REPORT

MANAGEMENT SERVICE SATISFACTION

(Student Respondents)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2021

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LEGITIMATION SHEET

Declare that the Report of Student Satisfaction to Universitas Negeri Surabaya Management Service was made truthfully.

Surabaya, 29 December 2021

Acknowledge by,
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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 student satisfaction to 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 student satisfaction based on the 2021 UNESA student survey using Gap analysis.
c. What is the comparative analysis between expectations and the reality of UNESA management service satisfaction based on the student survey 2022 using the Importance-Performance Analysis (IPA) method.

1.3. Objective

By discovering the quality of UNESA management service satisfaction then students 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 services in 2021.
b. Consumer expectations are education staff who will receive UNESA services in 2021.
c. Consumer satisfaction was consumer recognition regarding UNESA 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.Statistic analysis

The survey was conducted by taking respondents who were students of Universitas Negeri Surabaya, which was conducted randomly through Single Sign On (SSO). The data obtained amounted to 23,037 respondents. This number of samples has fulfilled the sample adequacy requirements by using the Slovin formula. If the total student population at UNESA is 30,284 people and it is assumed that a tolerable error of 5%, then the minimum sample that must be fulfilled is:

$$n = \frac{N}{1+Ne^2} = \frac{30284}{1+(30284)(0.05^2)} = 394.78 \approx 395$$

With a total sample of 23,037 respondents, the data adequacy requirements have been fulfilled.

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		23037	23037
Normal Parameters[a,b]	Mean	3.6003	3.2902
	Std. Deviation	.54001	.57836
Most Extreme Differences	Absolute	.344	.210
	Positive	.230	.210
	Negative	-.344	-.181
Test Statistic		.344	.210
Asymp. Sig. (2-tailed)		.000[c]	.000[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	9708[a]	5875.86	57042832.00
	Positive Ranks	1447[b]	3579.65	5179758.00
	Ties	11882[c]		
	Total	23037		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-18.015[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 Expected and Reality values

H_1 : There is a difference between Expected and Reality values

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

3.2.Gap Analysis and Conformity Rate

The results of calculations of Reality, Expectations, Gap Analysis, and Quality of Unesa Student Satisfaction in 2022 are explained in Table 3.1.

Table 3.1. Calculation results of Reality, Expectations, Gap Analysis, and Quality of Management Services at Unesa in 2021

Dimensions	**Code**	**Statement**	**Reality**	**Expectation**	**GAP**	**Tki (%)**
Tangible	P1	Ease of obtaining information in supporting the activities of the Tridarma of Higher Education	3.30	3.62	-0.32	91.16
		Means	3.30	3.62	-0.32	91.16
Reliability	P2	Availability of services to support Higher Education tridarma activities, administration and information needs services on -*line* and *offline* accurately and satisfactorily	3.27	3.60	-0.33	90.83
		Means	3.27	3.60	-0.33	90.83
Responsiveness	P3	Ease of management services in the implementation of the Tridarma of Higher Education	3.26	3.59	-0.33	90.81
		Means	3.26	3.59	-0.33	90.81
Assurance	P4	Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridarma of Higher Education	3.31	3.60	-0.29	91.94
		Means	3.31	3.60	-0.29	91.94
Empathy	P5	Excellent management services at PT are carried out in accordance with procedures	3.31	3.59	-0.28	92.20
		Means	3.31	3.59	-0.28	92.20
		Mean of all the dimensions	3.27	3.59	-0.32	91.11

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

are three items that have the biggest GAP score : Availability of services to support Higher Education tridarma activities, administration and information needs services on -line and offline accurately and satisfactorily (-0.33/P2), Ease of management services in the implementation of the Tridarma of Higher Education (-0.33/P3), and Ease of obtaining information in supporting the activities of the Tridarma of Higher Education (-0.32/P1).

The compatibility level between expectation and reality based on analysis results shows 91.11% with details dimensions as follows: tangible was 91,16%, reliability was 90,83%, responsiveness was 90,81%, assurance was 91,94 %, and empathy was 92,20%. This means that management services have been categorized following the expectations of educational staff.

3.3.Cartesian Diagram (IPA)

