



SATISFACTION SURVEY REPORT

STUDENT SERVICES

— PUBLIC —

ADMINISTRATION
STUDY PROGRAM

FACULTY OF SOCIAL SCIENCES AND LAW
UNIVERSITAS NEGERI SURABAYA

2021

Student Respondents

REPORT
STUDENT SERVICE SATISFACTION

(Student Respondent)



STUDY PROGRAM S1 STATE ADMINISTRATION SCIENCE
FACULTY OF SOCIAL SCIENCES AND LAW
SURABAYA STATE UNIVERSITY
2021

Endorsement Page

Stating that the Student Satisfaction Report on Student Services of the State Administration Study Program at Surabaya State University is made in fact

Surabaya, November 15, 2021

Knowing

Head of the Public Administration Department

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CHAPTER I

INTRODUCTION

1.1. Background

The Data and Information Systems Division is one of the divisions in the Quality Assurance Unit at the University which is tasked with assisting the implementation of quality assurance with the Quality Planning model, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement . One of the tasks of this division is to conduct Customer Service Satisfaction Surveys which are currently the needs and demands of Study Program Accreditation and Higher Education Accreditation. Some of the surveys conducted are satisfaction surveys of all activities carried out by SPM so that the quality of the implementation of activities is evaluated periodically. This survey is conducted *online* and conducted after the activity ends. The results of this survey will be followed up with an evaluation meeting whose results are used to improve the next activity service.

Along with the increasing need to improve the quality of service in Unesa, it is necessary to have a satisfaction survey to students, students, and staff. It is necessary to know what variables must be improved and maintained in quality. Filling out the questionnaire consists of filling in expectations and reality of the services felt in 2021.

1.2. Problems

- a. Are the results of the 2021 Unesa student service satisfaction survey between expectations and reality there is a significant difference in statistical testing.
- b. How are the results of the comparison between expectations and reality of Unesa student service satisfaction based on the 2021 Unesa student survey using gap analysis.
- c. How to analyze the comparison between expectations and reality of Unesa student service satisfaction based on the 2021 Unesa student survey using the *Importance-Performance Analysis (IPA)* method approach.

1.3. Destination

Knowing the quality of satisfaction of Unesa student services with service users is Unesa students in 2021 based on statistical analysis of t-tests, gap analysis and IPA analysis.

1.4. Report Systematics

The systematics of this report is an introduction consisting of background, problems, objectives, and report systematics. Chapter II contains survey methods consisting of survey type and design, variables, operational definitions, survey instruments, methods used, and data processing. Chapter III contains results and discussion, and Chapter IV contains conclusions.

CHAPTER II SURVEY METHOD

2.1. Survey Type and Design

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 (Johnson & Christensen, 2014); (Creswell & Creswell, 2018).

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

2.2. Operational Definition

Some operational definitions are as follows:

- a. Consumers are all students who use Unesa student services in 2021.
- b. Consumer expectations are students who get Unesa student services in 2021.
- c. Customer satisfaction is consumer recognition regarding Unesa student services in 2021.
- d. The quality of service to be studied is the expectations and reality of consumers on *reliability, responsiveness, assurance, empathy, and tangibility*.

2.3. Survey Instrument

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 used

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* 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. Data Processing

a. Gap Analysis and Level of Conformity (Tki)

The level of customer satisfaction is explained using gap analysis and the level of conformity (Tki). This analysis compares the *mean* between expectations and the reality received by consumers from the service dimensions of *reliability*, *responsiveness*, *assurance*, *empathy*, and *tangibility*.

Gap = Reality - Expectation

Degree of conformity (Tki) = (Reality / Expectation) x 100%

The gap score shows the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a problem of discrepancy between customer expectations and the reality they feel. Based on the *gap score*, a positive value (+) indicates that reality can meet customer expectations, while a negative value (-) indicates that it has not been met (Parasuraman et al., 1988).

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

c. Wilcoxon Test

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 H_0 is rejected or accepted. If the results obtained show a significant difference then H_0 is rejected but if the difference that occurs is not significant then H_0 is accepted. The paired t-test is carried out if the two data being compared are normally distributed or the Wilcoxon test if at least one of those 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. Statistical Analysis

The survey was conducted by taking respondents who were Surabaya State University students who were randomly selected through *Single Sign On* (SSO). The data obtained was 537 respondents. This sample size has met the sample adequacy requirements using the Slovin formula. If the population of students in the Unesa State Administration S1 Study Program is 537 and it is assumed that the tolerated *error* is 5%, then the minimum sample that must be met is:

$$n = \frac{N}{1 + Ne^2} = \frac{537}{1 + (537)(0.05^2)} = 229,24 \approx 229$$

The sample size is 537 respondents, so 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

		Harapan	Kenyataan
N		162	162
Normal Parameters ^{a,b}	Mean	3.5778	3.1658
	Std. Deviation	.53561	.58451
Most Extreme Differences	Absolute	.340	.247
	Positive	.215	.247
	Negative	-.340	-.215
Test Statistic		.340	.247
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 3.1. Normality Test Results

By using a significance value of 5%, then from Figure 3.1 and Figure 3.2. It can be seen that the asymp. sig. (2-tailed) or p-value is smaller than 0.05, it can be concluded that the result

of hypothesis testing is to reject H_0 which means that the data does not follow a normal distribution.

