REPORT

Student Service Satisfaction

(Respondent: Unesa, Sport Science Faculty Students)

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

Verification Page

Stated that The Student Satisfaction Report on Student Service Universitas Negeri Surabaya is made in truth

Surabaya, 29th June 2021

Acknowledged,
Head of Quality Assurance Team



(Anna Noordia, S.TP., M.Kes.)

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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 PPEP 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 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 (Badan Penjaminan Mutu – Quality Assurance Board) so that the quality of all activities implementation is evaluated periodically. This survey was conducted online and was carried out after the activity ended. This survey results 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 service quality at Universitas Negeri Surabaya, 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 the 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 student service satisfaction based on Unesa students survey in 2021.
b. How the comparison results between expectation and reality of Unesa student service satisfaction (Unesa students survey in 2021) based on Cartesian Diagram.

1.3. Purpose

Knowing the satisfaction quality of Unesa student service (Unesa students survey in 2021) based on Cartesian Diagram.

1.4. Systemic Report

The systemic in this report is the introduction consists of background, the problems, the purpose and systemic report. Chapter II contains survey methods, consists of surveys type and design, variables, operational definition, survey instrument, methods used and data processing. Chapter III contains the results and discussion. Chapter IV contains conclusions.

CHAPTER II

SURVEY METHODS

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 definition are as follows:

a. Consumers are all students who use Unesa student services in 2021.
b. Consumers expectations are students who receive Unesa student services in 2021.
c. Consumers satisfaction is the consumers recognition of Unesa student services in 2021.
d. The services quality that will be examined is the consumers expectations and the consumers realities on reliability, rensponsiveness, assurance, empathy, and tangible.

2.3. Survey Instrument

The instrument used was a questionnaire. Questionnaire is 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, and tangible.

2.4. Methods 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 consumers/customers perceptions and priorities for improving product/service quality, also known as *Quadrant Analysis.*

2.5. Data Processing

- **Gap Analysis**

The level of consumer satisfaction is explained by using gap analysis. This analysis compares the mean between expectations and realities received by consumers from the service dimensions; reliability, rensponsiveness, assurance, empathy, dan 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 at Table 2.1.

Tabel 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 expectations
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/mean 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 sample (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 < 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 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 significant difference the Ho is rejected, but if the differences are not significant then Ho is accepted. The paired t-test was carried out if the two 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

- Student Service of Guidance and Counseling
- Student Service of Health Service
- Student Service of National Mental Development Activity

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
HARAPAN	.195	2187	.000	.841	2187	.000
KENYATAAN	.211	2187	.000	.884	2187	.000

a. Lilliefors Significance Correction

Figure 3.1. Data Normality Test Result

Based on the normality test result using SPSS for windows 25, the result obtained a significance value of 0,000 < 0,05 so that the data is declared not normally distributed.

- Student service of student organization activity
- Student service of scholarship service activity
- Student service career development coaching activity
- Student service of entrepreneurship development activity

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
HARAPAN	.196	2119	.000	.830	2119	.000
KENYATAAN	.214	2119	.000	.861	2119	.000

a. Lilliefors Significance Correction

Figure 3.2. Data Normality Test Result

Based on the normality test result 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	-1.995[b]
Asymp. Sig. (2-tailed)	.046

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.3. Wilcoxon Test Result

Based on the result of Wilcoxon test using SPSS for windows 21, 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 student services:

- Student service of guidance and counseling
- Student service of national mental activity
- Student service of health service

Test Statistics[a]

	KENYATAAN - HARAPAN
Z	-19.468[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Figure 3.4. 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 student services:

- Student service of student organization activity
- Student service of scholarship service activity
- Student service of career development coaching activity
- Student service of entrepreneurship development activity

3.3. Calculation Results of Reality and Expectation

The services referred to in this survey are as follows:

- Student service of guidance and counseling
- Student service of scholarship service activity
- Student service of career development coaching activity
- Student service of entrepreneurship development activity
- Student service of health service
- Student service of national mental development activity
- Student service of student organization activity

The calculation results of Reality, Expectation, Gap Analysis, and Student Service Quality of Unesa in 2021 with students respondents, described in Table 3.1-3.7.

