who master science and technology, build national interests and have national competitiveness; 3) able to produce science for the advancement of civilization and the welfare of the nation, 4) the realization of community service based on research, general welfare and also for the achievement of national intelligence. In the sustainability of education in higher education, the existence of students, the role of lecturers or teaching staff is needed. Managerial or campus managers are also needed in serving students, lecturers, employees, alumni, stakeholders, or the community environment around the campus which aims to

development of higher education. Services to the community will not be optimal if carried out conventionally, so an information system is needed that helps in terms of better service and the reach can be even wider. If all of these components are managed properly, universities can achieve maximum results, then universities are able to increase productivity and efficiency in existing processes, content and resources. For the development of higher education, it is necessary to carry out professional management on a good campus as well. Therefore, leaders are needed who are able to protect, protect and provide comfort for the academic community (students, lecturers and educators). The comfort of the academic community in carrying out its role is of course inseparable from the services provided by the campus.

There are several service areas on campus, namely: curriculum of study programs, learning processes, human resources (lecturers, education staff, structural officials), students, facilities and infrastructure, academic atmosphere, research, community service, information systems and domestic or foreign cooperation. Every existing service should be evaluated continuously to find out whether the service provided is good enough or not and it can also be known which services are adequate or still need to be improved. The purpose of conducting public service evaluations at universities is as a benchmark in assessing the level of quality of services that have been provided by the university to the public. Evaluations carried out on the performance of units in higher education on a regular basis can be considered by university leaders in setting and deciding on new policies in order to improve the quality of services from units in higher education in the future, which prioritize aspects of quality, facilities and quality management. The community that is in the campus environment is called the academic community. The academic community consists of three, namely students, lecturers and education staff. Each has its own role and duty in the sustainability of the educational process in higher education, therefore the services provided by the campus are no different but there are services provided in a positive way

specific to each one. The demands of the academic community to educational institutions are to provide increasingly advanced and satisfactory services. This happens because of the touch of technology that is advancing rapidly. The quality of service is the core of the survival of an institution, in this case it is a university, if the educational institution does not provide quality services, it is not impossible that in time it will lower the assessment of the community on the existence of the university.

B. Purpose

The purpose of making this guidebook is to guide the implementation of lecturer, student and education staff satisfaction survey activities within the State University of Surabaya as an evaluation tool to measure the level of satisfaction of service users from various service components contained at the State University of Surabaya.

C. Goal

The objectives of the satisfaction survey activity are:

1. Encourage the academic community of service users to participate in the process of implementing satisfaction surveys.
2. Encourage service provider units to be able to improve the quality of their services to meet the expectations of the academic community.
3. Encourage service provider units to be more innovative in providing services for the campus academic community.
4. Measuring the tendency of the level of satisfaction of the academic community towards campus management services.

D. Benefit

With the implementation of the Satisfaction Survey of the academic community, the following:

1. It is known that the weaknesses or shortcomings of each element of the service provider's work unit in the campus environment.
2. It is known that the performance of services that have been organized by the service provider unit periodically.

3. As material for determining policies that need to be taken and follow-up efforts that need to be made on the results of service user satisfaction surveys.
4. Spurring positive competition between work units in the campus environment in an effort to improve services.
5. The user service satisfaction index is known to the service work unit in the campus environment.

E. Scope

The satisfaction survey activities carried out include:
1. Lecturer Satisfaction Survey
2. Education Staff Satisfaction Survey
3. Student Satisfaction Survey

F. Legal Basis
1. Government Regulation Number 60 of 1999 concerning Higher Education;
2. Law Number 20 of 2003 concerning the National Education System;
3. Law No. 14 of 2005 concerning Teachers and Lecturers (Statute Book of the Republic of Indonesia No. 157 of 2005);
4. Government Regulation No. 19 of 2005 concerning National Education Standards;
5. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of Education;
6. Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 14 of 2017 concerning Guidelines for the Preparation of Community Satisfaction Surveys of Public Service Implementation Units;
7. Decree of the Minister of National Education No. 004/U/2002 concerning Accreditation of Study Programs in Higher Education;

CHAPTER II
CONCEPT FRAMEWORK

A. General Definitions

Some of the definitions of terms in this guidebook that are used in the implementation of satisfaction survey activities are:

1. The Satisfaction Survey is a comprehensive measurement of the level of satisfaction of service users with the quality of services provided by service providers at the State University of Surabaya.

2. The Satisfaction Index is the result of the measurement of satisfaction sruvei activities in the form of numbers, where the number is determined to have a value of 1 (one) to 4 (four).

3. Service Unit is a work unit/office at the State University of Surabaya that directly or indirectly provides services to service recipients.

4. Satisfaction Survey Elements are elements that are indicators of measuring service recipients' satisfaction with service delivery.

