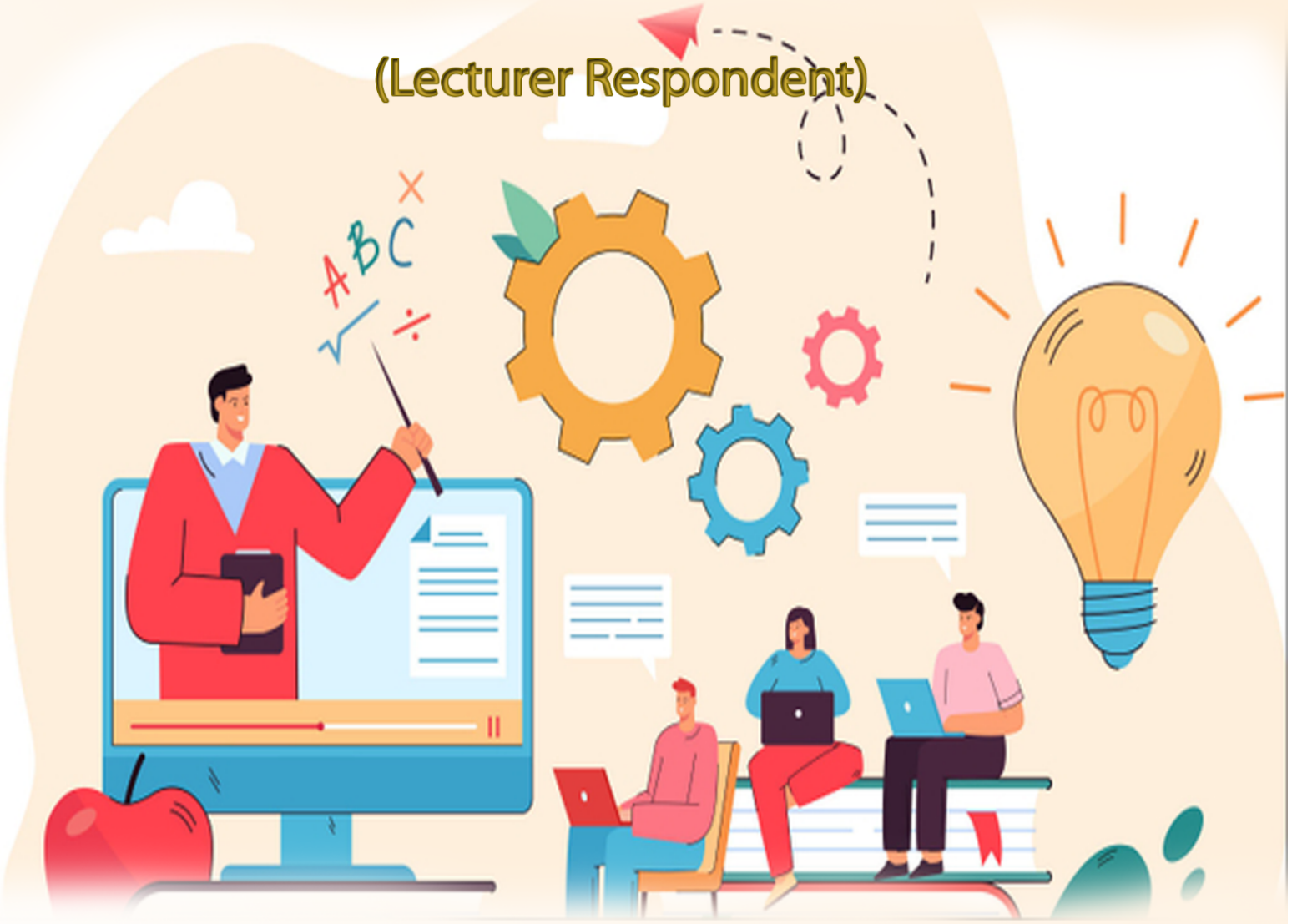
REPORT

MANAGEMENT SERVICE SATISFACTION

(Lecturer Respondent)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2021

REPORT

SATISFACTION SERVICE MANAGEMENT

(Lecturer Respondent)



UNIVERSITAS NEGERI SUARABAYA
QUALITY ASSURANCE UNIT
DATA AND INFORMATION SYSTEM CENTER
2021

LEGITIMATION SHEET

Declare that the Lecturer Satisfaction Report on Management Services at Surabaya State University is made truthfully

Surabaya, 29 December 2021

Acknowledge by,
Head of Quality Assurance Unit

Unit Head of Data and System Information Center

Dr. Wiwik Sri Utami, M.P.

NIP. 196708051993022001

Dr. Lilik Anifah, S.T, M.T .

