REPORT

STUDENT SERVICES SATISFACTION

(Student Respondents)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2021

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STUDENT SERVICE SATISFACTION

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LEGITIMATION SHEET

Declare that the Surabaya State University Research Process Service Satisfaction Survey Report was made truthfully

Surabaya, 29 December 2021

Acknowledge by,
Head of Quality Assurance Division

Unit Head of Data and System Information

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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 Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, and Quality Improvement (PPEPP) models. One of the duties of this division is to carry out 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, university students, 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 student satisfaction survey between expectations and reality indicating that there is a statistically significant difference by using statistical testing.
b. What are the results of comparing the expectations and reality of UNESA student satisfaction based on the 2021 UNESA student survey using Gap analysis.
c. What is the comparative analysis between expectations and the reality of UNESA student satisfaction (2022 UNESA student survey) using the Importance-Performance Analysis (IPA) method.

1.3. Objective

By discovering the quality of UNESA student satisfaction in 2021 based on a statistical analysis of different tests, gap analysis, and science analysis. In addition, this report is expected to be material for consideration and evaluation to improve quality in the next academic year..

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

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

This study uses a cross-sectional design to study the relationship between the independent variables and the dependent variable by taking measurements simultaneously (point time approach). At the same time, it means that each subject is only observed once, and the subject variables are carried out at the time of observation. The method used in data collection is a questionnaire.

2.2. Operational definition

Some operational definitions are as follows:

a. Consumers are all students who have already used UNESA services in 2021.
b. Consumer expectations are students who will receive UNESA services in 2021.
c. Consumer satisfaction was consumer recognition regarding UNESA services in 2021.
d. The quality of service that will be examined is the expectations and reality of consumers on reliability, responsiveness, assurance, empathy, and tangible.

2.3. Survey Instruments

The instrument used is a questionnaire. Questionnaires are used to collect data by providing written questions about consumer expectations and realities to be answered. The questionnaire instrument consists of 5 aspects: reliability, responsiveness, assurance, empathy, and tangible.

2.4. Method used

The method used is *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 promptly, accurately, and satisfactorily provide the promised service.
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 explained using gap analysis (gap) and the level of conformity (Tki). This analysis compares *the mean* between expectations and reality received by consumers from the service dimensions, namely *reliability* , *responsiveness* , *assurance* , *empathy* , and *tangible* .

Gap = Reality – Expectation

Conformity level (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. Based on *the gap score,* a positive value (+) indicates that reality can meet customer expectations, while a negative value (-) indicates that it has not been fulfilled (Parasuraman et al., 1988).

b. Normality test

Data normality test was carried out by statistical analysis. This test was carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test was conducted to determine whether the data used is normally distributed or not so that the next statistical test can be determined to be used. The test used to determine whether the data is normally distributed is not 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 that influence consumer satisfaction can be determined, which can then be prioritized for the company to improve further.

CHAPTER III

RESULTS AND DISCUSSION

3.1.Statistic analysis

The survey was conducted by taking respondents who were students of Surabaya State University who were conducted randomly through *Single Sign On* (SSO). The data obtained amounted to 22,906 respondents. This number of samples has fulfilled the sample adequacy requirements using the Slovin formula. Suppose the total student population at Unesa is 30,284, and it is assumed that the tolerated error is assumed to be 5%. In that case, the minimum sample that must be met is:

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

The number of samples is 22,906 respondents, so the data adequacy requirements have been met.

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

Student services include:

- Guidance and counseling, student services
- Student health services
- Student services for national mental development activities.

One-Sample Kolmogorov-Smirnov Test

		Harapan	Kenyataan
N		22906	22906
Normal Parameters[a,b]	Mean	3.1264	3.0829
	Std. Deviation	.18636	.19955
Most Extreme Differences	Absolute	.345	.242
	Positive	.221	.242
	Negative	-.345	-.213
Test Statistic		.345	.242
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 1

- Student services for student organization activities
- Student services scholarship service activities
- Student services for career development coaching activities
- Student services for entrepreneurship development activities

One-Sample Kolmogorov-Smirnov Test

		Harapan	Kenyataan
N		7726	7726
Normal Parameters[a,b]	Mean	3.5687	3.2125
	Std. Deviation	.55823	.58481
Most Extreme Differences	Absolute	.301	.212
	Positive	.220	.212
	Negative	-.301	-.196
Test Statistic		.301	.212
Asymp. Sig. (2-tailed)		.000[c]	.000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Figure 3.2. Data Normality Test Results 2

By using a significance value of 5%, then from Figure 3.1 and Figure 3.2. it can be seen that the *asymp. sig.* (2-tailed) or the p-value is less than 0.05. It can be concluded that the result of testing the hypothesis is to reject H_0, which means that the data does not follow a 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. In contrast, if the assumption of normality is not met, then the Wilcoxon test can be tested. The normality test results concluded that the survey data did not meet the normal distribution assumptions. Therefore the Wilcoxon sign test nonparametric approach was used.