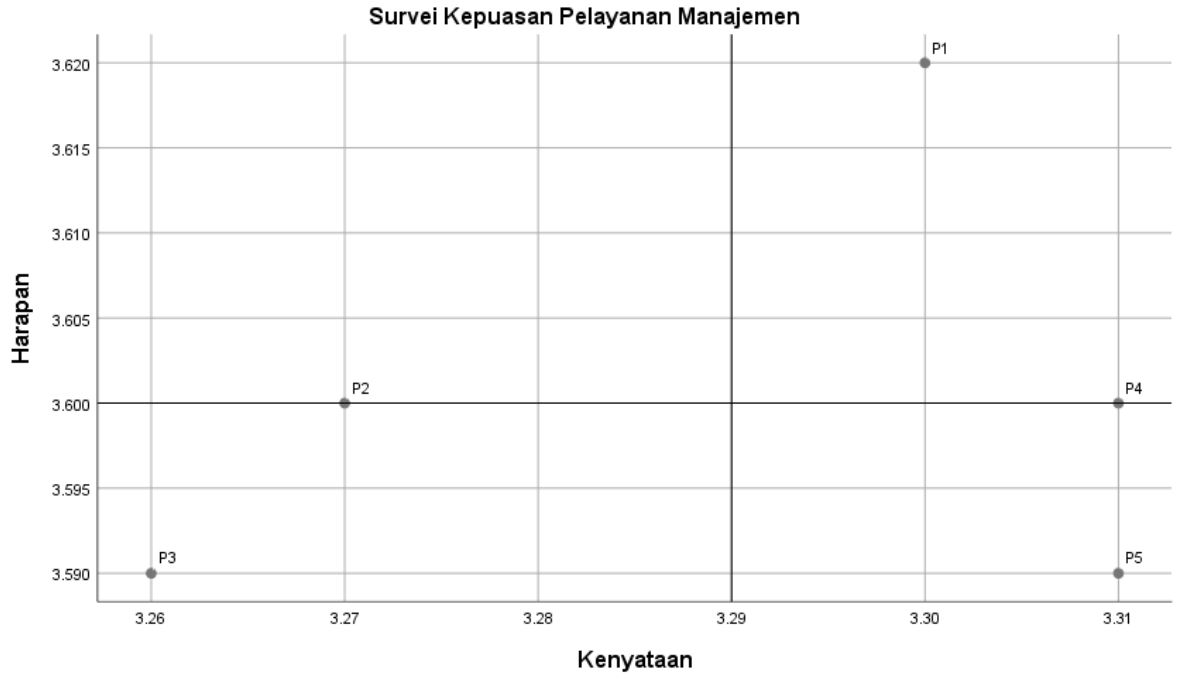

Figure 3.3. Cartesian Diagram of the 2021 Management Service Satisfaction Survey

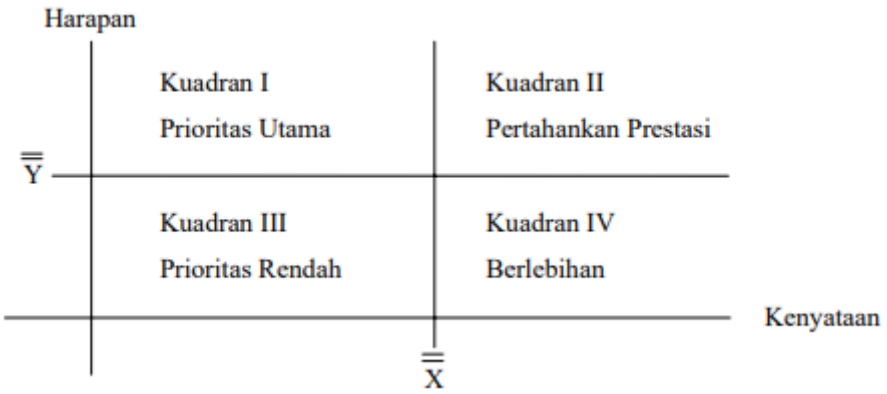

Figure 3.4. Cartesian Diagram (Supranto, 2001)

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.

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 include: Availability of services to support Higher Education tridarma activities,

administration and information needs services on -line and offline accurately and satisfactorily (P2).

2. Analysis Quadrant 2

The factors that are considered important by consumers have been implemented properly and can satisfy consumers, which include: ease of obtaining information in supporting the activities of the Tridarma of Higher Education (P1) and services of leaders and/or persons in charge who are authorized to support the implementation of the Tridarma of Higher Education (P4).

3. Analysis Quadrant 3

The factors that are considered less important by consumers and mediocre performance by service providers include: ease of management services in the implementation of the Tridarma of Higher Education (P3).

4. Analysis Quadrant 4

The factors that are considered less important by consumers but have been implemented very well by service providers include: excellent management services at PT are carried out in accordance with procedures (P5).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis, it can be concluded that Unesa management 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 Reliability and Responsiveness have marked the biggest negative value. There are three items that have the biggest GAP score : availability of services to support Higher Education tridarma activities, administration and information needs services on -line and offline accurately and satisfactorily, ease of management services in the implementation of the Tridarma of Higher Education, and ease of obtaining information in supporting the activities of the Tridarma of Higher Education. The compatibility level between expectation and reality based on analysis results shows 91.11% which means that management services have been categorized following the expectations of educational staff.
c. Based on IPA analysis (Cartesian diagram), a service considered very important for consumers, however, service management that truly needs to get improvement is availability of services to support Higher Education tridarma activities, administration and information needs services on -line and offline accurately and satisfactorily.

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Attachment

Management Service Satisfaction Instrument (Criterion 2)

INSTRUCTION

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

No	Statement	Expectation				Reli			
		Very Good	Good	Enough	Not Enough	Very good	Good	Enough	Not Enough
1.	Ease of obtaining information in supporting the activities of the Tridarma of Higher Education (Tangible)								
2.	Availability of services to support Higher Education tridarma activities, administration and information needs services on -line and offline accurately and satisfactorily (Reliability)								
3	Ease of management services in the implementation of the Tridarma of Higher Education (Responsiveness)								
4	Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridarma of Higher Education (Assurance)								
5.	Excellent management services at PT are carried out in accordance with procedures (Empathy)								