REPORT

STUDENT SERVICES SATISFACTION

(Student Respondents)



UNIVERSITAS NEGERI SURABAYA

QUALITY ASSURANCE UNIT

DATA AND INFORMATION SYSTEM CENTER

2020

REPORT
STUDENT SERVICES SATISFACTION
(Student Respondents)



UNIVERSITAS NEGERI SURABAYA
QUALITY ASSURANCE UNIT
DATA AND INFORMATION SYSTEM CENTER
2020

Halaman Pengesahan

Menyatakan bahwa Laporan Kepuasan Mahasiswa Terhadap Layanan Kemahasiswaan Universitas Negeri Surabaya dibuat dengan sebenarnya

Surabaya, 29 Desember 2020

Mengetahui
Ketua Bidang Penjaminan Mutu

Dr. Wiwik Sri Utami, M.P.

NIP 196708051993022001

Ketua Pusat Data dan Sistem Informasi

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

NIP 197909022003122003

Menyetujui
Ketua LP3M,

Dr. Bachtiar Syaiful Bachri, M.Pd.

NIP 196704261991031009

CHAPTER I

INTRODUCTION

1.1. Background

The Center for Data Management and Information Systems is one of the centers in the Quality Assurance Sector in charge of assisting the implementation of quality assurance with the PPEPP model (Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement). One of the tasks of this center is to conduct a Customer Service Satisfaction Survey which is currently a need and demand for Study Program Accreditation and Higher Education Accreditation.

Some of the surveys carried out are satisfaction surveys on all activities carried out by BPM so that the quality of the implementation of activities is evaluated periodically. This survey was conducted online and was carried out after the activity ended. The results of this survey will be followed up with an evaluation meeting, the results of which will be used to improve services for further activities.

Along with the increasing need to improve the quality of service at Unesa, it is necessary to have a satisfaction survey for students, lecturers, and staff. It is necessary to know what variables must be improved and maintained in quality. Filling out the questionnaire consists of filling in the expectations and realities of the perceived service in 2020.

1.2. Problem

a. How are the results of the comparison between expectations and the reality of satisfaction with Unesa student services based on the 2020 Unesa student survey.
b. How is the comparative analysis between expectations and the reality of student service satisfaction at Unesa (2020 Unesa student survey) based on the Cartesian Diagram.

1.3. Objective

Analyse the quality of Unesa student service satisfaction (2020 Unesa student survey) based on the Cartesian Diagram.

1.4. Systematics of Report

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

CHAPTER II

SURVEY METHOD

2.1. Types and Design of Survey Implementation

This type of survey design uses non-experimental quantitative research. Non-experimental research is research whose observations are carried out with a number of subject variables according to what they are (in nature), without manipulation (Pratiknya, 2001).

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

2.2. Operational definition

Some operational definitions are as follows:

a. Consumers are all students who use Unesa student services in 2020.
b. Consumer expectations are students who receive Unesa student services in 2020.
c. Consumer satisfaction is the consumer's acknowledgment of Unesa's student services in 2020.
d. The quality of service that will be examined is the expectations and reality of consumers on reliability, responsiveness, assurance (guarantee, empathy), and tangible.

2.3. Survey Instrument

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

2.4. Survey Method

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

1. Tangibles (Real) That includes physical appearance, equipment, employees, and means of communication.
2. Reliability, namely the ability to provide the promised service immediately, accurately, and satisfactorily.
3. Responsiveness, that is the desire of the staff to form customers and provide responsive service.

4. Assurance, ncludes the knowledge, ability, courtesy, and trustworthiness of the staff free from danger, risk or doubt.
5. Empathy, includes ease in making relationships, good communication, personal attention, and understanding customer needs.

If possible, the next step is to use the Importance Performance Analysis method which was first introduced by Martilia and James (1977) with the aim of measuring the relationship between consumer/customer perceptions and priorities for improving product/service quality, also known as Quadrant Analysis.

2.5. Data processing

- **Gab Analysis**

The level of customer satisfaction is explained by using gap analysis. This analysis compares the mean between expectations and the reality received by consumers from the service dimensions, namely reliability (reliability), responsiveness (responsiveness), assurance (guarantee, empathy), and tangible (tangible).

The highest satisfaction occurs when the reality exceeds expectations, namely when the service provided is maximum (4) while the minimum expectation is (1). The interval is obtained using the formula:

Interval= (Highest score – Lowest score)/Number of groups

From the above calculation, the gap classification is obtained in Table 2.1.

Table 2.1. Gap Classification

Interval	Classsification	Satisfication Level
-3 s.d. -1,5	Very negative	Very dissatisfied with expectations
-1,5 s.d. 0	Negative	Less satisfied than expectations
0 s.d. 1,5	Positive	More satisfied than expected
1,5 s.d. 3	Very positive	Very more satisfied than expectations

- **Data normality test**

  The normality test of the data was carried out by statistical analysis. This test is carried out by entering the average reality and expectations of each statement contained in the questionnaire. This test is conducted to determine whether the data used is normally distributed or not so that the next statistical test can be determined.

