REPORT

SERVICE SATISFACTION ACTION HUMAN RESOURCES DEVELOPMENT

(Education Staff Respondents)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2021

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LEGITIMATION SHEET

Declare that the Report of Service Satisfaction Action Human Resources Development was made truthfully.

Surabaya, 29 December 2021

Acknowledge by, Head of Quality Assurance Unit	Head of Data and Information System Center
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CHAPTER I
INTRODUCTION

1.1. Background

The Data and Systems Information Center is one of the centers in the Quality Assurance Unit(SPM) at the University in charge of helping implementation guarantee quality with Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP). One of the tasks of this division is to conduct surveys of Customer Service Satisfaction which are currently the needs and demands of Study Program Accreditation and Higher Education Accreditation. Some of the surveys carried out are satisfaction surveys for all activities carried out by SPM so that the quality of the implementation of activities is evaluated periodically. This survey was conducted online *and* was carried out after the activity ended. The results of this survey will be followed up with an evaluation meeting whose results will be used to improve services for further activities.

Along with the increasing need to increase quality services at Universitas Negeri Surabaya, a satisfaction survey for lecturers, students, and staff education is needed. The essential thing to acknowledge which quality of variables needs to be improved and maintained. The questionnaire consists of several statements. Respondents need to fill out the questionnaire regarding the respondent's expectations for the statements presented in the questionnaire form and the reality regarding the service perceived at Universitas Negeri Surabaya in 2021.

1.2. Problems

a. Are the results of the 2021 UNESA education staff satisfaction to human resources development management services survey between expectations and reality indicating that there is a statistically significant difference by using statistical testing.
b. What are the results of comparing the expectations and reality of UNESA education staff satisfaction to human resources development management services based on the 2021 UNESA education staff survey using Gap analysis.
c. What is the comparative analysis between expectations and the reality of UNESA human resources development management services based on the education staff survey 2022 using the Importance-Performance Analysis (IPA) method.

1.3. Objective

By discovering the quality of UNESA human resources development management services then education staff as the users in 2021 based on a statistical analysis of different tests, gap analysis, and Importance-Performance Analysis (IPA) analysis.

1.4. Systematics Report

The systematics of this report is Chapter I consists background, problems, objectives, and systematics of the report. Chapter II consists contains the type and design of survey implementation, operational definition, survey instruments, method, and data processing, consisting of gap analysis and conformity level, normality test, Wilcoxon test, and cartesian diagram. Chapter III contains analysis statistics, gap analysis, conformity rate, and Cartesian diagram(IPA). The last chapter, Chapter IV contains conclusions and recommendation

CHAPTER II
SURVEY METHOD

2.1. Type and Design of Survey Implementation

The type of this research is quantitative descriptive research with a survey method. The survey method was chosen because it can provide a quantitative description or picture of the population's trends, attitudes, and opinions toward variables by studying the sample (Creswell & Creswell, 2018); (Johnson & Christensen, 2014).

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

2.2. Operational definition

Some operational definitions are as follows:

a. Consumers are all education staff who have already used UNESA human resources development management services in 2021.
b. Consumer expectations are education staff who will receive UNESA human resources development management services in 2021.
c. Consumer satisfaction was consumer recognition regarding UNESA human resources development management services in 2021.
d. The quality of service that will be examined is the expectations and reality of consumers on reliability, responsiveness, assurance, empathy, and tangible.

2.3. Survey Instruments

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

2.4. Method

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

1. *Tangibles,* which include physical appearance, equipment, employees, and means of communication.
2. *Reliability*, ability to provide the promised service promptly, accurately, and satisfactorily.
3. *Responsiveness*, the desire of staff to shape customers and provide responsive service.
4. *Assurance,* covers the staff's knowledge, ability, courtesy, and trustworthy nature free from danger, risk, or doubt.
5. *Empathy,* includes ease in making 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) to measure the relationship between consumer/customer perceptions and priorities for improving the quality of products/services, also known as the Quadrant analysis.

2.5. Data Processing

a. Gap Analysis

The level of consumer satisfaction is described using gap analysis (Gap). This analysis compares the mean between expectations and reality received by consumers from the service dimensions, namely reliability, responsiveness, assurance, empathy, and tangible. 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 analysis:

Gap = Reality - Expectations

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

Tki = (Reality/Expectation) x 100%

Gap Score shows the gap between reality and expectations (Parasuraman et al., 1985). This shows that there is a problem of mismatch between customer expectations and the

reality they feel. If the gap score is positive (+) indicates that reality can meet customer expectations, conversely if the gap value is negative (-) indicates that customer expectations have not been met (Parasuraman et al., 1988).

b. Normality Test

Data normality test was carried out by statistical analysis. This test was carried out by entering the average reality and expectations of each statement in the questionnaire. This test was conducted to determine whether the data used is normally distributed so that the next statistical test can be determined to be used.

