



DIKTISAINTEK  
BERDAMPAK

FISIPOL FAKULTAS  
ILMU SOSIAL  
DAN ILMU POLITIK

# STUDENT SATISFACTION SURVEY

2022 - 2024



## STUDENT SATISFACTION SURVEY REPORT



**SURABAYA STATE UNIVERSITY  
FACULTY OF SOCIAL AND LEGAL  
SCIENCES QUALITY ASSURANCE TEAM**

**2022**

## APPROVAL PAGE

Certifies that the Student Satisfaction Survey Report of the Faculty of Social Sciences and Law, State University of Surabaya, has been prepared truthfully

Known,  
Chair of the Quality Assurance Team,  
FISH

Dr. Muzayana, S.T., M.T.  
NIP. 197012162005012001

Surabaya, April 27, 2023  
Data and Survey Division

Galih W. Pradana S.A.P., M.Si.  
NIP. 199004202015041002



Approved,  
Faculty of Social Sciences and Law

  
Dr. Sigit Widodo, M.Pd.  
NIP 197303032006041002

## FOREWORD

With gratitude to Allah S.W.T, the compilation of the Surabaya State University Student Satisfaction Survey Report has been completed. We would like to thank all parties who have assisted in the implementation of this activity, so that it can be compiled in the form of a report for 2022.

The compilation of this report would not have been possible without the appreciation and input provided by the following parties. Therefore, we would like to take this opportunity to express our gratitude to:

1. The Rector and his entire staff, who have provided considerable moral and material support to the Surabaya State University Quality Assurance Institute.
2. The Dean of the Faculty of Social and Legal Sciences at Unesa, who has consistently supported the activities of the FISH Quality Assurance Team.
3. The respondents, namely the students at Surabaya State University, who kindly took the time to fill out the satisfaction questionnaire and provide their input and suggestions.

The implementation and presentation of the measurement results undoubtedly still have shortcomings. Therefore, we sincerely hope for feedback from the entire academic community of Surabaya State University as a form of input that can be used to improve the implementation of measurements and evaluations in the coming period.

Surabaya, April 27, 2023  
Data and Survey Division



Galih W. Pradana, S.A.P., M.Si.  
NIP. 199004202015041002

## TABLE OF CONTENTS

<b>CERTIFICATION PAGE</b>	2
<b>FOREWORD</b>	3
<b>TABLE OF CONTENTS</b>	4
<b>CHAPTER I INTRODUCTION</b>	5
1.1. Background	5
1.2. Legal Basis	6
1.3. Issues	6
1.4. Objectives	6
1.5. Report Structure	7
<b>CHAPTER II SURVEY METHOD</b>	8
2.1. Types and Design of Survey Implementation	8
2.2. Operational Definitions	8
2.3. Survey Instruments	8
2.4. Method	9
2.5. Data Processing	9
a. Gap Analysis and Level of Suitability (Tki)	9
b. Normality Test	10
c. Wilcoxon Test	11
d. Cartesian Diagram	11
<b>CHAPTER III RESULTS AND DISCUSSION</b>	12
3.1 Statistical Analysis	12
3.2 Gap Analysis and Level of Conformity	14
3.3 Quadrant Analysis (IPA)	18
<b>CHAPTER IV CONCLUSION AND RECOMMENDATIONS</b>	23
1.1. Conclusion and Recommendations	23
<b>REFERENCES</b>	24
<b>APPENDIX</b>	25

## CHAPTER I

### INTRODUCTION

#### 1.1. Background

The Data and Survey Center at the Quality Assurance Institute (LPM) of Surabaya State University is one of the institutions tasked with assisting in the implementation of quality assurance using the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP) model. The main task of the Data and Survey Center is to conduct Customer Service Satisfaction surveys, which are currently a requirement for Program Accreditation and Higher Education Accreditation. The survey conducted was in the form of a satisfaction survey on all activities carried out by the LPM so that the quality of operational activities at Surabaya State University could be evaluated periodically. This survey is conducted online. Additionally, it is conducted after the completion of both the first and second regular semesters each academic year. The survey results will be followed up with an evaluation meeting, whose outcomes will be used to improve service activities in the subsequent academic year.

Over time, the need to improve service quality at Surabaya State University has increased every year, which can certainly be attributed to various factors, both internal and external. This is certainly one of the important factors that has prompted the implementation of a satisfaction survey at Surabaya State University, particularly among students, lecturers, and educational staff as survey respondents. The survey is necessary so that the LPM can identify the variables that need to be improved and maintained in terms of quality, so that the welfare of the community at Surabaya State University, including students, lecturers, and educational staff, can continue to improve every year. This satisfaction survey consists of a number of statements, where respondents need to fill out the survey by checking the survey table regarding their expectations of the statements presented in the table and the actual reality related to the services experienced at Surabaya State University in 2022.

## 1.2. Legal Basis

1. Law Number 20 of 2003 concerning the National Education System.
2. Law Number 12 of 2012 concerning Higher Education.
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions.
4. Ministry of Education and Culture Regulation Number 50 of 2014 concerning the Higher Education Quality Assurance System.
5. Ministry of Education and Culture Regulation No. 87 of 2014 concerning the Accreditation of Study Programs and Higher Education Institutions.
6. Regulation of the Minister of Research, Technology, and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology, and Higher Education for 2015-2019.
7. Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 concerning National Standards for Higher Education.
8. Ministry of National Education Regulation No. 7 of 2007 concerning the Organization and Work Procedures of the Education Quality Assurance Agency.

## 1.3. Issues

1. Is there a significant difference between expectations and reality in the 2022 UNESA student satisfaction survey results based on statistical testing?
2. How do the results of the comparison between expectations and reality of UNESA student satisfaction based on the 2022 UNESA student survey using Gap analysis look?
3. How to analyze the comparison between expectations and reality of UNESA student satisfaction (2022 UNESA student survey) using the *Importance-Performance Analysis* (IPA) method.

## 1.4. Objective

To determine the quality of UNESA student satisfaction in 2022 based on statistical difference tests, gap analysis, and IPA analysis. Additionally, this report is expected to serve as a basis for consideration and evaluation to improve quality in the following academic year.

## 1.5. Report Structure

The structure of this Surabaya State University student satisfaction survey report consists of four chapters, as follows:

### 1. CHAPTER I INTRODUCTION

The first chapter covers the background of the report's preparation, legal basis, issues addressed in the report, objectives of the report, and report structure.

### 2. CHAPTER II SURVEY METHOD

The second chapter contains the type and design of the satisfaction survey, operational definitions, survey instruments, survey implementation methods, and survey data processing, which consists of explanations related to Gap analysis and the level of conformity (Tki), normality tests, Wilcoxon tests, and Cartesian diagrams.

### 3. CHAPTER III RESULTS AND DISCUSSION

Chapter three contains the results and discussion of statistical analysis, Gap analysis and level of conformity, and quadrant analysis using the *Importance-Performance Analysis* (IPA) method.

### 4. CHAPTER IV CONCLUSION AND RECOMMENDATIONS

Chapter four contains conclusions related to the Surabaya State University student satisfaction survey report and recommendations for the implementation of measurements and evaluations in the future.



## CHAPTER II

### SURVEY METHOD

#### 2.1. Survey Type and Design

This study is a quantitative descriptive study using a survey method. The survey method was chosen because it can provide a quantitative description or overview of trends, attitudes, and opinions of the population regarding variables by studying samples (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

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

#### 2.2. Operational Definitions

Some operational definitions are as follows:

1. Consumers are all students who use UNESA services in 2022.
2. Consumer expectations are students who receive UNESA services in 2022.
3. Consumer satisfaction is consumer recognition of UNESA services in 2022.
4. The service quality to be studied is consumer expectations and reality regarding *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*

(reliability), *responsiveness*, *assurance*, *empathy*, and *tangibility*.

## 2.4. Method

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

1. *Tangibles* (Tangible) These include physical appearance, equipment, employees, and communication facilities.
2. *Reliability* This refers to the ability to provide promised services promptly, accurately, and satisfactorily.
3. *Responsiveness*: The willingness of staff to engage with customers and provide responsive service.
4. *Assurance* (Guarantee) This includes the knowledge, ability, politeness, and trustworthy nature of staff who are free from danger, risk, or doubt.
5. *Empathy*: This includes ease in establishing relationships, good communication, personal attention, and understanding customer needs.

The next step is to use the *Importance-Performance Analysis* (IPA) method, which was first introduced by Martilla & James (1977) with the aim of measuring the relationship between consumer/customer perceptions and product/service quality improvement priorities, also known as *Quadrant Analysis*.

## 2.5. Data Processing

### a. Gap Analysis and Level of Conformity (Tki)

Consumer satisfaction levels are explained using gap analysis. This analysis compares the mean between expectations and the reality experienced by consumers in terms of service dimensions, namely *reliability*, *responsiveness*, *assurance*, *empathy*, and *tangibility*. The highest satisfaction occurs when reality exceeds expectations, which is when the service provided is at its maximum (4) while the minimum expectation is (1). The formula for calculating the Gap is:

$$\text{Gap} = \text{Reality} - \text{Expectations}$$

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

$$Tki = (\text{Reality}/\text{Expectation}) \times 100\%$$

*The Gap Score* indicates the gap between reality and expectations (Parasuraman et al., 1985). This indicates a problem of mismatch between customer expectations and their perceived reality. If *the gap score* is positive (+), it indicates that reality can meet customer expectations. Conversely, if the gap score is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014), there are criteria for assessing the level of customer suitability:

1. Customer satisfaction level  $> 100\%$ , meaning that the quality of service provided has exceeded what is considered important by customers à Service is very satisfactory
2. Customer satisfaction level  $= 100\%$  means that the quality of service provided meets what customers consider important à Service is satisfactory
3. Customer satisfaction level  $< 100\%$  means that the quality of service provided is less than/does not meet what customers consider important à Service is not satisfactory.

## b. Normality Test

Data normality testing is carried out using statistical analysis. This test is carried out by entering the actual and expected averages of each statement 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 to be used can be determined.

The test used to determine whether the data is normally distributed or not is the Kolmogorov-Smirnov test for large samples (more than 50 respondents) or the Shapiro-Wilk test for small samples (less than 50 respondents). The basis for decision making is as follows:

1. If the significance value is  $> 0.05$ , then the data is normally distributed (parametric data) and can be analyzed using a paired t-test.
2. 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 between the reality and the expectations being studied so that it can be determined whether

$H_0$  is rejected or accepted. If the results show a  $H_0$ , then  $H_0$  is rejected, but if the difference is not significant, then  $H_0$  is accepted. The *Paired T-Test* is performed if the two data sets being compared are normally distributed, or the Wilcoxon test if at least one of the data sets being compared is not normally distributed, can be from reality and expectations

### d. Cartesian Diagram

The Cartesian diagram breaks down the level of statements into four parts, where this diagram can be used to determine several factors that influence consumer satisfaction, which can then be prioritized by the company for further improvement.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Statistical Analysis

The survey was conducted by randomly selecting respondents who were students of the Faculty of Social and Legal Sciences at Surabaya State University through Single Sign On (SSO). A total of 5,249 respondents participated in the survey. This sample size meets the adequacy requirement using the Slovin formula. Assuming a population of 36,439 students at UNESA and a tolerable error of 5%, the minimum sample size required is:

$$n = \frac{Z^2 \cdot P \cdot Q}{E^2} = \frac{1.96^2 \cdot 0.5 \cdot 0.5}{0.05^2} = 384.16$$

With a sample size of 5,249 respondents, the data adequacy requirement has been met. Next, a normality assumption test will be conducted as a prerequisite for testing the difference between the expected and actual means. The hypothesis is defined as follows:

$H_0$  : The data follows a normal distribution  
 $H_1$  : The data does not follow a normal distribution

#### One-Sample Kolmogorov-Smirnov Test

		Expectation	Actual
N		5249	5249
Normal Parameters <sup>a,b</sup>	Mean	3.4180	3.3176
	Std. Deviation	.58513	.60510
Most Extreme Differences	Absolute	.179	.147
	Positive	.160	.134
	Negative	-.179	-.147
Test Statistic		.179	.147
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>	.000 <sup>c</sup>

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.