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

- **Wilcoxon Test**

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

- **Cartesian diagram**

  The Cartesian diagram describes the level of statements into four parts where with this diagram can be determined several factors that affect customer satisfaction which can then be prioritized for the company to be further improved.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Data Normality Test

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

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Harapan	.343	24134	.000
Kenyataan	.334	24134	.000

a. Lilliefors Significance Correction

Figure 3.1. Data normality test results

Based on the results of the normality test using SPSS for windows 25, the results obtained a significance value of 0.000 <0.05 so that the data is declared not normally distributed.

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

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Harapan	.355	23092	.000
Kenyataan	.338	23092	.000

a. Lilliefors Significance Correction

Figure 3.2. Data normality test results

Based on the results of the normality test using SPSS for windows 25, the results obtained a significance value of 0.000 <0.05 so that the data is declared not normally distributed.

3.2. Wilcoxon test

Test Statistics[a]

	Kenyataan - Harapan
Z	-74.652[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.3. Wilcoxon test results

Based on the results of the Wilcoxon test using SPSS for Windows 25, the Asymp results were obtained. Sig. (2-tailed) of 0.000 <0.05 so that it can be stated that there is a significant difference between expectations and the reality of student satisfaction with Unesa student services:

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

Test Statistics[a]

	Kenyataan - Harapan
Z	-71.256[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) of 0.000 <0.05 so that it can be stated that there is a significant difference between expectations and the reality of student satisfaction with Unesa student services:

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

3.3 Result of Calculation of Reality and Expectations

The services referred to in this survey are as follows:

- Student guidance and counseling services

- Student services health services

- Student services for national mental development activities

- Student services for student organization activities

- Student services for scholarship service activities

- Student services for career development activities

- Student services for entrepreneurship development activities

The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services at Unesa in 2020 with student respondents are described in Table 3.1-3.7.

Table 3.1. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services Counseling Guidance Unesa in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	The ability of BK officers to provide satisfactory service	3,492	3,154	0,34	89,2948
	Mean Re	Mean	3,492	3,154	0,34	89,29
Responsiveness	P2	Guidance and counseling officers are responsive in helping students and providing services quickly.	3,151	3,491	-0,34	90,24265
	Mean Res	Mean	3,151	3,491	-0,34	90,24
Assurance	P3	The ability of the Counseling Guidance officer to provide services	3,164	3,488	-0,32	90,70589
	Mean As	Mean	3,164	3,488	-0,32	90,71
Empathy	P4	The ability of the Counseling Guidance officer to communicate when providing Counseling.	3,170	3,492	-0,32	90,77617
	Mean Em	Mean	3,170	3,492	-0,32	90,78

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Tangible	P5	Adequacy, accessibility, and quality of infrastructure regarding counseling guidance services (*Tangibles*)	3,157	3,488	-0,33	90,50983
	Mean Tan	T	3,157	3,488	-0,33	90,51
	Mean	The mean of the five dimensions	3,227	3,423	-0,20	90,31

Table 3.2. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Unesa scholarship service activities 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Sustainability of the activity program	3,199	3,511	-0,31	91,11546
	Mean Re	Mean	3,199	3,511	-0,31	91,12
Responsiveness	P2	Service agility	3,207	3,512	-0,30	91,32013
	Mean Res	Mean	3,207	3,512	-0,30	91,32
Assurance	P3	Usefulness of activities	3,200	3,510	-0,31	91,17251
	Mean As	Mean	3,200	3,510	-0,31	91,17
Empathy	P4	Concern in receiving scholarship service complaints	3,219	3,510	-0,29	91,70262
	Mean Em	Mean	3,219	3,510	-0,29	91,70
Tangible	P5	Adequacy, accessibility, quality and infrastructure of scholarship services	3,199	3,509	-0,31	91,1637
	Mean Tan	T	3,199	3,509	-0,31	91,16
	Mean	The mean of the five dimensions	3,205	3,510	-0,31	91,29

Table 3.3. The results of the calculation of Reality, Expectations, Gap Analysis, and Service Quality for 2020 Unesa career development activities

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Sustainability of the activity program	3,202	3,509	-0,31	91,24356
	Mean Re	Mean	3,202	3,509	-0,31	91,24
Responsiveness	P2	service speed of obtaining information	3,194	3,510	-0,32	90,9932
	Mean Res	Mean	3,194	3,510	-0,32	90,99
Assurance	P3	Usefulness of activities	3,216	3,514	-0,30	91,51726
	Mean As	Mean	3,216	3,514	-0,30	91,52
Empathy	P4	Willingness/concern of officers in receiving complaints	3,196	3,507	-0,31	91,13854
	Mean Em	Mean	3,196	3,507	-0,31	91,14
Tangible	P5	Adequacy, accessibility, quality and infrastructure regarding Career Development Guidance	3,205	3,511	-0,31	91,28418
	Mean Tan	T	3,205	3,511	-0,31	91,28
	Mean	The mean of the five dimensions	3,202	3,510	-0,31	91,24

Table 3.4. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Unesa entrepreneurship development activities in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Sustainability of the activity program	3,203	3,508	-0,30	91,30947
	Mean Re	Mean	3,203	3,508	-0,30	91,31
Responsiveness	P2	Service speed	3,193	3,506	-0,31	91,0969
	Mean Res	Mean	3,193	3,506	-0,31	91,10
Assurance	P3	Usefulness of activities	3,214	3,509	-0,29	91,60527
	Mean As	Mean	3,214	3,509	-0,29	91,61