Table 3.1. Calculation Results of Reality, Expectation, Gap Analysis, and Student Service Quality of Guidance Counseling Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	The ability of GC officers to provide satisfactory services	3.151	3.486	-0.34	90.38424
	Mean Re	Mean	3.151	3.486	-0.34	90.38
Responsiveness/Fair (P2)	P2	GC officers are responsive in helping students and providing the services quickly.	3.146	3.486	-0.34	90.24812
	Mean Res	Mean	3.146	3.486	-0.34	90.25
Assurance *(*Responsibility)	P3	The ability of GC officers to provide services	3.159	3.483	-0.32	90.72158
	Mean As	Mean	3.159	3.483	-0.32	90.72
Empathy (Accountability)	P4	GC officers communication when providing counseling.	3.166	3.487	-0.32	90.78657
	Mean Em	Mean	3.166	3.487	-0.32	90.79
Tangible *(*Transparent)	P5	Adequacy, accessibility and quality of infrastructure regarding GC services (*Tangibles*)	3.153	3.483	-0.33	90.53563
	Mean Tan	T	3.153	3.483	-0.33	90.54

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
	Mean	Mean of five dimensions	3.155	3.485	-0.33	90.54

Table 3.2. Calculation Results of Reality, Expectation, Gap Analysis, and Student Service Quality of Scholarship Service Activities Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.196	3.507	-0.31	91.14801
	Mean Re	Mean	3.196	3.507	-0.31	91.15
Responsiveness/Fair (P2)	P2	Service agility	3.204	3.508	-0.30	91.3343
	Mean Res	Mean	3.204	3.508	-0.30	91.33
Assurance (Responsibility)	P3	Usefulness of the activity	3.199	3.506	-0.31	91.23015
	Mean As	Mean	3.199	3.506	-0.31	91.23
Empathy (Accountability)	P4	Concern in receiving scholarship service complaints	3.216	3.508	-0.29	91.69079
	Mean Em	Mean	3.216	3.508	-0.29	91.69
Tangible (Transparent)	P5	Adequacy, accessibility, quality and infrastructure of scholarship services	3.195	3.506	-0.31	91.14403
	Mean Tan	T	3.195	3.506	-0.31	91.14
	Mean	Mean of five dimensions	3.202	3.507	-0.30	91.31

Table 3.3. Calculation Results of Reality, Expectation, Gap Analysis, and Service Quality of Career Development Coaching Activity Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.199	3.506	-0.31	91.22703
	Mean Re	Mean	3.199	3.506	-0.31	91.23
Responsiveness/Fair (P2)	P2	Service speed of obtaining information	3.191	3.506	-0.31	91.0333
	Mean Res	Mean	3.191	3.506	-0.31	91.03
Assurance (Responsibility)	P3	Usefulness of the activity	3.212	3.511	-0.30	91.50506

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
	Mean As	Mean	3.212	3.511	-0.30	91.51
Empathy (Accountability)	P4	Willingness/ concern of officers in receiving complaints	3.193	3.503	-0.31	91.15931
	Mean Em	Mean	3.193	3.503	-0.31	91.16
Tangible *(*Transparent)	P5	Adequacy, accessibility, quality and infrastructure regarding Career Development Coaching	3.202	3.507	-0.31	91.29757
	Mean Tan	T	3.202	3.507	-0.31	91.30
	Mean	Mean of five dimensions	3.199	3.506	-0.31	91.24

Table 3.4. Calculation Results of Reality, Expectation, Gap Analysis, and Student Service Quality of Entrepreneurship Development Activity Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.200	3.504	-0.30	91.32254
	Mean Re	Mean	3.200	3.504	-0.30	91.32
Responsiveness/Fair (P2)	P2	Service speed	3.191	3.503	-0.31	91.09341
	Mean Res	Mean	3.191	3.503	-0.31	91.09
Assurance *(*Responsible)	P3	Usefulness of the activity	3.211	3.506	-0.30	91.57354
	Mean As	Mean	3.211	3.506	-0.30	91.57
Empathy (Accountability)	P4	Concern in accepting the complaints (*empathy*)	3.189	3.501	-0.31	91.08519
	Mean Em	Mean	3.189	3.501	-0.31	91.09
Tangible *(*Transparent)	P5	Adequacy, accessibility, quality and infrastructure of entrepreneurship development service (*Tangible*)	3.199	3.498	-0.30	91.46611
	Mean Tan	T	3.199	3.498	-0.30	91.47

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
	Mean	Mean of five dimensions	3.198	3.502	-0.30	91.31

Table 3.5. Calculation Results of Reality, Expectation, Gap Analysis, and Student Service Quality of Health Service Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Health service procedures	3.160	3.491	-0.33	90.53094
	Mean Re	Mean	3.160	3.491	-0.33	90.53
Responsiveness/Fair (P2)	P2	Service agility	3.149	3.488	-0.34	90.29323
	Mean Res	Mean	3.149	3.488	-0.34	90.29
Assurance (Responsible)	P3	Ability and courtesy in service	3.192	3.493	-0.30	91.39465
	Mean As	Mean	3.192	3.493	-0.30	91.39
Empathy (Accountability)	P4	Concern in receiving health services complaints	3.163	3.485	-0.32	90.77263
	Mean Em	Mean	3.163	3.485	-0.32	90.77
Tangible (Transparent)	P5	Adequacy, accessibility, quality and infrastructures of health service	3.158	3.482	-0.32	90.69835
	Mean Tan	T	3.158	3.482	-0.32	90.70
	Mean	Mean of five dimensions	3.165	3.488	-0.32	90.74

