UNESA

SATISFACTION SURVEY REPORT

EDUCATION SERVICES

PUBLIC ADMINISTRATION STUDY PROGRAM

FACULTY OF SOCIAL SCIENCES AND LAW
UNIVERSITAS NEGERI SURABAYA

2021

Student Respondents

REPORT

SERVICE SATISFACTION AND EDUCATIONAL PROCESS IMPLEMENTATION

(Student Respondents)

STUDY PROGRAM STUDY OF STATE ADMINISTRATION

FACULTY OF SOCIAL SCIENCES AND LAW

SURABAYA STATE UNIVERSITY

2021

Page endorsement

State that Report Satisfaction Student to Service and Implementation of S1 Science Study Program Education Process State Administration of Surabaya State University actually made

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CHAPTER I
INTRODUCTION

1.1. Background Behind

Data and Systems Division Information is one of the divisions on Units _ Guarantor Quality at University on duty to help implementation guarantee quality with the Planning model _ Quality , Implementation Quality , E valuation Quality , Control _ Quality , Improvement _ Quality . One of the tasks of this division is to conduct surveys Satisfaction Service Customers who are currently the needs and demands of Study Program Accreditation and Higher Education Accreditation. Some of the surveys carried out are satisfaction surveys for all activities carried out by SPM so that the quality of the implementation of activities is evaluated periodically. This survey was conducted online *and* was carried out after the activity ended. The results of this survey will be followed up with an evaluation meeting whose results will be used to improve services for further activities.

Along with increasing need increase quality services at Unisa so needed exists survey satisfaction to students , students , and tendik . Required thing For know variable what to _ improved And maintained quality . Charging questionnaire consists from fill in hope And reality to perceived service _ year 2021.

1.2. Problems

a. Are the results of the survey on service satisfaction and the implementation of the Unesa education process in 2021 between expectations and reality, there is a significant difference statistically testing.

b. What is the result of a comparison between expectations and reality of service satisfaction and the implementation of the Unesa education process based on the Unesa student survey in 2021 with use gaps analysis .

c. How is the comparative analysis between expectations and reality based on service satisfaction and the implementation of Unesa's educational process Unesa student survey in 2021 with use approach method *Importance-Performance Analysis* (IPA).

1.3. Objective

Knowing the quality of service satisfaction and the implementation of Unesa's educational process with user service is Unesa students in 2021 based on statistical analysis of different tests , gap analysis and IPA analysis .

1.4. **Systematics Report**

The systematics of this report is the introduction which consists of the background, problems, objectives and report systematics. Chapter II contains survey methods consisting of survey types and designs , 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. Type and Design of Survey Implementation

Study This is study descriptive quantitative with method survey . Method survey chosen Because can give description or description quantitative trends , attitudes , and opinion from population to variable with learn sample (Johnson & Christensen, 2014) ; (Creswell & Creswell, 2018) .

cross-sectional design that is used to study the relationship between the independent variables and the dependent variable by taking measurements at the same time (*point time approach*). At the same time, it means that each subject is only observed once and the subject variables are 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 the services and implementation of the Unesa education process in 2021.
b. Consumer expectations are students who will receive services and implement the Unesa education process in 2021.
c. Consumer satisfaction is consumer recognition regarding services and implementation of the Unesa education process in 2021.
d. The quality of service that will be examined is the expectations and reality of consumers on *reliability* , *responsiveness* , *assurance* , *empathy* (empathy), and *tangible* (tangibility).

2.3. Survey Instruments

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

2.4. Method used

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

1. *Tangibles* (Real) which includes physical appearance, equipment, employees, and means of communication.
2. *Reliability* , namely the ability to provide the promised service promptly, accurately and satisfactorily.
3. *Responsiveness* , namely the desire of staff to shape customers and provide responsive service.
4. *Assurance* (Guarantee) Covers the knowledge, ability, courtesy, and trustworthy nature of the staff free from danger, risk or doubt.
5. *Empathy* Includes ease in making relationships, good communication, personal attention, and understanding customer needs.