Figure 3.1. Data Normality Test Results



Using a significance level of 5%, it can be seen from Figure 3.1 that the asymptotic or *p-value* is less than 0.05, so it can be concluded that the hypothesis test result is **Reject $H_0$** , meaning that **the data does not follow a Normal distribution**.

The Wilcoxon test is an alternative method for testing two paired samples besides the *Paired-T Test*. If the sample meets the assumption of normal distribution, then a *parametric statistical* test approach can be used with the *Paired-T Test*, whereas if the assumption of normality is not met, then the Wilcoxon Test can be used. From the normality test results, it can be concluded that the survey data does not meet the assumption of normal distribution, thus a non-parametric Wilcoxon sign test approach is used.

### Ranks

		N	Mean Rank	Sum of Ranks
Actual - Expected	Negative Ranks	1708 <sup>a</sup>	1366.24	2333538.00
	Positive Ranks	814 <sup>b</sup>	1041.73	847,965.00
	Ties	2727 <sup>c</sup>		
	Total	5249		

- a. Reality < Expectations
- b. Reality > Expectations
- c. Reality = Expectations

### Test Statistics<sup>a</sup>

	Reality - Expectatio n
Z	-20.369 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

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

Figure 3.2. Wilcoxon Test Results

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

*Asymp. Sig. (2 - tailed)* < 0.05. Therefore, it can be stated that **Reject $H_0$**  with the following hypothesis:

$H_0$  : There is no difference between the Expected and Actual values.

$H_1$  : There is a difference between the Expected and Actual values

It can be concluded that there is a significant difference between the Expectations and Reality of UNESA students' satisfaction.

### 3.2 Gap Analysis and Level of Conformity

The results of the calculations for Reality, Expectations, Gap Analysis, and Quality of Satisfaction of UNESA Students in 2022 are explained in Table 3.1.

Table 3.1. Results of the calculation of Reality, Expectations, Gap Analysis, Level of Conformity, and Mean of the UNESA student satisfaction survey in 2022

Dimension	Code	Statement	Reality	Expectation	Gap	TKI (%)
<i>Tangible (Transparent)</i>	P1	Availability of academic, administrative, and academic and non-academic information services <i>online</i> and <i>offline</i> with accuracy and satisfactory	3.43	3.32	-.11	96.79
	P5	Availability, adequacy, accessibility, and quality service infrastructure facilities reasoning, interests, and talent	3.41	3.31	-.10	97.07
	P9	Availability, adequacy, accessibility, and quality service facilities BK, health, and scholarships	3.42	3.32	-.10	97.08
	P13	Availability, adequacy, accessibility, and quality service infrastructure Career guidance and entrepreneurship	3.41	3.30	-.11	96.77

Dimension	Code	Statement	Reality	Expectations	Gap	TK I (%)
	P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system)	3.41	3.31	-.10	97.07
	P23	Sufficiency, accessibility, quality of facilities, and infrastructure	3.42	3.32	-.10	97.08
<b>Mean</b>			<b>3.42</b>	<b>3.31</b>	<b>-0.10</b>	<b>96.98</b>
<i>Assurance (Responsibility)</i>	P2	Clarity of information on reasoning programs, interest, and talent	3.41	3.32	-.09	97.36
	P6	Clarity of SOPs for counseling, health, and scholarships	3.41	3.31	-.10	97.07
	P10	Clarity of SOPs for career guidance services and entrepreneurship	3.41	3.32	-.09	97.36
	P15	Ease of application/payment process /delays/relief UKT	3.42	3.31	-.11	96.78
	P21	Ability of lecturers, educational staff educational staff, and administrators to provide confidence to students that the services provided has been in accordance with the provisions	3.43	3.33	-.10	97.08
<b>Mean</b>			<b>3.42</b>	<b>3.32</b>	<b>-0.10</b>	<b>97.13</b>

Dimension	Code	Statement	Reality	Expectations	Gap	TK I (%)
<b>Responsiveness (Fair)</b>	P3	The ability and speed of officers in providing services in the areas of reasoning, interest, and talent	3.41	3.32	-.09	97.36
	P7	The ability and speed of officers in providing counseling, health, and scholarship	3.41	3.31	-.10	97.07
	P11	The ability and speed of officers in providing career guidance and entrepreneurship services	3.42	3.32	-.10	97.08
	P16	The ability and speed of staff in providing services for the borrowing/use of facilities and infrastructure for student activities	3.41	3.31	-.10	97.07
	P20	The willingness of lecturers, educational staff, and administrators to assist students and provide services with speed	3.45	3.34	-.11	96.81
<b>Mean</b>			<b>3.42</b>	<b>3.32</b>	<b>-0.10</b>	<b>97.08</b>
<b>Empathy (Accountability)</b>	P4	Concern of officers in receiving complaints related to services in the areas of reasoning, interests, and talents	3.42	3.32	-.10	97.08
	P8	Staff concern in receiving complaints related to BK services, health, and scholarships	3.41	3.32	-.09	97.36

Dimension	Code	Statement	Reality	Expectations	Gap	TK I (%)
	P12	Staff concern in receiving complaints related to career guidance and entrepreneurship services	3.41	3.32	-.09	97.36
	P17	Concern of officers in receiving complaints related to financial services and infrastructure	3.40	3.30	-.10	97.06
	P22	Willingness concern of lecturers, educational staff, and administrators to pay attention to students	3.43	3.33	-.10	97.08
<b>Mean</b>			<b>3.41</b>	<b>3.32</b>	<b>-.10</b>	<b>97.19</b>
<b>Reliability (Credibility)</b>	P14	Clarity of SOPs for the process of applying for payment/late payment /UKT relief	3.41	3.29	-.12	96.48
	P19	The ability of lecturers, educational staff, and administrators to provide services	3.45	3.37	-.08	97.68
<b>Mean</b>			<b>3.36</b>	<b>3.46</b>	<b>-.10</b>	<b>97.25</b>
<b>Grand Mean</b>			<b>3.42</b>	<b>3.32</b>	<b>-.10</b>	<b>97.09</b>

Based on the *Gap Score* calculations in Table 3.1, it can be seen that the five dimensions (items) covering *tangibles*, *reliability*, *responsiveness*, *assurance*, and *empathy* have negative values. This indicates that the performance for students has not met user expectations. Based on Table 3.1, it can be seen that the largest negative gap value, **-.12**, is found in variable **P14 (Reliability)**, namely the clarity of SOPs for the process of submitting payments/delays/UKT relief.

However, overall, based on the *Grand Mean* calculation results in Table 3.2, the total conformity between reality and expectations felt by students based on the average of the five dimensions of the satisfaction survey is **97.09%**.

### 3.3 Quadrant Analysis (IPA)

Quadrant analysis or *Importance Performance Analysis* (IPA) is a descriptive analysis technique used to identify important performance factors that an organization must demonstrate in order to satisfy their service users (consumers). In general, the quadrant diagram model can be shown in the following figure:



Figure 3.3. Cartesian Diagram (Supranto, 2001)

The interpretation of each quadrant in Figure 3.3 can be explained as follows:

#### a. Quadrant I (Top Priority)

This quadrant shows factors that are considered to influence customer satisfaction and include service elements that are considered very important to customers. However, service providers have not implemented them in accordance with customer desires, causing disappointment/dissatisfaction. The variables in this quadrant need to be taken seriously.

#### b. Quadrant II (Maintain Performance)

This quadrant shows that factors considered important by consumers have been implemented well and can satisfy consumers, so service providers must maintain their performance.

### c. Quadrant III (Low Priority)

This quadrant shows factors that consumers consider less important and whose implementation by service providers is mediocre. The variables included in this quadrant do not need to be questioned even if they do not satisfy consumers because consumers do not consider them very important.

### d. Quadrant IV (Excessive)

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

Based on the interpretation of each quadrant, the results of the calculation of the average Expectations and Reality in Table 3.1 are plotted in a Cartesian diagram as shown in Figure 3.4 below, namely:

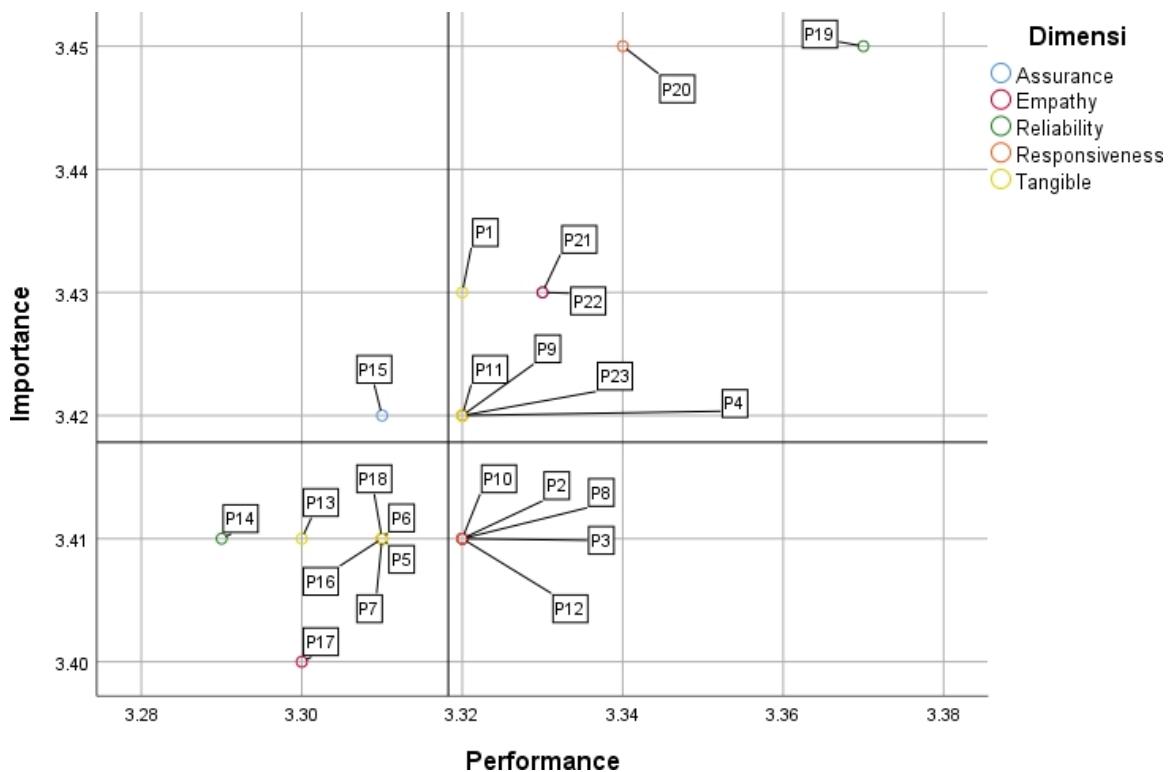


Figure 3.4 Cartesian Diagram of the 2022 Student Satisfaction Survey

Based on the Cartesian diagram in Figure 3.4, the following are the analysis results for each quadrant:

## a. Quadrant I

In **Quadrant I**, one service indicator was found that should be a top priority according to the respondents, but UNESA management has not implemented it in accordance with the respondents' wishes, thus causing dissatisfaction. The following are the details of the indicator variables, namely: Code **P15** (*Assurance*), which is the ease of the application/payment/delay/desire for UKT process.

It can be concluded that the indicator variables in Quadrant I require serious attention, and their services must be improved further in the upcoming academic year.