Table 3.6. Calculation Results of Reality, Expectation, Gap Analysis, and Student Service Quality of National Mental Development Activity Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	National Spiritual Mental Development service procedures	3.164	3.486	-0.32	90.77875
	Mean Re	Mean	3.164	3.486	-0.32	90.78
Responsiveness/Fair (P2)	P2	Services speed.	3.128	3.480	-0.35	89.88892
	Mean Res	Mean	3.128	3.480	-0.35	89.89

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Assurance (Responsibility)	P3	Courtesy in serving	3.200	3.497	-0.30	91.5065
	Mean As	Mean	3.200	3.497	-0.30	91.51
Empathy (Accountability)	P4	Communication of National Spiritual Mental Development service.	3.172	3.486	-0.31	90.99679
	Mean Em	Mean	3.172	3.486	-0.31	91.00
Tangible (Transparent)	P5	Adequacy, accessibility, quality and infrastructure	3.165	3.491	-0.33	90.66156
	Mean Tan	T	3.165	3.491	-0.33	90.66
	Mean	Mean of five dimensions	3.166	3.488	-0.32	90.77

Table 3.7. Calculation Results Reality, Expectation, Gap Analysis, and Student Service Quality of Student Organization Activity Unesa in 2021

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
Reliability (Credibility)	P1	Sustainability of the activity program	3.207	3.508	-0.30	91.41292
	Mean Re	Mean	3.207	3.508	-0.30	91.41
Responsiveness/Fair (P2)	P2	The readiness of the student organization in serving students	3.206	3.512	-0.31	91.26949
	Mean Res	Mean	3.206	3.512	-0.31	91.27
Assurance (Responsibility)	P3	Usefulness of the activity	3.214	3.507	-0.29	91.65522
	Mean As	Mean	3.214	3.507	-0.29	91.66
Empathy (Accountability)	P4	Communication and concern of student organization in receiving complaints	3.204	3.506	-0.30	91.40035
	Mean Em	Mean	3.204	3.506	-0.30	91.40
Tangible (Transparent)	P5	Adequacy, accessibility and quality of infrastructure	3.199	3.506	-0.31	91.23758
	Mean Tan	T	3.199	3.506	-0.31	91.24

Dimension	P	Statement	Reality	Expectation	GAP	TKI (%)
	Mean	Mean of five dimensions	3.206	3.508	-0.30	91.40