Student services include:

- Guidance and counseling student services
- Student services for national mental development activities
- Student health services

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	7942[a]	16834.76	133701681.0
	Positive Ranks	13913[b]	7556.23	105129759.0
	Ties	1051[c]		
	Total	22906		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-15.442[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.3. Wilcoxon test results

- Student services for student organization activities
- Student services for career development coaching activities
- Student services scholarship service activities
- Student services for entrepreneurship development activities

Ranks

		N	Mean Rank	Sum of Ranks
Kenyataan - Harapan	Negative Ranks	3655[a]	2292.54	8379229.50
	Positive Ranks	574[b]	984.50	565105.50
	Ties	3497[c]		
	Total	7726		

a. Kenyataan < Harapan

b. Kenyataan > Harapan

c. Kenyataan = Harapan

Test Statistics[a]

	Kenyataan - Harapan
Z	-49.410[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.4. Wilcoxon test results

Based on the results of the Wilcoxon Test using SPSS for Windows 25, the Asymp results were obtained. Sig. (2-tailed) < 0.05 so that it can be stated that H_0 is rejected 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.

So there is a significant difference between the expectations and the reality of student satisfaction with Unesa's student affairs .

3.2.Gap Analysis and Conformity Rate

The student services referred to in this survey are as follows:

- Student guidance and counseling services
- Student services for national mental development activities
- Student health services
- Student services for student organization activities

- Student services for career development activities
- Student services scholarship service activities
- Student services for entrepreneurship development activities

The calculation results of Reality, Expectations, Gap Analysis, and Quality of Unesa Guidance and Counseling Services in 2021 at Table 3.1.

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

Dimensions	**P**	**statement**	**Reality**	**Hope**	**GAP**	**Tki (%)**
Relbility (Credibility)	P1	The ability of BK officers to provide satisfactoryservice	3.25	3.58	-0.33	90.78
		Means	**3.25**	**3.58**	**-0.33**	**90.78**
Responsiveness (Fair)	P2	BK officers are responsive in helping students and provide services quickly	3.25	3.58	-0.33	90.78
		Means	**3.25**	**3.58**	**-033**	**90.78**
Assurance (Responsibility)	P3	The ability of BK officers to provide services	3.25	3.57	-0.32	91.04
		Means	**3.25**	**3.57**	**-0.32**	**91.04**
Empathy (Accountability)	P4	BK officer communication when providing counseling	3.25	3.58	-0.33	90.78
		Means	**3.25**	**3.58**	**-0.33**	**90.78**
Tangible (Transparent)	P5	Adequacy, accessibility, and quality of infrastructure regarding counseling services	3.25	3.57	-0.32	91.04
		Means	**3.25**	**3.57**	**-0.32**	**91.04**
		Fifth dimensional *mean*	**3.25**	**3.58**	**-0.33**	**90.88**

Based on the gap analysis, it shows that all dimensions and items are negative. The dimensions of *reliability* (credibility), *responsiveness* (fairness), and *empathy* (accountability) have the greatest value. Items that have the three largest gap scores are the ability of BK officers to provide satisfactory service (-0.33/P1), BK officers are responsive in helping students and providing services quickly (-0.33/P2), and BK officers' communication when providing counseling (-0.33/P4).

The level of conformity between expectations and reality, after being analyzed, shows a score of 90.88% with detailed dimensions as follows: *reliability* (reliability) of 90.78 %, *responsiveness* (responsiveness) of 90.78%, *assurance* (guarantee) of 91.04 %, *empathy* (empathy) of 90.78 %, and *tangible* (tangibility) of 91.04 %. This means that guidance and counseling services are categorized as very appropriate.

The results of calculations of Reality, Expectations, Gap Analysis, and Service Quality for Unesa National Mental Development Activities for 2021 are explained in Table 3.2.

Table 3.2. Calculation Results of Reality, Expectations, Gap Analysis, and Service Quality of Unesa National Mental Development Activities in 2021

Dimensions	**P**	**statement**	**Reality**	**Hope**	**GAP**	**Tki (%)**
Reliability (Credibility)	P1	National spiritual development service procedures	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Responsiveness (Fair)	P2	Service speed	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Assurance (Responsibility)	P3	Politeness in serving	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Empathy (Accountability)	P4	Communication of National Mental Spiritual Development services.	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
		Fifth dimensional *mean*	**3.00**	**3.00**	**0.00**	**100**

Based on the gap analysis, it shows that all dimensions and items are worth 0. The level of conformity of expectations and reality, after being analyzed, shows a score of 100% with detailed dimensions as follows: *reliability* (reliability) of 100 %, *responsiveness* (responsiveness) of 100%, *assurance* (guarantee)) is 100 %, *empathy* is 100 %, and *tangible* is 100 %. This means that the service for national mental development activities is categorized as very appropriate.

The results of calculating Reality, Expectations, Gap Analysis, and Quality of Health Services at Unesa in 2021 are explained in Table 3.3.

Table 3.3. Calculation results of Reality, Expectations, Gap Analysis, and Quality of Unesa Health Services in 2021

Dimensions	**P**	**statement**	**Reality**	**Hope**	**GAP**	**Tki (%)**
Reliability (Credibility)	P1	Health care procedures	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Responsiveness (Fair)	P2	Service alertness	3.00	3.00	0.00	100

Dimensions	P	statement	Reality	Hope	GAP	Tki (%)
		Means	**3.00**	**3.00**	**0.00**	**100**
Assurance (Responsibility)	P3	Ability and courtesy in service	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Empathy (Accountability)	P4	Concern in receiving health service complaints	3.00	3.00	0.00	100
		Means	**3.00**	**3.00**	**0.00**	**100**
Tangible (Transparent)	P5	Adequacy, accessibility, quality and infrastructure of health services	3.00	2.00	1.00	150
		Means	**3.00**	**2.00**	**1.00**	**150**
		Fifth dimensional *mean*	**3.00**	**2.80**	**0.20**	**110**

Based on the gap analysis, it shows that the dimensions *of reliability* (credibility), *responsiveness* (fair), and *empathy* (accountability) have a value of 0, while *the tangible (* transparent) dimension has a positive and largest value. Items with the largest gap score are adequacy, accessibility, quality, and infrastructure of health services (P5).

