UNESA
Universitas Negeri Surabaya

STUDENT SATISFACTION SURVEY REPORT 2022



DATA AND SURVEY CENTER
QUALITY ASSURANCE UNIT
STATE UNIVERSITY OF SURABAYA

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STUDENT SATISFACTION SURVEY REPORT



SURVEY AND DATA CENTER
QUALITY ASSURANCE BOARD
UNIVERSITAS NEGERI SURABAYA
2022

FOREWORD

By praising and giving thanks to Allah SWT, the preparation of the Universitas Negeri Surabaya Student Satisfaction Survey Report has been completed. We would like to thank the various parties who have assisted in carrying out this activity so that it can be compiled as a report for the 2022/2023 Academic Year.

The preparation of this report is inseparable from the parties who have given appreciation and several inputs to the authors. Therefore, in this opportunity, allows us to express our gratitude for the following:

1. The Rector and the staff have provided much moral and material support to the Surabaya State University Quality Assurance Board.
2. The respondents were students at Universitas Negeri Surabaya who had agreed to take the time to fill out the satisfaction questionnaire instrument and provide input and suggestions.

Implementation and presentation of the results of this measurement, of course, still need improvement. Therefore, we hope for input from the entire academic community of Universitas Negeri Surabaya as a form of feedback that can be used to improve the implementation of measurements and evaluations for the coming period.

Acknowledge by,
Head of Quality Assurance Board

Dr. Widowati Budijastuti, M.Si
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Surabaya, 11 March 2023
Head of Data and Survey Center

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LEGITIMATION SHEET

Declare, that the Universitas Negeri Surabaya Student Satisfaction Survey Report was made truthfully

Surabaya, 11 Maret 2023

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CHAPTER I
INTRODUCTION

1.1. Background

Data and Survey Center at Quality Assurance Board (LPM) Universitas Negeri Surabaya is one of the boards whose job is to assist the implementation of quality assurance with Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP). The main task of the Data and Survey Center is to carry out a Customer Service Satisfaction survey which is currently a requirement as well as a demand for Study Program Accreditation and Higher Education Accreditation. The survey that has been carried out is a satisfaction survey of all activities carried out by LPM so that the quality of the implementation of operational activities at Surabaya State University can be evaluated periodically. This survey was conducted online. In addition, this survey is conducted when the regular semester, both the first and second semesters, have ended in each academic year. The results of this survey will be followed up with an evaluation meeting whose results will be used to improve service activities in the next academic year.

As time passes, the need for service quality improvement at Universitas Negeri Surabaya is increasing yearly, which can be caused by various internal and external factors. That main reason is one of the essential factors that encourage the implementation of satisfaction surveys at Universitas Negeri Surabaya, especially for students, lecturers, and education staff as survey respondents. This survey is truly needed so that LPM can determine which variables need to be improved and maintained in quality so that the community's welfare at Universitas Negeri Surabaya, starting from students, lecturers, and education staff, can continue to increase every year. This satisfaction survey consists of several statements, which respondents need to fill out the survey by placing a tick in the survey table regarding the respondent's expectations for the statements presented in the survey form and the reality that occurs regarding the service perceived at Universitas Negeri Surabaya in 2022.

1.2. Legal Basis

1. Law Number 20 of 2003 on National Education System.
2. Law Number 12 of 2012 on Higher Education.

3. Government Regulation Number 4 of 2014 on Implementation of Higher Education and the Management of Higher Education.
4. Regulation of the Minister of Education and Culture Number 50 of 2014 on Higher Education Quality Assurance System.
5. Regulation of the Minister of Education and Culture Number 87 of 2014 on Accreditation of Study Programs and Higher Education.
6. Regulation of the Minister of Research, Technology, and Higher Education Number 13 of 2015 on the Strategic Plan of the Ministry of Research, Technology, and Higher Education 2015-2019.
7. Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 on National Higher Education Standards.
8. Regulation of the Minister of National Education Number 7 of 2007 on Organization and Work Procedure of the Education Quality Assurance Institution.