3.4. Comparison Results between Expectation and Reality

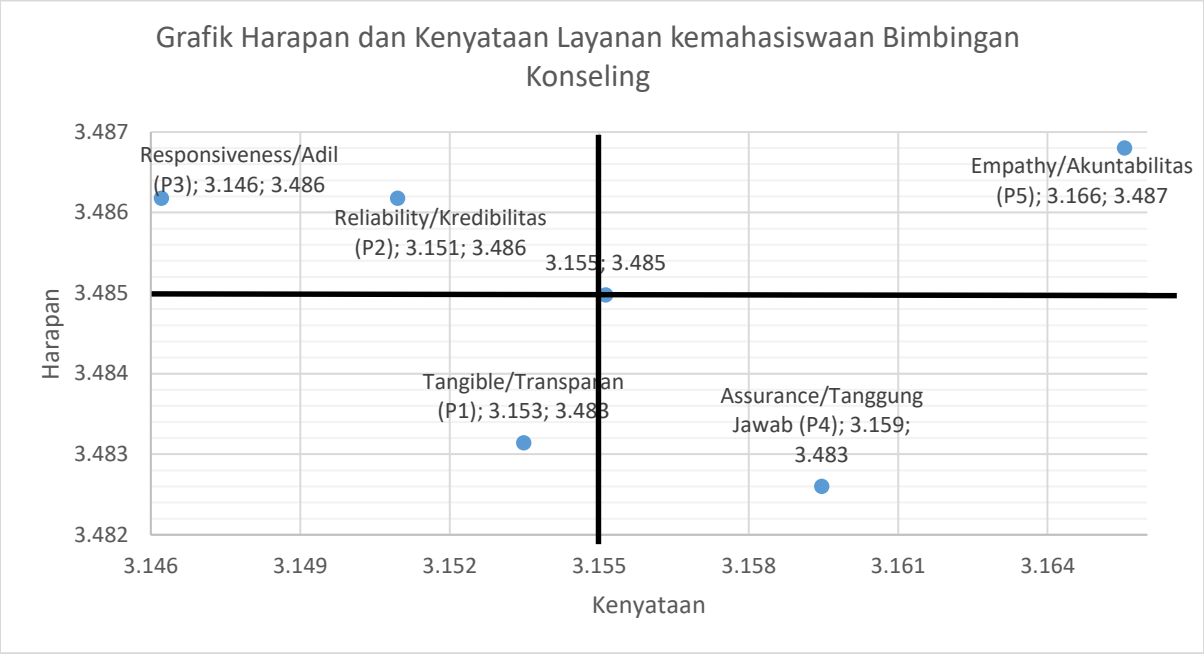

Figure 3.5. Cartesian Diagram Student Service Satisfaction Survey on Guidance and Counseling in 2021

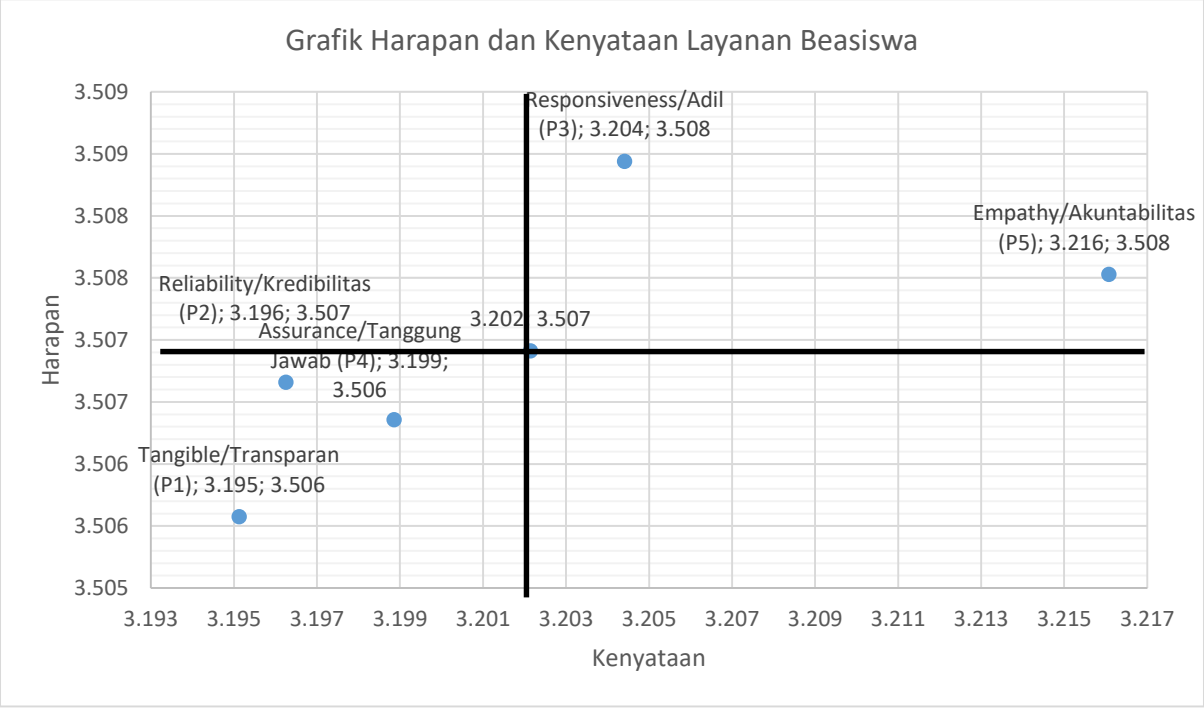

Figure 3.6. Cartesian Diagram Student Service Satisfaction Survey on Scholarship Service Activity in 2021

