REPORT

HUMAN RESOURCE MANAGEMENT SATISFACTION

(Lecturer Respondent)





UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2020

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Halaman Pengesahan

Menyatakan bahwa Laporan Kepuasan Dosen Terhadap Pengelolaan Pengembangan Sumber Daya Manusia Universitas Negeri Surabaya dibuat dengan sebenarnya

Surabaya, 29 Desember 2020

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CHAPTER I

INTRODUCTION

1.1. Background

The Center for Data Management and Information Systems is one of the centers in the Quality Assurance Sector in charge of assisting the implementation of quality assurance with the PPEPP model (Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement). One of the tasks of this center is to conduct a Customer Service Satisfaction Survey which is currently a need and demand for Study Program Accreditation and Higher Education Accreditation.

Some of the surveys carried out are satisfaction surveys on all activities carried out by BPM 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, the results of which will be used to improve services for further activities.

Along with the increasing need to improve the quality of service at Unesa, it is necessary to have a satisfaction survey for students, lecturers, and staff. It is necessary to know what variables must be improved and maintained in quality. Filling out the questionnaire consists of filling in the expectations and realities of the perceived service in 2020.

1.2. Problem

a. How are the results of the comparison between expectations and the reality of satisfaction with Unesa human resource development services based on the 2020 Unesa lecturer survey.
b. How is the comparative analysis between expectations and the reality of satisfaction with Unesa human resource development services (Unesa lecturer survey in 2020) based on the Cartesian Diagram.

1.3. Objective

Analyse the satisfaction quality of Unesa human resource development services (Unesa lecturer survey in 2020) based on the Cartesian Diagram.

1.4. Systematics of Report

The systematics in this report is the introduction which consists of the background, problems, objectives, and systematics of the report. Chapter II contains survey methods consisting of survey types and designs, variables, operational definitions, survey instruments, methods used, and data processing. Chapter III contains the results and discussion, and Chapter IV contains conclusions.

CHAPTER II

SURVEY METHOD

2.1. Types and Design of Survey Implementation

This type of survey design uses non-experimental quantitative research. Non-experimental research is research whose observations are carried out with a number of subject variables according to what they are (in nature), without manipulation (Pratiknya, 2001).

This study uses a cross sectional design which is used to study the relationship between the independent variable and the dependent variable 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 observed 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 lecturers who use Unesa human resource development services in 2020.
b. Consumer expectations are lecturers who receive Unesa human resource development services in 2020.
c. Consumer satisfaction is the consumer's acknowledgment of Unesa's human resource development services in 2020.
d. The quality of service that will be examined is the expectations and reality of consumers on reliability, responsiveness, assurance (guarantee, empathy), and tangible.

2.3. Survey Instrument

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

2.4. Survey Method

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

1. Tangibles (Real) That includes physical appearance, equipment, employees, and means of communication.
2. Reliability, namely the ability to provide the promised service immediately, accurately, and satisfactorily.
3. Responsiveness, that is the desire of the staff to form customers and provide responsive service.
4. Assurance, ncludes the knowledge, ability, courtesy, and trustworthiness of the staff free from danger, risk or doubt.

5. Empathy, includes ease in making relationships, good communication, personal attention, and understanding customer needs.

If possible, the next step is to use the Importance Performance Analysis method which was first introduced by Martilia and James (1977) with the aim of measuring the relationship between consumer/customer perceptions and priorities for improving product/service quality, also known as Quadrant Analysis.

2.5. Data processing

- **Gab Analysis**

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

The highest satisfaction occurs when the reality exceeds expectations, namely when the service provided is maximum (4) while the minimum expectation is (1). The interval is obtained using the formula:

Interval= (Highest score – Lowest score)/Number of groups

From the above calculation, the gap classification is obtained in Table 2.1.

Table 2.1. Gap Classification

Interval	Classsification	Satisfication Level
-3 s.d. -1,5	Very negative	Very dissatisfied with expectations
-1,5 s.d. 0	Negative	Less satisfied than expectations
0 s.d. 1,5	Positive	More satisfied than expected
1,5 s.d. 3	Very positive	Very more satisfied than expectations

- **Data normality test**

  The normality test of the data was carried out by statistical analysis. This test is carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test is conducted to determine whether the data used is normally distributed or not so that the next statistical test 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). If the significance value is > 0.05 then the data is normally distributed (parametric data) and can be analyzed by paired t-test. If the significance value is <0.05, then the data is not normally distributed (non-parametric data) and can be analyzed using the Wilcoxon test.

- **Wilcoxon Test**

  This test is conducted to determine whether there is a significant difference or not from the reality and expectations studied so that it can be determined whether Ho is rejected

or accepted. If the results obtained are significant differences then Ho is rejected but if the differences are not significant then Ho is accepted. The paired t-test was carried out if the two data being compared were normally distributed or the Wilcoxon test if at least one of the comparisons was not normally distributed, it could be from reality and expectations.

- **Cartesian diagram**

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

CHAPTER III

RESULTS AND DISCUSSION

3.1. Data Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Harapan	.476	878	.000	.531	878	.000
Kenyataan	.320	878	.000	.767	878	.000

a. Lilliefors Significance Correction

Figure 3.1. Data normality test results

Based on the results of the normality test using SPSS for windows 25, the results obtained a significance value of 0.000 <0.05 so that the data is declared not normally distributed.

3.2. Wilcoxon test

Test Statistics[a]

	Kenyataan - Harapan
Z	-19.193[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 25, the Asymp results were obtained. Sig. (2-tailed) of 0.000 <0.05 so it can be stated that there is a significant difference between expectations and the reality of lecturer satisfaction with Unesa human resource development services.

3.3. Result of Calculation of Reality and Expectations

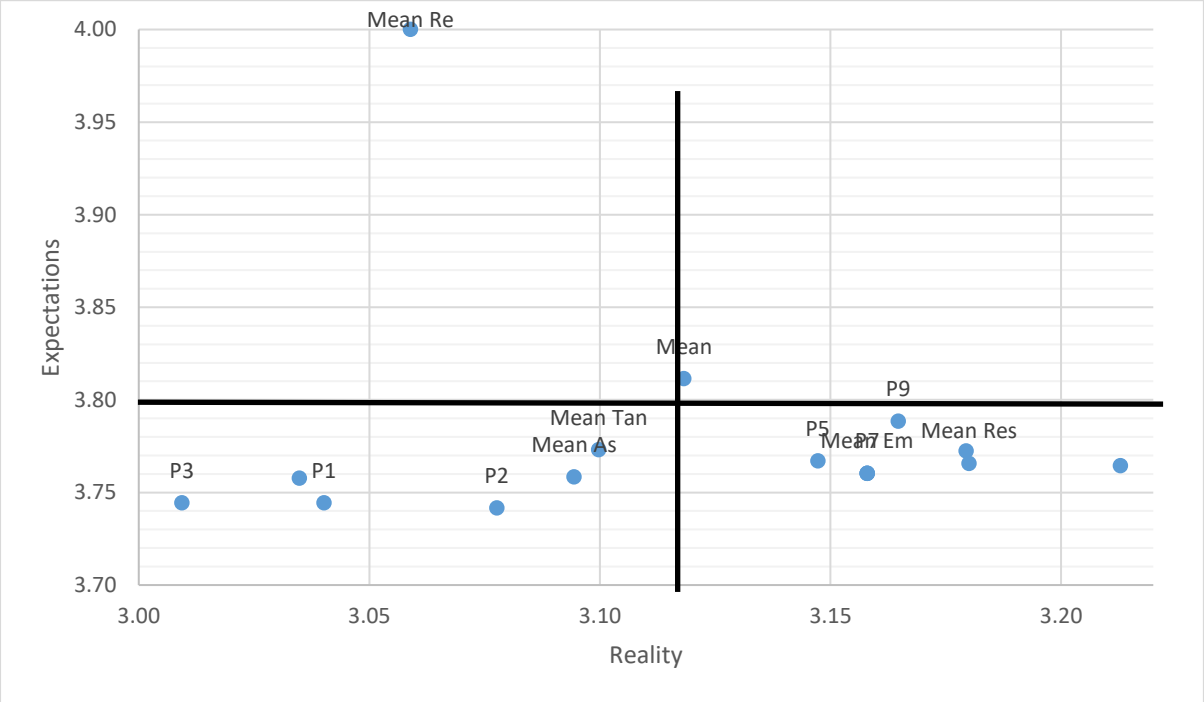
The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Human Resource Development Services at Unesa in 2020 are described in Table 3.1.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Unesa Management Services in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P2	Availability of services in supporting the activities of the Tridharma of Higher Education, administration and services for information needs on-line and offline accurately and satisfactorily	3,12	3,78	-0,67	82,382
		Mean	3,12	3,78	-0,67	82,382
Responsiveness	P3	Ease of management services in the implementation of the Tridharma of Higher Education	3,14	3,77	-0,63	83,335
		Mean	3,14	3,77	-0,63	83,335
Assurance	P4	The service of the leadership and or person in charge who is authorized to support the implementation of the Tridharma of Higher Education	3,22	3,78	-0,57	85,026
		Mean	3,22	3,78	-0,57	85,026
Empathy	P5	Excellent management services at the university are carried out	3,16	3,77	-0,61	83,308

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
		according to procedures				
		Mean	3,16	3,77	-0,61	83,868
Tangible	P1	Ease of obtaining information in supporting the activities of the Tridharma of Higher Education	3,16	3,79	-0,63	83,464
		Mean	3,16	3,79	-0,63	83,464
		The mean of the five dimensions	3,16126	3,7807	-0,619	83,619

3.4.Comparison Results Between Expectations and Reality



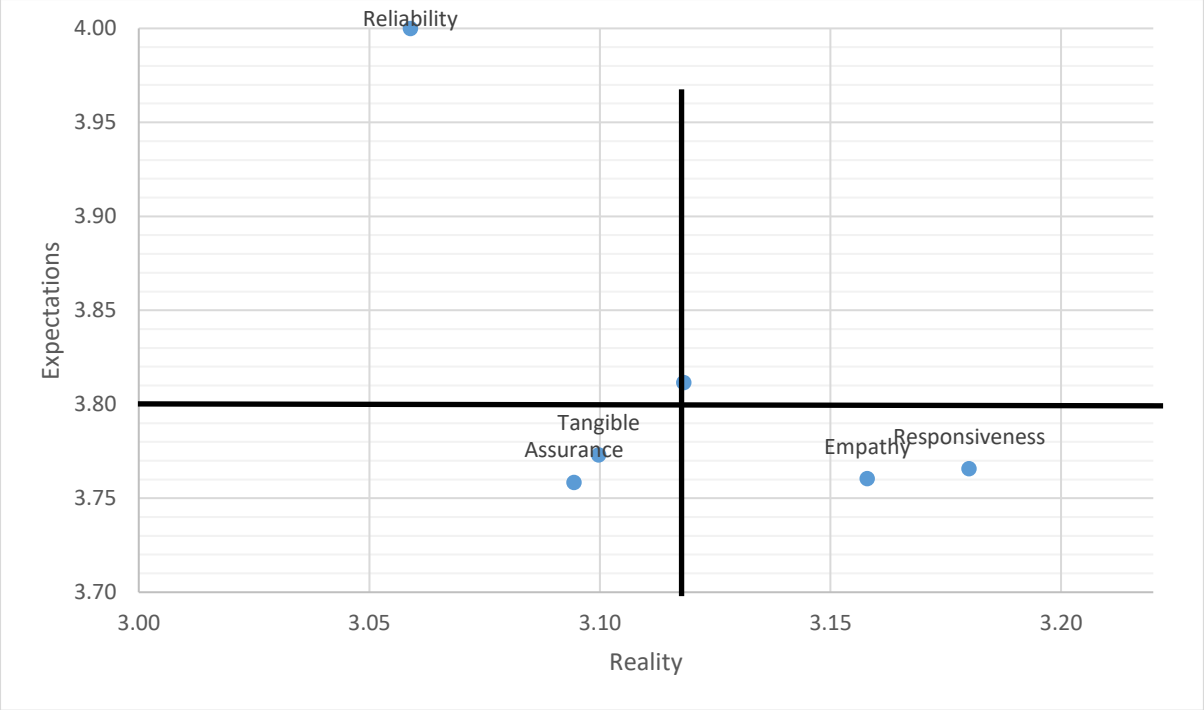


Figure 3.3. Cartesian Diagram of Management Service Satisfaction Survey 2020

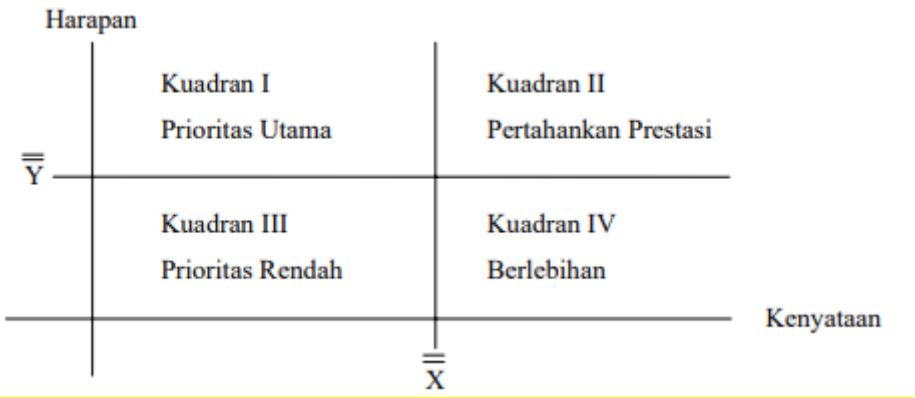


Figure 3.4. Kartesius Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

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

Quadrant II (Maintain Achievement)

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

Quadrant III (Low priority)

This quadrant shows the 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 though they do not satisfy consumers because consumers do not consider them very important

Quadrant IV (Excessive)

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

Analysis of each dimension

1. Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant I. This shows that the availability of services in supporting the activities of the Tridharma of Higher Education, administration and service of information needs on-line and offline accurately and satisfactorily has not been carried out in accordance with the wishes of consumers, causing disappointment/disappointment. satisfied. So the variables in this quadrant need to be taken seriously by the University.

2. Tangible

The tangible dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been implemented properly and can satisfy consumers, so Unesa must maintain the quality of ease of obtaining information in supporting the activities of the Tridarma of Higher Education.

3. Assurance

The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been implemented properly and can satisfy consumers, so Unesa must maintain the quality of service of the leaders and or responsible persons authorized to support the implementation of the Tridarma of Higher Education.

4. Responsiveness

The ease of management services in the implementation of the Tridarma of Higher Education according to the respondents has an ordinary (standard) service quality. Need to improve the quality of service.

5. Empathy

Empathy is in quadrant IV, this shows that excellent management services at PT are carried out in accordance with procedures that have been carried out properly, and quality must be maintained.

CHAPTER IV

CONCLUSIONS

Based on the results of the analysis, it can be concluded that lecturer satisfaction with human resource development services is as follows:

- Aspects of reliability or service availability in supporting the activities of the Tridharma of Higher Education, administration and service of information needs on-line and offline accurately and satisfactorily have not been carried out in accordance with the wishes of consumers, so it needs to be taken seriously by the University.
- Tangible aspects are considered important by consumers and have been implemented properly and can satisfy consumers, so Unesa must maintain the quality of ease of obtaining information in supporting the activities of the Tridarma of Higher Education.
- Assurance dimension is considered important by consumers and has been implemented properly and can satisfy consumers, so Unesa must maintain the quality of service of the leadership and or responsible person authorized to support the implementation of the Tridarma of Higher Education.
- The dimension of responsiveness, namely the ease of management services in the implementation of the Tridarma of Higher Education, according to respondents, has a mediocre service quality (standard) and the service quality needs to be improved.
- Empathy dimension, namely excellent management service at university is carried out in accordance with procedures that have been carried out properly, and quality must be maintained.

Appendix

Instrument of Satisfaction of Human Resources Development Management Services (Criterion 4)

INSTRUCTION
Please fill in by putting a tick (√) on the "Expectation" and "Reality" in the field in real terms.

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
1.	Implementation of the planning for the needs of lecturers and staff in accordance with the SOP (*reliability*)								
2	Recruitment, selection and dismissal of lecturers and staff (*reliability*)								
3	Conformity of the implementation of orientation and placement of lecturers and staff with the work unit (*assurance)*								
4	Performance evaluation of lecturers and staff is carried out through a transparent mechanism (*assurance*)								
5	Ease in the process of promotion of lecturers (*responsiveness*)								
6	Providing opportunities for career development through training/seminars/advanced studies/etc (*responsiveness*)								
7	Performance monitoring by superiors in increasing productivity *(empathy)*								

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
8	Provision of clear, fair and transparent remuneration in improving performance *(empathy)*								
9	Accessibility and ease of accessing information systems regarding lecturer performance (SIMBKD, SIMSKP, SIMUNA, etc.) (*tangible)*								
10	The quality of supporting facilities and infrastructure in the implementation of the Tridharma of Higher Education (*tangible)*								