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Empathy	P4	Concern in receiving scholarship service complaints	3,191	3,504	-0,31	91,07747
	Mean Em	Mean	3,191	3,504	-0,31	91,08
Tangible	P5	Sufficiency, accessibility, quality and infrastructure of scholarship services	3,202	3,501	-0,30	91,47235
	Mean Tan	T	3,202	3,501	-0,30	91,47
	Mean	The mean of the five dimensions	3,201	3,506	-0,30	91,31

Table 3.5. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Unesa health services in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Health care procedures	3,162	3,496	-0,33	90,45587
	Mean Re	Mean	3,162	3,496	-0,33	90,46
Responsiveness	P2	Service agility	3,152	3,493	-0,34	90,25029
	Mean Res	Mean	3,152	3,493	-0,34	90,25
Assurance	P3	Ability and courtesy in service	3,197	3,498	-0,30	91,38848
	Mean As	Mean	3,197	3,498	-0,30	91,39
Empathy	P4	Concern in receiving health service complaints	3,167	3,490	-0,32	90,73116
	Mean Em	Mean	3,167	3,490	-0,32	90,73
Tangible	P5	Adequacy, accessibility, quality and infrastructure of health services	3,162	3,487	-0,33	90,66346
	Mean Tan	T	3,162	3,487	-0,33	90,66
	Mean	The mean of the five dimensions	3,168	3,493	-0,32	90,70

Table 3.6. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Unesa National Mental Development Activities in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	National Spiritual Mental Development Service Procedures	3,168	3,491	-0,32	90,76858
	Mean Re	Mean	3,168	3,491	-0,32	90,77
Responsiveness	P2	Service speed.	3,132	3,484	-0,35	89,89566
	Mean Res	Mean	3,132	3,484	-0,35	89,90
Assurance	P3	Courtesy in serving	3,206	3,502	-0,30	91,5516
	Mean As	Mean	3,206	3,502	-0,30	91,55
Empathy	P4	Communication of National Spiritual Mental Development services.	3,175	3,490	-0,32	90,96828
	Mean Em	Mean	3,175	3,490	-0,32	90,97
Tangible	P5	Adequacy, accessibility, quality and infrastructure	3,168	3,495	-0,33	90,64504
	Mean Tan	T	3,168	3,495	-0,33	90,65
	Mean	The mean of the five dimensions	3,170	3,493	-0,32	90,77

Table 3.7. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Services for Unesa student organization activities in 2020

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
Reliability	P1	Sustainability of the activity program	3,210	3,511	-0,30	91,41653
	Mean Re	Mean	3,210	3,511	-0,30	91,42
Responsiveness	P2	The readiness of student organizations in serving students	3,208	3,516	-0,31	91,24922
	Mean Res	Mean	3,208	3,516	-0,31	91,25
Assurance	P3	Usefulness of activities	3,219	3,511	-0,29	91,6928

Dimension	No	Statements	Realization	Expectation	GAP	Satisfaction Index (%)
	Mean As	Mean	3,219	3,511	-0,29	91,69
Empathy	P4	Communication and concern for student organizations in receiving complaints	3,207	3,509	-0,30	91,38952
	Mean Em	Mean	3,207	3,509	-0,30	91,39
Tangible	P5	Adequacy, accessibility, and quality of infrastructure	3,201	3,509	-0,31	91,2256
	Mean Tan	T	3,201	3,509	-0,31	91,23
	Mean	The mean of the five dimensions	3,209	3,511	-0,30	91,39