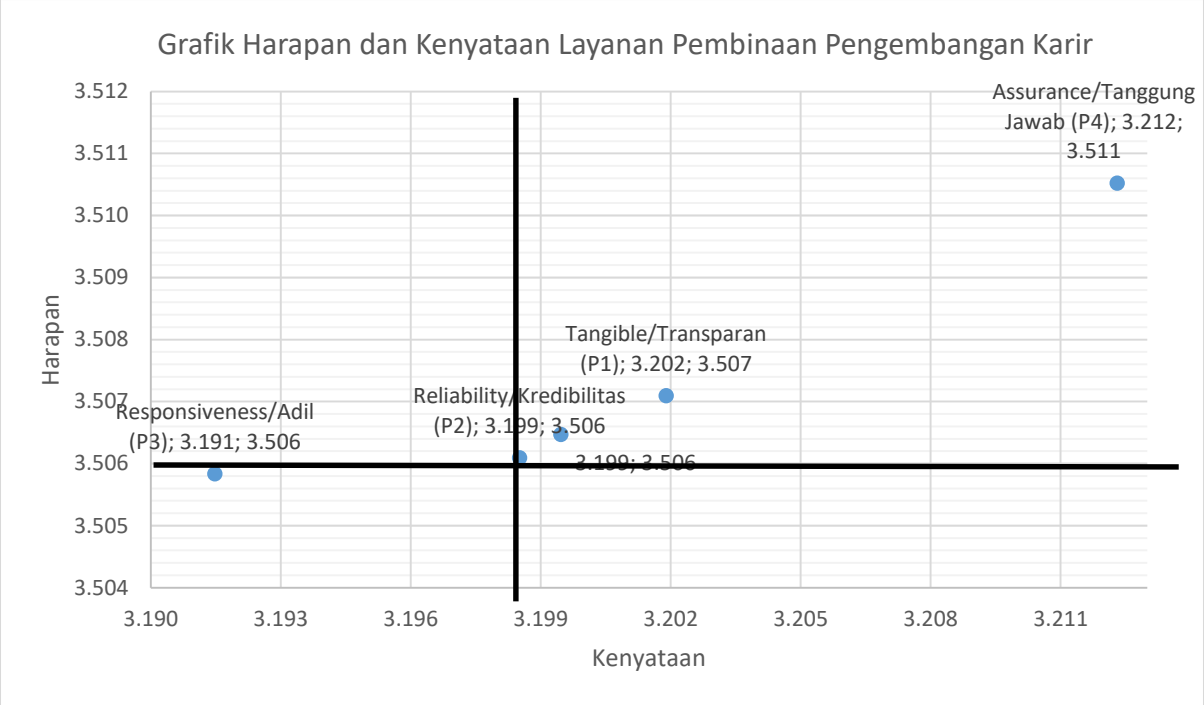

Figure 3.7. Cartesian Diagram Student Service Satisfaction Survey of Career Development Coaching Activity in 2021

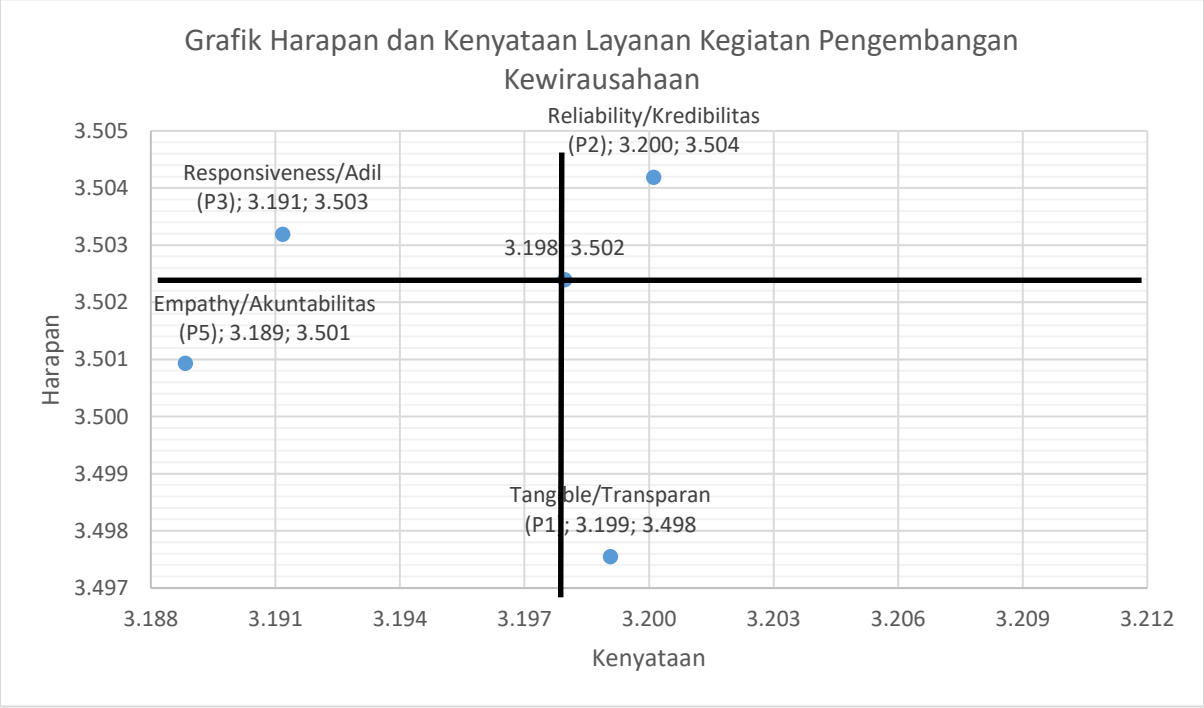

Figure 3.8. Cartesian Diagram Student Service Satisfaction Survey of Entrepreneurship Development Activity in 2021