The test used to determine whether the data is usually distributed is using Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). The basis of decision-making is as follows:

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

c. Wilcoxon test

This test is conducted to determine whether there are significant differences between the reality and expectations studied so that it can be determined whether it is H_0rejected or accepted. If the results obtained are significant differences, then H_0it is rejected, but if the differences that occur are not significant, then H_0it is accepted. The Paired T-Test test is carried out if the two data being compared are normally distributed, or the Wilcoxon test is if at least one of the compared is not normally distributed. It can be from reality and expectations

d. Cartesian Diagram

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

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis Statistics

The survey was conducted by taking respondents who were educational staff at the State University of Surabaya which was conducted randomly through Single Sign On (SSO). The data was obtained from 67 respondents.

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

H_0 : The data follows the Normal Distribution

H_1 : The data does not follow the Normal Distribution

One-Sample Kolmogorov-Smirnov Test

		Harapan	Kenyataan
N		67	67
Normal Parameters[a,b]	Mean	3.4224	2.9299
	Std. Deviation	.55700	.60778
Most Extreme Differences	Absolute	.164	.126
	Positive	.150	.126
	Negative	-.164	-.113
Test Statistic		.164	.126
Asymp. Sig. (2-tailed)		.000[c]	.010[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 3. 1 . Data Normality Test Results

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

The Wilcoxon test is an alternative method of testing two paired samples in addition to testing with the *Paired-T Test*. If the sample meets the normal distribution assumption, the *parametric statistical* test approach can be used with the Paired-T Test. In contrast, if the

assumption of normality is not met, the Wilcoxon test can be used. From the normality test results, it was concluded that the survey data did not meet the normal distribution assumptions. Therefore a non-parametric approach to the Wilcoxon sign test was used.

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	36[a]	20.35	732.50
	Positive Ranks	2[b]	4.25	8.50
	Ties	29[c]		
	Total	67		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-5.255[b]
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 were obtained $Asymp.\ Sig.\ (2-tailed) < 0,05$. So, it can be stated to reject the H_0 with the following hypothesis:

H_0 : There is no difference between Expectation and Reality values

H_1 : There is a difference between Expectation and Reality values

It can be concluded that there is a significant difference between the expectation and the reality of the satisfaction education staff to service management Universitas Negeri Surabaya.

3.2.Gap Analysis and Conformity Rate

The calculation results of Reality, Expectations, Gap Analysis, and Quality of human resources development management services at UNESA in 2021 are explained in Table 3.1.

Table 3.1. Calculation results of Reality, Expectations, Gap Analysis, and Quality of human resources development management services in 2021

Dimensions	P	Statement	Reality	Expectation	GAP	Tki (%)
Reliability	P1	Implementation of planning for educational staff needs in accordance with applicable SOPs	2.82	3.42	-0.60	82.46
	P2	Recruitment, selection and dismissal of educational staff	2.79	3.42	-0.63	81.58
		Means	**2.81**	**3.42**	**-0.62**	**82.02**
Responsiveness	P5	Ease in the process of promotion of educational staff	3.09	3.42	-0.33	90.35
	P6	Providing opportunities for career development through training/seminars/advanced studies/etc.	2.99	3.46	-0.47	86.42
		Means	**3.04**	**3.44**	**-0.40**	**88.38**
Assurance	P3	Appropriateness of the implementation of the orientation and placement of educational staff with work units	2.60	3.33	-0.73	78.08
	P4	Evaluation of the performance of educational staff is carried out through a transparent mechanism	2.76	3.37	-0.61	81.90
		Means	**2.68**	**3.35**	**-0.67**	**79.99**
Empathy	P7	Monitoring performance by superiors in increasing productivity	2.91	3.39	-0.48	85.84
	P8	Provision of clear, fair and transparent remuneration in improving performance	2.85	3.39	-0.54	84.07
		Means	**2.88**	**3.39**	**-0.51**	**84.96**
Tangibles	P9	Accessibility and ease of accessing information systems regarding the performance of education personnel (SIMBKD, SIMSKP, SIMUNA, etc.)	3.30	3.57	-0.27	92.44
	P10	The quality of supporting facilities and infrastructure in the implementation of the main tasks and functions	3.19	3.46	-0.27	92.20
		Means	**3.25**	**3.52**	**-0.27**	**92.32**
		Mean of all the dimensions	**2.93**	**3.42**	**-0.49**	**85.53**

Based on gap analysis, shows that all dimensions and items has negative value. Dimensions of Assurance have marked the biggest negative value. There are three items that

have the biggest GAP score : Appropriateness of the implementation of the orientation and placement of educational staff with work units (-0.73/P3), Recruitment, selection and dismissal of educational staff(-0.63/P2), and Evaluation of the performance of educational staff is carried out through a transparent mechanism (-0.61/P2).