5. Periodic surveys are surveys conducted by service providers periodically, which is at least once (year) once.

6. The service provider is an employee of the State University of Surabaya who carries out the duties and functions of the service in accordance with laws and regulations.

7. The recipients of the services are lecturers, students and education staff at the State University of Surabaya.

8. Service Recipient Satisfaction is the result of the opinion and assessment of service recipients on the performance of services provided to service providers.

9. Service elements are factors or aspects contained in the implementation of services to the academic community of State University of Surabaya to determine the performance of service units.

10. Respondents are service recipients who at the time of sampling the satisfaction survey are accessing a questionnaire published by the survey system.
11. Service is all activities carried out by service providers as an effort to meet the needs of service recipients, as well as in order to carry out duties and functions in accordance with laws and regulations.
12. Service providers are every element in the organization of the State University of Surabaya that provides services with information systems and non-systems.

B. Quality of Service

Service quality is a term derived from the concept of *Total Quality Service* (TQS) or integrated quality services, defined as the state of an institution or organization that has the ability to provide quality service to customers. Integrated quality services can also be planned in a university. For example, in a university consisting of service units, this service unit will provide the best service to the community if it is carried out in an integrated manner, meaning that the system is integrated for all existing units. Like *Total Quality Management*, *Total Quality Service* also has 5 interrelated elements (Ichwan, 2010). TQS in higher education according to Agatha (2014), includes:

a. *Market and Customer Research*. Market research is a research activity carried out on market structure and dynamics, especially in higher education. This research was conducted to find out whether the condition of the existing campus is in accordance with the needs of the community, whether other similar campuses offer different and better, so that the results of the research can be used to develop better services.

b. *Strategy Formulation*. Strategy design is carried out in developing a new strategy in order to retain customers and add new customers. By designing a strategy that will be able to formulate new strategies that can be applied in service quality control effectively, efficiently and innovatively.

c. *Education, Training, and Communication*. Education, training and communication for employees are an important part of developing the quality and competence of employees in accordance with their fields. This increase in human resources will make employees more competent in their fields and able to provide the best service to customers so that customers feel satisfied

because they are well served.

d. *Process Improvement.* Process improvement is a stage in educational institutions, there are evaluation efforts carried out by campus management related to the implementation of processes on campus, both lecture processes and service processes. Evaluation is carried out continuously to improve the process of providing services both by lecturers and by educators actively for the purpose of finding or providing new ways to improve services in higher education.

e. *Assessment, Measurement, and Feedback.* Assessment, measurement and feedback serve to provide input to service providers, so that they will be aware of their ability to serve and meet the wholeness, wants and expectations of customers. The results of performance appraisals and feedback on the services provided by employees can be used as a basis for rewarding employees and providing input to institutions or organizations in determining and making decisions or policies regarding what things still need to be improved so as to provide better services.

There are 10 standards in determining the quality of service or service, namely: 1) reliability, 2) responsiveness, 3) capability, 4) easy to obtain, 5) friendliness, 6) communication, 7) trustworthiness, 8) security, 9) understanding customers, 10) proven real/tangible (Rangkuti, 2002; Irawan, 2002; Agatha, 2014). Furthermore, to facilitate the analysis of services, (Kotler (1997) and Parasuraman (1988) simplified the 10 service quality standards into five known as TERRA. Competence, politeness, credibility, and security are brought together into a guarantee. Meanwhile, access, communication, and the ability to understand customers are categorized as empathy. Thus, the five main dimensions of customer quality consist of:

1. Tangible or tangible, meaning tangible services, including physical facilities, equipment, employees/teaching staff, and means of communication. Measurement of service quality can be measured through indicators that can be felt by the five senses, such as the availability of facilities and infrastructure, the cleanliness of the campus environment, the cleanliness of the toilet, the feasibility of the building, the attitude and behavior of service providers, the appearance of attractive employee uniforms, employee service equipment, spacious parking lots, worship facilities, sophisticated computer equipment, availability of wifi/internet facilities, sports facilities, laboratory.

2. Reliability, which is providing services immediately or quickly, accurately, and

satisfactorily. The quality of reliability in services in higher education includes punctuality in the implementation of lectures, timeliness in value assessment through the academic system, accuracy in awarding salaries, speed and alertness of employees in serving lecturers who need assignment letters or letters of recommendation, issuance of functional promotion letters for lecturers and so on.

3. Responsiveness, which is the willingness to help customers and provide service quickly and responsively. For example, the alertness of employees in serving the academic community, in universities, concern to help students, lecturers and educators and provide good service to them is part of a service. The form of standard care in providing services can be done through the delivery of information such as scholarship information for students, educational assistance information for lecturers, information on community service activities for lecturers and students, information on filling out employee performance reports for educators and so on.