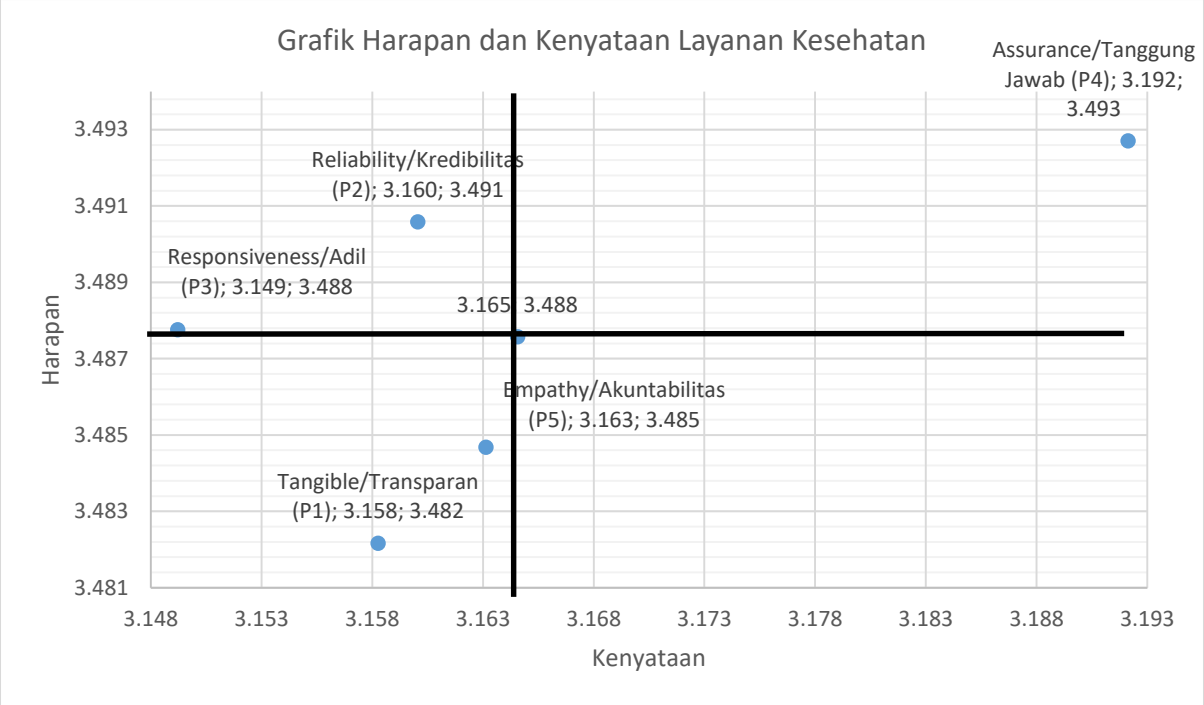

Figure 3.9. Cartesian Diagram Student Service Satisfaction Survey on Health Service in 2021