## b. Quadrant II

In **Quadrant II**, nine service indicators were identified as important by respondents, and UNESA management has been able to implement these service indicators well, thereby satisfying respondents. The following are the details of the indicator variables:

- 1) Code **P1** (*Tangible*), namely the availability of academic, administrative, and academic and non-academic information services *online* and *offline* that are accurate and satisfactory
- 2) Code **P4** (*Empathy*), namely the concern of officers in receiving complaints related to services in the fields of reasoning, interests, and talents
- 3) Code **P9** (*Tangible*), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for counseling, health, and scholarship services
- 4) Code **P11** (*Responsiveness*), namely the ability and speed of staff in providing career guidance and entrepreneurship services
- 5) Code **P19** (*Reliability*), namely the ability of lecturers, educational staff, and administrators to provide services
- 6) Code **P20** (*Responsiveness*), namely the willingness of lecturers, educational staff, and administrators to assist students and provide services quickly

- 7) Code **P21** (*Assurance*), namely the ability of lecturers, educational staff, and administrators to assure students that the services provided are in accordance with regulations
- 8) Code **P22** (*Empathy*), namely the willingness of lecturers, educational staff, and administrators to pay attention to students
- 9) Code **P23** (*Tangible*), which is the adequacy, accessibility, and quality of facilities and infrastructure. It can be concluded that the indicator variables in **quadrant II** need to maintain their current performance. If possible, performance optimization can be carried out so that the level of respondent satisfaction can be further increased.

### c. Quadrant III

In **quadrant III**, eight service indicators were found that were considered less important by respondents, and UNESA management has implemented these service indicators quite well, so they are not a major focus for further improvement. The following are the details of the indicator variables:

- 1) Code **P5** (*Tangible*), namely the availability, adequacy, accessibility, and quality of service facilities and infrastructure in the areas of reasoning, interests, and talents
- 2) Code **P6** (*Assurance*), namely the clarity of SOPs for counseling, health, and scholarship services
- 3) Code **P7** (*Responsiveness*), namely the ability and speed of officers in providing BK, health, and scholarship services
- 4) Code **P13** (*Tangible*), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for career guidance and entrepreneurship services
- 5) Code **P14** (*Reliability*), namely the clarity of SOPs for the process of submitting payments/delays/UKT relief
- 6) Code **P16** (*Responsiveness*), which refers to the ability and speed of staff in providing services for the process of borrowing/using facilities and infrastructure for student activities
- 7) Code **P17** (*Empathy*), namely the concern of officers in receiving complaints related to financial services and infrastructure

- 8) Code **P18** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure (library, learning/laboratories/workshops/electrical installations/internet, information systems)

#### d. Quadrant IV

In **Quadrant IV**, five service indicators were found to be considered unimportant by respondents, and UNESA management has been able to implement these service indicators well, so this quadrant can be ignored in processing the data from this student satisfaction survey. The following are the details of the indicator variables:

- 1) Code **P2** (*Assurance*), namely the clarity of information on programs in the fields of reasoning, interests, and talents
- 2) Code **P3** (Responsiveness), namely the ability and speed of officers in providing services in the fields of reasoning, interests, and talents
- 3) Code **P8** (*Empathy*), namely the concern of officers in receiving complaints related to counseling, health, and scholarships
- 4) Code **P10** (*Assurance*), namely Clarity of SOPs for career guidance and entrepreneurship services
- 5) Code **P12** (*Empathy*), namely the concern of officers in receiving complaints related to career and entrepreneurship guidance services.



## CHAPTER IV

### CONCLUSION AND RECOMMENDATIONS

#### 1.1. Conclusion and Recommendations

Based on the results of the data analysis from the student satisfaction survey, the following conclusions can be drawn:

- 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 concluding that the null hypothesis is rejected ( $H_0$  ).
- b. A significant difference based on Gap analysis was found, namely that the variable indicator with the largest negative Gap value of **-0.12**, with a compliance rate of **96.79%**. Thus, satisfaction with services based on the students' perspective has not been met.
- c. Overall, the level of conformity between Reality and Expectations as perceived by the students as respondents was **97.09%**.
- d. In **quadrant I**, one service indicator was found that should be a top priority according to respondents, but UNESA management has not implemented it in accordance with respondents' wishes, causing dissatisfaction. The following are the details of the indicator variables, namely: Code **P15** (*Assurance*), which is the ease of the application/payment/delay/UKT request process.



## REFERENCES

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. SAGE Publications, Inc.

Johnson, R. B., & Christensen, R. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications, Inc.

Martilla, J. A., & James, J. C. (1977). Importance Performance Analysis. *Journal of Marketing*. *Journal of Marketing*, 41(1), 77–79.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(4), 41–50.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.

Supranto, J. (2001). *Measuring Customer Satisfaction Levels to Increase Market Share*. Rineka Cipta.

Wahyuni, N. (2014). *Gap Analysis*. Binus University.

## APPENDIX

## STUDENT SATISFACTION INSTRUMENT

## INSTRUCTIONS

Please fill in by checking (✓) the "Level of Importance" and "Level of Performance" in the actual field.

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good

## I. Service Management Satisfaction Instrument (Criterion 2)

P1.	Availability of academic, administrative, and academic and non-academic information services <i>online</i> and <i>offline</i> in an accurate and satisfactory manner <i>(tangible)</i>								
-----	---	--	--	--	--	--	--	--	--

## II. Student Services Satisfaction Instrument (Criterion 3)

A	Reasoning, Interest, and Talent								
P2.	Clarity of information program in the areas of reasoning, interest, and talent <i>(assurance)</i>								
P3.	Ability and speed of officers in providing services in the areas of reasoning, interests, and talents <i>(responsiveness)</i>								

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good
P4.	The concern of officers in receiving complaints related to services in the field of reasoning, interest, and talent <i>(empathy)</i>								



P5.	Availability, adequacy, accessibility, and quality of facilities and infrastructure for reasoning, interest, and talent services ( <i>tangible</i> )							
<b>B</b>	<b>Welfare</b>  <b>(Guidance and Counseling, Health Services, and Scholarship Services)</b>							
P6.	Clarity of SOPs for guidance and counseling, health, and scholarship services ( <i>assurance</i> )							
P7.	The ability and speed of officers in providing services BK, health, and scholarships ( <i>responsiveness</i> )							
P8.	The staff's concern in receiving complaints related to BK, health, and scholarship services ( <i>empathy</i> )							
P9.	Availability, adequacy, accessibility, and quality of facilities and infrastructure for BK, health, and scholarship services ( <i>tangible</i> )							
<b>C</b>	<b>Career Guidance and Entrepreneurship</b>							
P10	Clarity of SOPs for career guidance and entrepreneurship services ( <i>assurance</i> )							

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good
P11	The ability and speed of officers in providing career and entrepreneurship guidance services ( <i>responsiveness</i> )								
P12	The staff's concern in receiving complaints related to career guidance and entrepreneurship services ( <i>empathy</i> )								

P13	Availability, adequacy, accessibility, and quality of facilities and infrastructure for career guidance and entrepreneurship services ( <i>tangible</i> )								
-----	---	--	--	--	--	--	--	--	--

### III. Financial Management and Facilities and Infrastructure Satisfaction Instrument (Criterion 5)

P14	Clarity of SOPs for the process of application/payment/delays/UKT relief ( <i>reliability</i> )								
P15	Ease of the application/payment/delay/UKT relief process ( <i>assurance</i> )								
P16	The ability and speed of staff in providing services for the borrowing/use of facilities and infrastructure for student activities ( <i>responsiveness</i> )								

P17	Staff concern in receiving complaints related to financial services and facilities and infrastructure ( <i>empathy</i> )
-----	--

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not very good
P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/in st facilities electricity/internet, information systems) ( <i>tangible</i> )								

### IV. Service Satisfaction and Educational Process Implementation Instruments (Criterion 6)

P19	Ability of lecturers, educational staff, and administrators in providing services ( <i>reliability</i> )								
P20	Willingness of faculty, educational staff, and administrators in								

	assisting students and providing services quickly ( <i>responsiveness</i> )							
P21	The ability of faculty, educational staff, and administrators to assure students that the services provided are in accordance with regulations ( <i>assurance</i> )							
P22	The willingness/concern of faculty, educational staff, and administrators to pay attention to students ( <i>empathy</i> )							
P23	Sufficiency, accessibility, quality of facilities and infrastructure ( <i>tangible</i> )							

2 0 2 3

# LAPORAN SURVEY KEPUASAN MAHASISWA



GUGUS PENJAMINAN MUTU  
FAKULTAS ILMU SOSIAL DAN HUKUM  
UNIVERSITAS NEGERI SURABAYA

## STUDENT SATISFACTION SURVEY REPORT



**SURABAYA STATE UNIVERSITY  
FACULTY OF SOCIAL AND LEGAL  
SCIENCES QUALITY ASSURANCE  
GROUP  
2023**

**APPROVAL PAGE**

Certifies that the Student Satisfaction Survey Report of the Faculty of Social Sciences and Law,  
State University of Surabaya, has been prepared truthfully

Known,  
Chair of the FISH Quality Assurance  
Team



Dr. Muzayanah, S.T., M.T NIP.  
197012162005012001

Surabaya, December 27, 2023  
Data and Survey Division



Galih W. Pradana, S.A.P., M.Si.  
NIP. 199004202015041002



Approved,  
Dean of the Faculty of Social Sciences and Law  
Dr. Bambang Sigit Widodo, M.Pd.  
NIP 197303032006041002

## FOREWORD

With gratitude to Allah S.W.T, the compilation of the Surabaya State University Student Satisfaction Survey Report has been completed. We would like to thank all parties who have assisted in the implementation of this activity, so that it can be compiled in the form of a report for 2023.

The compilation of this report would not have been possible without the appreciation and input provided by the following parties. Therefore, we would like to take this opportunity to express our gratitude to:

1. The Rector and his entire staff, who have provided significant moral and material support to the Surabaya State University Quality Assurance Institute.
2. The Dean of the Faculty of Social Sciences and Law at Unesa, who has consistently supported the activities of the FISH Quality Assurance Team.
3. The respondents, namely the students at Surabaya State University, who kindly took the time to fill out the satisfaction questionnaire and provide their input and suggestions.

The implementation and presentation of these measurement results certainly still have shortcomings. Therefore, we sincerely hope to receive input from the entire academic community of Surabaya State University as feedback that can be used to improve the implementation of measurements and evaluations in the future.

Surabaya, December 27, 2023  
Data and Survey Division



Galih W. Pradana, S.A.P., M.Si.  
NIP. 199004202015041002

## TABLE OF CONTENTS

<b>CERTIFICATION PAGE</b>	2
<b>FOREWORD</b>	3
<b>TABLE OF CONTENTS</b>	4
<b>CHAPTER I INTRODUCTION</b>	5
1.1. Background	5
1.2. Legal Basis	6
1.3. Issues	6
1.4. Objectives	6
1.5. Report Structure	7
<b>CHAPTER II SURVEY METHOD</b>	8
2.1. Types and Design of Survey Implementation	8
2.2. Operational Definitions	8
2.3. Survey Instruments	8
2.4. Method	9
2.5. Data Processing	9
a. Gap Analysis and Level of Suitability (Tki)	9
b. Normality Test	10
c. Wilcoxon Test	11
d. Cartesian Diagram	11
<b>CHAPTER III RESULTS AND DISCUSSION</b>	12
3.1 Statistical Analysis	12
3.2 Gap Analysis and Level of Conformity	14
3.3 Quadrant Analysis (IPA)	18
<b>CHAPTER IV CONCLUSION AND RECOMMENDATIONS</b>	23
1.1. Conclusions and Recommendations	23
<b>REFERENCES</b>	24
<b>APPENDIX</b>	25

## CHAPTER INTRODUCTION

### 1.1. Background

The Data and Survey Center at the Quality Assurance Institute (LPM) of Surabaya State University is one of the institutions tasked with assisting in the implementation of quality assurance using the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP) model. The main task of the Data and Survey Center is to conduct Customer Service Satisfaction surveys, which are currently a requirement for Program Accreditation and Higher Education Accreditation. The survey conducted was in the form of a satisfaction survey on all activities carried out by the LPM so that the quality of operational activities at Surabaya State University could be evaluated periodically. This survey is conducted online. Additionally, it is conducted after the completion of both the first and second regular semesters each academic year. The survey results will be followed up with an evaluation meeting, whose outcomes will be used to improve service activities in the subsequent academic year.