4. *Assurance,* another standard that employees need to have is guarantee, meaning that with the competence or ability of employees, hospitality or manners, attention and politeness in providing services, and the ability to instill trust in customers, then customers

feeling free from doubt. A kind, friendly, polite and friendly attitude is to show a concern for customers. For example, all leadership positions starting from the position of Rector and his staff, Deans and his staff, study program heads and study program secretaries, structural leaders, and staff must be in accordance with their placement and really competent in their fields. So that when there are complaints that arise from students, lecturers and educators, the campus will provide the best service with full responsibility so as to provide a sense of security and immediately determine the best solution.

5. Attention (*emphathy*), which is the ease of making relationships or relationships, communicating well, giving personal attention, and understanding customer needs. For example, in higher education, empathy can be shown by an attitude of individual attention to the academic community (students, lecturers, or educators), being able to communicate well to understand the wants and needs of the academic community (students, lecturers, or educators), officers can carry out their duties at predetermined working hours. In serving students, lecturers as academic supervisors, as

lecture lecturers and as thesis supervisors can be contacted easily, both in the office, via phone, and *e-mail,* and try to answer every student complaint politely, as well as students are able to communicate well with fellow students, lecturers and leaders. Meanwhile, wise leaders as service providers must be attentive to the academic community (students, lecturers, or educators), listen to complaints and immediately provide solutions to provide peace of mind to the academic community (students, lecturers, or educators) in carrying out their duties and functions on campus. Don't let the campus atmosphere and campus services be unsatisfactory so that many lecturers or educators often leave campus to receive other jobs.

C. Service Satisfaction

Service satisfaction is defined as the customer's response to the evaluation of perceived conformity or inconsistency between expectations about performance and the actual performance of the product perceived after its use (Tjiptono, 1998). If the performance is below expectations, then the service users are not satisfied (Rangkuti, 2006), then satisfaction will occur if the service is in accordance with the expectations or above the customer's expectations. Customer satisfaction can be measured through customer responses by using an evaluation tool that measures perceptions of a service or product between initial expectations (certain performance standards) and perceived actual performance of the product after the customer consumes the product or perception of service performance after the customer has been served, which is selected to at least meet or exceed expectations. According to Irawan (2002), dissatisfaction means that performance is lacking in expectations; Satisfied if the performance is comparable to expectations, and very satisfied if the performance is more than what is expected means the customer is very satisfied. The measurement of customer satisfaction specifically for public services in Indonesia has been regulated in the Decree of the Minister of State Apparatus Empowerment No.Kep./25/M.PAN/2/2004, where there are 14 elements as the minimum elements that must exist as the basis for measuring the community satisfaction index, namely:

1. Service procedures, service procedures related to the ease of service stages seen in terms of the simplicity of the service flow, the longer the service flow, the customer will definitely not be satisfied;

2. Service Requirements, which are the technical and administrative requirements required to get services according to the type of service, service requirements should be submitted online so that the person who will make the transaction has prepared all the existing requirements and speeds up the service process as well;

3. Clarity of the service officer, namely the existence and certainty of the officer providing the service (name, position and authority and responsibility), sometimes the appointed officer is not in place, so the customer has to wait even though the person concerned is at a different table but in the same room;

4. Service officer discipline, namely the seriousness of the officer in providing services, especially to the consistency of working time in accordance with applicable regulations, for example, do not add arrival time or late opening services on the grounds that they have not had breakfast or other activities, additional rest time by service officers but the service closure schedule is in accordance with the specified schedule;

5. The responsibility of the service officer, namely the clarity of authority and responsibility of the officer in the implementation and completion of the service, the authorized official must always be in place to facilitate the approval process, if there are activities outside, it is necessary to appoint a replacement officer;

6. The ability of the service officer, namely the level of expertise and skills possessed by the officer in giving/completing services to the community, an officer who is incompetent in his field will hinder the service because he will ask other officers;

7. Service speed, i.e. the target time of service can be completed within the time determined by the service provider unit, do not talk about things outside the context of service because it will hinder service and other customers will wait longer;

8. Justice to get services, namely the implementation of services by not distinguishing the group/status of the community being served, meaning providing services to the community who have come first, do not prioritize other people who are considered to be well acquainted with the officers;

9. Politeness and friendliness of officers, namely the attitude and behavior of officers in providing services in a polite and friendly manner as well as mutual respect and respect;

10. The fairness of the service fee, which is the affordability of the community to the amount of the cost set by the service unit;
11. Certainty of service costs, namely the suitability between the fees paid and the fees that have been set, and the amount of the cost budget should be kept in the notice board so that customers prepare their costs in accordance with the rules;
12. Certainty of service schedule, namely the implementation of service time, in accordance with the provisions that have been set;
13. Environmental comfort, namely the condition of clean, neat, and regular service facilities and infrastructure so that it can provide a sense of comfort to service recipients, do not let customers stand for a long time in the queue, provide comfortable seats;
14. Service Security, which is the guaranteed level of environmental safety of the service provider unit or the facilities used, so that the community feels calm to get services against the risks resulting from the implementation of services.