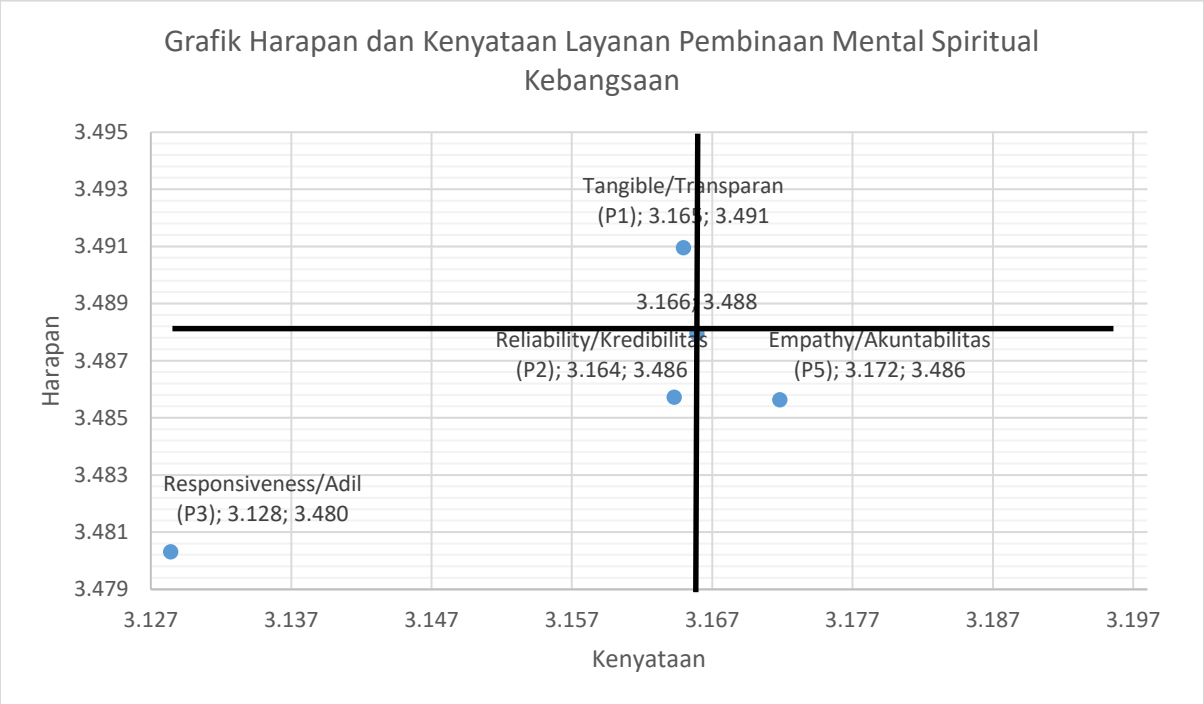

Figure 3.10. Cartesian Diagram Student Service Satisfaction Survey of National Mental Development Activity in 2021

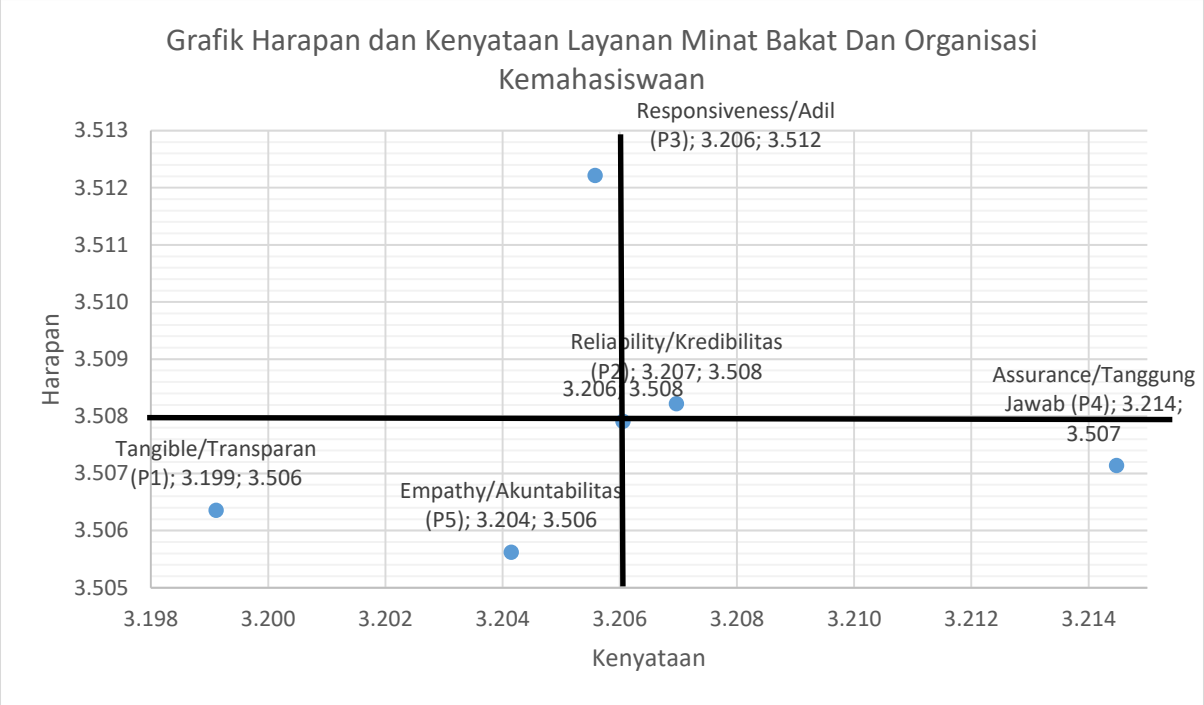

Figure 3.11. Cartesian Diagram Student Service Satisfaction Survey of Talent Interest and Student Organization Activity in 2021