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 product/service quality improvement priorities, also known as *Quadrant Analysis.*

2.5. Data processing

a. Analysis G app and Conformity Level (Tki)

The level of consumer satisfaction is described using gap analysis (gap) And level suitability (Tki) . This analysis comparing *the mean* between expectations and reality received by consumers from the service dimensions , *namely reliability* , *responsiveness* , *assurance* , *empathy* (empathy), and *tangible* (tangibility).

Gap = Reality – Expectations

Conformity level (Tki) = (Reality / Expectations) x 100%

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

b. Test Normality

Data normality test was carried out by statistical analysis. This test was carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test was conducted to find out whether the data used is normally distributed or not so that the next statistical test can be determined to be used. The test used to determine whether the data is normally distributed or not is by using 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 was conducted to find out whether there were significant differences or not from the reality and expectations studied so that it could be determined whether Ho was rejected or accepted. If the results obtained are significant differences then Ho is rejected but if the differences that occur are not significant then Ho is accepted. The paired t-test is performed if the two data being compared are normally distributed or the Wilcoxon test if at least one of the compared is not normally distributed, which can be from reality and expectations.

d . **Cartesian diagram**

The Cartesian diagram describes the level of statements into four parts where with this diagram it can be determined several factors that influence consumer satisfaction which can then be prioritized for the company to improve further.

CHAPTER III
RESULTS AND DISCUSSION

3.1. Analysis Statistics

Survey done with take respondent is student University State of Surabaya which is done in a manner random through *Single Sign On* (SSO). Obtained data of 537 respondents . Amount sample This Already fulfil condition adequacy sample with use formula Slovin . If amount population students in the S1 Science Study Program Unesa State Administration is 537 and assumed tolerated *errors* _ by 5%, then minimum sample required fulfilled are :

$$n = \frac{N}{1 + Ne^2} = \frac{537}{1 + (537)(0.05^2)} = 229.24 \approx 229$$

Amount sample as many as 537 respondents , then condition enough data already fulfilled .

Furthermore will done testing assumption normality as precondition For do test different *mean* between Hope And fact . hypothesis defined as following :

H $_0$: Data follow Normal Distribution

H $_1$: The data is not follow Normal Distribution

One-Sample Kolmogorov-Smirnov Test

		Harapan	Kenyataan
N		662	662
Normal Parameters[a,b]	Mean	3.5689	3.2750
	Std. Deviation	.50261	.49313
Most Extreme Differences	Absolute	.282	.225
	Positive	.196	.225
	Negative	-.282	-.160
Test Statistic		.282	.225
Asymp. Sig. (2-tailed)		.000[c]	.000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 3. 1 . Results Test Data Normality

With use mark significance of 5%, then from Figure 3.1 can seen that mark asymp . sig. (2-tailed) or more p-value small of 0.05 then can concluded results testing hypothesis is reject H $_0$ which means the data is not follow normal distribution .

The Wilcoxon test is an alternative method testing 2 paired samples in addition to testing with *paired t - test* . If sample complied assumption normal distribution so can used approach test statistics parametric with sample t test in pairs , meanwhile If assumption normality No fulfilled , then Can put it to the test Wilcoxon test . From the results testing normality , is obtained conclusion that the data from survey i do not meet the normal distribution assumption, with thereby a nonparametric approach was used for Wilcoxon's sign test .

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	326[a]	204.56	66685.00
	Positive Ranks	56[b]	115.50	6468.00
	Ties	280[c]		
	Total	662		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-13.967[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3. 2 . Wilcoxon test results

Based on results Wilcoxon test using SPSS for windows 25 is obtained results Asymp . Sig. (2-tailed) < 0.05 so can stated reject H0 _ with hypothesis as following :

H $_0$: No There is difference between mark Hope And Reality

H $_1$: There is a difference between mark Hope And Reality

So There is significant difference _ between hope And reality satisfaction student to service And implementation of the educational process Unesa .

3.2. Gap Analysis and Conformity Rate

Calculation Results , Expectations, Gap Analysis, and Service Quality And Implementation of the Educational Process Unesa's 2021 Bachelor of Public Relations is explained in Table 3.1.