Over time, the need to improve service quality at Surabaya State University has increased every year, which can certainly be attributed to various factors, both internal and external. This is certainly one of the important factors that has prompted the implementation of a satisfaction survey at Surabaya State University, particularly among students, lecturers, and educational staff as survey respondents. The survey is necessary so that the LPM can identify the variables that need to be improved and maintained in terms of quality, so that the welfare of the community at Surabaya State University, including students, lecturers, and educational staff, can continue to improve every year. This satisfaction survey consists of a number of statements, where respondents need to fill out the survey by checking the survey table regarding their expectations of the statements presented in the table and the actual reality related to the services experienced at Surabaya State University in 2023.

## 1.2. Legal Basis

1. Law Number 20 of 2003 concerning the National Education System.
2. Law No. 12 of 2012 on Higher Education.
3. Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education Institutions.
4. Ministry of Education and Culture Regulation No. 50 of 2014 on the Higher Education Quality Assurance System.
5. Ministry of Education and Culture Regulation No. 87 of 2014 concerning the Accreditation of Study Programs and Higher Education Institutions.
6. Regulation of the Minister of Research, Technology, and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology, and Higher Education for 2015-2019.
7. Ministry of Research, Technology, and Higher Education Regulation No. 44 of 2015 concerning National Standards for Higher Education.
8. Ministry of National Education Regulation No. 7 of 2007 concerning the Organization and Work Procedures of the Education Quality Assurance Agency.

## 1.3. Issues

1. Is there a significant difference between expectations and reality in the 2023 UNESA student satisfaction survey results based on statistical testing?
2. How do the results of the comparison between expectations and reality of UNESA student satisfaction based on the 2023 UNESA student survey compare using Gap analysis?
3. How does the comparison analysis between expectations and reality of UNESA student satisfaction (2023 UNESA student survey) using the *Importance-Performance Analysis* (IPA) method approach?

## 1.4. Objectives

To determine the quality of UNESA students' satisfaction in 2023 based on statistical difference tests, gap analysis, and IPA analysis. Additionally, this report is expected to serve as a basis for consideration and evaluation to improve quality in the following academic year.

## 1.5. Report Structure

The structure of this report on student satisfaction at Surabaya State University consists of four chapters, as follows:

### 1. CHAPTER I INTRODUCTION

Chapter One covers the background to the preparation of the report, the legal basis, the issues raised in the report, the objectives of the report, and the structure of the report.

### 2. CHAPTER II SURVEY METHOD

Chapter II covers the types and design of the satisfaction survey, operational definitions, survey instruments, survey implementation methods, and survey data processing, which includes explanations related to gap analysis and the level of conformity (Tki), normality tests, Wilcoxon tests, and Cartesian diagrams.

### 3. CHAPTER III RESULTS AND DISCUSSION

The third chapter contains the results and discussion of statistical analysis, Gap analysis and level of conformity, and quadrant analysis using the *Importance-Performance Analysis* (IPA) method.

### 4. CHAPTER IV CONCLUSION AND RECOMMENDATIONS

Chapter four contains conclusions related to the Surabaya State University student satisfaction survey report and recommendations for the implementation of measurements and evaluations in the future.

## CHAPTER II

### SURVEY METHOD

#### 2.1. Type and Design of Survey Implementation

This study is a quantitative descriptive study using a survey method. The survey method was chosen because it can provide a quantitative description or overview of trends, attitudes, and opinions of the population towards variables by studying samples (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

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

#### 2.2. Operational Definitions

Some operational definitions are as follows:

1. Consumers are all students who use UNESA services in 2023.
2. Consumer expectations are students who receive UNESA services in 2023.
3. Consumer satisfaction is consumers' recognition of UNESA services in 2023.
4. The service quality to be studied is consumer expectations and reality regarding *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*

(reliability), *responsiveness*, *assurance*, *empathy*, and *tangibility*.

## 2.4. Method

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

1. *Tangibles* (Tangible), which include physical appearance, equipment, employees, and communication facilities.
2. *Reliability*: The ability to deliver promised services promptly, accurately, and satisfactorily.
3. *Responsiveness*: The willingness of staff to engage with customers and provide responsive service.
4. *Assurance* (Guarantee) This includes the knowledge, ability, politeness, and trustworthy nature of staff who are free from danger, risk, or uncertainty.
5. *Empathy*: This includes ease in establishing relationships, good communication, personal attention, and understanding customer needs.

The next step is to use the *Importance-Performance Analysis* (IPA) method, which was first introduced by Martilla & James (1977) with the aim of measuring the relationship between consumer/customer perceptions and product/service quality improvement priorities, also known as *Quadrant Analysis*.

## 2.5. Data Processing

### a. Gap Analysis and Level of Conformity (Tki)

Consumer satisfaction levels are explained using gap analysis. This analysis compares the mean between expectations and the reality experienced by consumers in terms of service dimensions, namely *reliability*, *responsiveness*, *assurance*, *empathy*, and *tangibility*. The highest satisfaction occurs when reality exceeds expectations, which is when the service provided is at its maximum (4) while the minimum expectation is (1). The formula for calculating the Gap is:

$$\text{Gap} = \text{Reality} - \text{Expectations}$$

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

be formulated as:

$$\text{Tki} = (\text{Reality}/\text{Expectations}) \times 100\%$$

*Gap Score* indicates the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a problem of mismatch between customer expectations and their perceived reality. If *the gap score* is positive (+), it indicates that reality can meet customer expectations. Conversely, if the gap score is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014), there are criteria for assessing customer satisfaction levels:

1. Customer suitability level  $> 100\%$  means that the quality of service provided has exceeded what is considered important by customers à Service is very satisfactory
2. Customer satisfaction level  $= 100\%$  means that the quality of service provided meets what customers consider important à Service is satisfactory
3. Customer suitability level  $< 100\%$  means that the quality of service provided is less than/does not meet what is considered important by customers à Service is not yet satisfactory.

### b. Normality Test

Data normality testing is carried out using statistical analysis. This test is carried out by entering the actual and expected averages of each statement 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 to be used can be determined.

The tests used to determine whether the data is normally distributed or not are the Kolmogorov-Smirnov test for large samples (more than 50 respondents) or the Shapiro-Wilk test for small samples (less than 50 respondents). The basis for decision making is as follows:

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

#### c. Wilcoxon test

This test is performed to determine whether there is a significant difference between the observed and expected results, so that it can be determined whether  $H_0$  is rejected or accepted. If the results show a significant difference significant, then  $H_0$  is rejected, but if the difference is not significant, then  $H_0$  accepted. A *Paired T-Test* is performed if the two data sets being compared are normally distributed, or a Wilcoxon test if at least one of the data sets being compared is not normally distributed, can be derived from reality and expectations.

#### d. Cartesian Diagram

The Cartesian diagram breaks down the level of statements into four parts, whereby this diagram can be used to determine several factors that affect consumer satisfaction, which can then be prioritized by the company for further improvement.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Statistical Analysis

The survey was conducted by randomly selecting respondents who were students of the Faculty of Social and Legal Sciences at Surabaya State University through Single Sign On (SSO). A total of 4,400 respondents participated in the survey. This sample size meets the adequacy requirements using the Slovin formula. If the total population of students at UNESA is 47,643 and the tolerated error is assumed to be 5%, then the minimum sample size that must be met is:

$$n = \frac{N}{1 + \frac{0.05^2}{(47,643)(0.052)}} = \frac{47,643}{1 + (47,643)(0.052)} = 396.67 \approx 397$$

With a sample size of 4,400 respondents, the data adequacy requirement is met.

Next, a normality assumption test will be conducted as a prerequisite for testing the difference in means between Expectation and Reality. The hypothesis is defined as follows:

$H_0$  : The data follows a normal distribution

$H_1$  : The data does not follow a normal distribution

#### One-Sample Kolmogorov-Smirnov Test

		Expectation	Actual
N		4400	4400
Normal Parameters <sup>a,b</sup>	Mean	33.567	31.962
	Std. Deviation	.62748	.64951
Most Extreme Differences	Absolute	.163	.131
	Positive	.153	.131
	Negative	-.163	-.125
Test Statistic		.179	.163
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>	.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 3.1. Data Normality Test Results

Using a significance level of 5%, it can be seen from Figure 3.1 that

$H_0$

The Wilcoxon test is an alternative method for testing two paired samples besides the *Paired-T Test*. If the sample meets the assumption of normal distribution, then a *parametric statistical* test approach can be used with the *Paired-T Test*, whereas if the assumption of normality is not met, then the Wilcoxon Test can be used. From the results of the normality test, it was concluded that the survey data did not meet the assumption of normal distribution, thus a non-parametric Wilcoxon sign test approach was used.

### Ranks

		N	Mean Rank	Sum of Ranks
Actual - Expected	Negative Ranks	1610 <sup>a</sup>	1285.02.00	2068885.50
	Positive Ranks	716 <sup>b</sup>	890.25.00	637,415.50
	Ties	2074 <sup>c</sup>		
	Total	4400		

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

### Test Statistics<sup>a</sup>

	Reality - Expectatio n
Z	-22.146 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

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

Figure 3.2. Wilcoxon Test Results

Based on the results of the Wilcoxon test using SPSS for Windows 26, the following results were obtained

*Asymp. Sig. (2 - tailed)* < 0.05. Therefore, it can be stated that Reject  $H_0$  with the following hypothesis:

$H_0$  : There is no difference between the Expected and Actual values

$H_1$  : There is a difference between the expected and actual values

It can be concluded that there is a significant difference between Expectation and the reality of UNESA students' satisfaction.

### 3.2 Gap Analysis and Level of Suitability

The results of the calculations for Actual, Expected, Gap Analysis, and Student Satisfaction Quality at Unesa in 2023 are explained in Table 3.1.