NIP. 197909022003122003

CHAPTER I

INTRODUCTION

1.1. Background

The Data and Information Systems Division is one of the divisions in the Quality Assurance Unit (SPM) unit at the University, which is tasked with assisting the implementation of quality assurance with the model of Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement (PPEPP). One of the tasks of this center is to conduct a Customer Service Satisfaction survey which is currently a requirement and demand from 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 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 should be improved and maintained quality. The questionnaire consists of filling out expectations and realities for the services felt in 2021.

1.2. Problems

a. Are the results of the 2021 Unesa lecturer satisfaction survey between expectations and reality there is a significant difference in statistical testing.
b. What are the results of a comparison between expectations and reality of Unesa management service satisfaction based on the 2021 Unesa lecturer survey using gap analysis.
c. What is the comparative analysis between expectations and reality of Unesa management service satisfaction (2021 Unesa lecturer survey) using the *Importance-Performance Analysis* (IPA) method

1.3. Objective

Knowing the quality of Unesa management service satisfaction with service users are Unesa lecturers in 2021) based on a statistical analysis of different tests, gap analysis, and Natural Science analysis.

1.4. Report Systematics

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

CHAPTER II

SURVEY METHOD

2.1. Type and Design of Survey Implementation

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

The cross-sectional design is used to study the relationship between the independent and dependent variables 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 lecturers who used Unesa's management services in 2021.
b. Consumer expectations are lecturers who will receive Unesa management services in 2021.
c. Consumer satisfaction is consumer recognition regarding Unesa's 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 collect data by providing written questions about consumer expectations and realities to be answered. The questionnaire instrument consists of 5 main aspects: reliability, *responsiveness*, *assurance*, *empathy*, and *tangible*.

2.4. Method used

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

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

The next stage is to use the *Importance Performance Analysis method,* which was first introduced by (Martilla & James, 1977) to measure 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 Conformity Level (Tki)

The level of consumer satisfaction is explained by using gap analysis (gap). This analysis compares the mean between expectations and the reality consumers receive from the service dimensions: 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 is

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

As for the level of conformity (Tki) between Expectations and Reality, you can use the formulation:

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

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. Otherwise, if the gap value is negative (-) indicates that customer expectations have not been met (Parasuraman et al., 1988).

b. Normality test

The 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 used. The test used to determine whether the data is normally distributed or not is by using Kolmogorov-Smirnov for large samples (more than 50 respondents) or Shapiro-Wilk for small samples (less than 50 respondents). If the significance value is > 0.05, the data is normally distributed (parametric data) and can be analyzed by paired t-test. If the significance value is <0.05, then the data is not normally distributed (non-parametric data) and can be analyzed using the Wilcoxon test.

c. Wilcoxon test

This test was conducted to determine whether there were significant differences or not from the reality and expectations studied so that it could be determined whether Ho was rejected or accepted. If the results obtained are significant differences, then Ho is rejected, but if the differences that occur are not significant, then Ho is accepted. The paired t-test is performed if the two data being compared are normally distributed or the Wilcoxon test if at least one of the compared is not normally distributed, which can be from reality and expectations.

d. Cartesian diagram

The Cartesian diagram describes the level of statements into four parts. With this diagram, several factors influencing 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 took respondents who were Lecturers at Surabaya State University who were conducted randomly through *Single Sign On* (SSO). The data obtained amounted to 958 respondents. This number of samples has fulfilled the sample adequacy requirements using the Slovin formula. Suppose the total population of Lecturers at Unesa is 1045, and it is assumed that the tolerated error is assumed to be 5%. In that case, the minimum sample that must be fulfilled is:

$$n = \frac{N}{1 + Ne^2} = \frac{1045}{1 + (10450)(0.05^2)} = 289,27 \approx 289$$

The data adequacy requirements have been fulfilled with a total sample of 958 respondents.

Next, a normality assumption test will test 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

		H	K
N		958	958
Normal Parameters[a,b]	Mean	3.7962	3.3987
	Std. Deviation	.40969	.56034
Most Extreme Differences	Absolute	.451	.162
	Positive	.309	.142
	Negative	-.451	-.162
Test Statistic		.451	.162
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 value 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 sample t-test, whereas if the assumption of normality is not met, then the Wilcoxon test can be tested. From the results of the normality test, it was concluded that the survey data did not meet the normal distribution assumptions. Therefore the non-parametric approach to the Wilcoxon sign test was used.

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	513[a]	291.41	149493.50
	Positive Ranks	52[b]	200.03	10401.50
	Ties	393[c]		
	Total	958		

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 Asymp results were obtained. Sig. (2-tailed) < 0.05 so that it can be stated Reject H_0 with the following hypothesis:

H_0: There is no difference between the value of Expectations and Reality

H_1: There is a difference between the value of Expectations and Reality

That there is a significant difference between the expectations and the reality of lecturer satisfaction with Unesa's management services.