Furthermore, Kotler (2007) mentioned two dimensions of customer satisfaction, namely performance and expectations. Performance, which is something that is achieved by employees and customers , while expectations, which are something that customers expect. Rangkuti (2006) added factors that affect customer satisfaction including: value, competitiveness and customer perception. Value is a comprehensive assessment of the benefits that customers can get from the products/services produced; Competitiveness, namely the goods/services produced must be competitive in order to attract customers and be unique compared to other similar goods/services products ; Customer perception is the process by which individuals/customers in assessing, interpret the stimulus received by the five senses for the products, goods/services that have been provided so that it becomes a meaning of assessment. Service satisfaction in higher education can be measured through the satisfaction obtained by the academic community, students, lecturers and education staff. Satisfaction of the academic community is defined as the response of service users in this case students, lecturers and educators to the services provided by service units in the campus environment after students, lecturers and educators receive the results of the services provided. Therefore, in order for the service to satisfy the academic community, the employees who are in charge of serving must meet four criteria, namely having polite and well-mannered behavior; good

communication skills so that they are able to convey something related to what should be received by the person concerned; able to see and adjust the right time in conveying information; and the hospitality of employees when providing services or when dealing directly with students, lecturers and educators.

The quality of service will be highly dependent on the implementation of the quality management system, or in other words, public services carried out in an institution are inseparable from management responsibility. Service users in this case are students, lecturers and educators will get services on campus. The services provided by the campus must be well coordinated between all units in the university which are institutions that help the university achieve the vision and mission that has been set. Service units should be evaluated continuously through measurement instruments provided to customers, and then analyzed. The results of the response analysis can be used as a basis for management improvement by the responsible parties so that continuous or continuous improvement will be made from the old management system to the new management system. Evaluation of employee performance in higher education through monitoring and measuring the satisfaction of the academic community (students, lecturers and educators) is very essential, because the results of employee performance evaluation can provide feedback and input for the purpose of developing and implementing strategies to increase service satisfaction, both services to the academic community itself and to the wider community outside the campus.

In principle, the satisfaction of service users can be measured by various methods. Kotler (2012) stated that there are four methods that can be used to measure service user satisfaction, including:

1. Complaint and suggestion system. With the technique of complaints and suggestions, the campus leadership gives the widest possible right to the academic community to provide input in the form of suggestions or submission of complaints about services that are not suitable (*customer oriented*).

2. Customer satisfaction surveys. This technique can be used occasionally after several years of service to the academic community (students, lecturers and/or educators). The survey was conducted by distributing questionnaires to students, lecturers and/or educators. Through the survey, campus leaders and policy holders can find out the shortcomings and

excesses of services from service units on campus, so that leaders can make improvements to things that are considered unsatisfactory.

3. *Ghost Shopping.* This method is carried out by seeking information informally by chatting or discussing casually with the academic community related to the services provided on campus, whether it is satisfactory or unsatisfactory.

4. Lost customer analytics. This method is usually done by contacting alumni who have graduated for a long time.

D. Excellent Service

In relation to service to external customers, all parties engaged in providing commercial and non-commercial services must realize that the existence of loyal consumers is a support for success for companies and other organizations. Thus, they must place consumers as a very valuable asset, because in reality there will be no single organization, especially a company, that will be able to survive if abandoned by its customers. One way to maintain that the organization/company is always approached and remembered by customers is by developing the best service patterns, including in the following ways:

1) Pay attention to the development of customers' needs and desires from time to time, to make it easier to anticipate them.

2) Strive to provide customer needs as desired or more than expected.

3) Treat customers with the best service pattern. The concept of excellent service includes the following aspects:

a) Ability, which is certain knowledge and skills that are absolutely necessary to support the excellent service program, which includes the ability in the field of work pursued, carrying out effective communication, developing motivation, and using public relations as an instrument
in fostering relationships within and outside the organization/company.

b) Attitude, which is the behavior or temperament that must be highlighted when dealing with customers.

c) Appearance, which is the appearance of a person, both physical and non-physical, who is able to reflect the confidence and credibility of the other party.

d) Attention, which is full concern for the customer both related to attention to the customer's needs and desires and to his suggestions and criticisms.

e) Action, which is various real activities that must be carried out in providing

services to customers.

f) Accountability, *which is an attitude of siding with customers as a* form of concern to avoid or minimize customer losses or dissatisfaction.