The Wilcoxon test is an alternative method of testing 2 *paired* samples in addition to testing with *paired t-test*. If the sample meets the assumption of normal distribution, a parametric statistical test approach with a paired sample t-test can be used, while if the normality assumption is not met, then the Wilcoxon Test can be tested. From the results of normality testing, it was concluded that the survey data did not meet the assumptions of normal distribution, thus the nonparametric approach of the Wilcoxon sign test was used.

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	79 ^a	42.91	3389.50
	Positive Ranks	4 ^b	24.13	96.50
	Ties	79 ^c		
	Total	162		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics^a

	Kenyataan - Harapan
Z	-7.573 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.3. Wilcoxon test results

Based on the results of the Wilcoxon Test using SPSS for windows 25, the results of Asymp. Sig. (2-tailed) <0.05 so it can be stated that 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

So there is a significant difference between expectations and reality of student satisfaction with Unesa student affairs.

3.2. Gap Analysis and Degree of Conformity

The results of the Calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services S1 AN Unesa in 2021 are described in Table 3.1.

Table 3.1. Calculation Results of Reality, Expectations, Gap Analysis, and Quality of Student Services S1 AN Unesa in 2021

Dimensions	P	Statement	Reality	Hope	GAP	Tki (%)
Reliability	P1	Sustainability of the activity program (reliability)	3.096	3.451	-0.36	89.699223
	P6	Sustainability of the activity program (reliability)	3.118	3.449	-0.33	90.390208
	P11	Sustainability of the activity program (reliability)	3.133	3.451	-0.32	90.799703
	Mean Re	Mean	3.116	3.450	-0.33	90.296378
Responsiveness / Fairness (P2)	P2	Responsiveness of student organizations in serving students (responsiveness)	3.096	3.453	-0.36	89.650746
	P7	speed of service in obtaining information	3.092	3.445	-0.35	89.754182
	P12	Service readiness (responsiveness)	3.120	3.456	-0.34	90.275341
	Mean Res	Mean	3.103	3.451	-0.35	89.89
Assurance (Responsibility)	P3	Activity usefulness (assurance)	3.111	3.434	-0.32	90.605258
	P8	Activity usefulness (assurance)	3.146	3.455	-0.31	91.066847
	P13	Activity usefulness (assurance)	3.137	3.448	-0.31	90.968746

	Mean As	Mean	3.131	3.446	-0.31	90.88
Empathy (Accountability)	P4	Communication and concern of student organizations in receiving complaints (empathy)	3.107	3.446	-0.34	90.163158
	P9	willingness / concern of officers in receiving complaints (empathy)	3.127	3.447	-0.32	90.716557
	P14	Concern in receiving scholarship service complaints (empathy)	3.122	3.455	-0.33	90.359819
	Mean Em	Mean	3.119	3.449	-0.33	90.41
<i>Tangible</i> (Transparent)	P5	adequacy, accessibility, and quality of infrastructure (Tangible)	3.101	3.436	-0.33	90.270234
	P10	adequacy, accessibility, quality and infrastructure of Career Development Coaching (Tangible)	3.127	3.453	-0.33	90.562724
	P15	adequacy, accessibility, quality and infrastructure of scholarship services (<i>Tangible</i>)	3.112	3.446	-0.33	90.314712
	Mean Tan	Mean	3.122	3.445	-0.33	90.38
	Mean	Mean of the five dimensions	3.118	3.448	-0.33	90.37

Based on the gap analysis, it shows that all dimensions and items are negative. The dimensions of *reliability* (credibility) and *responsiveness* (fairness) have the greatest value. Items that have the three largest gap scores are: Sustainability of activity programs (-0.36/P1), Responsiveness of student organizations in serving students (-0.36/P2), and speed of service in obtaining information (-0.35/P7).

The level of conformity of expectations and reality, after being analyzed, shows a score of 90.37% with details of the dimensions as follows: *reliability* of 90.30%, *responsiveness* of 89.89%, *assurance* of 90.88%, *empathy* of 90.41%, and *tangibility* of 90.38%. This means that guidance and counseling services are categorized as very suitable.