Table 3.1. Results of the calculation of Reality, Expectations, Gap Analysis, Level of Conformity, and Mean of the 2023 UNESA Student Satisfaction Survey

Dimension	Code	Statement	Reality	Expectation	Gap	TKI (%)
<i>Tangible (Transparent)</i>	P1	Availability of academic, administrative, and information services for academic and non-academic needs <i>online</i> and <i>offline</i> with accuracy and satisfactory	3	3	-0.18	94.77
	P5	Availability, adequacy, accessibility, and quality of service infrastructure reasoning, interest, and talent	3	3	-0.17	94.88
	P9	Availability, adequacy, accessibility, and quality service facilities BK, health, and scholarships	3.13	3.74	-0.16	95.3
	P13	Availability, adequacy, accessibility, and quality service infrastructure Career guidance and entrepreneurship	2.09	2.09	-0.16	95.27

Dimension	Code	Statement	Reality	Expectations	Gap	TKI (%)
<i>Assurance (Responsibility)</i>	P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system)	3.57	3.87	-	93.99
	P23	Sufficiency, accessibility, quality of facilities and infrastructure	3.83	4	-0.2	93.94
	<b>Mean</b>		<b>3.10</b>	<b>3.28</b>	<b>-0.18</b>	<b>94.69</b>
<i>Assurance (Responsibility)</i>	P2	Clarity of information on reasoning programs, interest, and talent	2.61	4	-0.15	95.55
	P6	Clarity of SOPs for counseling, health, and scholarships	3.87	3.91	-0.17	94.85
	P10	Clarity of SOPs for career guidance services and entrepreneurship	3	4	-0.14	95.69
	P15	Ease of application/payment process /delays/relief UKT	2.91	3	-0.16	95.13
	P21	Faculty and staff capabilities educational staff, and administrators to provide confidence to students that services provided has been in accordance with the provisions	2.87	2.83	-0.13	96.08
<b>Mean</b>			<b>3.05</b>	<b>3.55</b>	<b>-0.15</b>	<b>95.46</b>

Dimension	Code	Statement	Reality	Expectation	Gap	TKI (%)
<i>Responsiveness (Fair)</i>	P3	The ability and speed of officers in providing services in the areas of reasoning, interests, and talents	4	4	-0.17	94.77
	P7	The ability and speed of officers in providing BK, health, and scholarship	2.91	3.7	-0.14	95.69
	P11	The ability and speed of officers in providing career guidance and entrepreneurship services	3.48	3.22	-0.16	95.26
	P16	The ability and speed of staff in providing services for the borrowing/use of facilities and infrastructure for student activities	2.74	3.48	-0.16	95.2
	P20	The willingness of lecturers, educational staff, and administrators to assist students and provide services with promptly	3.04	3	-0.14	95.86
<b>Mean</b>			<b>3.23</b>	<b>3.48</b>	<b>-0.15</b>	<b>95.36</b>
<i>Empathy (Accountability)</i>	P4	Concern of officers in receiving complaints related to services in the areas of reasoning, interests, and talents	3.7	3.7	-0.16	95.35
	P8	Staff concern in receiving complaints related to BK services, health, and scholarships	2.87	2.83	-0.17	94.86

Dimension	Code	Statement	Reality	Expectation	Gap	TKI (%)
<i>Reliability (Credibility)</i>	P12	Concern of officers in receiving complaints related to career guidance and entrepreneurship services	2.91	4	-0.15	95.59
	P17	Concern of officers in receiving complaints related to financial services and infrastructure	3.09	3.17	-0.18	94.64
	P22	Willingness concern of lecturers, educational staff, and administrators to pay attention to students	4	4	-0.14	95.79
<b>Mean</b>			<b>3.31</b>	<b>3.55</b>	<b>-0.16</b>	<b>95.25</b>
<i>Reliability (Credibility)</i>	P14	Clarity of SOP for the payment/late payment application process /UKT relief	3	3	-0.17	94.91
	P19	The ability of lecturers, educational staff, and administrators to providing services	1.87	2	-0.12	96.41
<b>Mean</b>			<b>1.87</b>	<b>2</b>	<b>-0.12</b>	<b>96.41</b>
<b>Grand Mean</b>			<b>3.11</b>	<b>3.37</b>	<b>-0.16</b>	<b>95.28</b>

Based on the *Gap Score* calculations in Table 3.1, it can be seen that the five dimensions (items) covering *tangibles*, *reliability*, *responsiveness*, *assurance*, and *empathy* have negative values. This indicates that student performance has not met user expectations. Based on Table 3.1, it can be seen that the largest negative gap value, **-0.2**, is found in variables **P18** and **P23** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure ( library, learning/laboratory/

workshops/electrical installations/internet, information systems) and the adequacy, accessibility, and quality of facilities and infrastructure.

However, overall, based on the *Grand Mean* calculation results in Table 3.2, the total conformity between reality and expectations felt by students based on the average of the five dimensions of the satisfaction survey is **95.28%**.

### 3.3 Quadrant Analysis (IPA)

Quadrant analysis or *Importance Performance Analysis* (IPA) is a descriptive analysis technique used to identify important performance factors that an organization must demonstrate in order to satisfy their service users (consumers). In general, the quadrant diagram model can be shown in the following figure:

Figure 3.3. Cartesian Diagram (Supranto, 2001)



The interpretation of each quadrant in Figure 3.3 can be explained as follows:

#### a. Quadrant I (Top Priority)

This quadrant shows factors that are considered to influence consumer satisfaction and include service elements that are considered very important to consumers. However, service providers have not implemented them in accordance with consumer desires, thus causing disappointment/dissatisfaction. The variables in this quadrant need to be given serious attention.

### b. Quadrant II (Maintain Performance)

This quadrant shows the factors that consumers consider important, implemented well and can satisfy consumers, so service providers must maintain their performance.

### c. Quadrant III (Low Priority)

This quadrant shows factors that consumers consider less important and whose implementation by service providers is mediocre. Variables included in this quadrant do not need to be questioned even if they do not satisfy consumers because consumers do not consider them very important.

### d. Quadrant IV (Excessive)

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

Based on the interpretation of each quadrant, the results of the calculation of the average Expectations and Reality in Table 3.1 are plotted in a Cartesian diagram as shown in Figure 3.4 below, namely:

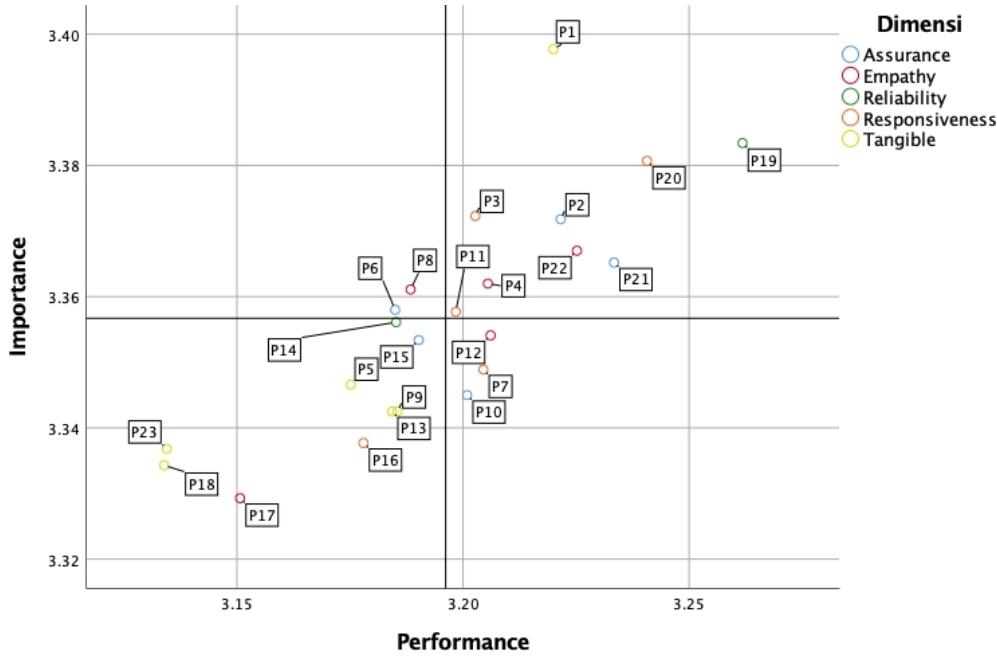


Figure 3.4 Cartesian Diagram of the 2023 Student Satisfaction Survey

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, as follows:

#### a. Quadrant I

In **Quadrant I**, one service indicator was identified as a top priority according to respondents, but UNESA management has not implemented it in accordance with respondents' wishes, leading to dissatisfaction. The following are the details of the indicator variables, namely: **Code P6 (Assurance)**, which is the clarity of the SOP for counseling, health, and scholarship services, and **Code P8 (Empathy)**, which is the concern of officers in receiving complaints related to counseling, health, and scholarship services.

It can be concluded that the indicator variables in Quadrant I require serious attention, and their services must be improved further in the upcoming academic year.

#### b. Quadrant II

In **quadrant II**, nine service indicators were found to be considered important by respondents, and UNESA management has been able to implement these service indicators well, thereby satisfying respondents. The following are the details of the indicator variables:

- 1) Code **P1 (Tangible)**, namely the availability of academic, administrative, and academic and non-academic information services *online* and *offline* that are accurate and satisfactory
- 2) Code **P2 (Assurance)**, namely the clarity of information on reasoning, interest, and talent programs
- 3) Code **P3 (Responsiveness)**, namely the ability and speed of officers in providing services in the fields of reasoning, interests, and talents
- 4) Code **P4 (Empathy)**, which is the concern of officers in receiving complaints related to services in the fields of reasoning, interests, and talents
- 5) Code **P11 (Responsiveness)**, namely the ability and speed of staff in providing career guidance and entrepreneurship services
- 6) Code **P19 (Reliability)**, namely the ability of lecturers, educational staff, and administrators to provide services

7) Code **P20** (*Responsiveness*), which refers to the willingness of lecturers, educational staff, and administrators to assist students and provide services quickly

8) Code **P21** (*Assurance*), which is the ability of lecturers, educational staff, and administrators to assure students that the services provided are in accordance with the provisions

9) Code **P22** (*Empathy*), which refers to the willingness of faculty members, educational staff, and administrators to show concern for students

### c. Quadrant III

In **Quadrant III**, there are eight service indicators that respondents and UNESA management consider less important. These indicators have been implemented sufficiently well, so they are not a major focus for further improvement. The following are the details of the indicator variables:

- 1) Code **P5** (*Tangible*), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for services in the areas of reasoning, interests, and talents
- 2) Code **P9** (*Tangible*), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for guidance counseling, health, and scholarships
- 3) Code **P13** (*Tangible*), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for career guidance and entrepreneurship services
- 4) Code **P14** (*Reliability*), namely the clarity of SOPs for the process of submitting payments/delays/UKT relief
- 5) Code **P15** (*Assurance*), namely ease the process of application/payment/delays/desire for UKT.
- 6) Code **P16** (*Responsiveness*), namely The ability and speed of officers in providing services for the borrowing/use of facilities and infrastructure for student activities
- 7) Code **P17** (*Empathy*), namely the concern of staff in receiving complaints related to financial services and facilities and infrastructure
- 8) Code **P18** (*Tangible*), namely the availability and adequacy of academic facilities and infrastructure (library, learning/laboratories/workshops/electrical installations/internet, information systems)

9) Code **P23** (*Tangible*), namely adequacy, accessibility, quality of facilities, and infrastructure

It can be concluded that the variable the indicator on **the quadrant II** this needs

to maintain the performance that has been achieved so far. If possible, performance optimization can be carried out to further increase the level of respondent satisfaction.

#### d. Quadrant IV

In **Quadrant IV**, five service indicators were identified as unimportant by respondents, and UNESA management has successfully implemented these service indicators, so this quadrant can be ignored in the processing of this student satisfaction survey data. The following are the details of the indicator variables:

- 1) Code **P7** (*Responsiveness*), which is the ability and speed of officers in providing career guidance, health, and scholarship services
- 2) Code **P10** (*Assurance*), namely the clarity of SOPs for career guidance and entrepreneurship services
- 3) Code **P12** (*Empathy*), namely the concern shown by officers in receiving complaints related to career guidance and entrepreneurship services.

**CHAPT  
ER IV  
CONCLUSION AND RECOMMENDATIONS**

### **1.1. Conclusion and Recommendations**

Based on the results of the analysis of data from the student satisfaction survey, the following conclusions can be drawn:

- 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 concluding to reject the null hypothesis ( $H_0$  ).
- b. A significant difference based on Gap analysis was found, namely that the variable indicator with the largest negative Gap value of **-0.2**, with a compliance rate of **93.99%**. Thus, satisfaction with services based on the students' perspective has not been met.
- c. Overall, the level of conformity between Reality and Expectations as perceived by the students as respondents was **95.28%**.
- d. In **quadrant I**, one service indicator was found that should be a top priority according to the respondents, but UNESA management has not implemented it in accordance with the respondents' wishes, thus causing dissatisfaction. The following are the details of the indicator variables, namely: **Code P6 (Assurance)**, which is the clarity of the SOP for counseling, health, and scholarship services, and **Code P8 (Empathy)**, which is the concern of officers in receiving complaints related to counseling, health, and scholarship services.