3.3. Comparison Results Between Expectations and Reality

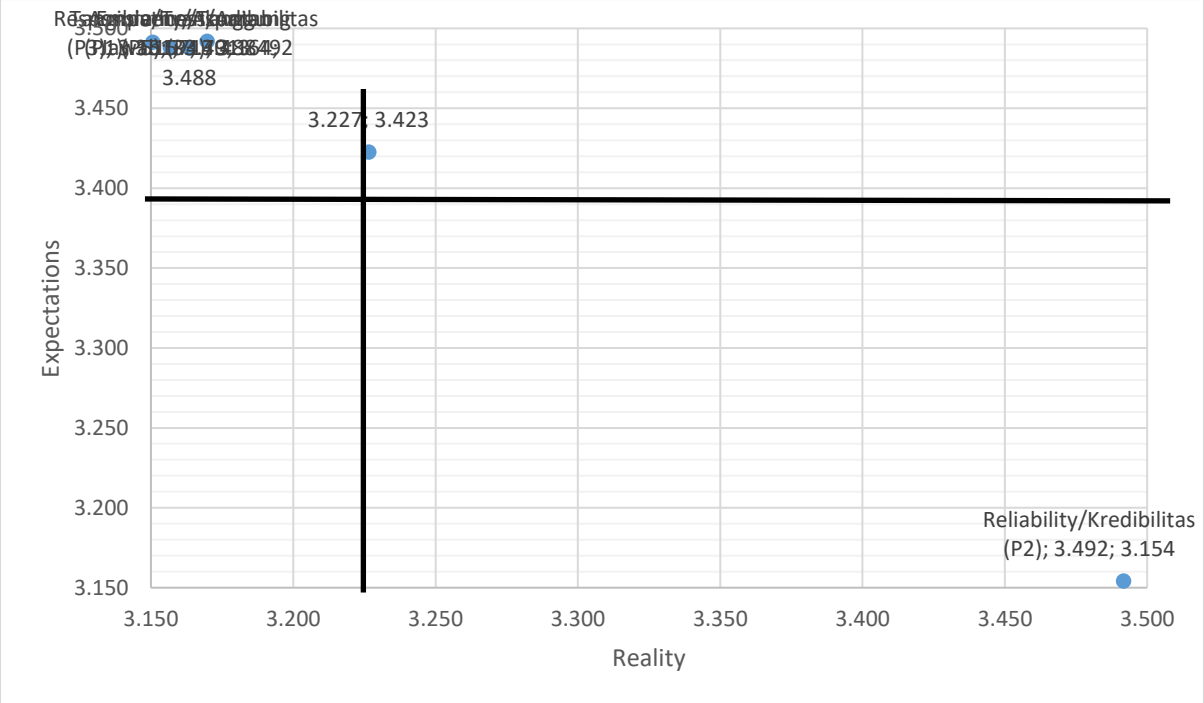

Figure 3.5. Cartesian Diagram of Guidance and Counseling Student Service Satisfaction Survey 2020

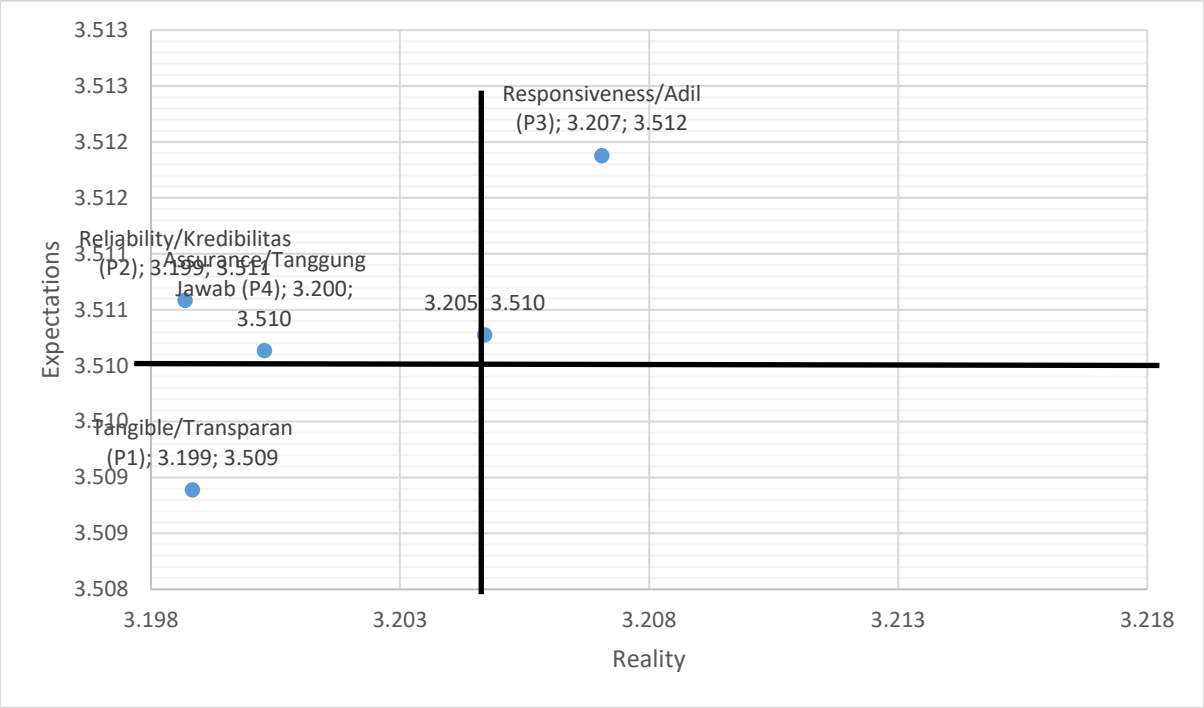

Figure 3.6. Cartesian Diagram Student Service Satisfaction Survey of Scholarship Service 2020