3.2.Gap Analysis and Conformity Rate

The results of calculations of Reality, Expectations, Gap Analysis, and Quality of Management Service at Unesa in 2021 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**	**Hope**	**GAP**	**Tki (%)**
Tangible (Transparent)	P1	Ease of obtaining information in supporting the activities of the Tridarma of Higher Education	3.42	3.80	-0.38	90.00
		Means	3.42	3.80	-0.38	90.00
Reliability (Credibility)	P2	Availability of services to support Higher Education tridarma activities, administration, and information need services on -*line* and *offline* accurately and satisfactorily	3.37	3.80	-0.43	88.68
		Means	3.37	3.80	-0.43	88.68
Responsiveness (Fair)	P3	Ease of management services in the implementation of the Tridarma of Higher Education	3.38	3.37	0.01	100.30
		Means	3.38	3.37	0.01	100,300

Dimensions	Code	statement	Reality	Hope	GAP	Tki (%)
Assurance (Responsibility)	P4	Services of leaders and/or persons in charge who are authorized to support the implementation of the Tridarma of Higher Education	3.42	3.80	-0.38	90.00
		Means	3.42	3.80	-0.38	90.00
Empathy (Accountability)	P5	Excellent management services at PT are carried out in accordance with procedures	3.41	3.80	-0.39	89.74
		Means	3.41	3.80	-0.39	89.74
		Grand Mean	**3.40**	**3.71**	**-0.31**	**91.74**

Based on the results of the Gap Score calculation in table 3.1. It shows that there are four dimensions (items) that are negative. This means that the results of the service performance value have not met user expectations. Furthermore, one dimension has exceeded user expectations because of its positive value. It can be seen that *the responsiveness* (fair) dimension has exceeded user expectations because it has a positive gap value of 0.01 and a conformity level of 100.30%, meaning that the management service process has been running according to the expectations of the Lecturer in implementing the Tri Darma of Higher Education. In contrast, the dimension with the enormous negative gap is credibility and accountability. These two dimensions have a gap value of -0.43 and -0.39. The aspect of credibility is service availability in supporting Higher Education tri dharma activities, administration, and online and *offline information needs services* accurately and satisfactorily. According to respondents, the level of conformity with perceived expectations is 88.68%. In contrast, accountability includes excellent management services at PTs carried out following procedures that conform with expectations of 89.74%. But overall, the total correspondence between reality and expectations respondents feel for the management service process is 91.74%.

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 to meet the satisfaction of their service users (consumers). In general, the quadrant diagram model can be shown in Figure 3.3.

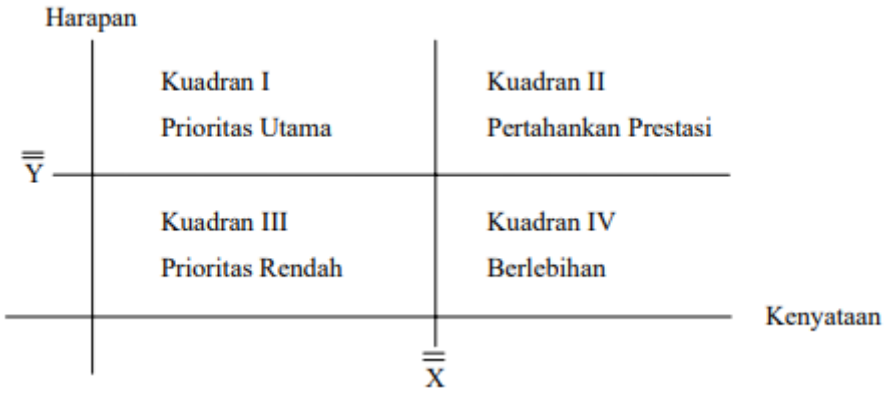


Figure 3.3. Cartesian Diagram (Supranto, 2001)

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

a. Quadrant I (Top Priority)

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

b. Quadrant II (Maintain Achievement)

   This quadrant shows that the factors considered important by consumers have been implemented properly and can satisfy consumers. Service providers should maintain their performance.

c. Quadrant III (Low Priority)

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

d. Quadrant IV (Excessive)

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

Based on the interpretation of each of these quadrants, the results of calculating the average Expectations and Reality in Table 3.1 are plotted in a Cartesian diagram, as shown in Figure 3.4.