## REFERENCES

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.

Johnson, R. B., & Christensen, R. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications, Inc.

Martilla, J. A., & James, J. C. (1977). Importance Performance Analysis. *Journal of Marketing*. *Journal of Marketing*, 41(1), 77–79.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(4), 41–50.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.

Supranto, J. (2001). *Measuring Customer Satisfaction Levels to Increase Market Share*. Rineka Cipta.

Wahyuni, N. (2014). *Gap Analysis*. Binus University.

## APPENDIX

## STUDENT SATISFACTION INSTRUMENT

## INSTRUCTIONS

Please fill in by checking (✓) the "Level of Importance" and "Level of Performance" in the actual field.

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good

**I. Service Management Satisfaction Instrument (Criterion 2)**

P1.	Availability of academic, administrative, and academic and non-academic information services <i>online</i> and <i>offline</i> in an accurate and satisfactory manner <i>(tangible)</i>								
-----	---	--	--	--	--	--	--	--	--

**II. Student Services Satisfaction Instrument (Criterion 3)**

A	<b>Reasoning, Interest, and Talent</b>								
P2.	Clarity of information program in the areas of reasoning, interest, and talent ( <i>assurance</i> )								
P3.	Ability and speed of officers in providing services in the areas of reasoning, interests, and talents ( <i>responsiveness</i> )								

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good
P4.	Officers' concern in receiving complaints related to reasoning, interest, and talent services ( <i>empathy</i> )								

P5.	Availability, adequacy, accessibility, and quality of facilities and infrastructure for reasoning, interest, and talent services ( <i>tangible</i> )							
<b>B</b>	<b>Welfare</b>  <b>(Guidance and Counseling, Health Services, and Scholarship Services)</b>							
P6.	Clarity of SOPs for guidance and counseling, health, and scholarship services ( <i>assurance</i> )							
P7.	The ability and speed of officers in providing services BK, health, and scholarships ( <i>responsiveness</i> )							
P8.	The staff's concern in receiving complaints related to BK, health, and scholarship services ( <i>empathy</i> )							
P9.	Availability, adequacy, accessibility, and quality of facilities and infrastructure for BK, health, and scholarship services ( <i>tangible</i> )							
<b>C</b>	<b>Career Guidance and Entrepreneurship</b>							
P10	Clarity of SOPs for career guidance and entrepreneurship services ( <i>assurance</i> )							

Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good
P11	The ability and speed of officers in providing career guidance and entrepreneurship services ( <i>responsiveness</i> )								
P12	Staff concern in receiving complaints related to career guidance and entrepreneurship services ( <i>empathy</i> )								

P13	Availability, adequacy, accessibility, and quality of career guidance and entrepreneurship facilities and infrastructure ( <i>tangible</i> )								
<b>III. Financial Management and Infrastructure Satisfaction Instrument (Criterion 5)</b>									
P14	Clarity of SOPs for the process of application/payment/delays/UKT relief ( <i>reliability</i> )								
P15	Ease of the application/payment/delay/UKT relief process ( <i>assurance</i> )								
P16	The ability and speed of staff in providing services for the borrowing/use of facilities and infrastructure for student activities ( <i>responsiveness</i> )								
P17	Staff's concern in receiving complaints related to financial services and facilities and infrastructure ( <i>empathy</i> )								
Code	Statement	Level of Importance				Performance Level			
		Very Important	Important	Moderately Important	Less Important	Very Good	Good	Fairly Good	Not Good
P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/in st facilities electricity/internet, information systems) ( <i>tangible</i> )								
<b>IV. Service Satisfaction and Educational Process Implementation Instrument (Criterion 6)</b>									
P19	Ability faculty, educational staff, and administrators in providing services ( <i>reliability</i> )								
P20	Willingness of faculty, educational staff, and administrators in								

	assisting students and providing services quickly ( <i>responsiveness</i> )							
P21	The ability of faculty, educational staff, and administrators to assure students that the services provided are in accordance with regulations ( <i>assurance</i> )							
P22	The willingness/concern of faculty, educational staff, and administrators to pay attention to students ( <i>empathy</i> )							
P23	Sufficiency, accessibility, quality of facilities and infrastructure ( <i>tangible</i> )							

# REPORT

# STUDENT

# SATISFACTION

# SURVEY



Prepared By

QUALITY ASSURANCE  
FISIPOL UHESA

## STUDENT SATISFACTION SURVEY REPORT



**SURABAYA STATE UNIVERSITY FACULTY  
OF SOCIAL AND POLITICAL SCIENCES**

**Quality Assurance Group 2024**

**ENDORSEMENT PAGE**

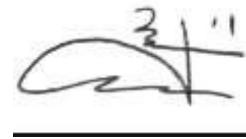
Declare that the Student Satisfaction Survey Report of the Faculty of Social Sciences and Law,  
Surabaya State University was prepared truthfully.

Know,  
Head of Quality Assurance Group



Dr. Muzayanah, ST, MT NIP.  
197012162005012001

Surabaya, October 11, 2024 Data and  
Surveys Division



Mi'rojul Huda, S.I.P., MIP NIP.  
199102112024061001

Agreed, Dean of the Faculty of Social and Political Sciences



Dr. Wiwik Sri Utami, MP.  
NIP 196708051993022001

## FOREWORD

By expressing gratitude to Allah SWT, the preparation of the Student Satisfaction Survey Report of Surabaya State University has been completed. We would like to thank the various parties who have helped in the implementation of this activity, so that it can be compiled in the form of a report for the year 2024.

The preparation of this report cannot be separated from the parties who have given their appreciation and a number of inputs to the authors. Therefore, on this occasion, please allow us to express our thanks to:

1. The Chancellor and all his staff who have provided a lot of support, both moral and material, to the Quality Assurance Institute of Surabaya State University.
2. The Dean of the Faculty of Social Sciences and Law, Unesa, who always supports the activities of the FISH Quality Assurance Group.
3. The respondents were students at Surabaya State University who were willing to take the time to fill out the satisfaction questionnaire instrument and provide input and suggestions.

The implementation and presentation of these measurement results certainly still have shortcomings. Therefore, we sincerely hope for input from all academics at Surabaya State University as a form of feedback that can be used to improve the implementation of measurements and evaluations in the coming period.

Surabaya, October 27, 2024  
Data and Survey Division



---

Mi'rojul Huda  
NIP.199102112024061001

## TABLE OF CONTENTS

<b>ENDORSEMENT PAGE</b>	2
<b>FOREWORD</b>	3
<b>TABLE OF CONTENTS</b>	4
<b>CHAPTER I INTRODUCTION</b>	5
1.1 Background	5
1.2. Legal Basis	5
1.3. Problems	6
1.4. Objectives	6
1.5. Report Systematics	6
<b>CHAPTER II SURVEY METHOD</b>	7
2.1. Types and Design of Survey Implementation	8
2.2. Operational Definition	8
2.3. Survey Instruments	8
2.4. Method	8
2.5. Data Processing	9
a. Gap Analysis and Suitability Level (TKI)	9
b. Normality Test	10
c. Wilcoxon test	10
d. Cartesian diagram	11
<b>CHAPTER III RESULTS AND DISCUSSION</b>	12
3.1 Statistical Analysis	12
3.2 Gap Analysis and Conformity Level	14
3.3 Quadrant Analysis (IPA)	18
<b>CHAPTER IV CONCLUSION AND SUGGESTIONS</b>	23
1.1. Conclusion and Suggestions	23
<b>BIBLIOGRAPHY</b>	23
<b>ATTACHMENT</b>	25

## PIG

# INTRODUCTION

### 1.1 Background

The Data and Survey Center at the Quality Assurance Agency (BPM) of Surabaya State University is one of the institutions tasked with assisting in the implementation of quality assurance with the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement (PPEPP) model. The main task of the Data and Survey Center is to conduct Customer Service Satisfaction surveys, which are currently a necessity as well as a demand from Study Program Accreditation and Higher Education Accreditation. The survey conducted is a satisfaction survey of all activities carried out by BPM so that the quality of operational activities at Surabaya State University can be evaluated periodically. This survey is conducted online. In addition, this survey is conducted when the regular semester, both the first and second, has ended in each academic year. The results of this survey will be followed up with an evaluation meeting, the results of which will be used to improve the service of subsequent activities in the following academic year.

Over time, the need to improve service quality at Surabaya State University has increased every year, which can be attributed to various factors, both internal and external. This is certainly one of the important factors driving the implementation of satisfaction surveys at Surabaya State University, especially for students, lecturers, and education personnel as survey respondents. The implementation of the survey is necessary so that BPM can find out what variables need to be improved and maintained in quality, so that the welfare of the community in the Surabaya State University environment, starting from students, lecturers, and education personnel can continue to increase every year. This satisfaction survey consists of a number of statements, where respondents need to fill in the survey by checking the survey table about the respondents' expectations for the statements that have been presented in the table and the actual reality related to the services felt in the Surabaya State University environment in 2024.

### 1.2. Legal Basis

1. Law Number 20 of 2003 concerning the National Education System.

2. Law Number 12 of 2012 concerning Higher Education.
3. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions.
4. Regulation of the Minister of Education and Culture Number 50 of 2014 concerning the Higher Education Quality Assurance System.
5. Regulation of the Minister of Education and Culture Number 87 of 2014 concerning Accreditation of Study Programs and Higher Education Institutions.
6. Regulation of the Minister of Research, Technology, and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology, and Higher Education for 2015-2019.
7. Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Standards for Higher Education.
8. Regulation of the Minister of National Education Number 7 of 2007 concerning the Organization and Work Procedures of the Education Quality Assurance Institution.

### 1.3. Problems

1. Are there any statistically significant differences between the results of the 2024 UNESA student satisfaction survey between expectations and reality?
2. What are the results of the comparison between expectations and reality of UNESA student satisfaction based on the 2024 UNESA student survey using Gap analysis.
3. How is the comparative analysis between the expectations and reality of UNESA student satisfaction (UNESA student survey in 2024) using the Importance-Performance Analysis (IPA) method approach.

### 1.4. Objectives

To determine the quality of UNESA student satisfaction in 2024 based on statistical analysis of different tests, gap analysis, and scientific analysis. In addition, this report is expected to serve as consideration and evaluation material to improve quality in the following academic year.

### 1.5. Report Systematics

The systematics of the Surabaya State University student satisfaction survey report consists of four chapters, namely as follows:

**1. CHAPTER I INTRODUCTION**

The first chapter contains the background to the preparation of the report, the legal basis, the problems raised in the report, the purpose of preparing the report, and the systematics of the report.

**2. CHAPTER II SURVEY METHOD**

The second chapter contains the types and design of the implementation of satisfaction surveys, operational definitions, survey instruments, survey implementation methods, and survey data processing which consists of explanations related to Gap analysis and level of suitability (Tki), normality tests, Wilcoxon tests, and Cartesian diagrams.

**3. CHAPTER III RESULTS AND DISCUSSION**

The third chapter contains the results and discussion of statistical analysis, gap analysis and level of conformity, and quadrant analysis using the Importance-Performance Analysis (IPA) method.

**4. CHAPTER IV CONCLUSION AND SUGGESTIONS**

The fourth chapter contains conclusions related to the Surabaya State University student satisfaction survey report and suggestions for implementing measurements and evaluations in the coming period.

