REPORT

SERVICE SATISFACTION AND EDUCATION PROCESS IMPLEMENTATION

(Student Respondents)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2020

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Halaman Pengesahan

Menyatakan bahwa Laporan Kepuasan Mahasiswa Terhadap Layanan dan Pelaksanaan Proses Pendidikan 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. What are the results of the comparison between expectations and reality of satisfaction with Service Satisfaction and Implementation of the Unesa Education Process (Criterion 6) based Unesa student survey in the 2020.
b. How is the comparative analysis between expectations and reality of service satisfaction and Unesa Education Process Implementation (Unesa Student Survey 2020) based on the Cartesian Diagram.

1.3. Objective

Analyse the quality of service satisfaction and the implementation of the Unesa Education Process (Criterion 6) (2020 Unesa student survey) 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 students who use Service Satisfaction and Implementation of the Education Process (Criterion 6) Unesa in 2020.
b. Consumer expectations are students who receive services for Service Satisfaction and Implementation of the Education Process (Criterion 6) Unesa in 2020.
c. Consumer satisfaction is consumer recognition regarding Service Satisfaction and Implementation of the Education Process (Criterion 6) Unesa 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 (reliability), responsiveness (responsiveness), assurance (guarantee), empathy (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]		
	Statistic	df	Sig.
Harapan	.366	23905	.000
Kenyataan	.338	23905	.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	-70.591[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 the expectations and the reality of student satisfaction with services and the implementation of the Unesa education process.

3.3. Result of Calculation of Reality and Expectations

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Service Satisfaction and Implementation of the Education Process (Criterion 6) Unesa in 2020 with student respondents are described in Table 3.1.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Service Satisfaction and Implementation of the Education Process (Criterion 6) Unesa in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Lecturer's mastery on course material	3,31	3,56	-0,25	92,99233
	P2	Lecturer submission in lecture materials	3,26	3,55	-0,29	91,7978
	P3	Structured and independent assignments according to the weight of the credits and the purpose of the lecture	3,24	3,53	-0,29	91,80937
	P4	Good and correct use of Indonesian	3,30	3,55	-0,25	92,96545
	P5	Suitability of assignments and exam questions with learning objectives	3,25	3,53	-0,29	91,9092
	P6	Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily	3,25	3,54	-0,29	91,78964
		Mean	3,27	3,54	-0,28	92,21063
Responsiveness	P7	Punctuality in starting and ending lectures	3,21	3,53	-0,32	90,99578
	P8	The punctuality of returning assignments to students by Lecturers	3,23	3,524658	-0,30	91,5477
	P9	Lecturer's willingness to give follow-up exams	3,22	3,52	-0,30	91,41228
	P10	Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process	3,24	3,53	-0,29	91,81162
	P11	Ability to create a conducive learning atmosphere to motivate students	3,24	3,53	-0,29	91,765
	P12	Ease of service for lecturers, education staff and managers in solving academic problems	3,24	3,53	-0,28	91,95067
		Mean	3,23	3,53	-0,30	91,58
Assurance	P13	Implementation of UTS / UAS according to the academic calendar	3,28	3,538516	-0,26	92,78782
	P14	Fulfillment of face-to-face 15 meetings/semester	3,25	3,54	-0,28	92,01205
	P15	Transparency in scoring	3,22	3,53	-0,30	91,44663
	P16	The friendliness of the education staff to serve	3,25	3,53	-0,28	91,99871
	P17	Educational/laboratory staff serve students according to working days	3,26	3,53	-0,27	92,30964

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
		Mean	3,25	3,53	-0,20	92,11
Empathy	P18	Objectivity in the assessment	3,24	3,530061	-0,29	91,67388
	P19	Lecturers and students together make a lecture contract at the beginning of the semester meeting	3,28	3,53	-0,25	92,93384
	P20	Educational staff communication in service	3,25	3,53	-0,28	92,1748
		mean	3,26	3,53	-0,12	92,26
Tangible	P21	Easy access to information system-based service facilities (SSO Unesa and Website)	3,23	3,53	-0,30	91,45089
	P22	Availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities	3,22	3,53	-0,30	91,40141
		Mean	3,23	3,53	-0,09	91,43
	Mean	The mean of the five dimensions	3,247015	3,532491	-0,19512	91,91782