1.3. Problems

1. Are the results of the 2022 UNESA student satisfaction survey between expectations and reality indicating that there is a statistically significant difference by using statistical testing.
2. What are the results of comparing the expectations and reality of UNESA student satisfaction based on the 2022 UNESA student survey using Gap analysis.
3. What is the comparative analysis between expectations and the reality of UNESA student satisfaction (2022 UNESA student survey) using the Importance-Performance Analysis (IPA) method.

1.4. Objective

By discovering the quality of UNESA student satisfaction in 2022 based on a statistical analysis of different tests, gap analysis, and Importance-Performance Analysis (IPA) analysis. In addition, this report is expected to be material for consideration and evaluation to improve quality in the next academic year.

1.5. Report Systematics

The systematics of this Universitas Negeri Surabaya student satisfaction survey report consists of four chapters, which are as follows:

1. CHAPTER I: INTRODUCTION

   The first chapter contains the background to the preparation of the report, the legal basis, the problem raised in the report, the objective of the report, and the report systematics.

2. CHAPTER II: SURVEY METHOD

   The second chapter 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.

3. CHAPTER III: RESULTS AND DISCUSSION

   The third chapter contains the results and discussion of statistical analysis, Gap analysis, suitability level, and quadrant analysis using the Importance-Performance Analysis (IPA) method.

4. CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

   The fourth chapter contains conclusions about the Universitas Negeri Surabaya student satisfaction survey report and suggestions for implementing measurement and evaluation for the coming period.

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:

1. Consumers are all students who have already used UNESA services in 2022.
2. Consumer expectations are students who will receive UNESA services in 2022.
3. Consumer satisfaction was consumer recognition regarding UNESA services in 2022.
4. 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*, 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 and Conformity Level (Tki)

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).

According to Wahyuni (2014), there are criteria for assessing the level of conformity of customers:

1. Customer conformity level > 100%, which means that the quality of the services provided has exceeded what is considered necessary by the customer à The service is very satisfactory.
2. Customer suitability level = 100%, which means that the quality of the service provided meets what is considered necessary by the customer à The service has been satisfactory.
3. Conformity level < 100%, which means that the quality of services provided is lacking/does not meet what is considered important by the customer à The service is not satisfactory.

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 Statistical 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 35.841 respondents. This number of samples has fulfilled the sample adequacy requirements by using the Slovin formula. If the total student population at UNESA is 36.439 people and it is assumed that a tolerable error of 5%, then the minimum sample that must be fulfilled is:

$$n = \frac{N}{1+Ne^2} = \frac{36439}{1 + (36439)(0.05^2)} = 395{,}65 \approx 396$$

With a total sample of 35.841 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		35841	35841
Normal Parameters[a,b]	Mean	3,4473	3,3447
	Std. Deviation	,56848	,58703
Most Extreme Differences	Absolute	,189	,151
	Positive	,165	,139
	Negative	-,189	-,151
Kolmogorov-Smirnov Z		35,690	28,496
Asymp. Sig. (2-tailed)		,000	,000

a. Test distribution is Normal.

b. Calculated from data.

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	11444[a]	9309,10	106533322,5
	Positive Ranks	5476[b]	6687,06	36618337,50
	Ties	18921[c]		
	Total	35841		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-55,178[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 Expectations and Reality of UNESA student satisfaction.

3.2 Gap Analysis and Conformance Level

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

Table 3.1. Calculation results of Reality, Expectation, Gap Analysis, Conformity Level, and Mean UNESA student satisfaction survey in 2022

Dimensions	Code	Statement	Reality	Expectations	Gaps	Tki (%)
Tangibles	P1	Availability of academic, administrative and academic and non-academic information services *online* and *offline* accurately and satisfactorily	3.36	3.47	-.11	96.83
	P5	Availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents	3.35	3.45	-.10	97.10
	P9	Availability, adequacy, accessibility, and quality of infrastructure for counseling, health, and scholarship services	3.34	3.45	-.11	96.81
	P13	Availability, adequacy, accessibility, and quality of infrastructure for career guidance and entrepreneurship services	3.34	3.44	-.10	97.09
	P18	Availability and adequacy of academic facilities and infrastructure (libraries, learning/laboratory/workshop /electrical installation/internet, information system)	3.34	3.45	-.11	96.81
	P23	Adequacy, accessibility, quality of facilities and infrastructure	3.35	3.46	-.11	96.82

Means			**3.35**	**3.45**	**-.11**	**96.91**
Assurance	P2	Clarity of program information in the areas of reasoning, interests, and talents	3.35	3.45	-.10	97.10
	P6	Clarity of SOP for counseling, health and scholarship services	3.33	3.44	-.11	96.80
	P10	Clarity of SOP for career and entrepreneurship guidance services	3.34	3.44	-.10	97.09
	P15	Ease of submission/UKT payment process/delays/waivers	3.33	3.44	-.11	96.80
	P21	The ability of lecturers, educational staff, and administrators to give confidence to students that the services provided are in accordance with the provisions	3.37	3.46	-.09	97.40
Means			**3.34**	**3.45**	**-.10**	**97.04**
Responsiveness	P3	The ability and speed of officers in providing services in the areas of reasoning, interests and talents	3.34	3.44	-.10	97.09
	P7	The ability and speed of officers in providing counseling services, health, and scholarships	3.34	3.44	-.10	97.09
	P11	The ability and speed of officers in providing career and entrepreneurship guidance services	3.34	3.44	-.10	97.09
	P16	The ability and speed of officers in providing services for the process of borrowing/using infrastructure facilities for student activities	3.34	3.44	-.10	97.09

	P20	Willingness of lecturers, educational staff, and administrators to help students and provide services quickly	3.37	3.47	-.10	97.12
Means			**3.35**	**3.45**	**-.10**	**97.10**
Empathy	P4	The concern of officers in receiving complaints related to services in the field of reasoning, interests and talents	3.34	3.45	-.11	96.81
	P8	The concern of officers in receiving complaints related to counseling services, health, and scholarships	3.34	3.44	-.10	97.09
	P12	Concern of officers in receiving complaints related to career guidance and entrepreneurship services	3.34	3.44	-.10	97.09
	P17	The concern of officers in receiving complaints related to financial services and infrastructure	3.32	3.43	-.11	96.79
	P22	Willingness to care for lecturers, education staff, and administrators to pay attention to students	3.36	3.46	-.10	97.11
Means			**3.34**	**3.44**	**-.10**	**96.98**
Reliability **(Credibility)**	P14	Clarity of SOP for the process of submitting payments/delays UKT waivers	3.33	3.44	-.11	96.80
	P19	The ability of lecturers, educational staff, and administrators to provide services	3.39	3.47	-.08	97.69
Means			**3.36**	**3.46**	**-.10**	**97.25**
Grand Mean			**3.35**	**3.45**	**-.10**	**97.06**

Gap Score calculation results contained in Table 3.1. It shows that the five dimensions (items), which include *tangibles*, *reliability*, *responsiveness*, *assurance*, and *empathy* are negative. That statement shows that the performance has not met user expectations. Based on Table 3.1, it can be seen that the largest negative gap value, namely **-0.11,** is found in the nine indicator variables. First, **P1** (*Tangible*), the availability of academic, administrative, and academic and non-academic information services online and offline accurately and satisfactorily. Second, **P4** (*Empathy*), concerns of officers receiving complaints related to services in the areas of reasoning, interests, and talents. Third, **P6** (*Tangible*) clarifies SOP for counseling, health, and scholarship services. Fourth, **P9** (*Tangible*), availability, adequacy, accessibility, and quality of infrastructure for counseling, health, and scholarship services. Fifth, **P14** (*Responsiveness*), clarity of SOP for the process of submitting UKT payments/delays/waivers. Sixth, **P15** (*Assurance*), the ease of the UKT filing/payment/delay/waiver process. Seventh, **P17** (*Empathy*), the officers' concern in receiving complaints related to financial services and infrastructure. Eighth, **P18** (*Tangible*), the availability and adequacy of academic facilities and infrastructure (libraries, learning/laboratories/workshops/electrical installations/internet, information systems). Finally, **P23** (*Tangible*), adequacy, accessibility, quality of facilities, and infrastructure.

However, among the nine indicators with the largest negative gap value, there is an indicator with the lowest conformity level, namely **P17** (*Empathy*), with a conformity level value of **96.79%**. That shows that the service process has yet to go according to student expectations, especially regarding officers' concern about receiving complaints related to financial services and infrastructure.

However, overall, based on the results of the Grand Mean calculations contained in Table 3.2, the total correspondence between reality and expectations felt by sd on the average of the five dimensions' mean of the satisfaction survey, which is **97.06%.**

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 the following figure:



Figure 3.3. Cartesian Diagram (Supranto, 2001)

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

a. Quadrant I

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

b. Quadrant II

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

This quadrant shows the factors considered less important by consumers and the performance by service providers could be better. 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

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, then 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, below, namely:

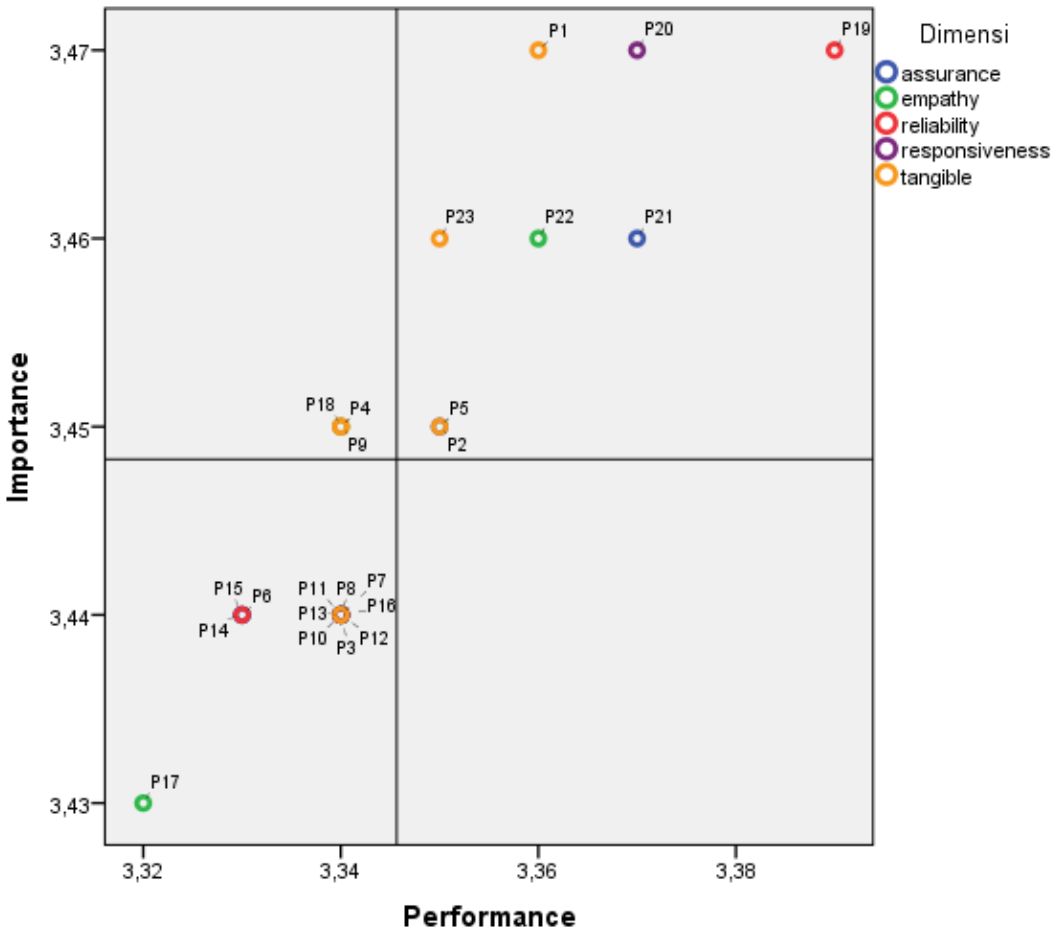


Figure 3.4 Cartesian Diagram for the 2022 Student Satisfaction Survey

Based on the Cartesian diagram in Figure 3.4, the following are the results of the analysis of each quadrant, which are as follows:

a. Quadrant I

In **quadrant I,** there are three indicators found which should have been the top priority according to the respondents, but UNESA management had not implemented the three according to the wishes of the respondents, giving rise to a feeling of dissatisfaction. Following are the details of the indicator variables:

1) Code **P4** (*Empathy*), the concern of officers in receiving complaints related to services in the field of reasoning, interests, and talents.
2) Code **P9** (*Tangible*), availability, adequacy, accessibility, and quality of infrastructure for counseling, health, and scholarship services.
3) Code **P18** (*Tangible*), availability and adequacy of academic facilities and infrastructure (library, learning/laboratories/workshops/electrical installations/internet, information systems).

The indicator variables in the first quadrant need serious attention and the service must be improved to be even better in the coming academic year.

b. Quadrant II

In **quadrant II,** eight service indicators were found that were considered important by the respondents. UNESA management was able to carry out these indicators properly to provide a sense of satisfaction to respondents. Following are the details of the indicator variables, namely:

1) Code **P1** (*Tangible*), availability of academic, administrative, and academic and non-academic information services online and offline accurately and satisfactorily
2) Code **P2** (*Assurance*), the clarity of program information in the areas of reasoning, interests, and talents
3) Code **P5** (*Tangible*), the availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents
4) Code **P19** (*Reliability*), the ability of lecturers, educational staff, and administrators to provide services
5) Code **P20** (*Responsiveness*), willingness of lecturers, education staff, and administrators to help students and provide services quickly
6) Code **P21** (*Assurance*), the ability of lecturers, educational staff, and administrators to give confidence to students that the services provided are in accordance with the provisions
7) Code **P22** (*Empathy*), willingness to care for lecturers, educational staff, and administrators to pay attention to students
8) Code **P23** (*Tangible*), adequacy, accessibility, quality of facilities and infrastructure

It can be concluded that the indicator variables in **quadrant II** need to maintain the performance that has been running so far. Performance optimization can be done to increase respondents' satisfaction levels.

c. Quadrant III

In **quadrant III,** twelve service indicators were found, which the respondents considered insignificant. UNESA management had carried out these service indicators quite well, so they only became a small focus of attention in subsequent improvements. Following are the details of the indicator variables, namely:

1) Code **P3** (*Responsiveness*), the ability and speed of officers in providing services in the areas of reasoning, interests and talents
2) Code **P6** (*Assurance*), clarity of SOP for counseling, health and scholarship services
3) Code **P7** (*Responsiveness*), the ability and speed of officers in providing counseling, health and scholarship services
4) Code **P8** (*Empathy*), the concern of officers in receiving complaints regarding counseling services, health, and scholarships
5) Code **P10** (*Assurance*), clarity of SOP for career and entrepreneurship guidance services
6) Code **P11** (*Responsiveness*), the ability and speed of officers in providing career and entrepreneurship guidance services
7) Code **P12** (*Empathy*), the concern of officers in receiving complaints regarding career guidance and entrepreneurship services
8) Code **P13** (*Tangible*), availability, adequacy, accessibility, and quality of infrastructure for career guidance and entrepreneurship services
9) Code **P14** (*Reliability*), the clarity of SOP for the process of submitting UKT payments/delays/waivers
10) Code **P15** (*Assurance*), ease of submission/UKT payment process/delays/waivers (assurance)
11) Code **P16** (*Responsiveness*), the ability and speed of officers in providing services for the process of borrowing/using infrastructure facilities for student activities
12) Code **P17** (*Empathy*), the concern of officers in receiving complaints related to financial services and infrastructure

d. Quadrant IV

In **quadrant IV,** there were no service indicators considered unimportant by the respondents. UNESA management had been able to carry out this indicator properly so that this quadrant could be ignored in the processing of this student satisfaction survey data.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis from the student satisfaction survey, it can be concluded 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 it concludes as Reject H_o.
b. A significant difference based on the Gap analysis was found that among the nine indicator variables that had the largest negative Gap values, namely **-0, 11**, there was an indicator variable that had the lowest level of conformity, namely **P17** (*Empathy*) in the form of officers' concern in receiving complaints related to service. Financial and infrastructure facilities with a suitability level value of **96.79%**. So, satisfaction with services based on student perspectives has not been fulfilled.
c. Overall, the level of conformity between reality and expectations felt by students as respondents was **97.06%**.
d. In quadrant I, three indicators should be a top priority, namely
    1) Code **P4** (*Empathy*), the officers' concern in receiving complaints related to services in the field of reasoning, interests, and talents.
    2) Code **P9** (*Tangible*), availability, adequacy, accessibility, and quality of infrastructure for counseling, health, and scholarship services.
    3) Code **P18** (*Tangible*), the availability and adequacy of academic facilities and infrastructure (libraries, learning/laboratories/workshops/electrical installations/internet, information systems).

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ATTACHMENT

STUDENT SATISFACTION INSTRUMENTS

INSTRUCTION

Please fill in by putting a check mark (√) on the "Importance Level" and "Performance Level" in real terms.

Code	Statement	Importance Level				Performance Level			
		Very important	Important	Quite important	Not too important	Very good	Good	Pretty good	Not good
I. Management Service Satisfaction Instrument (Criterion 2)									
P1.	Availability of academic, administrative, and academic and non-academic information services online and offline accurately and satisfactorily (*tangible)*								
II. Student Service Satisfaction Instrument (Criterion 3)									
A.	**Reasoning, Interests, and Talents**								
P2.	Clarity of program information in the areas of reasoning, interests, and talents (*assurance*)								
P3.	The ability and speed of officers in providing services in the areas of reasoning, interests, and talents (*responsiveness*)								

P4.	The concern of officers in receiving complaints related to services in the field of reasoning, interests, and talents (*empathy*)								
P5.	Availability, adequacy, accessibility, and quality of service infrastructure in the field of reasoning, interests, and talents (*tangible*)								
B.	**Welfare Sector** **(Guidance and Counseling, Health Services, and Scholarship Services)**								
P6.	Clarity of SOP for counseling, health, and scholarship services (*assurance*)								
P7.	The ability and speed of officers in providing counseling services, health, and scholarships (*responsiveness*)								
P8.	The concern of officers in receiving complaints regarding counseling services, health, and scholarships (*empathy*)								
P9.	Availability, adequacy, accessibility, and quality of infrastructure for counseling, health, and scholarship services (*tangible*)								
C.	**Career and Entrepreneurship Guidance**								
P10	Clarity of SOP for career and entrepreneurship guidance services (*assurance*)								

P11	The ability and speed of officers in providing career guidance and entrepreneurship services (*responsiveness*)								
P12	The concern of officers in receiving complaints regarding career guidance and entrepreneurship services (*empathy*)								
P13	Availability, adequacy, accessibility, and quality of infrastructure for career guidance and entrepreneurship services (*tangible*)								
III. Financial Management Satisfaction Instruments and Infrastructure (Criterion 5)									
P14	Clarity of SOP for submission/payment/delay/ UKT waivers (*reliability*)								
P15	Ease of submission/UKT payment process/delays/waivers (*assurance*)								
P16	The ability and speed of officers in providing services for the process of borrowing/using infrastructure facilities for student activities (*responsiveness*)								
P17	The concern of officers in receiving complaints related to financial services and infrastructure (*empathy*)								
P18	Availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system) (*tangibles*)								

IV. Service Satisfaction Instrument and Educational Process Implementation (Criterion 6)									
P19	The ability of lecturers, educational staff, and administrators to provide services (*reliability*)								
P20	Willingness of lecturers, educational staff, and administrators to help students and provide services quickly (*responsiveness*)								
P21	The ability of lecturers, educational staff, and administrators to give confidence to students that the services provided are in accordance with the provisions (*assurance*)								
P22	Willingness to care for lecturers, education staff, and administrators to pay attention to students (*empathy*)								
P23	Adequacy, accessibility, quality of facilities and infrastructure (*tangible)*								