Table 3.1. Calculation Results of Reality, Expectations, Gap Analysis, and Quality of Service and Implementation of Unesa's Undergraduate Public Relations Education Process in 2021

Dimensions	P	statement	K	H	GAP	Tki (%)
Reliability (Credibility)	P1	Mastery of lecturers in lecture material	3,262	3,524	-0.26	92.55418317
	P2	The lecturer's presentation of lecture material	3.217	3,511	-0.29	91.63011055
	P3	Structured and independent assignments in accordance with credit scores and course objectives	3.208	3,497	-0.29	91.72097939
	P4	Good and correct use of Indonesian	3,241	3,504	-0.26	92.48710736
	P5	Suitability of assignments and exam questions with learning objectives	3,200	3,497	-0.30	91.52034764
	P6	Availability of academic services, administration and academic information needs services from lecturers, educational staff and administrators accurately and satisfactorily	3,494	3,200	0.29	90.80990887
		Means	3,270	3,455	-0.28	91.98
Responsiveness (Fair)	Q7	Punctuality in starting and ending lectures	3.177	3,499	-0.32	90.78746626

Dimensions	P	statement	K	H	GAP	Tki (%)
	Q8	The timeliness of returning assignments to students by the lecturer	3,193	3,193	0.00	100
	Q9	The willingness of the lecturer to give follow-up exams	3,185	3,492	-0.31	91.22610997
	P10	Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process	3,204	3,500	-0.30	91.52343521
	P11	The ability to create a conducive learning atmosphere to motivate students	3,204	3,480	-0.28	92.0767927
	Q12	Ease of service for lecturers, education staff and administrators in solving academic problems	3,207	3,498	-0.29	91.69846768
		Means	3,195	3,444	-0.25	92.89
Assurance (Responsibility)	Q13	Implementation of UTS / UAS according to the academic calendar	3,238	3,506	-0.27	92.36761949
	P14	Fulfillment of 15 face-to-face meetings/semester	3.215	3,501	-0.29	91.83039118
	P15	Transparency in awarding values	3,169	3,498	-0.33	90.59693608
	Q16	Friendliness of educational staff to serve	3.205	3,497	-0.29	91.65639129
	Q17	Education/laboratory staff serve students according to working days	3,194	3,498	-0.30	91.30562405
		Means	3,204	3,500	-0.30	91.55
Empathy (Accountability)	P18	Objectivity in assessment	3,189	3,499	-0.31	91.13366976

Dimensions	P	statement	K	H	GAP	Tki (%)
	P19	Lecturer And student together make contract study at the start semester meeting	3,235	3,501	-0.27	92.41055718
	P20	Communication of education personnel in service	3,209	3,500	-0.29	91.70920613
		Means	3,211	3,500	-0.29	91.75
Tangible (Transparent)	P21	convenience access facility service based system information (SSO Unesa And *website*)	3,192	3,500	-0.31	91.19493166
	P22	Availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities	3.178	3,492	-0.31	91.0042333
		Means	3,185	3,496	-0.31	91.10
		Fifth dimensional *mean*	3,213	3,479	-0.29	91.85

Based on gap analysis , shows that all dimensions and items of value negative . Dimensions *assurance/* responsibility answer And *responsiveness* / a dil _ own mark biggest . Items that have gap score of three biggest namely : timeliness in starting and ending lectures (-0.32/P7), transparency in giving grades (-0.33/P15), and willingness lecturer give exam follow-up (-0.31/P9).