Comparison Results Between Expectations and Reality

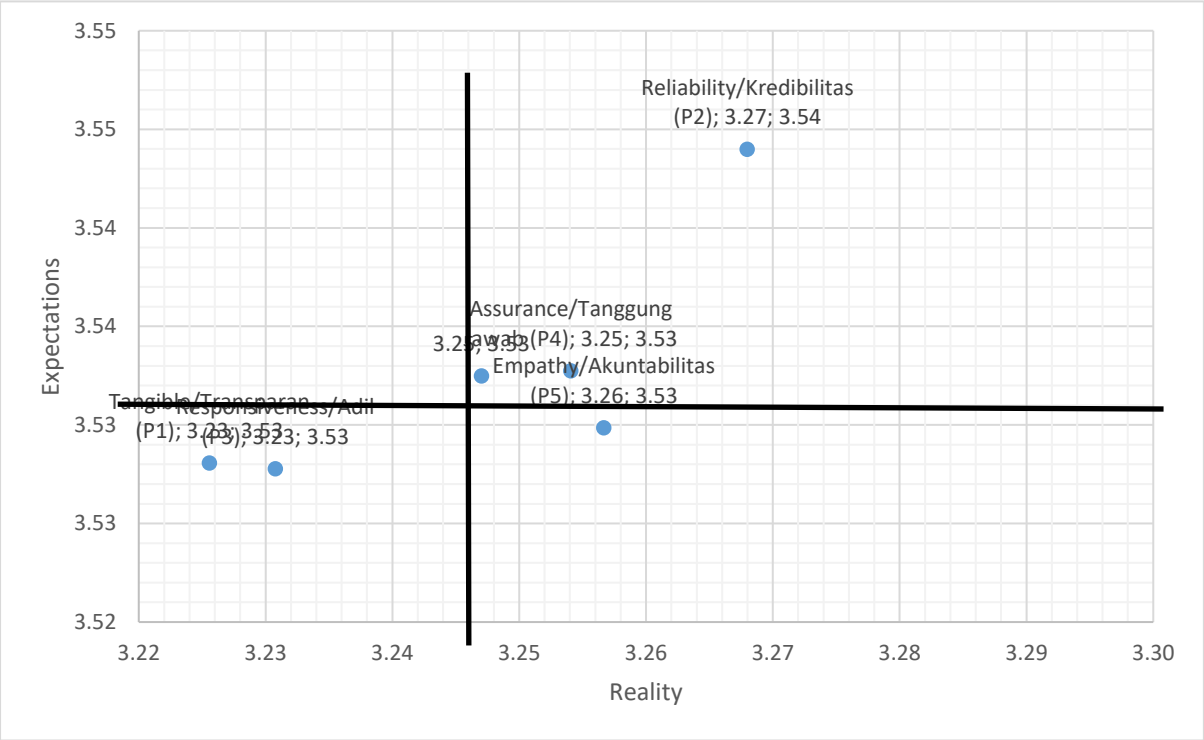

Figure 3.3. Cartesian Diagram of Service Satisfaction Survey and Implementation of the Education Process (Criterion 6) in 2020



Figure 3.4. Cartesian 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

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that the availability of services has been carried out in accordance with the wishes of consumers, so it must be maintained by the University.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been well served.

Assurance

The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and has implemented it according to the wishes of consumers, this achievement needs to be maintained by the University.

Responsiveness

The responsiveness dimension is in quadrant III. This shows that this dimension has been well served.

Empathy

The empathy dimension is in quadrant IV. This shows that this dimension has been well served and has been taken seriously by the University.

CHAPTER IV
CONCLUSION

Based on the results of the analysis, it can be concluded that the level of student satisfaction with the service and implementation of the educational process (criterion 6) Unesa in 2020 is in the good category with a satisfaction index level of 91.91%.

Appendix

Instrument of Service Satisfaction and Implementation of the Educational Process (Criterion 6)

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
A	**Reliability: the ability of lecturers, education staff, and managers in providing services**								
1 (P1)	Lecturer's Mastery on course material								
2 (P2)	Lecturer submission in lecture materials								
3 (P3)	Structured and independent assignments according to the weight of the credits and the purpose of the lecture								
4 (P4)	Good and correct use of Indonesian								
5 (P5)	Suitability of assignments and exam questions with learning objectives								
6 (P6)	Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily								
B	**Responsiveness: willingness of lecturers, education staff, and managers to help students and provide services quickly;**								
1 (P7)	Punctuality in starting and ending lectures								

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
2 (P8)	The punctuality of returning assignments to students by Lecturers								
3 (P9)	Lecturer's willingness to give follow-up exams								
4 (P10)	Lecturers are willing to accept suggestions and input from students in the lecture and mentoring process								
5 (P11)	Ability to create a conducive learning atmosphere to motivate students								
6 (P12)	Ease of service for lecturers, education staff and managers in solving academic problems								
C	**Assurance: the ability of lecturers, education staff, and managers to give confidence to students that the services provided are in accordance with the provisions;**								
1 (P13)	Implementation of UTS / UAS according to the academic calendar								
2 (P14)	Fulfillment of face-to-face 15 meetings/semester								
3 (P15)	Transparency in scoring								
4 (P16)	The friendliness of the education staff to serve								
5 (P17)	Educational/laboratory staff serve students according to working days								
D	**Empathy (empathy): willingness/caring for**								

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
	lecturers, education staff, and managers to pay attention kepada mahasiswa;								
1 (P18)	Objectivity in the assessment								
2 (P19)	Lecturers and students together make a lecture contract at the beginning of the semester meeting								
3 (P20)	Educational staff communication in service								
E	***Tangible: student assessment of the adequacy, accessibility, quality of facilities and infrastructure.***								
1 (P21)	Easy access to information system-based service facilities (SSO Unesa and Website)								
2 (P22)	Availability and quality of laboratories/workshops/libraries/networks/classrooms, etc. in supporting academic activities								