The compatibility level between expectation and reality based on analysis results shows 85,53% with details dimensions as follows: tangible was 92,32%, reliability was 82,02%, responsiveness was 88,38%, assurance was 79,99% %, and empathy was 84,96%. This means that management services have been categorized following the expectations of educational staff.

3.3.Cartesian Diagram (IPA)

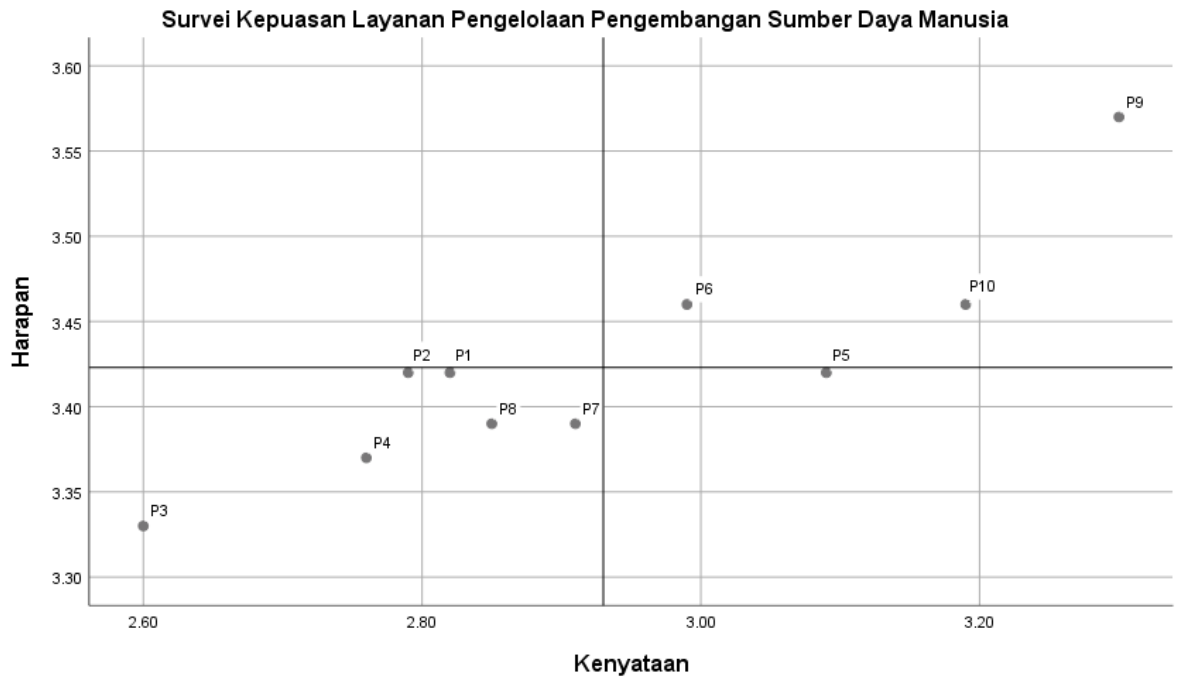

Figure 3. 3 . Cartesian diagram Development Management Service Satisfaction Survey Human Resources 2021