Compatibility level hope And reality , after analyzed showing score 91.85% with details dimensions as following : *reliability* (reliability) of 91.98% *,* responsiveness *(responsiveness*) as big 92.89% , *assurance* (guarantee) of 91.55% , *empathy* _ of 91.75% , and *tangible* (tangibility) of 91.10%. this _ means service And implementation of the educational process categorized as very appropriate .
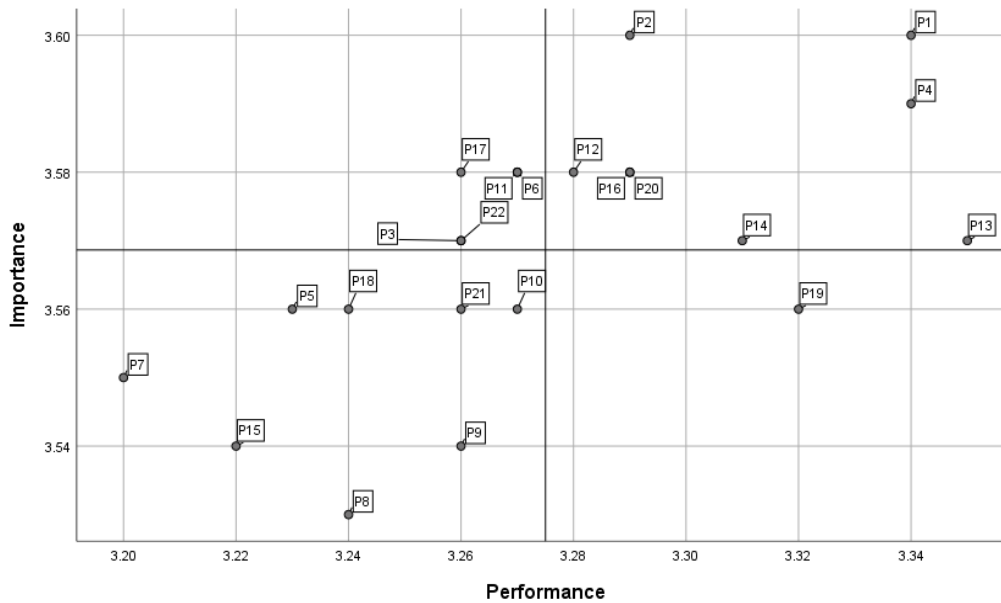
3.3. Cartesian Diagram (IPA)

Figure 3. 3 . Cartesian Diagram of Service Satisfaction Survey and Implementation of the UNESA Undergraduate Education Process in 2021
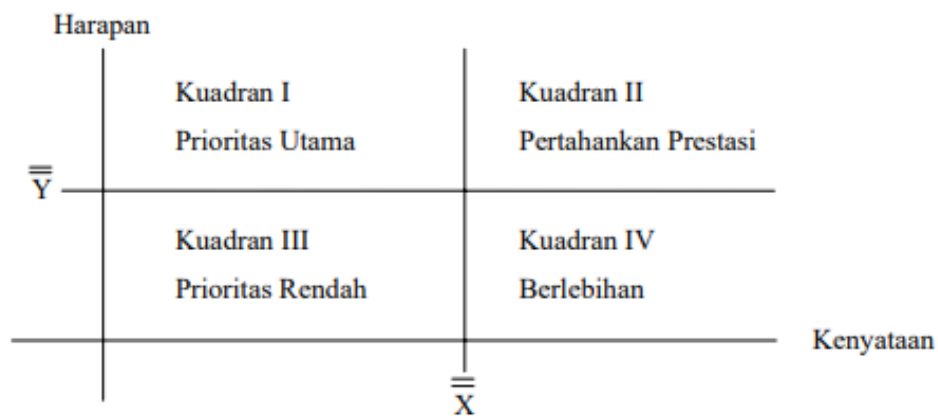

Figure 3. 4 . Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant shows the factors that are considered to affect customer satisfaction and includes service elements that are considered very important to consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment / dissatisfaction. Variables in this quadrant need serious attention

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Quadrant II (Maintain Achievement)

This quadrant shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, it is the obligation of service providers to maintain their performance.

Quadrant III (Low Priority)

This quadrant shows the factors that are considered less important by consumers and the performance by service providers is mediocre. 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 implemented very well by service providers.

Results Analysis Quadrant

1. Analysis Quadrant 1

    F the factors that are considered to influence consumer satisfaction and include service elements that are considered very important for consumers , but service providers have not implemented them include : tasks structure And independent in accordance with weight credits And objective lectures (P3), the availability of academic services, administration and services for the academic information needs of lecturers, education staff and administrators in an accurate and satisfactory manner (P6), the ability to create a conducive learning atmosphere to motivate students (P11), educational staff /laborers serving students on weekdays (P17), and k availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities (P22).