CHAPTER III
SURVEY METHODS

A. Era

This survey can be conducted on a regular basis for a certain period of time. This survey is conducted at least once a year, which is at the end of the even semester of the current school year. The survey was carried out through the Single Sign On (SSO) system of the State University of Surabaya, where each SSO User must fill out a questionnaire published online according to the type of respondent, namely Lecturers, Students and Education Staff.

B. Method

To conduct periodic surveys, a qualitative method approach is used with measurements using the Likert scale. The Likert scale is a psychometric scale that is commonly used in questionnaires and is the most widely used scale in research in the form of surveys. This method was developed by Rensis Likert. The Likert scale is a scale that can be used to measure the attitudes, opinions, and perceptions of a person or a group of people towards a type of public service. On the likert scale respondents were asked to determine their level of approval of a statement by choosing, one of the available options. The survey stages include the following steps:

1. Compiling survey instruments
2. Determining sample extraction techniques
3. Define respondents
4. Conduct surveys
5. Processing survey results
6. Present and report data analysis results

C. Instrument

The instruments used for the satisfaction survey of service recipients (lecturers, students and education staff) at the State University of Surabaya include:

1. Lecturer Satisfaction Questionnaire
2. Education Personnel Satisfaction Questionnaire
3. Student Satisfaction Questionnaire

D. Survey Components

The components of *the Service Quality dimension* according to Parasuraman (1990) are as follows:

1) *Tangibles*, or physical evidence, is the ability of a company to show its existence to external parties. The appearance and ability of the company's physical facilities and infrastructure and the state of the surrounding environment are tangible evidence of the services provided by the service provider. This includes physical facilities (buildings, warehouses, and others), technology (equipment and equipment used), and the appearance of its employees. In short, it can be interpreted as the appearance of physical facilities, equipment, personnel, and communication materials.

2) *Reliability,* or reliability, is the company's ability to provide services as promised accurately and reliably. Must be in accordance with customer expectations means timely performance, error-free service, sympathetic attitude and with high accuracy. In short, it can be interpreted as the ability to deliver the promised service accurately, on time, and trustworthy.

3) *Responsiveness*, or responsiveness, is a willingness to help and provide fast and appropriate service to customers, with clear information delivery.

4) *Assurance*, or guarantee and certainty, is the knowledge, politeness of compensation, and the ability of company employees to foster customer trust in the company. It consists of components: communication*, credibility, security, competence*, and *courtesy*. In short, it can be interpreted as the knowledge and hospitality of personnel and the ability of personnel to be trusted and trusted.

5) *Empathy,* which is providing sincere and individual or personal attention given to customers by trying to understand consumer desires where a company is expected to have an understanding and knowledge of customers, understand specific customer needs, and have a comfortable operating time for customers.

In short, it can be interpreted as an effort to know and understand individual customer needs. According to Parasuraman, et al. (1990), *Reliability* is consistently the most critical dimension, then the 2nd level of *assurance,* the 3rd by *tangibles* (especially by banking companies), the 4th by *responsiveness,* and the lowest level of importance is *empathy*.

E. Data Processing

In general, the data processing method in the Satisfaction Survey uses the statistical method of differential tests of two paired samples, *Gap Analysis,* and *Importance Performance Analysis* (IPA). Before carrying out analysis activities, the data testing stage was carried out. In the data testing stage, statistical testing is carried out for sample adequacy, Sample Adequacy Test using the Slovin formula. In general, it can be interpreted that the Slovin Formula is a mathematical system used in calculating the number of populations of certain objects whose specific characteristics are not yet known (Nalendra, 2021). Here is the formula formula from Slovin:

$$n = \frac{N}{1 + e^2}$$

where:

n = Sample size

N = Population size

e = Percent of the loosening of inaccuracy due to sample extraction errors that are still tolerable or desirable, e.g. 2%.

Then after the sample of the survey results is declared sufficient, it can be continued by conducting a Normality test. If the test results show that the data is not normally distributed, then a samel difference test can be performed between the results of the expected survey and the reality using a non-parametric differential test approach such as the Wilcoxon Differentiation Test. However, if the data is distributed normally, you can use the Difference 2 Sample test such as the Paired-T Test.