The level of conformity of expectations and reality, after being analyzed, shows a score of 110% with the following detailed dimensions: *reliability* (reliability) of 100 %, *responsiveness* (responsiveness) of 100, *assurance* (guarantee) of 100 %, *empathy* (empathy) of 100 %, and *tangible* (tangibility) of 150 %. This means that health services are categorized as very appropriate.

The results of calculations of Reality, Expectations, Gap Analysis, and Service Quality of Unesa Talent Interest Activities and Student Organizations in 2021 are explained in Table 3.4.

Table 3.4. Calculation results of Reality, Expectations, Gap Analysis, and Quality of Service for Unesa Student Organization Activities in 2021

Dimensions	P	statement	Reality	Hope	GAP	Tki (%)
Reliability (Credibility)	P1	Sustainability of program activities	3.22	3.57	-0.35	90.20
		Means	**3.22**	**3.57**	**-0.35**	**90.20**
Responsiveness (Fair)	P2	The readiness of student organizations in serving students	3.22	3.57	-0.35	90.20
		Means	**3.22**	**3.57**	**-0.35**	**90.20**
Assurance (Responsibility)	P3	Usefulness of activities	3.23	3.57	-0.34	90.48
		Means	**3.23**	**3.57**	**-0.34**	**90.48**

Dimensions	P	statement	Reality	Hope	GAP	Tki (%)
Empathy (Accountability)	P4	Communication and concern for student organizations in receiving complaints	3.22	3.58	-0.36	89.94
		Means	**3.22**	**3.58**	**-0.36**	**89.94**
Tangible (Transparent)	P5	Adequacy, accessibility, and quality of infrastructure	3.21	3.57	-0.36	89.92
		Means	**3.21**	**3.57**	**-0.36**	**89.92**
		Fifth dimensional *mean*	**3.22**	**3.57**	**-0.35**	**90.15**

Based on the gap analysis, it shows that all dimensions and items are negative. Items that have the three largest gap scores are communication and concern for student organizations in receiving complaints (P4), adequacy, accessibility, and quality of infrastructure (P5), and the readiness of student organizations to serve students (P2).

The level of conformity between expectations and reality, after being analyzed, shows a score of 90.15 % with detailed dimensions as follows: *reliability* (reliability) of 90.20 %, *responsiveness* (responsiveness) of 90.20%, *assurance* (guarantee) of 90.48 %, *empathy* (empathy) of 89.94 %, and *tangible* (tangibility) of 89.92 %. This means that student organization activity services are categorized as very appropriate.

The results of calculations of Reality, Expectations, Gap Analysis, and Quality of Unesa Career Development Development Activities in 2021 are explained in Table 3.5.

Table 3.5. Calculation Results of Reality, Expectations, Gap Analysis, and Quality of Unesa Career Development Development Activities in 2021

Dimensions	P	statement	Reality	Hope	GAP	Tki (%)
Reliability (Credibility)	P1	Sustainability of program activities	3.21	3.57	-0.36	89.92
		Means	**3.21**	**3.57**	**-0.36**	**89.92**
Responsiveness (Fair)	P2	service speed of obtaining information	3.20	3.57	-0.37	89.64
		Means	**3.20**	**3.57**	**-0.37**	**89.64**
Assurance (Responsibility)	P3	Usefulness of activities	3.22	3.58	-0.36	89.94
		Means	**3.22**	**3.58**	**-0.36**	**89.94**
Empathy (Accountabilit y)	P4	willingness/concern of officers in receiving complaints	3.20	3.57	-0.37	89.64
		Means	**3.20**	**3.57**	**-0.37**	**89.64**
Tangible (Transparent)	P5	adequacy, accessibility, quality and infrastructure regarding Career Development Coaching	3.20	3.57	-0.37	89.64
		Means	**3.20**	**3.57**	**-0.37**	**89.64**
		Fifth dimensional *mean*	**3.21**	**3.57**	**-0.37**	**89.75**

Based on the gap analysis, it shows that all dimensions and items are negative. Items that have the three most significant gap scores are speed of service to obtain information (P2), willingness/concern of officers in receiving complaints (P4), and adequacy, accessibility, quality, and infrastructure regarding Career Development Coaching (P5).

The level of conformity between expectations and reality, after being analyzed, shows a score of 89.75 % with detailed dimensions as follows: *reliability* (reliability) of 89.92 %, *responsiveness* (responsiveness) of 89.64%, *assurance* (guarantee) of 89.94 %, *empathy* (empathy) of 89.64 %, and *tangible* (tangibility) of 89.64 %. This means that scholarship service activities are categorized as very appropriate.

The results of calculating the Reality, Expectations, Gap Analysis, and Quality of Unesa Scholarship Service Activities in 2021 are explained in Table 3.6.

Table 3.6. Calculation Results of Reality, Expectations, Gap Analysis, and Quality of Unesa Scholarship Service Activities in 2021

Dimensions	P	statement	Reality	Hope	GAP	Tki (%)
Reliability (Credibility)	P1	Sustainability of program activities	3.22	3.57	-0.35	90.20
		Means	**3.22**	**3.57**	**-0.35**	**90.20**
esponsiveness (Fai	P2	Service alertness	3.20	3.57	-0.37	89.64
		Means	**3.20**	**3.57**	**-0.37**	**89.64**
Assurance (Responsibility)	P3	Usefulness of activities	3.23	3.57	-0.34	90.48
		Means	**3.23**	**3.57**	**-0.34**	**90.48**
Empathy (Accountability)	P4	Concern in receiving scholarship service complaints	3.20	3.57	-0.37	89.64
		Means	**3.20**	**3.57**	**-0.37**	**89.64**
Tangible (Transparent)	P5	Adequacy, accessibility, quality and infrastructure of scholarship services	3.21	3.57	-0.36	89.92
		Means	**3.21**	**3.57**	**-0.36**	**89.92**
		Fifth dimensional *mean*	**3.21**	**3.50**	**-0.36**	**89.97**

Based on the gap analysis, it shows that all dimensions and items are negative. Items that have the three largest gap scores are service alertness (P2), concern about receiving scholarship service complaints (P4), and adequacy, accessibility, quality, and infrastructure regarding Career Development Development (P5).

The level of conformity between expectations and reality, after being analyzed, shows a score of 89.75 % with detailed dimensions as follows: *reliability* (reliability) of 89.92 %, *responsiveness* (responsiveness) of 89.64%, *assurance* (guarantee) of 89.94 %, *empathy* (empathy) of 89.64 %, and *tangible* (tangibility) of 89.64 %. This means that scholarship service activities are categorized as very appropriate.

3.3.Cartesian Diagram (IPA)

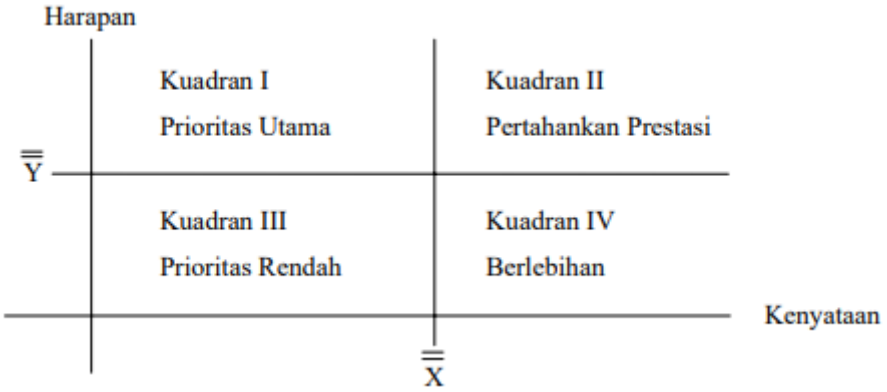


Figure 3.4. Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant shows the factors that are considered to affect customer satisfaction and 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.

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.

Quadrant III (Low Priority)

This quadrant shows the factors that are 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.

Quadrant IV (Excessive)

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

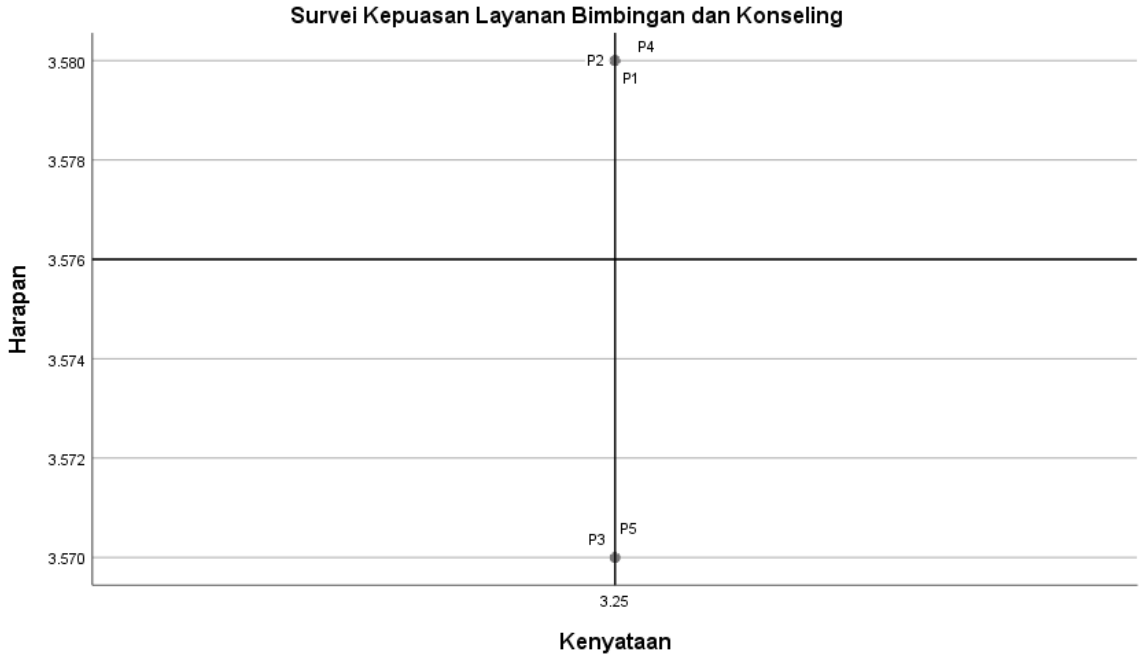


Figure 3.5. Cartesian Diagram of Guidance and Counseling Service Quality Satisfaction Survey for 2021

Quadrant Analysis Results

1. Quadrant 1 analysis

Factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers, but service providers have not implemented them include: BK officers are responsive in helping students and providing services quickly (P2).