3.3. Cartesian Diagram (IPA)

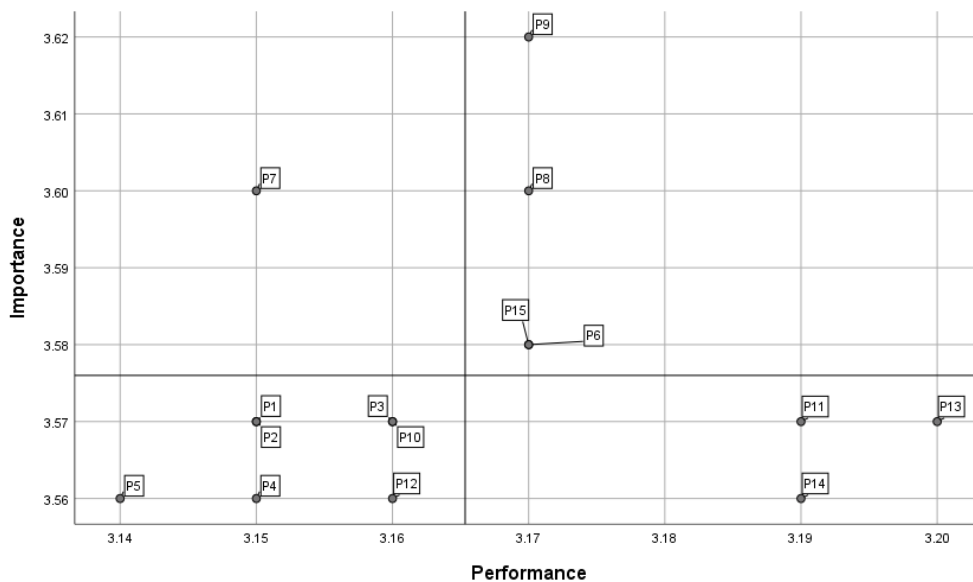


Figure 3.3. Cartesian Diagram of Student Services Satisfaction Survey in 2021

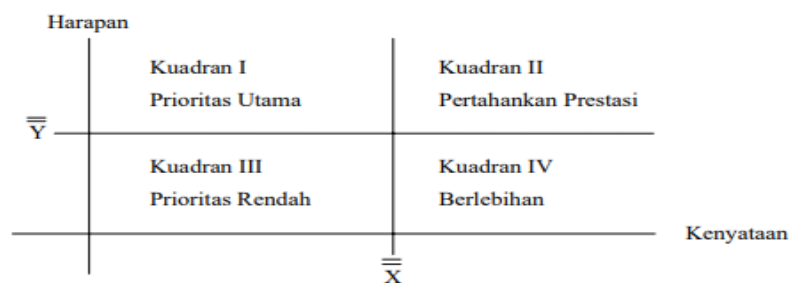


Figure 3.4. Cartesian diagram (Supranto, 2001)

Description:

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.

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.

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.

Quadrant IV (Excessive)

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

Quadrant Analysis Results

1. Quadrant 1 Analysis

Factors that are considered to affect customer satisfaction and include elements of services that are considered very important to consumers, but service providers have not implemented them include: speed of service to obtain information (P7).

2. Quadrant 2 Analysis

Factors that are considered important by consumers have been implemented well and can satisfy consumers include: the sustainability of the activity program (P6), the usefulness of activities (P8), the willingness / concern of officers in receiving complaints (P9), adequacy, accessibility, quality and infrastructure of scholarship services (P15).

3. Quadrant 3 Analysis

Factors that are considered less important by consumers and mediocre implementation by service providers include : sustainability of activity programs (P1), readiness of student organizations to serve students (P2), usefulness of activities (P3), communication and concern of student organizations in receiving complaints (P4), adequacy, accessibility, and quality of

infrastructure facilities (P5), adequacy, accessibility, quality and infrastructure facilities regarding Career Development Guidance (P10), service readiness (P12).

4. Quadrant 4 Analysis

Factors that are considered less important by consumers and mediocre implementation by service providers include: sustainability of the activity program (P11), usefulness of the activity (P13), concern in receiving scholarship service complaints (P14).

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

Based on the results of the analysis, it can be concluded that the student services of S1 AN Unesa with student respondents are 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 H_0 .
- b. Based on gap analysis, the level of conformity between expectations and reality, after being analyzed, shows a score of 90.37%, which means that student services are categorized as very suitable.
- c. Based on IPA analysis (Cartesian diagram), services that are considered very important to consumers, but need to be improved are the speed of obtaining information services.

LITERATURE

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II.2 Student services

Do you participate in interest and talent activities and student organizations?									
a. Yes									
b. No									
If your answer is "Yes" please complete the following statement:									
No.	Statement	Expectations for answers				The reality			
		Very good	Good	Simply	Less	Very good	Good	Simply	Less
A	Interest Talent and Student Organization								
1.	Sustainability of the activity program <i>(reliability)</i>								
2.	<i>Responsiveness of</i> student organizations in serving students <i>(responsiveness)</i>								
3	Activity usefulness <i>(assurance)</i>								
4	Communication and concern of student organizations in receiving complaints <i>(empathy)</i>								
5	adequacy, accessibility, and quality of infrastructure facilities <i>(Tangible)</i>								
Do you participate in career development coaching activities?									
a. Yes									
b. No									
If your answer is "Yes" please complete the following statement:									

	infrastructure of entrepreneurship development services <i>(Tangible)</i>								
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