The next analysis approach is to conduct *Gap Analysis*. *Gap analysis* In satisfaction surveys, it is an approach used to measure the extent to which a service or product meets user expectations by comparing between expectations (*expectation*) and perception (*perception*) respondents to service performance (reality). This difference in values results in a gap (H−K) that can indicate a level of satisfaction: if a positive gap means that the service exceeds expectations, a zero gap means that the service meets expectations, and a negative gap means that the service has not met expectations. Thus, gap analysis not only provides a quantitative picture of satisfaction levels, but also helps identify priority areas for improvement, especially in the indicators that show the largest negative gaps, so that organizations can develop a more targeted service quality improvement

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

$$Gap = Reality - Hope$$

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

$$Tki = (Statement/Expectation) \times 100\%$$

The Gap Score shows the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a problem of mismatch between the customer's expectations and the reality they feel. If the gap score is positive (+) indicates that reality can meet customer expectations, on the other hand if the gap value is negative (-) 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:

a). The customer suitability rate > 100%, means that the quality of the service provided has exceeded what the customer considers important à Very satisfactory service

b). Customer suitability rate = 100%, means that the quality of the service provided meets what is considered important by the customer à The service has been satisfactory

c). A 100% < conformity rate means that the quality of the service provided is lacking/does not meet what is considered important by the customer à The service has not been satisfactory.

Furthermore, an analysis was carried out with *the Importance-Performance Analysis* (IPA) approach to find out how service users responded to the performance of service units at the Ministry of Health in a quantitative descriptive manner. The method used to analyze consumer responses to the

performance of service units at the Ministry of Health is IPA. Before processing data, *data editing is first carried out* on the questionnaire. The level of importance is how important a performance attribute is to the users of the service. In explaining the level of importance, a Likert scale called summated-ratings scale is used. The data obtained is useful to determine the level of real importance of performance attributes.

Table 3.1 Importance Level Scores

Answer	Score (value)
Less Important	1
Quite Important	2
Important	3
Very important	4

The questions given are closed-ended questions. Respondents were asked to choose an answer from the available options. The choice is made in stages ranging from the lowest intensity given the number 1 (less important) to the highest given the number 4 (very important). The importance level score can be seen in Table 3.1. The level of performance is how the performance of the service unit at the Ministry of Health has provided to the expectations of its customers. Similar to explaining the level of importance, in explaining the level of implementation performance, a choice of answers with the Linkert scale is also used. The choice was made in stages starting from the lowest intensity which was given a number of 1 (not good) to the highest which was given a number of 4 (very good). The implementation level score can be seen in Table 3.2.

Table 3.2 Performance Level Scores

Answer	Score (value)
Not Good	1
Pretty Good	2
Good	3
Excellent	4

Mathematically, the formula used to get the number of scores for each performance attribute is:

$$N_s = \sum N_j \times Ni$$

Where:

Ns = the score that respondents gave to each attribute

Nj = the number of respondent responses of each attribute

Ni = the value of each respondent of each attribute

Furthermore, the service unit performance assessment score and respondent interest assessment score were leveled and formulated into the Science Matrix. Each attribute is positioned in a diagram, where the average score of the assessment of the level of performance or the value of the index of the level of performance ($\bar{X}$) indicates the position of an attribute on the X axis. While the position of the attribute on the Y axis is indicated by the value of the interest level index or the average score of the consumer interest level to the attribute ($\bar{Y}$). With formulation :

$$\bar{X} = \frac{\sum_1^N x_j}{N} , \bar{Y} = \frac{\sum_1^N y_j}{N}$$

Where:

$\bar{X}$ = Respondents' interest level index value

$\bar{Y}$ = Respondent's performance level index value

N = Number of respondents

The science matrix used is a chart divided into four quadrants bounded by two lines that intersect perpendicular to the point (X,Y). The science matrix can be seen in Figure 3.1. The IPA matrix consists of four quadrants, namely the first quadrant located in the upper left, the second quadrant in the upper right, the third quadrant in the lower left and the fourth quadrant in the lower right. The strategies that can be carried out regarding the position of each variable in the four quadrants can be explained as follows:

Figure 3.1. Science Matrix (Rangkuti, 2006)

1. Quadrant I (*Primary Area Strategy to Improve*).This quadrant is an area that contains factors that are considered important by customers, but in reality these factors have not been as expected (the level of satisfaction obtained is still very low). The variables that fall into this quadrant must be improved. The trick is that the Ministry of Health makes continuous improvements, so that the performance of the variables in this quadrant will increase.

2. Quadrant II (*Primary Area Strategy to Maintain*).This quadrant is an area that contains factors that are considered important and are in accordance with what is perceived by the customer, so the satisfaction rate is relatively higher. The variables included in this code must be maintained, because all these variables make the product/service superior in the eyes of customers.

3. Quadrant III (*Secondary Area to Improve*). This quadrant is a region that contains factors that are considered less important by customers and in fact performance is not very special. The increase in variables included in this quadrant can be reconsidered, as their effect on the benefits perceived by customers is very small.

4. Quadrant IV (*Potential Advantages*). This quadrant is a region that contains

factors that are considered less important by customers and perceived as excessive. The variables included in this quadrant can be reduced so that the company can save costs.