2. Quadrant 2 analysis

Factors that are considered important by consumers have been implemented properly and can satisfy consumers include: the ability of counseling officers in providing satisfactory service (P1) and the communication of counseling officers when providing counseling (P4).

3. Quadrant 3 analysis

Factors considered less important by consumers and mediocre implementation by service providers include: the ability of BK officers to provide services (P3).

4. Quadrant 4 analysis

Factors that are considered less important by consumers but have been implemented very well by service providers include: adequacy, accessibility, and quality of infrastructure regarding counseling services (P5).

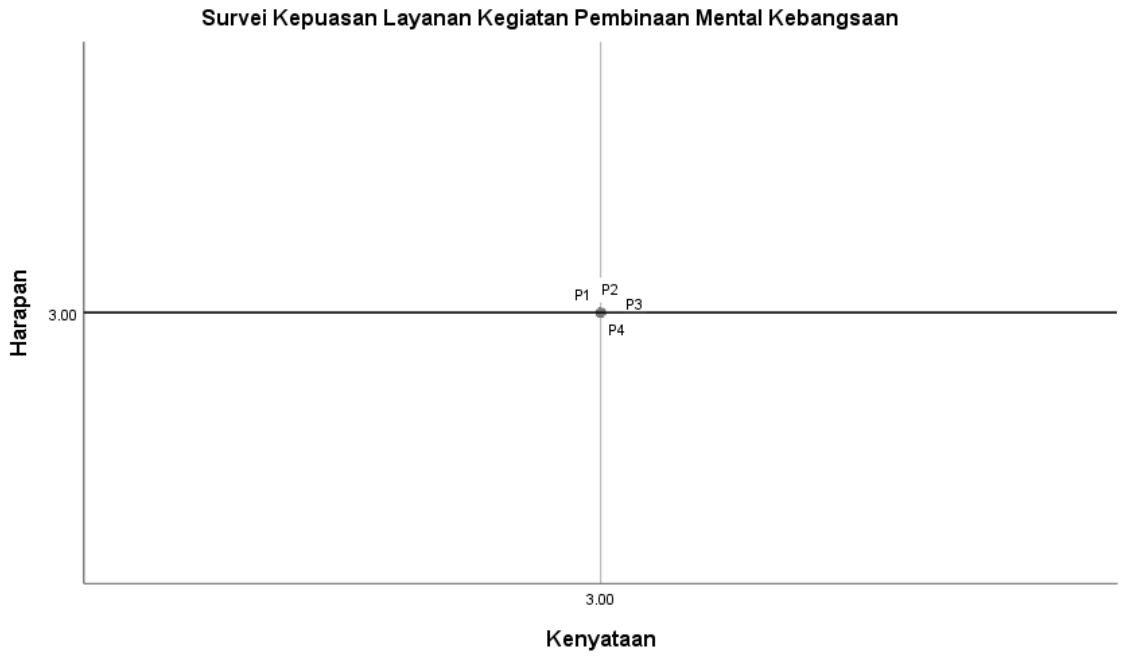


Figure 3.6. Cartesian Diagram of Service Quality Satisfaction Survey for 2021 National Mental Development Activities

Quadrant Analysis Results

1. Quadrant 1 analysis

Factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers, but service providers still need to implement them, including procedures for national mental-spiritual development services (P1).

2. Quadrant 2 analysis

Factors that are considered important by consumers have been implemented properly and can satisfy consumers, including speed of service (P2) and courtesy in serving (P3).

3. Quadrant 3 analysis

Factors that are considered less important by consumers and implementation by service providers could be better.

4. Quadrant 4 analysis

Factors that are considered less important by consumers but have been implemented very well by service providers include communication of National Mental Spiritual Development (P4) services.