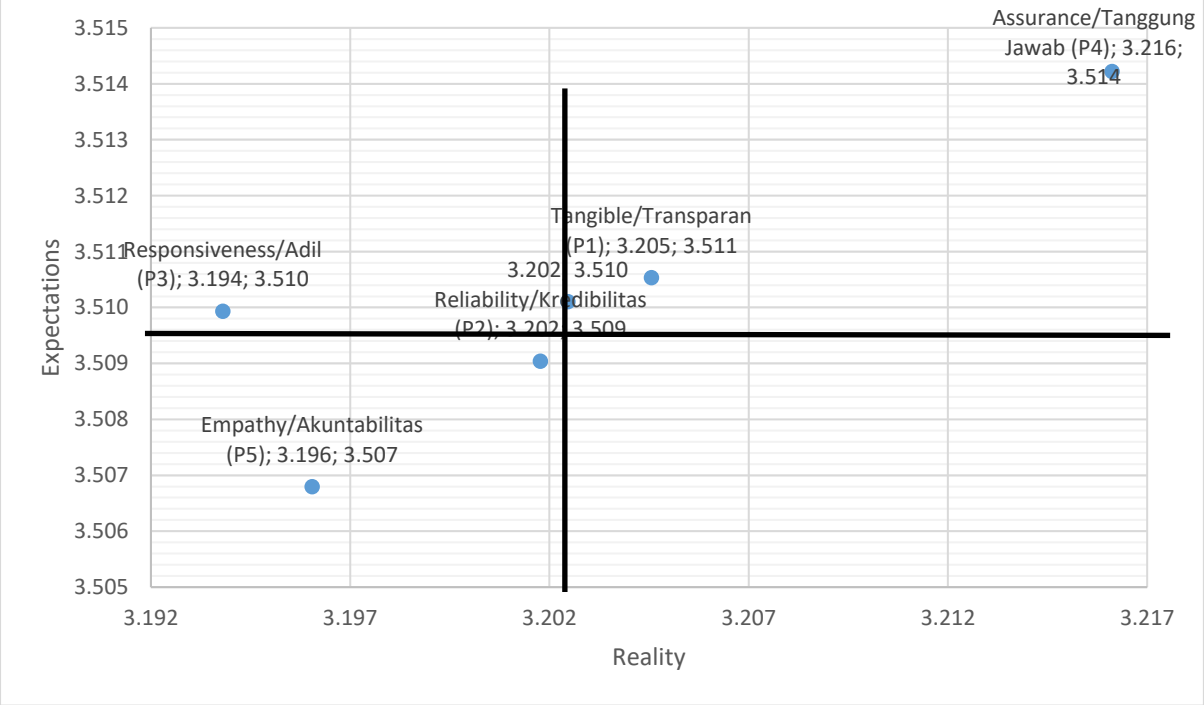

Figure 3.7. Cartesian Diagram Student Service Satisfaction Survey Career Development Activities 2020

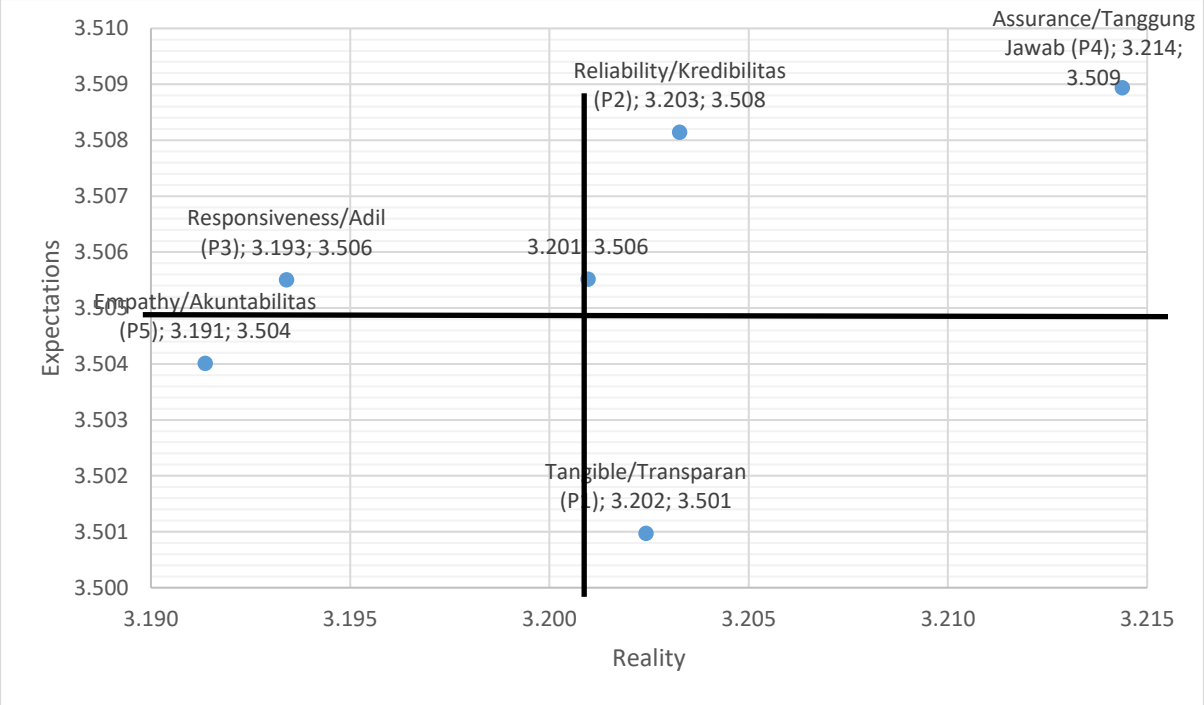

Figure 3.8. Cartesian Diagram Student Service Satisfaction Survey for Entrepreneurship Development Activities in 2020

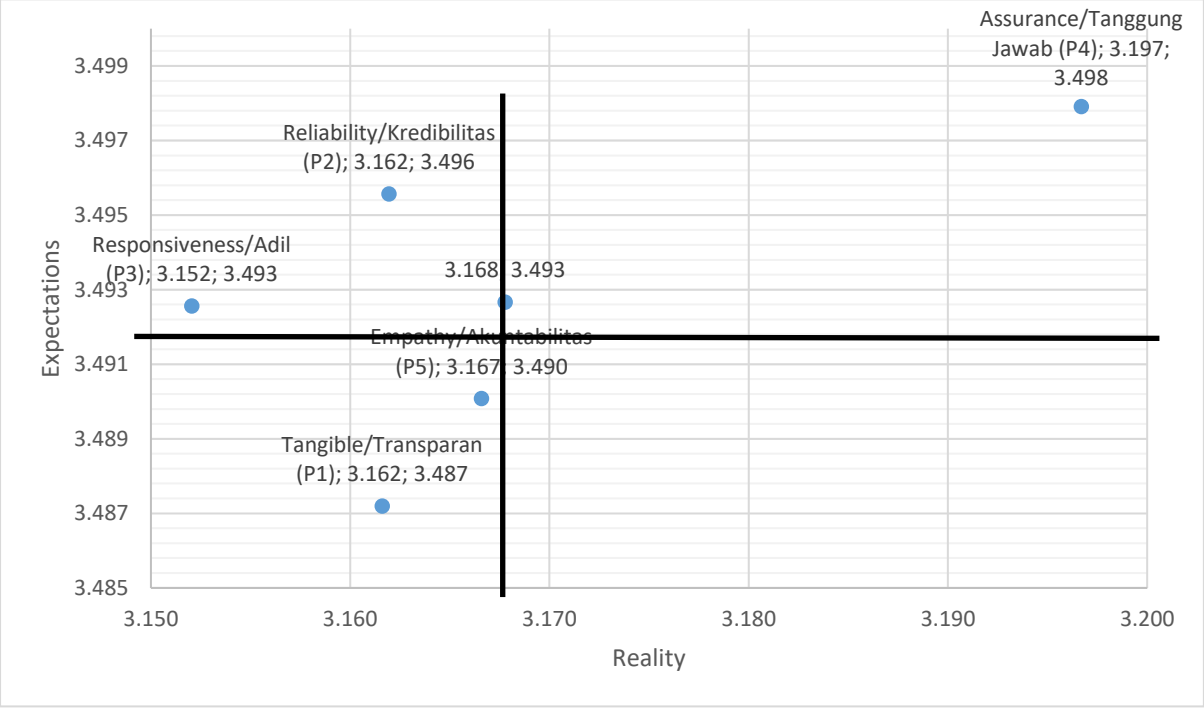

Figure 3.9. Cartesian Diagram of Health Service Student Service Satisfaction Survey 2020

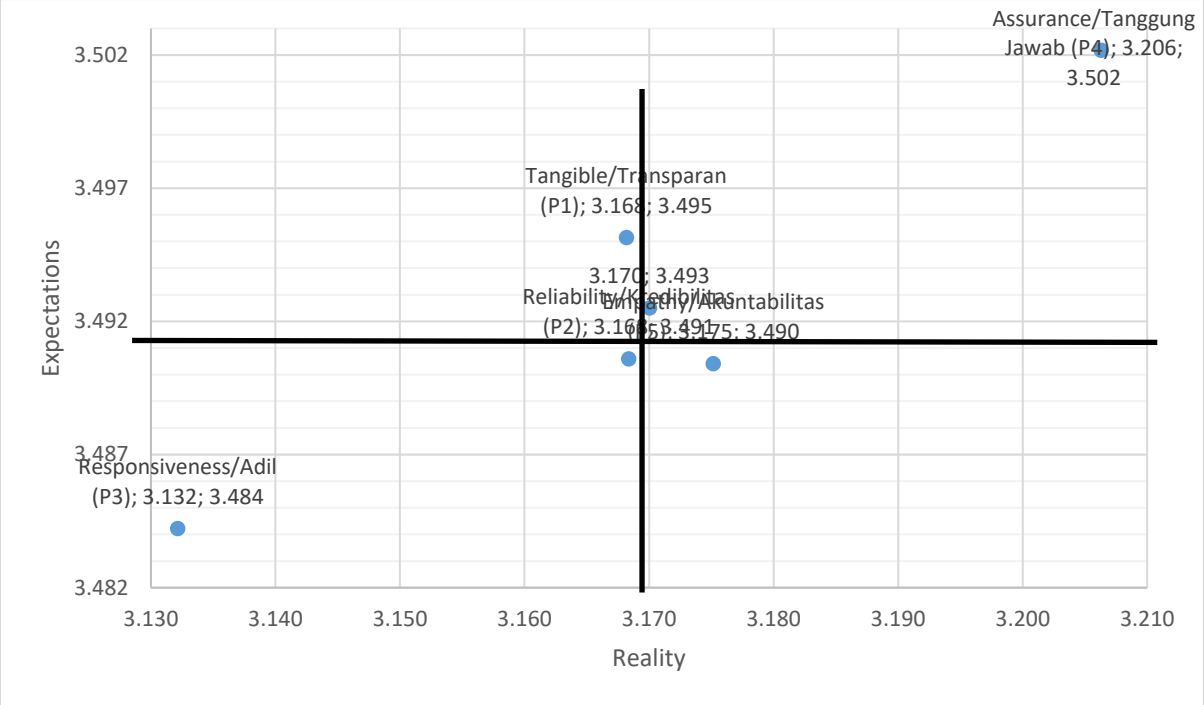

Figure 3.10. Cartesian Diagram Student Service Satisfaction Survey of National Mental Development Activities 2020

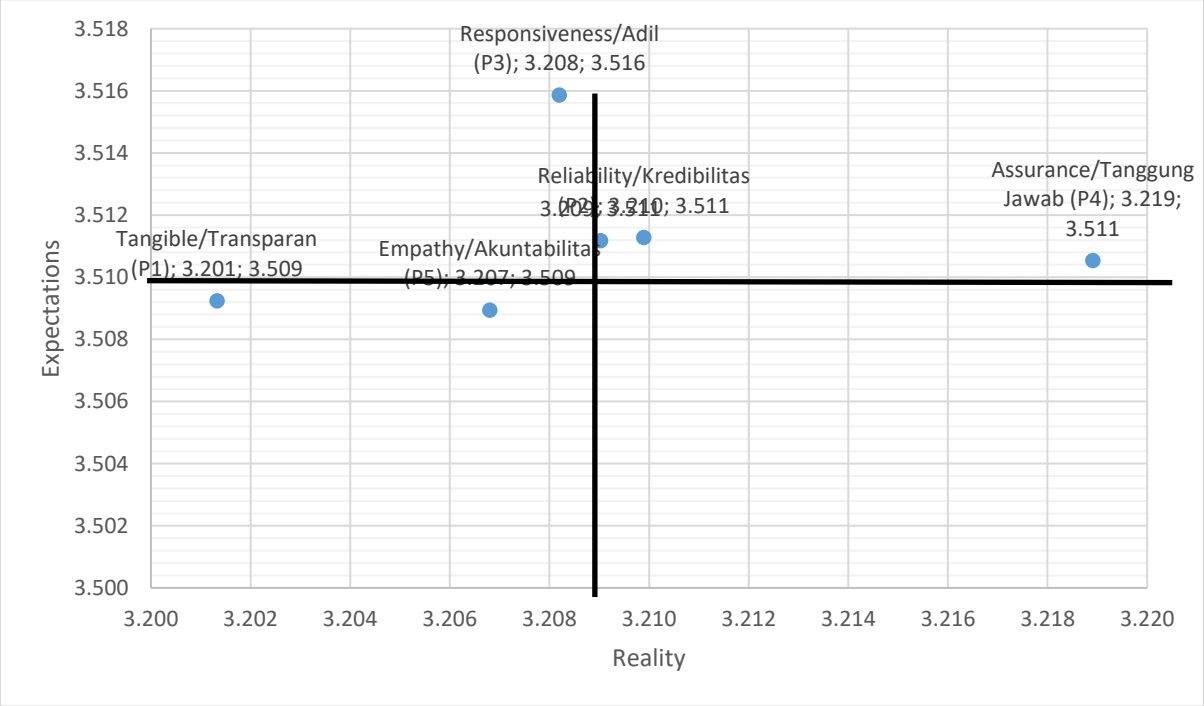

Figure 3.11. Cartesian Diagram Student Service Satisfaction Survey 2020 Student Organization Activities



Figure 3.12. Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant shows the factors that are considered to affect customer satisfaction and include service elements that are considered very important for consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment/dissatisfaction. Variables in this quadrant need to be taken seriously.

Quadrant II (Maintain Achievement)

This quadrant shows the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so the obligation of service providers must maintain their performance.

Quadrant III (Low priority)

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

Quadrant IV (Excessive)

This quadrant shows the factors that are considered less important by consumers but have been carried out very well by service providers.

Analysis of each dimension

Guidance and Counseling Student Services

Reliability

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

Tangible

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Assurance

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Responsiveness

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Empathy

The empathy dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Student services scholarship service activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant I. This quadrant shows the factors that are considered to affect customer satisfaction and include service elements that are considered very important for consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment/dissatisfaction. This needs to be taken seriously.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out well by Unesa, and must be maintained by Unesa.

Assurance

The tangible dimension is in quadrant II. This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Responsiveness

The tangible dimension is in quadrant II. This shows that this dimension is considered important by consumers and implements it in accordance with the wishes of consumers.

Empathy

The empathy dimension is in quadrant II. This shows that this dimension is considered important by consumers and implements it in accordance with the wishes of consumers.

Student services for career development activities

Reliability

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

Tangible

The tangible dimension is in quadrant II. This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Assurance

The assurance dimension is in quadrant II. This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Responsiveness

The tangible dimension is in quadrant III. This shows that this dimension has been implemented in accordance with the wishes of consumers.

Empathy

The empathy dimension is in quadrant III. This shows that this dimension has been implemented in accordance with the wishes of consumers.

Student services for entrepreneurship development activities

Reliability

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

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out very well by Unesa.

Assurance

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Responsiveness

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Empathy

The empathy dimension is in quadrant III. This shows that this dimension has been implemented in accordance with the wishes of consumers, this needs to be maintained by the University.

Student services health service activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant I. This shows that it is considered to affect customer satisfaction and includes service elements that are considered very important for consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment/dissatisfaction. Variables in this quadrant need to be taken seriously.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Assurance

The assurance dimension is in quadrant II. This shows that this dimension has been carried out well by Unesa, and must be maintained by Unesa.

Responsiveness

The responsiveness dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not implemented it in accordance with consumer desires, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Empathy

This shows that this dimension has been carried out very well by Unesa, and must be maintained by Unesa.

Student services for national mental development activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant III. This shows that the availability of services has been carried out in accordance with the wishes of consumers.

Tangible

The tangible dimension is in quadrant I. This shows that the factors that are considered to affect consumer satisfaction and include service elements that are considered very important for consumers. However, service providers have not implemented it in accordance with the wishes of consumers, causing disappointment/dissatisfaction. Variables in this quadrant need to be taken seriously.

Assurance

The assurance dimension is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so it is the obligation of service providers to maintain their performance.

Responsiveness

This shows that the availability of services has been carried out in accordance with the wishes of consumers.

Empathy

The empathy dimension is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, it is the obligation of service providers to maintain their performance.

Student services for student organization activities

Reliability

Based on the results of the analysis of the reliability dimension, it is in quadrant II. This shows that the factors that are considered important by consumers have been implemented properly and can satisfy consumers, so it is the obligation of service providers to maintain their performance.

Tangible

The tangible dimension is in quadrant III. This shows that this dimension has been carried out well by Unesa.

Assurance

The tangible dimension is in quadrant IV. This shows that this dimension has been carried out very well by Unesa.

Responsiveness

The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not been implemented in accordance with the wishes of

consumers, causing disappointment/dissatisfaction. So the variables in this quadrant need to be taken seriously by the University.

Empathy

The empathy dimension is in quadrant III. This shows that this dimension has been carried out well by Unesa.

CHAPTER IV

CONCLUSION

Based on the results of the analysis, it can be concluded that the level of student satisfaction with Unesa student services is as follows:

- Student services guidance and counseling 90.31%.
- Student services scholarship service activities 91.29%.
- Student services for career development coaching activities 91.24%.
- Student services for entrepreneurship development activities 91.31%.
- Student services health services 90.70%.
- Student services for national mental development activities 90.77%.
- Student services for student organization activities 91.39%.

Appendix

Student Service Satisfaction Instrument (Criterion 3)

INSTRUCTION

Please fill in by putting a tick (√) on the "Expectation" and "Reality" in the field in real terms.

II.1 Student services

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
A	**Guidance and Counseling Services**								
1.	The ability of counseling guidance officers in providing satisfactory services (*reliability*)								
2.	Career guidance officers are responsive in helping students and providing services quickly. (*responsiveness*)								
3	The ability of counseling guidance officers to provide services (*assurance*)								
4	Communication skills of counseling guidance officers when providing counseling. *(Empathy)*								
5	Adequacy, accessibility, and quality of infrastructure regarding counseling guidance services.. (*Tangible)*								
B	**National Spiritual Mental Development Services**								
1	National Spiritual Mental Development Service Procedures (*reliability*)								

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
2	Service speed (*responsiveness*)								
3	Courtesy in serving (*assurance*)								
4	Ability to communicate with National Spiritual Mental Development service officers (*empathy*)								
5	Adequacy, accessibility, quality and infrastructure (*Tangible)*								
C	**Health services**								
1	Health care procedures (*reliability*)								
2	Service agility (*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 (*Tangible)*								

II.2 Students services

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

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
A	**Talent Interest Activities and Student Organizations**								
1.	Sustainability of the activity program (*reliability*)								
2.	The readiness of student organizations in serving students (*responsiveness*)								
3	Usefulness of activities (*assurance*)								
4	The ability to communicate and concern for student organizations in receiving complaints (*empathy*)								
5	Adequacy, accessibility, and quality of infrastructure (*Tangible)*								

Do you participate in career development coaching activities?
a. Yes
b. No
If your answer is "Yes" please complete the following statement:

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
B	**Career Development coaching services**								
1.	Sustainability of the activity program (*reliability)*								
2.	Service speed of obtaining information (*responsiveness*)								

3.	Usefulness of activities (*assurance*)								
4	Willingness/concern of officers in receiving complaints (*empathy*)								
5	Adequacy, accessibility, quality and infrastructure regarding Career Development Guidance (*Tangible)*								

Do you participate in scholarship service activities?
a. Yes
b. No
If your answer is "Yes" please complete the following statement:

No	Statement	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient
C	**Scholarship Service**								
1	Sustainability of the activity program (*reliability)*								
2	Service agility (*responsiveness*)								
3	Usefulness of activities (*assurance*)								
4	Concern in receiving scholarship service complaints (*empathy*)								
5	Sufficiency, accessibility, quality and infrastructure of scholarship services (*Tangible)*								

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

D	**Entrepreneurship Development**	Expectation				Reality			
		Very Good	Good	Adequate	Deficient	Very Good	Good	Adequate	Deficient

1	Sustainability of the activity program (*reliability)*								
2	Service speed (*responsiveness*)								
3	Usefulness of activities (*assurance*)								
4	Concern in receiving complaints (*empathy*)								
5	Adequacy, accessibility, quality and infrastructure of entrepreneurship development services (*Tangible)*								