**CHAPTER II  
SURVEY METHOD**

## 2.1. Types and Design of Survey Implementation

This research is a quantitative descriptive study with a survey method. The survey method was chosen because it can provide a quantitative description or picture of trends, attitudes, and opinions of the population towards variables by studying samples (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

This study uses a cross-sectional design to examine 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 Definitions

Some operational definitions are as follows:

1. Consumers are all students who use UNESA services in 2024.
2. Consumer expectations are students who receive UNESA services in 2024.
3. Consumer satisfaction is consumer recognition of UNESA services in 2024.
4. The quality of service that will be studied is consumer expectations and reality regarding reliability, responsiveness, assurance, empathy, and tangibles.

## 2.3. Survey Instruments

The instrument used is a questionnaire. The questionnaire is 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, and tangibles.

## 2.4. Method

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

1. *Tangibles* (Real) This includes physical appearance, equipment, employees, and means of communication.
2. *Reliability* is the ability to provide promised services promptly, accurately, and satisfactorily.

3. *Responsiveness* (Responsiveness) This is the desire of staff to serve customers and provide responsive service.
4. *Assurance* (Assurance) Includes knowledge, ability, courtesy, and trustworthiness of staff free from danger, risk, or doubt.
5. *Empathy* Includes ease in establishing relationships, good communication, personal attention, and understanding customer needs.

The next stage is to use the Importance-Performance Analysis (IPA) method, which was first introduced by Martilla & James (1977) with the aim of measuring the relationship between consumer/customer perceptions and product/service quality improvement priorities, also known as Quadrant Analysis.

## 2.5. Data Processing

### a. Gap Analysis and Suitability Level (TKI)

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

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

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

$$\text{Tki} = (\text{Reality}/\text{Expectation}) \times 100\%$$

*Gap* Score shows the gap between reality and expectations (Parasuraman et al., 1985). This indicates a problem of inconsistency between customer expectations and the reality they feel. If the gap score is positive (+), it indicates that reality can meet customer expectations; conversely, if the gap value is negative (-), it indicates that customer expectations have not been met (Parasuraman et al., 1988).

According to Wahyuni (2014), there are criteria for assessing the level of customer suitability:

1. Customer satisfaction level  $> 100\%$ , meaning the quality of service provided has exceeded what is considered important by customers à Very satisfying service
2. Customer suitability level  $= 100\%$ , meaning the quality of service provided meets what is considered important by customers à Service is satisfactory
3. A level of conformity  $< 100\%$  means that the quality of service provided is lacking/does not meet what is considered important by customers à The service is not yet satisfactory.

**b. Normality Test**

Data normality testing is performed through statistical analysis. This test is conducted by entering the average of reality and expectation for each statement contained in the questionnaire. This test is performed to determine whether the data used is normally distributed or not, so that the next statistical test to be used can be determined.

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). With the following decision-making basis:

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

**c. Wilcoxon test**

This test is conducted to determine whether there is a significant difference between reality and expectations so that it can be determined whether  $H_0$  is rejected or accepted. If the results obtained show a significant difference,  $H_0$  is rejected, but if the difference is not significant,  $H_0$  is accepted. The Paired T-Test is used if the two data sets being compared are normally distributed, or the Wilcoxon test if at least one of the data sets being compared is not normally distributed. This can be based on reality and expectations.

## d. Cartesian diagram

The Cartesian diagram describes the statement level into four parts, where with This diagram shows several factors that influence consumer satisfaction, which can then be prioritized by the company for further improvement.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Statistical Analysis

The survey was conducted by taking respondents who were students of the Faculty of Social and Political Sciences, Surabaya State University, which was done randomly through Single Sign On (SSO). The data obtained were 3,945 respondents. This sample size meets the sample adequacy requirements using the Slovin formula. If the total student population at UNESA is 47,643 people and the tolerable error is assumed to be 5%, then the minimum sample size required is:

$$n = \frac{N}{1 + \frac{e^2}{N}} = \frac{47,643}{1 + (47,643)(0.05^2)} = 396.67 \approx 397$$

With a sample size of 3,945 respondents, the data adequacy requirements have been met.

Next, a normality assumption test will be carried out as a prerequisite for conducting a mean difference test between Expectations and Reality. The hypothesis is defined as follows:

$H_0$  : Data follows the Normal Distribution

$H_1$  : Data does not follow the Normal Distribution

#### One-Sample Kolmogorov-Smirnov Test

		Hope	Fact
N		3945	3945
Normal Parameters <sup>a,b</sup>	Mean	3.4473	3.3447
	Std. Deviation	.56848	.58703
Most Extreme Differences	Absolute	.189	.151
	Positive	.165	.139
	Negative	-.189	-.151
Kolmogorov-Smirnov Z		35.690	28,496
Asymp. Sig. (2-tailed)		.000c	.000c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Figure 3.1. Data Normality Test Results

Using a significance value of 5%, from Figure 3.1 it can be seen that the asymptotic or p-value is less than 0.05, it can be concluded that the results of the hypothesis test are Reject  $H_0$ , which means that the data does not follow a Normal distribution.

The Wilcoxon test is an alternative method for testing two paired samples other than the Paired-T Test. If the sample meets the assumption of normal distribution, then the parametric statistical test approach can be used with the Paired-T Test, while if the normality assumption is not met, then the Wilcoxon Test can be used. From the results of the normality test, it was concluded that the survey data did not meet the assumption of normal distribution, thus the non-parametric approach of the Wilcoxon sign test was used.

### Ranks

		N	Mean Rank	Sum of Ranks
Reality - Hope	Negative Ranks	1540a	1190.23.00	1832948.00
	Positive Ranks	642b	854.68.00	548,705.00
	Ties	1763c		
	Total	3945		

- a. Reality < Expectation
- b. Reality > Expectations
- c. Reality = Hope

### Test Statistics

	Reality - Hope
Z	-21.860b
Asymp. Sig. (2-tailed)	.000

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

Figure 3.2. Wilcoxon Test Results

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

*Asymp. Sig. (2 - tailed) < 0.05*. So, it can be stated Reject  $H_0$  with the following hypothesis:

$H_0$  : There is no difference between Expected and Real Values

$H_1$  : There is a difference between Expected and Real Values

It can be concluded that there is a significant difference between the expectations and reality of UNESA student satisfaction, or it can be concluded that reality does not meet expectations overall.

### 3.2 Gap Analysis and Conformity Level

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Unesa Student Satisfaction in 2024 are explained in Table 3.1.

Table 3.1. Results of calculations of Reality, Expectations, Gap Analysis, Level of Conformity, and Mean UNESA Student Satisfaction Survey 2024

Dimensions	Code	Statement	Fact	Hope	Gap	migrant workers (%)
<i>Tangible (Transparent)</i>	P1	Availability of academic services, administration, and academic and non-academic information needs services online and offline accurately and satisfactorily	3.21	3.39	-0.18	94.69
	P5	Availability, adequacy, accessibility, and quality of service facilities and infrastructure in the fields of reasoning, interests and talents	3.17	3.35	-0.18	94.63
	P9	Availability, adequacy, accessibility, and quality of facilities and infrastructure for guidance and counseling services, health, and scholarships	3.17	3.36	-0.19	94.35
	P13	Availability, adequacy, accessibility, and quality of infrastructure for career and entrepreneurship guidance services	3.18	3.36	-0.18	94.64

Dimensions	Code	Statement	Fact	Hope	Gap	migrant workers (%)
	P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information systems)	3.13	3.34	-0.21	93.71
	P23	Adequacy, accessibility, quality of facilities and infrastructure	3.12	3.34	-0.22	93.41
<b>Mean</b>			<b>3.16</b>	<b>3.35</b>	<b>0.19</b>	<b>94.40</b>
<b>Assurance (Responsibility)</b>	P2	Clarity of information on programs in the fields of reasoning, interests and talents	3.20	3.36	-0.16	95.24
	P6	Clarity of SOP for BK, health, and scholarship services	3.17	3.35	-0.18	94.63
	P10	Clarity of SOP for career and entrepreneurship guidance services	3.19	3.35	-0.16	95.22
	P15	Ease of application/payment process/delays/relief UKT	3.16	3.35	-0.19	94.33
	P21	The ability of lecturers, education staff, and administrators to provide assurance to students that the services provided are in accordance with the provisions	3.23	3.37	-0.14	95.85

Dimensions	Code	Statement	Fact	Hope	Gap	migrant workers (%)
<b>Mean</b>			<b>3.19</b>	<b>3.35</b>	<b>-0.16</b>	<b>95.05</b>
<b>Responsiveness (Fair)</b>	P3	The ability and speed of officers in providing services in the fields of reasoning, interests, and talents	3.20	3.36	-0.16	95.24
	P7	The ability and speed of officers in providing BK, health, and scholarship services	3.17	3.35	-0.18	94.63
	P11	The ability and speed of officers in providing career and entrepreneurship guidance services	3.19	3.36	-0.17	94.94
	P16	Ability and speed officers in providing services for the process of borrowing/using facilities and infrastructure for student activities	3.18	3.35	-0.17	94.93
	P20	The willingness of lecturers, education staff, and administrators to help students and provide services with fast	3.22	3.38	-0.16	95.27
<b>Mean</b>			<b>3.19</b>	<b>3.36</b>	<b>-0.16</b>	<b>94.80</b>
<b>Empathy (Accountability)</b>	P4	Officers' concern in receiving complaints related to services in the fields reasoning, interests and talents	3.17	3.36	-0.19	94.35
	P8	Officers' concern in receiving complaints	3.18	3.35	-0.17	94.93

Dimensions	Code	Statement	Fact	Hope	Gap	migrant workers (%)
		regarding BK, health and scholarship services				
	P12	Officers' concern in receiving complaints regarding career and entrepreneurship guidance services	3.17	3.35	-0.18	94.63
	P17	Officers' concern in receiving complaints regarding financial services and infrastructure	3.15	3.33	-0.18	94.59
	P22	Willingness concern of lecturers, education staff, and managers to pay attention to students	3.22	3.38	-0.16	95.27
<b>Mean</b>			<b>3.17</b>	<b>3.35</b>	<b>-0.17</b>	<b>94.75</b>
<b>Reliability (Credibility)</b>	P14	Clarity of SOP for the submission process payment/lateness/UKT relief	3.19	3.36	-0.17	94.94
	P19	The ability of lecturers, educational staff, and management in providing services	3.23	3.40	-0.17	95.00
<b>Mean</b>			<b>3.21</b>	<b>3.38</b>	<b>-0.17</b>	<b>94.97</b>
<b>Grand Mean</b>			<b>3.18</b>	<b>3.35</b>	<b>-0.17</b>	<b>94.79</b>

Based on the results of the Gap Score calculation in Table 3.1, it shows that of the five dimensions (items) which include tangibles, reliability, responsiveness, assurance, and empathy, the values are negative. This shows that the performance for students has not met user expectations. Based on Table 3.1, it can be seen that the largest negative gap value, which

is -0.22, is found in the P23 (Tangible) variable, namely Adequacy, accessibility, quality of facilities, and infrastructure, so it needs more attention for improvement.

However, overall, based on the results of the Grand Mean calculation in Table 3.2, the total conformity between reality and expectations felt by students based on the average of the mean of the five dimensions of the satisfaction survey is 94.79%.

### 3.3 Quadrant Analysis (IPA)

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



Figure 3.3. Cartesian Diagram (Supranto, 2001)

The interpretation of each quadrant in Figure 3.3 can be explained as follows:

#### a. Quadrant I (Top Priority)

This quadrant shows factors that are considered to influence consumer satisfaction and include elements of service that are considered very important to consumers. However, service providers have not implemented them according to consumer desires, resulting in disappointment/dissatisfaction. The variables in this quadrant need serious attention.

#### b. Quadrant II (Maintain Achievement)

This quadrant shows that factors considered important by consumers have been implemented well and can satisfy consumers, so the service provider is obliged to maintain its performance.

#### c. Quadrant III (Low Priority)

This quadrant shows factors that are considered less important by consumers and the implementation by service providers is mediocre. Variables included in this quadrant

do not need to be questioned even if they do not satisfy consumers because consumers do not consider them very important.