CHAPTER IV

MONITORING, EVALUATION AND REPORTING MECHANISM OF SURVEY RESULTS

Monitoring, evaluation and survey reporting activities can be carried out by the following process:

1. Periodically, the head of the quality assurance field with the appointed related divisions report the results of monitoring the performance of the service unit to the Rector as material for policy formulation in order to improve service quality.

2. In order to increase the transparency of the results of the service recipient satisfaction survey at the State University of Surabaya, the survey results report must be published through the quality assurance field website.

3. Survey data from each type of questionnaire can be analyzed based on their respective faculties in addition to the overall analysis using both descriptive statistics and inference statistics.

4. To facilitate data processing, software such as Microsoft Excel, SPSS or other data processing programs can be used.

5. To compare satisfaction indices on a regular basis, periodic and continuous surveys are required. Thus, it can be known that the level of satisfaction of service recipients is known. The survey period between one period and the next period can be carried out 3 (three) to 6 (six) months or at least once every 1 (one) year.

CHAPTER V
CONCLUSION

This satisfaction survey guideline is prepared as a reference for quality assurance units in carrying out evaluations of the level of satisfaction of lecturers, education staff, and students with various academic services provided by universities. The existence of this guideline is expected to be able to provide clear and systematic operational standards, so that the process of planning, implementing, and analyzing survey results can be carried out in a more directed, consistent manner, and in accordance with the principles of measuring the quality of higher education services. Thus, this guideline not only serves as a technical instrument in collecting satisfaction data, but also as part of a strategic effort to encourage continuous improvement of the quality of academic services through evidence-based evaluation mechanisms.

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ATTACHMENT

SATISFACTION SURVEY QUESTIONNAIRE QUESTIONNAIRE
FOR LECTURERS, STUDENTS AND EDUCATION STAFF

Lecturer Satisfaction Survey Instrument

Code	Statement	Importance Level				Existing reality			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
I. Management Service Satisfaction Instrument (Criterion 2)									
P1	Ease of obtaining information in supporting the activities of the Tridharma of Higher Education (*tangible*)								
P2	The availability of services in supporting the activities of the tridharma of Higher Education, administration and information needs on-line and offline with accuracy and satisfaction (*reliability*)								
P3	Ease of management services in the implementation of the Tridharma of Higher Education (*responsiveness*)								
P4	Leadership services and/or those in charge who are authorized in supporting the implementation of the Tridarma of Higher Education (*assurance*)								
P5	Excellent management services at PT are								

Code	Statement	Importance Level				Existing reality			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
	carried out in accordance with procedures (*empathy*)								
II. Instrument of Satisfaction for Human Resources Development Management Services (Criterion 4)									
P6	The suitability of the recruitment, selection, and dismissal process of lecturers is in accordance with the planning of needs and applicable SOPs (*reliability*)								
P7	Clarity of the lecturer performance evaluation mechanism in accordance with the SOP (*assurance*)								
P8	Accuracy in the promotion process, career development, and lecturer rights (*responsiveness*).								
P9	Fair and transparent remuneration (*empathy*)								
III. Satisfaction Instruments for Financial Management Services and Infrastructure Facilities (Criterion 5)									
P10	Accessibility in accessing information systems through SSO (*reliability*)								
P11	Adequate quantity and quality of								

Code	Statement	Importance Level				Existing reality			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
	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 deductions and remuneration (*assurance*)								
P13	Accuracy of salary disbursement, lecturer certification and remuneration of 30% every month (*assurance*)								
P14	Lecturer involvement in the preparation of Budget Business Plan (*emphaty*)								
IV. Instrument of Service Satisfaction for the Implementation of Research Processes and PKM (Criteria 7 and 8)									
P15	Conformity of the proposal proposal with *the research roadmap* and PKM (study programs, faculties, and universities) (*reliability*)								
P16	LPPM's promptness in handling problems in the field of research								

Code	Statement	Importance Level				Existing reality			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
	and PKM (*responsiveness*)								
P17	Disclosure of the results of the assessment of proposals, implementation, and final report of research and PKM (*empathy*)								
P18	Accuracy of disbursement of research funds and PKM (*tangibles*)								
P19	Consistency of rules in the implementation and activities of research monitoring and PKM (*reliability*)								
P20	The accuracy of research output and PKM is in accordance with guidelines and SOPs according to the scheme (*assurance*)								
P21	Conformity of PKM output with community needs (*reliability*)								