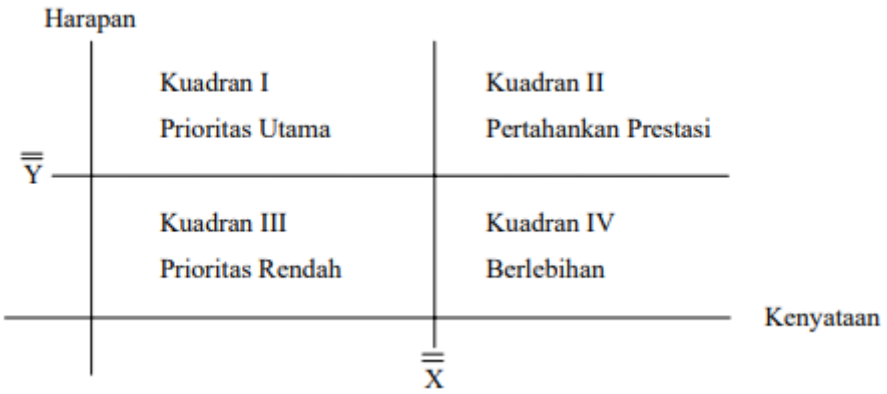

Figure 3. 4 . Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I

This quadrant shows the factors considered to affect customer satisfaction and includes service elements that are considered very important to consumers. However, service providers must still implement it following consumers' expectations, causing disappointment/dissatisfaction. Variables in this quadrant need serious attention.

Quadrant II

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

Quadrant III

This quadrant shows the factors considered less important by consumers, and the performance of service providers is mediocre. Variables included in this quadrant do not need to be questioned even though they do not satisfy consumers because consumers do not consider them very important

Quadrant IV

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

Analysis Results Quadrant

1. Analysis Quadrant 1

The factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers but service providers have not implemented those factor, but based on the diagram, there is no factor existing in quadrant 1.

2. Analysis Quadrant 2

The factors that are considered important by consumers have been implemented properly and can satisfy consumers, which include: providing opportunities for career development through training/seminars/advanced studies/etc. (P6), accessibility and ease of accessing information systems regarding the performance of education personnel (SIMBKD, SIMSKP, SIMUNA, etc.) (P9), and the quality of facilities and supporting infrastructure in the implementation of the main tasks and functions (P10).

3. Analysis Quadrant 3

The factors that are considered less important by consumers and mediocre performance by service providers include: the implementation of planning for the needs of educational staff in accordance with the applicable SOP (P1), recruitment , selection and dismissal of educational staff (P2), appropriateness of the implementation of the orientation and placement of educational staff with work units (P3), evaluation of the performance of educational staff is carried out through a transparent mechanism (P4), monitoring performance by superiors in increasing productivity (P7), and providing clear, fair and transparent remuneration in improving performance (P8).

4. Analysis Quadrant 4

The factors that are considered less important by consumers but have been implemented very well by service providers include: Ease in the process of promotion of educational staff (P5).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis, it can be concluded that Unesa financial management and infrastructure services with staff education as the respondents are as follows:

a. There is significant difference between Expectation and Reality based on Wilcoxon test results with mark significance < 5% and concluded reject H_0
b. Based on gap analysis, shows that all dimensions and items has negative value. Dimensions of Assurance have marked the biggest negative value. There are three items that have the biggest GAP score : Appropriateness of the implementation of the orientation and placement of educational staff with work units, recruitment, selection and dismissal of educational staff, and evaluation of the performance of educational staff is carried out through a transparent mechanism. The compatibility level between expectation and reality based on analysis results shows 85.53% which means that management services have been categorized following the expectations of educational staff.
a. Based on IPA analysis (Cartesian diagram), a service is considered very important for consumers, however based on the diagram, there are no factors that need to get improvedin the near future.

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Attachment

HR Development Management Service Satisfaction Instrument (Criterion 4)

INSTRUCTION

Please fill in with give sign tick (√) on " Expectation above answers ” and “ existing facts ” in the field in a manner real .

No	Statement	Expectation				Reliaty			
		Very Good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
1. (P1)	Implementation of education staff requirement planning in accordance with the applicable SOP (*reliability*)								
2 (P2)	Recruitment, selection and dismissal of educational staff (*reliability*)								
3 (P3)	Appropriateness of the implementation of the orientation and placement of educational staff with the work unit (*assurance)*								
4 (P4)	Evaluation of the performance of educational staff carried out through a transparent mechanism (*assurance*)								
5 (P5)	Ease in the process of promotion of educational staff (*responsiveness*)								
6 (P6)	Provision of career development opportunities through								

No	Statement	Expectation				Reliaty			
		Very Good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
	training/seminars/advanced studies/etc. (*responsiveness*)								
7 (P7)	Supervision of performance by superiors in increasing productivity *(Empathy)*								
8 (P8)	Provision of clear, fair and transparent remuneration in improving performance *(Empathy)*								
9 (P9)	Accessibility and ease of accessing information systems regarding the performance of education personnel (SIMBKD, SIMSKP, SIMUNA, etc.) (*Tangible)*								
10 (P10)	Quality of supporting facilities and infrastructure in the implementation of main tasks and functions (*Tangible)*								