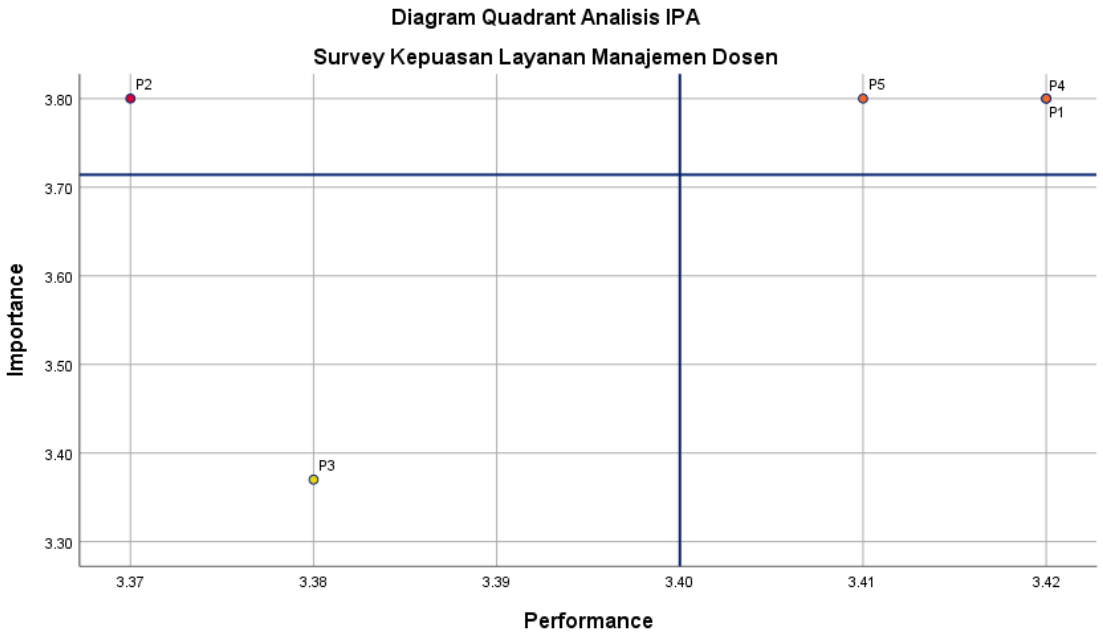


Figure 3.4.

Cartesian Diagram of the 2021 Management Service Satisfaction Survey

In quadrant I, a service indicator with code P2 is found, meaning that the availability of services in supporting higher education tri dharma activities, administration, and services for information needs online and *offline* accurately and satisfactorily must be a top priority. The college management needs to implement it under the wishes of consumers, giving rise to dissatisfaction. Thus the variables in this quadrant must be taken seriously, and the service must be improved even better.

Whereas in quadrant II, it was found that there were variables P1, P4, and P5. These variables are factors considered important by users and have been implemented properly to satisfy consumers. The higher education management should maintain the performance

running so far. The Aspects P1, P4, and P5, respectively, are the ease of obtaining information to support the activities of the Tridarma of Higher Education, the service of the leadership, and the person in charge who is authorized to support the implementation of the Tridarma of Higher Education as well as excellent management services in PTs carried out by procedures.

Meanwhile, the P3 variable, namely the ease of management services in the implementation of the Higher Education Tridarma, is found in quadrant III, meaning that it does not need to be questioned and is in line with consumer expectations so that it is not too much of a focus of attention in further management service improvements.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis, it can be concluded that Unesa's management services to the lecturer's perspective are as follows:

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 Ho is rejected.
b. A significant difference based on the gap analysis found that there was a fairly large gap in the P2 variable of -0.43, namely the availability of services to support higher education Tridarma activities, administration, and services for information needs online and *offline* had *a* level of conformity with lecturer expectations of 88.68 % so that it is interpreted that it has not been able to fulfill satisfaction based on the lecturer's perspective. However, in general, the level of conformity between expectations and reality is 91.74%.
c. In quadrant I, a service indicator with code P2 is found, meaning that the availability of services in supporting higher education Tridarma activities, administration, and services for information needs online and *offline* accurately and satisfactorily must be a top priority.

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Attachment

I. Management Service Satisfaction Instrument (Criterion 2)

INSTRUCTION

Mohon diisi dengan memberi tanda centang (√) pada "Harapan atas jawaban" dan "Kenyataan yang ada" di lapangan secara riil.

No	Statement	Hope for an answer				Existing facts			
		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*~~: Transparent ~~)~~								
2.	Availability of services to support the Tridarma activities of Higher Education, administration, and information needs services *online* and *offline* accurately and satisfactorily (*Reliability*: Credibility)								
3	Ease of management services in the implementation of the Tridarma of Higher Education (*Responsiveness*: Fair)								
4	Leadership services and persons in charge who are authorized to support the implementation of the Tridarma of								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
	Higher Education (*Assurance*: Responsibility)								
5.	Excellent service management at PT is carried out in accordance with procedures (*empathy*: Accountability)								