Student Satisfaction Survey Instrument

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
I.	**Management Service Satisfaction Instrument (Criterion 2)**								
P1.	The availability of academic services, administration and services for academic and non-academic information needs *on-line* and *offline* accurately and satisfactorily (*tangible)*								
II.	**Student Service Satisfaction Instrument (Criterion 3)**								
A	**Reasoning, Interests, and Talents**								
P2.	Clarity of program information in the field of reasoning, interests, and talents (*assurance*)								
P3.	The ability and speed of officers in providing services in the fields of reasoning, interest, and talent (*responsiveness*)								
P4.	Officers' concern in receiving complaints related to services in the field of reasoning, interest, and talent (*empathy*)								
P5.	Availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents (*tangible*)								
B	**Welfare Sector** **(Guidance and Counseling, Health Services, and Scholarship Services)**								
P6.	Clarity of SOPs for BK services, health, and scholarships (*assurance*)								
P7.	The ability and speed of officers in								

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
	providing BK, health, and scholarship services (*responsiveness*)								
P8.	Officers' concern in receiving complaints related to BK services, health, and scholarships (*empathy*)								
P9.	Availability, adequacy, accessibility, and quality of infrastructure for BK services, health, and scholarships (*tangible*)								
C	**Career and Entrepreneurship Guidance**								
P10	Clarity of SOP for career guidance and entrepreneurship services (*assurance*)								
P11	Ability and speed of officers in providing career guidance and entrepreneurship services (*responsiveness*)								
P12	Officers' concern in receiving complaints related to career guidance and entrepreneurship services (*empathy*)								
P13	Availability, adequacy, accessibility, and quality of infrastructure for career guidance and entrepreneurship services (*tangible*)								
III. Financial Management Satisfaction Instruments and Infrastructure Facilities (Criterion 5)									
P14	Clarity of SOPs for the application process/payment/delay/UKT waiver (*reliability*)								
P15	Ease of application/payment/delay/UKT waiver (*assurance*)								
P16	The ability and speed of officers in providing services for the borrowing process/use of infrastructure facilities								

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Pretty Good	Not Good
	for student activities (*responsiveness*)								
P17	Officers' concern in receiving complaints related to financial services and infrastructure (*empathy*)								
P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system) (*tangible*)								
IV. Instrument of Service Satisfaction and Implementation of the Education Process (Criterion 6)									
P19	Ability of lecturers, education staff, and managers in providing services (*reliability*)								
P20	The willingness of lecturers, education staff, and managers in helping students and providing services quickly (*responsiveness*)								
P21	The ability of lecturers, education staff, and managers to give confidence to students that the services provided are in accordance with the provisions (*assurance*)								
P22	The willingness / concern of lecturers, education staff, and managers to pay attention to students (*empathy*)								
P23	Adequacy, accessibility, quality of facilities and infrastructure (*tangible)*								

Education Personnel Satisfaction Survey Instrument

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Enough	Less
I .	Management Service Satisfaction Instrument (Criterion 2)								
P1	Adequacy of competencies (abilities, skills, expertise) of managers in providing services (*reliability*)								
P2	Speed, accuracy, and meticulousness of the manager's response in responding to and following up on staff complaints (responsiveness)								
P3	Clarity of service policies (regulations, SOPs, etc.) in the field of personnel and finance (*insurance*)								
P4	Implementation of fair/non-discriminatory, friendly and polite service provision (*empathy*)								
P5	Ease of applying for staff rights (leave, staff permits, etc.) (*empathy*)								
II.	Instrument of Satisfaction for HR Development Management Services (Criterion 4)								

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Enough	Less
P6	Ease of getting service (SIMSKP, SIMUNA, e-office, SIMAS, etc.) as well as information that supports work (*tangible*)								
P7	Ease of access to education and training based on needs/suitability for their work (*tangible*)								
P8	The availability of clear service standards (regulations, SOPs, etc.) related to recruitment, staff placement, promotion/mutation, maintenance and dismissal of staff (*reliability*)								
P9	Speed, accuracy, and meticulousness of the manager's response in providing services (staff promotion, training, further study, staff welfare, etc.) (*responsiveness*)								
P10	Clarity of the mechanism for monitoring and evaluating the performance of staff (*insurance*)								
P11	Clarity of the								

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Enough	Less
	mechanism for rewarding and *punishing* staff (*insurance*)								
III.	Instrument of Satisfaction of Financial Management Services and Infrastructure Facilities (Criterion 5)								
P12	Adequacy of quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, and so on) (tangible)								
P13	Comfort and safety of the work environment (the state of the workspace, toilet cleanliness, Occupational Health and Safety/K3, and so on) (tangible)								
P14	Adequacy of quality and quantity of facilities related to staff welfare (polyclinic, salary/allowances/incentives, insurance, and so on) (tangible)								
P15	Staff involvement in policy processes in the field of personnel and finance (*empathy*)								

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite Important	Less Important	Excellent	Good	Enough	Less
P16	Transparency of services in the field of personnel and finance (*insurance*)								