REPORT

HUMAN RESOURCE MANAGEMENT SATISFACTION

(Lecturer Respondent)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2021

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LEGITIMATION SHEET

Declare that the Service Satisfaction Survey Report for the Management and Development of Human Resources at the State University of Surabaya was made truthfully

Surabaya, 29 December 2021

Acknowledge by, Head of Quality Assurance Unit	Unit Head of Data and System Information Center
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CHAPTER I

INTRODUCTION

1.1. Background

Data and Systems Division Information 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 Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP) models. 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 conducted are satisfaction surveys of 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. there is a difference in the manner of statistics between hope and reality based on data analysis of Unesa lecturer satisfaction survey results on human resource management and development services Year 2021.
b. Result of a comparison between expectations and reality of human resource management and development satisfaction based on a survey of Unesa lecturer satisfaction in 2021 using gap analysis.
c. The comparative analysis between expectations and reality of human resource management and development satisfaction is based on a survey of Unesa lecturer satisfaction in 2021 using the *Importance-Performance Analysis* (IPA) method.

1.3. Objective

Knowing the quality of human resource management and development satisfaction based on the 2021 Unesa lecturer satisfaction survey based on a statistical analysis of different tests, gap analysis, and 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

Study This is study descriptive quantitative with-method survey. Method surveys were chosen cause gave descriptions or descriptions of quantitative trends, attitudes, and opinions from population to variable with a learning sample (Johnson & Christensen, 2014) ; (Creswell & Creswell, 2018).

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 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 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: reliability, *responsiveness*, *assurance*, *empathy*, and *tangible*.

2.4. Method used

The method used is *Servqual Service Quality* 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 stage uses the *Importance Performance Analysis method,* 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 determined to 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 analysed by paired t-test. If the significance value is <0.05, then the data is not normally distributed (non-parametric data) and can be analysed using the Wilcoxon test.

c. Wilcoxon test

This test was conducted to find out whether there were significant differences between 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. It can be determined that several factors influence consumer satisfaction which can then be prioritised for the company to improve further.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Statistic analysis

The survey was conducted by taking respondents who were Lecturers at Surabaya State University who were conducted randomly through *Single Sign On* (SSO). The data obtained is 95 1 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 met with a sample size of 95 1 respondents.

Next, a normality assumption test will be carried out to 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

		HARAPAN	KENYATAAN
N		951	951
Normal Parameters[a,b]	Mean	3.7805	3.3397
	Std. Deviation	.42114	.57822
Most Extreme Differences	Absolute	.436	.130
	Positive	.301	.127
	Negative	-.436	-.130
Test Statistic		.436	.130
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 2 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. In contrast, if the assumption of normality is not met, the Wilcoxon test can be tested. From the normality test results, 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	552[a]	322.57	178060.50
	Positive Ranks	64[b]	187.12	11975.50
	Ties	335[c]		
	Total	951		

a. KENYATAAN < HARAPAN

b. KENYATAAN > HARAPAN

c. KENYATAAN = HARAPAN

Test Statistics[a]

	KENYATAAN - HARAPAN
Z	-18.830[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

With thereby can conclude that there is a significant difference between expectations and reality of lecturer satisfaction with services management and development of human resources at Unesa in 2021.

3.2.Gap Analysis and Conformity Rate

Calculating result reality, expectations, gap analysis, and quality of human resource management and development services at Unesa in 2021 is described in Table 3.1.

Table 3.1. Calculation results of Reality, Expectations, Gap Analysis, and Quality of Management and Development Services for Unesa's Human Resources in 2021

Dimensions	Code	statement _ _	Reality	Hope	GAP	Tki (%)
Reliability (Credibility)	P1	Implementation of planning for the needs of lecturers and students in accordance with the applicable SOP	3.78	3.25	- 0 .53	85.98
	P2	Recruitment, selection and dismissal of lecturers and students	3.76	3.24	- 0 .52	86.17
		Means	**3.77**	**3,245**	**-0.5 3**	**86,075**
Assurance (Responsibility)	P 3	Conformity of orientation and placement of lecturers and students with work units	3.78	3.28	- 0.50 _	86.77
	P4	Evaluation of the performance of lecturers and students is carried out through a transparent mechanism	3.78	3.40	- 0.38 _	89.95
		Means	**3.78**	**3.34**	**-0.44**	**88.36**

Dimensions	Code	statement _ _	Reality	Hope	GAP	Tki (%)
Responsiveness (Fair)	P 5	Ease in the process of promotion of lecturers	3.78	3.30	-0.48 _	87.30
	P6	Provision of career development opportunities through training/seminars/advanced studies/etc	3.79	3.39	-0.40 _	89.45
		Means	**3.79**	**3.35**	**-0.44**	**88.38**
Empathy (Accountability)	P 7	Supervision of performance by superiors in increasing productivity	3.78	3.38	-0.40 _	89.42
	Q8	Provision of clear, fair and transparent remuneration in improving performance	3.78	3.36	-0.42 _	88.89
		Means	**3.78**	**3.37**	**-0.41**	**89.16**
Tangible (Transparent)	P 9	Accessibility and ease of accessing information systems regarding lecturer performance	3.80	3.49	-0.31 _	91.84
	P10	The quality of supporting facilities and infrastructure in the implementation of the Tridarma of Higher Education	3.78	3.31	-0.47 _	87.57
		Means	**3.79**	**3.40**	**-0.39**	**89.71**
		Grand Mean	**3.78**	**3.34**	**-0.44**	**88.33**

Gap Score calculation in table 3.1, it shows that all the dimension is negative, this means that the results of the service performance value have not met user expectations. The dimension with the biggest negative gap is the credibility and responsibility aspects answer. On dimensions credibility, variables P1 and P2 have gap values of -0.5 3 and -0.52. Factor

First is the implementation planning needs lecturer And education staff in accordance with applicable SOPs factor second is dissatisfaction with the recruitment and selection process And the termination of the lecturer And education staff. According to respondents, the level of conformity with perceived expectations equals 8 5 . 9 8% and 86.17%. While the aspect of responsibility answer, which has a *gap score* as big as -0.50, is the suitability of the implementation of the orientation and placement of lecturers and students with work units with level compliance with expectations of 8 6 .7 7 %. But overall, the total correspondence between reality and expectations felt by respondents for the Unesa Human Resources Management and Development service process in 2021 is 88.33 %.

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

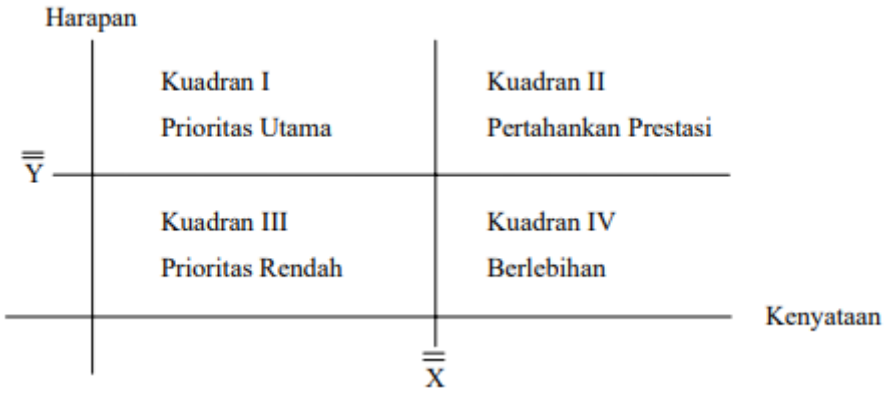


Figure 3.3. Cartesian Diagram (Supranto, 2001)

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 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 in accordance with 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 that are 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 that are 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

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.

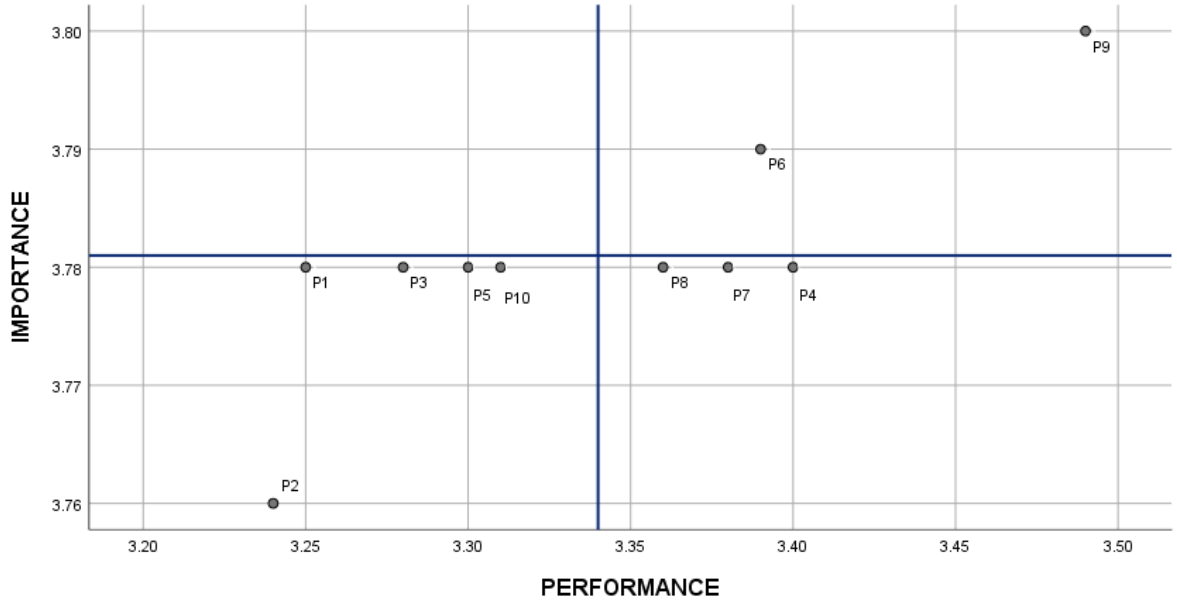


Figure 3.4.

Cartesian Diagram of Unesa Human Resource Management and Development Satisfaction Survey in 2021

Based on visualization from the Cartesian diagram connection among the hope indicators And already reality _ rated by the respondent lecturer, no found existing variables _ pda area quadrant I. This means there is no necessary factor priority is considered urge And main by the response.

Whereas in quadrant II, it was found that there were variables P 9 and P 6 . These variables are factors that are considered important by users and have been implemented properly to satisfy consumers. The higher education management should maintain the performance that has been running so far. The aspects of P 9 and P 6, respectively, are accessibility and ease of accessing information systems regarding lecturer performance as well as gift chance to develop a career through training /seminar/ study continue / etc. Already Good And must maintained performance the service.

Meanwhile for, other variables, namely P1, P2, P3, P5 and P10, are in quadrant III , meaning that there is no need to question it, and it is in accordance with consumer expectations so that it is not too much of a focus of attention in the next management service improvement.

For variables P8, P7 and P4, according to the perception lecturer , the party organizer has run with very Good And No too questioned by respondents.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis, it can be concluded that human resource management and development services at Unesa in 2021 from the perspective of lecturers 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 is a fairly large gap in the variables P1 and P2, respectively, which have a gap value of -0.53 and -0.52. The first factor is the implementation of planning for the needs of lecturers and students per the applicable SOPs, and the second factor is dissatisfaction with the process of recruitment, selection and dismissal process of lecturers and students. According to respondents, the level of conformity with perceived expectations is 85.98% and 86.17% . But in this manner, the overall level of suitability between hope And reality by 88.3%.
c. no variables found in the quadrant I area. This means that no factors need to be prioritised that are considered urgent and primary need to be prioritised by the response. Whereas in quadrant II, it was found that there were variables P9 and P6. These variables are factors that are considered important by users and have been implemented properly to satisfy consumers. The higher education management should maintain the performance running so far.

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Attachment

HR Development Management Service Satisfaction Instrument (Criterion 4)

INSTRUCTION

Please filled with give sign tick (√) on " Hope on answer " And "The reality that exists " in the field in a manner real .

No. –	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
1.	Implementation of planning needs lecturers and tendik in accordance with applicable SOP (*reliability*)								
2	Recruitment, selection and dismissal of lecturers and tendik (*reliability*)								
3	Appropriateness of orientation and placement of lecturers and tendik with the work unit (*assurance)*								
4	lecturer performance And tendik carried out through a transparent mechanism (*assurance*)								
5	Ease in the process of promotion of lecturers (*responsiveness*)								
6	Provision of career development opportunities through training/seminars/advanced studies/etc. (*responsiveness*)								
7	Supervision of performance by superiors in increasing productivity *(empathy)*								

No. –	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
8	Provision of clear, fair and transparent remuneration in improving performance *(empathy)*								
9	Accessibility and ease of accessing information systems regarding lecturer performance (SIMBKD, SIMSKP, SIMUNA, etc.) (*tangible)*								
10	Quality of supporting facilities and infrastructure in the implementation of Higher Education tridarma (*tangible)*								