#### d. Quadrant IV (Excessive)

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

Based on the interpretation of each quadrant, the results of the average calculation of Expectations and Reality in table 3.1 are plotted in a Cartesian diagram as in Figure 3.4, below, namely:

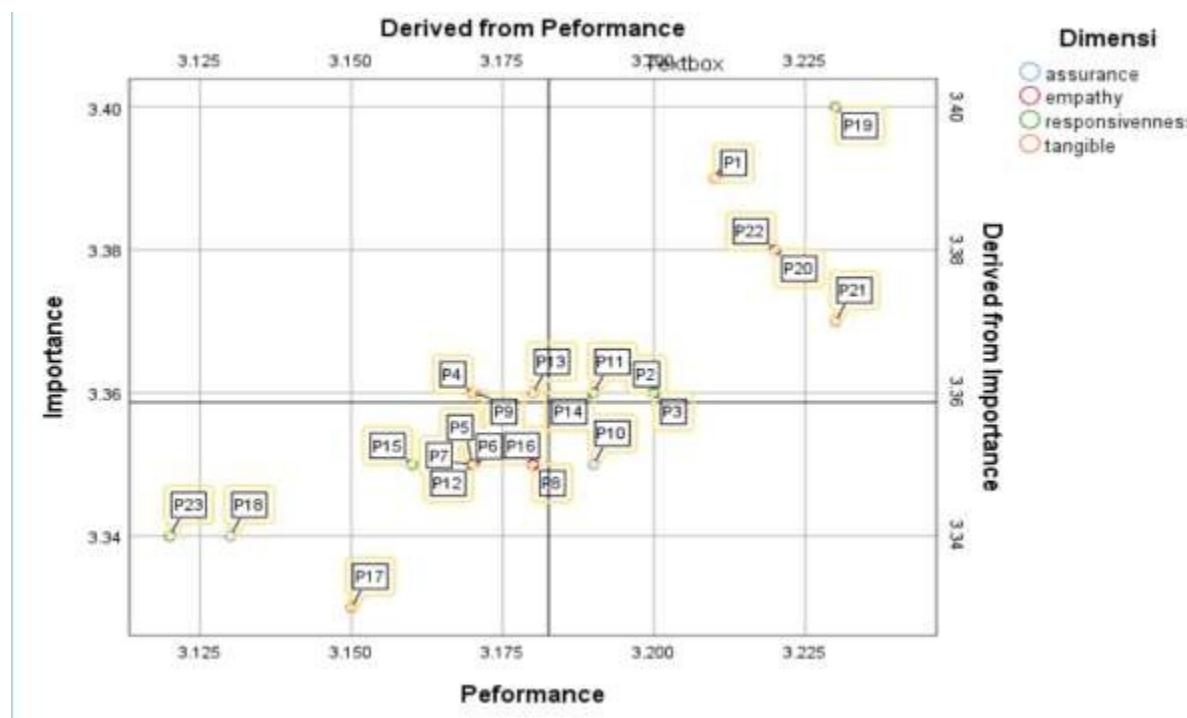


Figure 3.4 Cartesian Diagram of the 2024 Student Satisfaction Survey

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, namely:

#### a. Quadrant I

In quadrant I, one service indicator was found that should be the main priority according to respondents, but UNESA management has not implemented it according to the respondents' wishes, thus causing dissatisfaction. The following are the details of the indicator variables, namely: Code P4 (empathy), Concern of officers in receiving

complaints related to services in the fields of reasoning, interests, and talents and Code P13 (tangible), namely Availability, adequacy, accessibility, and quality of facilities and infrastructure for career and entrepreneurship guidance services.

It can be concluded that the indicator variables in quadrant I need to receive serious attention and their services must be improved to be even better in the coming academic year.

### **b. Quadrant II**

In quadrant II, seven service indicators were found that were considered important by the respondents, and UNESA management has been able to implement these service indicators well, thereby providing satisfaction to the respondents. The following are the details of the indicator variables:

- 1) Code P1 (Tangible), namely the availability of academic services, administration, and academic and non-academic information needs services online and offline accurately and satisfactorily.
- 2) Code P2 (Assurance), namely clarity of program information in the fields of reasoning, interests, and talents.
- 3) Code P11 (Responsiveness), namely the ability and speed of officers in providing career and entrepreneurship guidance services.
- 4) Code P19 (Reliability), namely the ability of lecturers, education staff, and managers to provide services.
- 5) Code P20 (Responsiveness), namely the willingness of lecturers, education staff, and administrators to help students and provide services quickly.
- 6) Code P21 (Assurance), namely the ability of lecturers, education staff, and managers to provide assurance to students that the services provided are in accordance with the provisions.
- 7) Code P22 (Empathy), namely the willingness of lecturers, education staff, and administrators to pay attention to students.

### **c. Quadrant III**

In quadrant III, eight service indicators were found that were considered not too important by the respondents and UNESA management had implemented the service

indicators quite well, so that they were not too much of a focus of attention in further improvements. The following are the details of the indicator variables, namely:

- 1) Code P5 (Tangible), namely the availability, adequacy, accessibility, and quality of service facilities and infrastructure in the fields of reasoning, interests, and talents.
- 2) Code P6 (Assurance), namely the clarity of SOPs for BK, health, and scholarship services.
- 3) Code P7 (Responsiveness), namely the ability and speed of officers in providing BK, health, and scholarship services.
- 4) Code P8 (Empathy), namely officers' concern in receiving complaints regarding BK, health, and scholarship services.
- 5) Code P9 (Tangible), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for guidance and counseling services, health, and scholarships.
- 6) Code P12 (empathy) Officers' concern in receiving complaints regarding career and entrepreneurship guidance services
- 7) Code P15 (Assurance), namely the ease of the UKT application/payment/delay/desire process.
- 8) Code P16 (Responsiveness), namely the ability and speed of officers in providing services for the process of borrowing/using facilities and infrastructure for student activities.
- 9) Code P17 (Empathy), namely the concern of officers in receiving complaints regarding financial services and infrastructure.
- 10) Code P18 (Tangible), namely the availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information systems)
- 11) Code P23 (Tangible), namely adequacy, accessibility, quality of facilities, and infrastructure It can be concluded that the indicator variables in quadrant II need to maintain the performance that has been running so far. If possible, performance optimization can be done so that the level of respondent satisfaction can increase.

#### **d. Quadrant IV**

In quadrant IV, five service indicators were found that were considered unimportant by the respondents, and UNESA management has been able to implement the service.

indicators well, so this quadrant can be ignored in processing the data of this student satisfaction survey. The following are the details of the indicator variables, namely:

- 1) Code P10 (Assurance), namely Clarity of SOP for career and entrepreneurship guidance services
- 2) Code P14 (Reliability), namely Clarity of SOP for the process of submitting UKT payments/delays/reliefs

## CHAPTER IV

### CONCLUSION AND SUGGESTIONS

#### 1.1. Conclusion and Suggestions

Based on the results of data analysis from the student satisfaction survey, the following conclusions can be drawn:

- 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 concludes to reject the  $H_0$ .
- b. A significant difference based on the Gap analysis was found, that the indicator variable had the largest negative Gap value of -0.22, with a suitability level of 93.41%. Therefore, satisfaction with the service based on the student perspective has not been met.
- c. Overall, the level of conformity between Reality and Expectations felt by students as respondents was 94.79%.
- d. In quadrant I, one service indicator was found that should be the main priority according to respondents, but UNESA management has not implemented it according to the respondents' wishes, thus causing dissatisfaction. The following are the details of the indicator variables, namely: Code P4 (empathy), Concern of officers in receiving complaints related to services in the fields of reasoning, interests, and talents and Code P13 (tangible), namely Availability, adequacy, accessibility, and quality of facilities and infrastructure for career and entrepreneurship guidance services.

## BIBLIOGRAPHY

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. SAGE Publications, Inc.

Johnson, R.B., & Christensen, R. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. SAGE Publications, Inc.

Martilla, J. A., & James, J. C. (1977). Importance Performance Analysis. *Journal of Marketing*. *Journal of Marketing*, 41(1), 77–79.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(4), 41–50.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.

Supranto, J. (2001). *Measuring Customer Satisfaction Levels to Increase Market Share*. Rineka Cipta.

Wahyuni, N. (2014). *Gap Analysis*. Binus University.

## ATTACHMENT

## STUDENT SATISFACTION INSTRUMENT

## INSTRUCTIONS

Please fill in by ticking (✓) the "Level of Importance" and "Level of Performance" in the corresponding fields.

Code	Statement	Level of Interest				Performance Level			
		Very important	Important	Quite important	Less important	Very good	Good	Pretty good	Not good
<b>I. Management Service Satisfaction Instrument (Criteria 2)</b>									
P1.	Availability of academic, administrative, and non-academic information services online and offline accurately and satisfactorily  (tangible)								
<b>II. Student Service Satisfaction Instrument (Criteria 3)</b>									
A	<b>Reasoning, Interests, and Talents</b>								
P2.	Clarity of information on reasoning, interest, and talent programs (assurance)								
P3.	The ability and speed of officers in providing services in the fields of reasoning, interests, and talents (responsiveness)								

Code	Statement	Level of Interest				Performance Level			
		Very important	Important	Quite important	Less important	Very good	Good	Pretty good	Not good
P4.	Officers' concern in receiving complaints regarding service fields reasoning, interests, and talents (empathy)								

P5.	Availability, adequacy, accessibility, and quality of service facilities and infrastructure in the fields of reasoning, interests, and talents (tangible)								
<b>B</b>	<b>Welfare Sector</b>  <b>(Guidance and Counseling, Health Services, and Scholarship Services)</b>								
P6.	Clarity of SOP for BK, health and scholarship services (assurance)								
P7.	The ability and speed of officers in providing BK, health, and scholarship services (responsiveness)								
P8.	Officers' concern in receiving complaints regarding BK, health, and scholarship services (empathy)								
P9.	Availability, adequacy, accessibility, and quality of BK, health, and scholarship service infrastructure (tangible)								
<b>C</b>	<b>Career Guidance and Entrepreneurship</b>								
P10	Clarity of SOP for career and entrepreneurship guidance services (assurance)								

Code	Statement	Level of Interest				Performance Level			
		Very important	Important	Quite Important	Less Important	Very good	Good	Pretty good	Not good
P11	The ability and speed of officers in providing career and entrepreneurship guidance services (responsiveness)								

P12	Officers' concern in receiving complaints regarding career and entrepreneurship guidance services (empathy)								
P13	Availability, adequacy, accessibility, and quality of infrastructure for career and entrepreneurship guidance services (tangible)								

### III. Financial Management and Infrastructure Satisfaction Instrument (Criteria 5)

P14	Clarity of SOP for application/payment/delay/relief process UKT (reliability)								
P15	Convenience UKT application/payment/delay/relief process (assurance)								
P16	The ability and speed of officers in providing services for the process of borrowing/using facilities and infrastructure for student activities. (responsiveness)								
P17	Officers' concern in receiving complaints regarding financial services and infrastructure (empathy)								
Code	Statement	Level of Interest				Performance Level			
		Very important	Important	Quite Important	Less Important	Very good	Good	Pretty good	Not good
P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information systems) (tangible)								

### IV. Service Satisfaction Instrument and Implementation of the Education Process (Criteria 6)

P19	The ability of lecturers, education staff, and managers to provide services (reliability)							
P20	The willingness of lecturers, educational staff, and administrators to help students and provide services quickly (responsiveness)							
P21	The ability of lecturers, education staff, and administrators to provide assurance to students that the services provided are in accordance with the provisions (assurance)							
P22	Willingness/concern of lecturers, education staff, and administrators to pay attention to students (empathy)							
P23	Adequacy, accessibility, quality of facilities and infrastructure (tangible)							