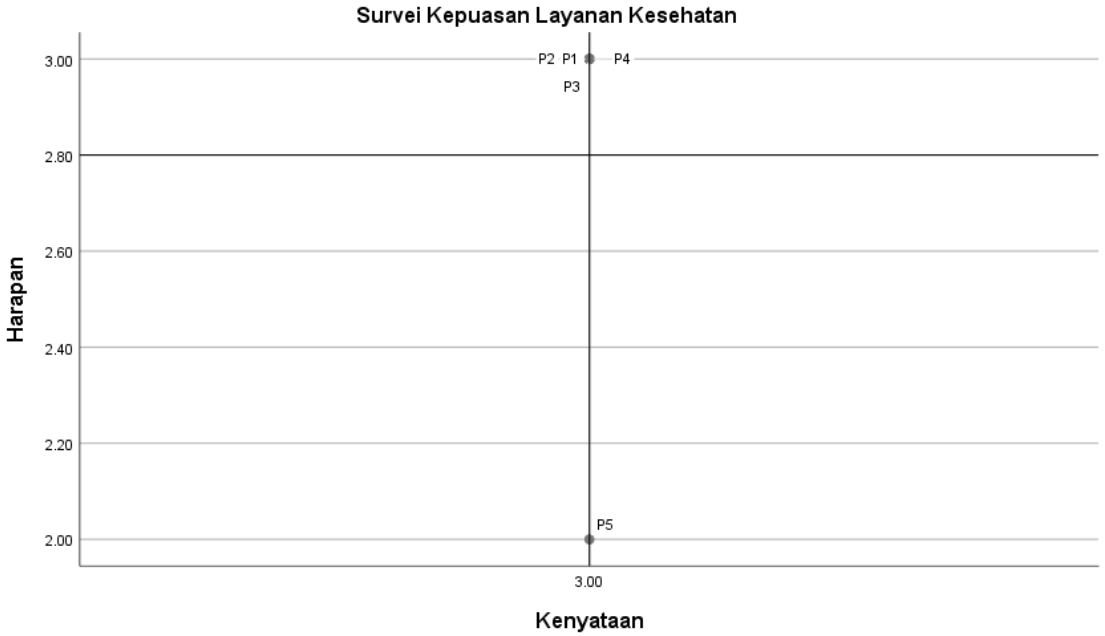


Figure 3.7. Cartesian Diagram of 2021 Health Service Quality Satisfaction Survey

Quadrant Analysis Results

1. Quadrant 1 analysis

Factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers but service providers have not implemented them include: health service procedures (P1), service alertness (P2), and ability and courtesy in service (P3). .

2. Quadrant 2 analysis

Factors that are considered important by consumers have been implemented properly and can satisfy consumers including concern in receiving health service complaints (P4).

3. Quadrant 3 analysis

Factors that are considered less important by consumers and implementation by service providers could be better.

4. Quadrant 4 analysis

Factors that are considered less important by consumers but have been implemented very well by service providers include adequacy, accessibility, quality, and infrastructure of health services (P5).

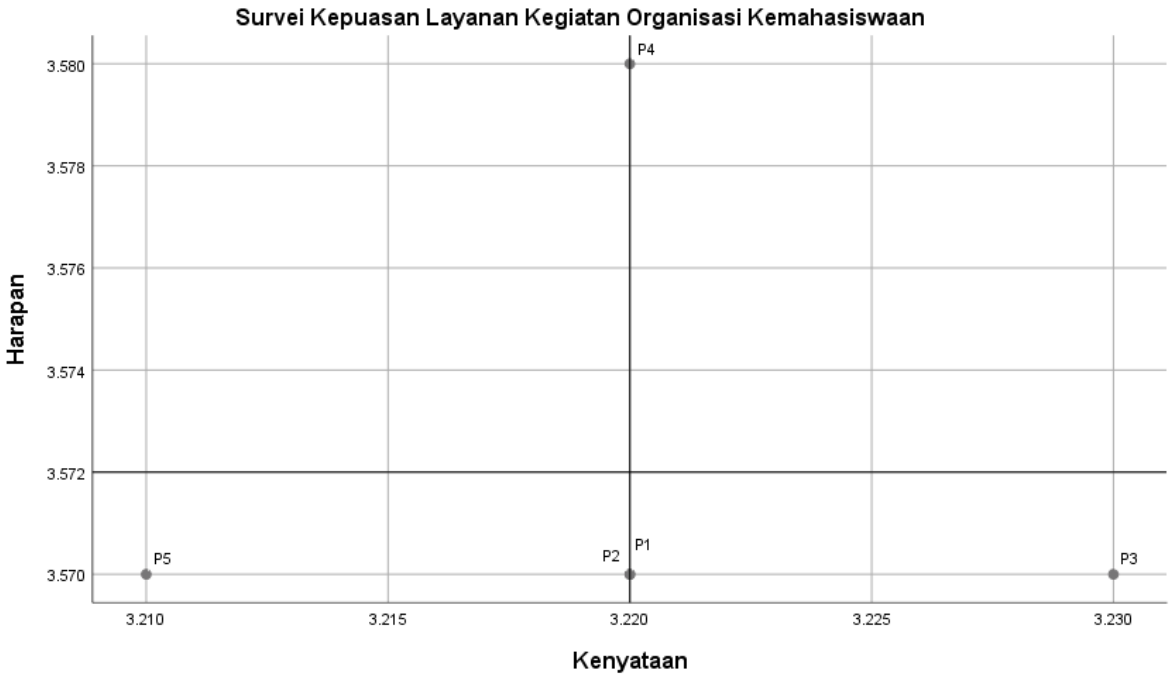


Figure 3.8. Cartesian Diagram of Satisfaction Survey Quality of Service Interest Talent and Student Organizational Activities in 2021

Quadrant Analysis Results

1. Quadrant 1 analysis

There are no factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers, but service providers have not implemented them.

2. Quadrant 2 analysis

Factors considered important by consumers have been implemented properly and can satisfy consumers, including student organization communication and concern in receiving complaints (P4).

3. Quadrant 3 analysis

Factors that are considered less important by consumers and mediocre implementation providers include the readiness of student organizations to serve students (P2) and the adequacy, accessibility, and quality of infrastructure (P5).

4. Quadrant 4 analysis

Factors that are considered less important by consumers but have been implied very well by service providers include the sustainability of the activity program (P1) and the usefulness of the activity (P3).

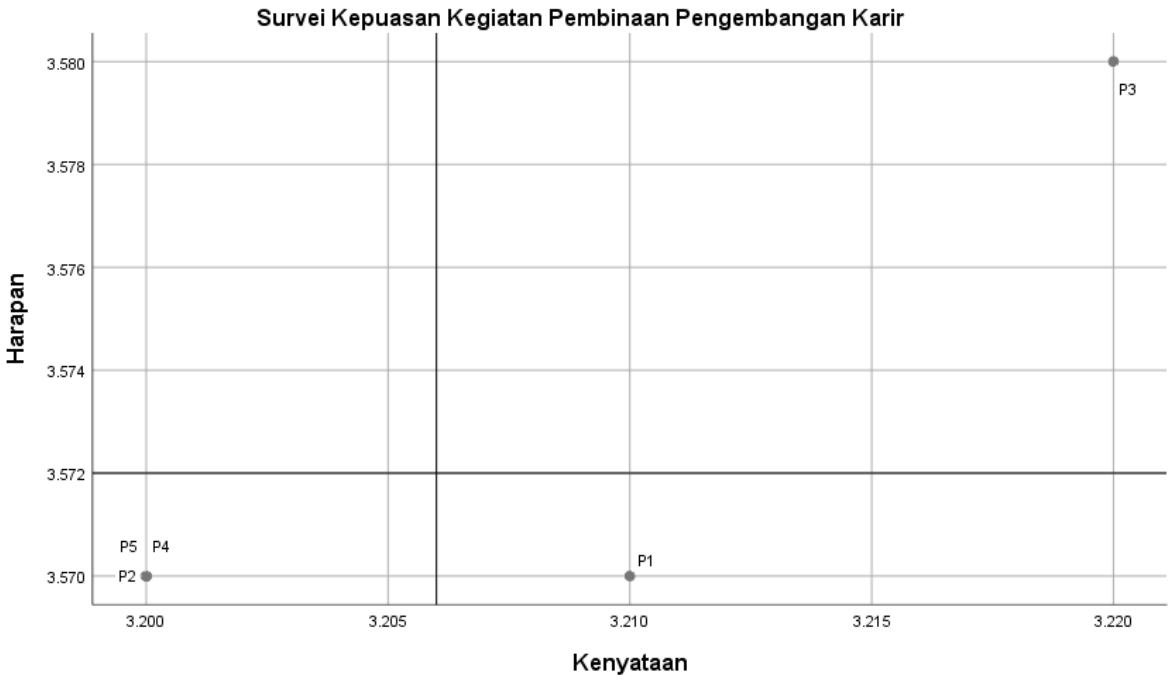


Figure 3.9. Cartesian Diagram of Satisfaction Survey on the Quality of Career Development Development Activ**rant Analysis Results**

1. Quadrant 1 analysis

There are no factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers, but service providers have not implemented them.

2. Quadrant 2 analysis

Factors that are considered important by consumers have been implemented properly and can satisfy consumers, including the usefulness of the activity (P3).

3. Quadrant 3 analysis

Factors that are considered less important by consumers and mediocre implementation by service providers include the speed of service to obtain information (P2), willingness/concern of officers in receiving complaints (P4), and adequacy, accessibility, quality, and infrastructure regarding coaching Career Development (P5).

4. Quadrant 4 analysis

Factors that are considered less important by consumers but have been implemented very well by service providers include sustainability of the activity program (P1).

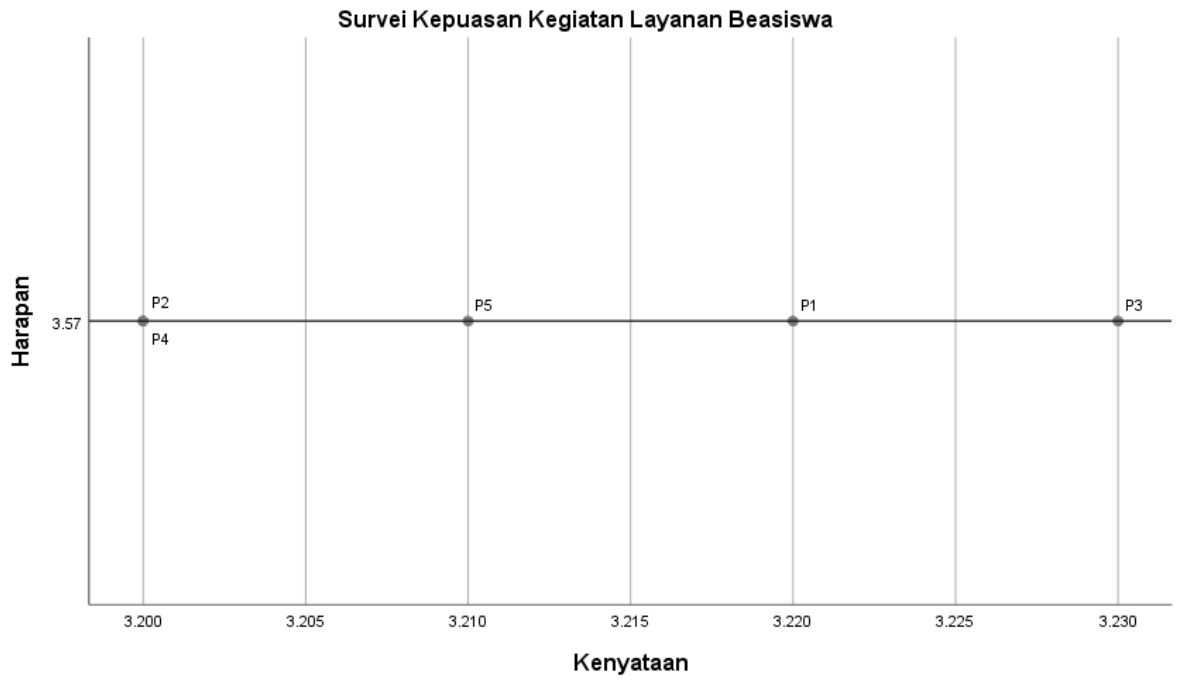


Figure 3.10. Cartesian Diagram of 2021 Scholarship Service Activity Quality Satisfaction Survey

Quadrant Analysis Results

1. Quadrant 1 analysis

Factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers but service providers have not implemented them include service alertness (P2) and adequacy, accessibility, quality, and infrastructure of scholarship services (P5).

2. Quadrant 2 analysis

Factors that are considered important by consumers have been carried out properly and can satisfy consumers, including the sustainability of the activity program (P1) and the usefulness of the activity (P3).

3. Quadrant 3 analysis

Factors considered less important by consumers and mediocre implementation by service providers include concern about receiving scholarship service complaints (P4).

4. Quadrant 4 analysis

There are no factors that are considered less important by consumers but have been carried out very well by service providers.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis, it can be concluded that Unesa's student services with student respondents 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. Based on the gap analysis, the level of conformity between expectations and reality, after being analyzed, shows a score of 90.88% -110%, which means that student services are categorized as very appropriate.
c. Based on IPA analysis (Cartesian diagram), services that are considered very important for consumers, but need to be improved, namely BK officers who are responsive in helping students and providing services quickly (P2), procedures for national mental, spiritual development services (P1), health service procedures (P1), promptness of, service (P2), and ability and courtesy in service (P3), promptness of service (P2) and adequacy, accessibility, quality and infrastructure of scholarship services (P5),

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Attachment

I. Student Service Satisfaction Instrument (Criterion 3)

INSTRUCTION

Please fill in by putting a tick (√) on "Expectations for answers" and "Existing facts" in the field in real terms.

II.1 Student services

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
A	**Guidance and counseling**								
1.	BK officer's ability to provide satisfactory service (*reliability*)								
2.	BK officers are responsive in helping students and providing services quickly. (*responsiveness*)								
3	The ability of BK officers to provide services (*assurance*)								
4	BK officer communication when providing counseling. *(Empathy)*								
5	adequacy, accessibility, and quality of infrastructure regarding counseling services. (*Tangibles)*								
B	**Nationalism Mental Spiritual Development**								
1	National Mental Spiritual Development service procedures (*reliability*)								
2	service speed (*responsiveness*)								

No	Statement	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
3	Politeness in serving (*assurance*)								
4	Communication of National Spiritual Mental Development services (*empathy*)								
5	adequacy, accessibility, quality, and infrastructure (*Tangibles)*								
C	**Health services**								
1	Health care procedures (*reliability*)								
2	Readiness of service (*responsiveness*)								
3	Ability and courtesy in service (*assurance*)								
4	Concern in receiving health service complaints (*empathy*)								
5	adequacy, accessibility, quality and infrastructure of health services (*Tangibles)*								

II.2 Student services

Do you take part in talent interest activities and student organizations?
a. Yes
b. No
If your answer is "Yes", please fill in the following statement:

No	**Statement**	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
A	**Interest Talent and Student Organization**								
1.	Sustainability of program activities (*reliability*)								
2.	Readiness of student organizations in serving students (*responsiveness*)								
3	Benefits of activities (*assurance*)								
4	Communication and concern for student organizations in receiving complaints (*empathy*)								
5	adequacy, accessibility, and quality of infrastructure (*Tangibles)*								

Do you take part in career development coaching activities?
a. Yes
b. No
If your answer is "Yes", please fill in the following statement:

No	**Statement**	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
B	**Career Development Coaching**								
1.	Sustainability of program activities (*reliability)*								
2.	Service speed of obtaining information (*responsiveness*)								
3.	Benefits of activities (*assurance*)								

4	willingness/concern of officers in receiving complaints (*empathy*)								
5	adequacy, accessibility, quality, and infrastructure regarding Career Development Development (*Tangible)*								

Do you take part in scholarship service activities?
a. Yes
b. No
If your answer is "Yes", please fill in the following statement:

No	**Statement**	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough
C	**Scholarship Service**								
1	Sustainability of program activities (*reliability*								
2	Readiness of service (*responsiveness*)								
3	Benefits of activities (*assurance*)								
4	Concern in receiving scholarship service complaints (*empathy*)								
5	adequacy, accessibility, quality and infrastructure of scholarship services (*Tangibles)*								

Do you participate in entrepreneurship development activities?
a. Yes
b. No
If your answer is "Yes", please fill in the following statement:

D	**Entrepreneurship Development**	Hope for an answer				Existing facts			
		Very good	Good	Enough	Not enough	Very good	Good	Enough	Not enough

1	Sustainability of program activities (*reliability)*								
2	Service speed (*responsiveness*)								
3	Benefits of activities (*assurance*)								
4	Concern in receiving complaints (*empathy*)								
5	adequacy, accessibility, quality and infrastructure of entrepreneurship development services (*Tangibles)*								