2. Analysis Quadrant 2

    F the factors that are considered important by consumers have been implemented properly and can satisfy consumers includes : the lecturer's mastery of the lecture material (P1), the lecturer's presentation of the lecture material (P2), the use of good and correct Indonesian (P4), facilitating the services of lecturers, education staff and administrators in solving academic problems (P12), implementation of UTS/UAS according to the academic calendar (P13), Fulfillment of 15 face-to-face meetings/semester (P14), friendliness of education staff to serve (P16), and communication of education personnel in service (P20).

3. Analysis Quadrant 3

F factors that are considered less important by consumers and mediocre performance by service providers includes : suitability of assignments and exam questions with learning objectives (P5), punctuality in starting and ending lectures (P7), punctuality in returning assignments to students by the lecturer (P8), willingness of lecturers to give follow-up exams (P9), lecturers are willing to accept suggestions and input from students in the lecture and mentoring process (P10), transparency in giving grades (P15), objectivity in assessment (P18), and convenience access facility service based system information (SSO Unesa And *website*) (P21).

4. Analysis Quadrant 4

F factors that are considered less important by consumers but have been implemented very well by service providers include : lecturer And student together make contract study at the start semester meeting (P19).

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis it can be concluded that services and implementation of the educational process S1 AN Unesa with respondent students are h as follows:

a. There is significant difference _ between Hope And Reality based on results Wilcoxon test with mark significance < 5% and conclude reject Ho.

b. Based on gap analysis , the items that have the three largest gap scores are: timeliness in starting and ending lectures, transparency in giving grades, and lecturers' willingness to give follow-up exams. As for level suitability hope And reality , after analyzed showing score of 91.85% which means service And implementation of the educational process categorized as very appropriate .

c. Based on IPA analysis (Cartesian diagram), a service that consumers consider very important, but necessary improved that is task structure And independent in accordance with weight credits And objective lectures , availability service academic , administration And service need information academic from lecturer , staff education And manager with accurate And satisfying , ability create atmosphere conducive learning _ For motivating student , power education / laboratory serve student in accordance day work , and availability And quality laboratory / workshop / library / network / room class , etc in support activity academic .

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Attachment

I. Service Satisfaction Instrument and Educational Process Implementation (Criterion 6)

INSTRUCTION

Please filled with give sign tick (√) on " Hope on answer " And "The reality that exists " in the field in a manner real .

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
A	**Reliability (*reliability*): the ability of lecturers, education staff, and administrators to provide services**								
1 (P1)	Lecturer mastery of lecture material								
2 (P2)	Lecturer delivery of lecture material								
3 (P3)	Structured and independent assignments in accordance with credit scores and course objectives								
4 (P4)	Good and correct use of Indonesian								
5 (P5)	Suitability of assignments and exam questions with learning objectives								
6 (P6)	Availability of academic services, administration and academic information								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
	needs services from lecturers, educational staff and administrators accurately and satisfactorily								
B	**Responsiveness (*responsiveness*): the willingness of lecturers, education staff, and administrators to help students and provide services quickly;**								
1 (P7)	Punctuality in starting and ending lectures								
2 (P8)	The timeliness of returning assignments to students by the Lecturer								
3 (P9)	Lecturer's willingness to give follow-up exams								
4 (P10)	Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process								
5 (P11)	The ability to create a conducive learning								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
	atmosphere to motivate students								
6 (P12)	Ease of service for lecturers, education staff and administrators in solving academic problems								
C	**Assurance : the ability of lecturers, educational staff, and administrators to give confidence to *students* that the services provided are in accordance with the provisions;**								
1 (P13)	Implementation of UTS / UAS according to the academic calendar								
2 (P14)	Fulfillment of 15 face-to-face meetings/semester								
3 (P15)	Transparency in awarding values								
4 (P16)	Friendliness of educational staff to serve								
5 (P17)	Education/laboratory staff serve students								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
	according to working days								
D	**Empathy (*empathy*): the willingness/concern of lecturers, educational staff, and administrators to pay attention to students;**								
1 (P18)	Objectivity in assessment								
2 (P19)	Lecturers and students together make lecture contracts at the beginning of the semester meeting								
3 (P20)	Communication of education personnel in service								
E	***Tangible:* student assessment of adequacy, accessibility, quality of facilities and infrastructure.**								
1 (P21)	Ease of access to information system-based service facilities (Unesa SSO and Website)								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
2 (P22)	Availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities								