REPORT

Educational Process Implementation and Service Satisfaction

(Respondent: Unesa, Sport Science Faculty Students)

UNIVERSITAS NEGERI SURABAYA
QUALITY ASSURANCE BOARD
DATA AND INFORMATION SYSTEM CENTER
2021

Verification Page

State that the Report of Student Satisfaction on Educational Process Implementation and Service Universitas Negeri Surabaya is made in truth

Surabaya, 29th June 2021

Acknowledged,
Head of Quality Assurance Team



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CHAPTER I

PRELIMINARY

1.1. Background

Center of Data Management and Information System is one of the center in Quality Assurance Board in charge of helping the implementation of quality assurance with PPEPP model (Perencanaan Mutu, Pelaksanaan Mutu, Evaluasi Mutu, Pengendalian Mutu, Peningkatan Mutu – Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improving). 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 and Higher Education Accreditation.

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

Along with the increasing need to improve the service quality at Unesa, it is necessary to have satisfaction surveys for students, lecturers, and staffs. It is necessary to know which variables must be improved and maintained in quality. Filling out questionnaire consists of filling in the expectations and realities of the perceived service in 2021.

1.2. Problems

a. How the comparison results between expectation and reality of Unesa Educational Process Implementation and Service Satisfaction (6th Criterion) based on the 2021 Unesa students survey.
b. How is the comparative analysis between the expectation and reality of Unesa Educational Process Implementation and Service Satisfaction (Unesa students survey in 2021) based on Cartesian Diagram.

1.3. Purpose

Knowing the satisfaction quality of Unesa Educational Process Implementation and Service (6th Criterion) (Unesa students survey in 2021) based on Cartesian Diagram.

1.4. Systemic Report

The systemic in this report is the introduction consists of the background, the problems, the purpose and systemic report. Chapter II contains survey methods, consists of surveys type

and design, variables, operational definition, survey instruments, methods used and data processing. Chapter III contains the results and discussion. Chapter IV contains conclusions.

CHAPTER II

SURVEY METHOD

2.1. Type and Design of Survey Implementation

The type of this survey design uses non-experimental quantitative research. Non experimental research is the research which its observations are carried out with a number of subjects variables according to the state as it is (in nature), without manipulation (Pratiknya, 2001).

This research used cross sectional design which is used to study the relationship between independent variables and dependent variables 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 of the operational definitions are as follows:

a. Consumers are all students who use Unesa Educational Process Implementation and Service Satisfaction (6th Criterion) in 2021.
b. Consumers expectations are students who receive Unesa Educational Process Implementation and Service Satisfaction (6th Criterion) in 2021.
c. Consumers satisfaction is the consumers recognition of Unesa Educational Process Implementation and Service Satisfaction (6th Criterion) in 2021.
d. The service quality that will be examined is consumers expectations and the consumers realities on reliability, rensponsiveness, assurance, empathy, and tangible.

2.3. Survey Instrument

The instrument used was questionnaire. Questionnaire are used to collect data by providing written questions about consumers expectations and realities to be answered. The questionnaire instrument consists of 5 main aspects; reliability, rensponsiveness, assurance, empathy, dan 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* (Real), that includes physical appearance, equipment, employees and communication tools.

2. *Reliability*, the ability to provide the promised services with immediate, accurate and satisfactory.
3. *Responsiveness*, the staff desire to establish customers and provide responsive services.
4. *Assurance*, includes 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 customers need.

   If possible, the next step is to use *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 Analysis

- **Gap Analysis**

The level of consumer satisfaction is explained by using a gap analysis. This analysis compares the mean between expectations and realities received by consumers from the service dimensions; reliability, rensponsiveness, assurance, empathy, and tangible.

The highest satisfaction occurs when the realities exceeds expectations, when the service provided is maximum (4) while the minimum expectation is (1). The intervals 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	Classification	Satisfaction Level
-3 s.d. -1,5	Very negative	Very dissatisfied compared to expectations
-1,5 s.d. 0	Negative	Less satisfied compared to 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 data normality test was carried out by statistical analysis. This test is carried out by entering the average of reality and expectation of each statement in the questionnaire. This test was carried out to determine whether the data that has been 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 using paired t-test. If the significance value is < 0,05 then the data is not normally distributed (non-parametric data) and can be analyzed by Wilcoxon test.

- **Wilcoxon Test**
  This test is conducted to determine whether there is a significance different or not from the reality and expectation that has been studied, so that it can be determined whether Ho is rejected or accepted. If the results obtained are significance difference 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 Wilcoxon test if at least one of the comparisons was not normally distributed, could be from reality and expectation.
- **Cartesian Diagram**
  The Cartesian diagram describes the level of statement into four parts where with this diagram it can be determined several factors that affect customers satisfaction, which can then be prioritized for the company to be further improved.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Data Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
HARAPAN	.191	2153	.000	.830	2153	.000
KENYATAAN	.210	2153	.000	.873	2153	.000

a. Lilliefors Significance Correction

Figure 3.1. Data Normality Test Result

Based on normality test result using SPSS for windows 21, 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	-19.922[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.2. Wilcoxon Test Result

Based on Wilcoxon test result using SPSS for windows 21, the Asymp. Sig. (2-tailed) result was obtained of 0,000 < 0,05 so it can be stated that there is a significant difference between expectation and reality of students satisfaction on Unesa educational process implementation and service.

3.3. Reality and Expectation Calculation Result

The calculation results of Reality, Expectation, Gap analysis, and Satisfaction quality on Unesa Educational Process Implementation and Service (6th Criterion) in 2021 with students respondent, described in Table 3.1-3.7.

Table 3.1. Calculation Result of Reality, Expectation, Gap Analysis, and Satisfaction Quality of Educational Process Implementation and Service (6th Criterion) Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Lecturer's mastery on course materials	3.31	3.56	-0.25	93.03699
	P2	Lecturer delivery on lecture materials	3.26	3.55	-0.29	91.93166
	P3	Structured and independent assignment according to the credits weight and lecture purposes	3.24	3.53	-0.29	91.92146
	P4	Good and correct use of Indonesian Language	3.30	3.54	-0.25	93.01143
	P5	Assignments and exam questions suitability with learning objectives	3.25	3.53	-0.28	91.98597
	P6	Availability of academic services, administration and services for academic information needs from lecturers, education staff and managers accurately and satisfactorily	3.25	3.53	-0.29	91.89469
		Mean	3.27	3.54	-0.27	92.29703
Responsiveness/Fair (P2)	P7	The punctuality in starting and ending the lectures	3.21	3.53	-0.31	91.14799
	P8	The punctuality in returning assignments to students from lecturers	3.23	3.521854	-0.29	91.67002
	P9	Lecturer's willingness to give follow-up exams	3.22	3.52	-0.30	91.48705
	P10	Lecturers are willing to accept suggestions and input from students in the lecturing and mentoring process	3.24	3.53	-0.29	91.81162
	P11	Ability to create a conducive learning atmosphere to motivate students	3.24	3.53	-0.29	91.765
	P12	Ease of service for lecturers, education staffs and managers in solving academic problems	3.24	3.53	-0.28	91.99053
		Mean	3.23	3.53	-0.29	91.65

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Assurance *(*Responsibility)	P13	Implementation of Midterm Exam/Final Exam according to the academic calendar	3.28	3.533819	-0.25	92.91114
	P14	Fulfillment of face-to-face 15 meetings/ semester	3.25	3.54	-0.28	92.01205
	P15	Transparency in scoring	3.22	3.53	-0.30	91.44663
	P16	The friendliness of the education staffs to serve	3.25	3.53	-0.28	91.99871
	P17	Educational/ laboratory staffs serve students according to working days	3.26	3.53	-0.27	92.30964
		Mean	3.25	3.53	-0.28	92.14
Empathy (Accountability)	P18	Objectivity in the assessment	3.24	3.530061	-0.29	91.67388
	P19	Lecturers and students together make a lecture contract at the beginning of the semester meeting	3.28	3.53	-0.25	92.93384
	P20	Educational staffs communication in service	3.25	3.53	-0.28	92.1748
		Mean	3.26	3.53	-0.27	92.26
Tangible *(*Transparent)	P21	Easy access to information system-based service facilities (SSO Unesa and Website)	3.23	3.53	-0.30	91.45089
	P22	Availability and quality of laboratories/ workshops/ libraries/ networks/ classrooms, etc. in supporting academic activities	3.22	3.53	-0.30	91.40141
		Mean	3.23	3.53	-0.30	91.43
	Mean	Mean of five dimensions	3.247203	3.531347	-0.28414	91.95301

Comparison Results between Expectation and Reality

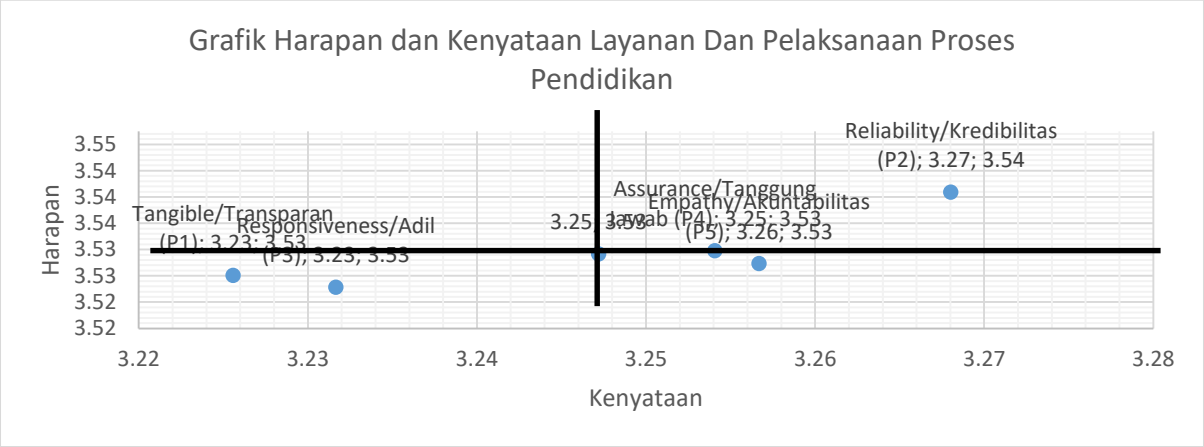

Figure 3.3. Cartesian Diagram Satisfaction Survey on Educational Process Implementation and Service (6th Criterion) in 2021

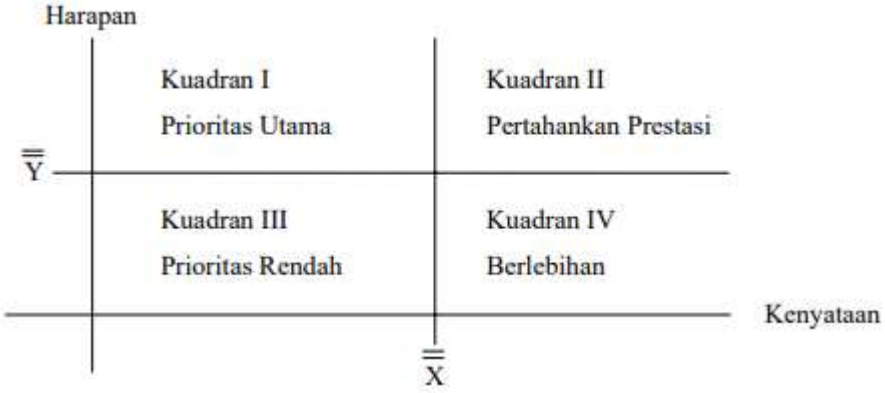

Figure 3.4. Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

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

Quadrant II (Maintain Achievement)

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

Analysis of Each Dimension

Educational Process Implementation and Service Satisfaction (6th Criterion)

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

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

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

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

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

CHAPTER IV

CLOSING

Based on analysis result, it can be concluded that the level of students satisfaction on Unesa educational process implementation and service (6th criterion) in 2021 got a good category with a satisfaction index level of 91,91%.

Attachment

I. Educational Process Implementation and Service Satisfaction Instrument (6th Criterion)

INSTRUCTION

Please filled in by a check mark (√) on "Expectation for an answer" and "Existing Fact" as reality in the spot.

No	Statement	Expectation for an answer				Existing Reality			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
A	***Reliability*: Lecturers, education staffs and managers ability in providing services**								
1 (P1)	Lecturer's mastery on course materials	✓					✓		
2 (P2)	Lecturer delivery on lecture materials	✓					✓		
3 (P3)	Structured and independent assignment according to the credits weight and lecture purposes	✓					✓		
4 (P4)	Good and correct use of Indonesian Language	✓					✓		
5 (P5)	Assignments and exam questions suitability with learning objectives	✓					✓		
6 (P6)	Availability of academic services, administration and services for academic information needs from lecturers, education staffs and managers accurately and satisfactorily	✓					✓		
B	***Responsiveness*: Lecturers, education staffs and managers willingness to help students and provide services quickly;**								

No	Statement	Expectation for an answer				Existing Reality			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
1 (P7)	The punctuality in starting and ending the lectures	✓					✓		
2 (P8)	The punctuality in returning assignments to students from lecturers	✓					✓		
3 (P9)	Lecturer's willingness to give follow-up exams	✓					✓		
4 (P10)	Lecturers are willing to accept suggestions and input from students in the lecturing and mentoring process	✓					✓		
5 (P11)	Ability to create a conducive learning atmosphere to motivate students	✓					✓		
6 (P12)	Ease of service for lecturers, education staffs and managers in solving academic problems	✓					✓		
C	**A*ssurance*: Lecturers, education staffs and managers ability to give confidence to students that the services provided are in accordance with the provisions;**								
1 (P13)	Implementation of Midterm Exam/ Final Exam according to the academic calendar	✓					✓		
2 (P14)	Fulfillment of face-to-face 15 meetings/ semester	✓					✓		
3 (P15)	Transparency in scoring	✓					✓		
4 (P16)	The friendliness of the education staffs to serve	✓					✓		

No	Statement	Expectation for an answer				Existing Reality			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
5 (P17)	Educational/ laboratory staffs serve students according to working days	✓					✓		
D	***Empathy:*** **Willingness/ caring of lecturers, education staffs and managers to pay attention to students;**								
1 (P18)	Objectivity in the assessment	✓					✓		
2 (P19)	Lecturers and students together make a lecture contract at the beginning of the semester meeting	✓					✓		
3 (P20)	Educational staffs communication in service	✓					✓		
E	***Tangible:*** **Students assessment of the adequacy, accessibility, quality of facilities and infrastructure.**								
1 (P21)	Easy access to information system-based service facilities (SSO Unesa and Website)	✓					✓		
2 (P22)	Availability and quality of laboratories/ workshops/ libraries/ networks/ classrooms, etc. in supporting academic activities	✓					✓		