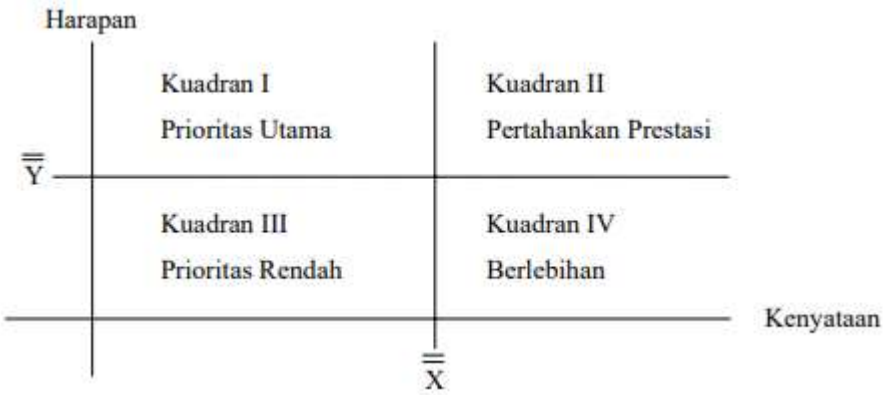

Figure 3.12. Cartesian Diagram (Supranto, 2001)

Information:

Quadrant I (Top Priority)

This quadrant show 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 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

Student Service of Counseling Guidance

- Reliability
  Based on the analysis results, reliability dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not implemented it yet in accordance with consumers wishes, resulting in disappointment/ dissatisfaction. So the variables in this quadrant need to be taken seriously by University.

- Tangible
  The tangible dimension is in quadrant III. This indicates that service excellent of guidance counseling at University has been implemented in accordance with the procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Assurance
  The assurance dimension is in quadrant IV. This shows that this dimension has been well implemented by Universitas Negeri Surabaya 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 yet in accordance with consumers wishes, resulting in disappointment/ dissatisfaction. So the variables in this quadrant need to be taken seriously by University.

- Empathy
  The empathy dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been well implemented and can satisfy consumers, so Unesa need to maintain the service quality of the leader and/or the person in charge who has the authority in supporting the enforceability of Higher Education Tridarma.

Student Service of Scholarship Service Activity

- Reliability
  Based on analysis results, reliability dimension is in quadrant III. This shows that the scholarship service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Tangible
  The tangible dimension is in quadrant III. This shows that the scholarship service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Assurance
  The assurance dimension is in quadrant III. This shows that the scholarship service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Responsiveness
  The responsiveness dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been implemented very well and can satisfy the consumers, so Unesa have to maintain the service quality of the leader and/or the person in charge who has the authority in supporting the enforceability of Higher Education Tridarma.

- Empathy
  The empathy dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been well implemented and can satisfy the consumers, so Universitas Negeri Surabaya need to maintain the service quality of the leader and/or the person in charge who has the authority in supporting the enforceability of Higher Education Tridarma.

Student Service of Career Development Coaching Activity

- Reliability
  Based on analysis results, the reliability dimension is in quadrant III. This shows that the career development service at University has been implemented according to procedures, the implementation according to respondent has a normal (standard) service quality. The service quality need to be improved.

- Tangible
  The tangible dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been well implemented and can satisfy the consumers, so Unesa must be maintains the service quality of the leader and/or the person in charge who has the authority in supporting the enforceability of Higher Education Tridarma.

- Assurance
  The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been carried out very well and can satisfy the consumers, so Unesa have to maintain the service quality of the leader and/or the person in charge who has the authority in supporting the enforceability of Higher Education Tridarma.

- Responsiveness
  The responsiveness dimension is in quadrant III. This shows that the career development service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Empathy
  The empathy dimension is in quadrant III. This shows that the career development service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

Student Service of Entrepreneurship Development Activity

- Reliability
  Based on the analysis results, the reliability dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been implemented properly and can satisfy consumers, so Unesa have to maintain the service quality of the leadership and/or the person in charge who is authorized to support the enforceability of Higher Education Tridarma.

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

- Assurance
  The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been well implemented and can satisfy consumers, so Unesa have to maintain the service quality of the leadership and/or the person in charge who is authorized to support the enforceability of Higher Education Tridarma.

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

- Empathy
  The empathy dimension is in quadrant III. This shows that the entrepreneurship development service at University has been implemented according to the procedures, the implementation according to the respondents has a normal (standard) service quality. The service quality need to be improved.

Student Service of Health Service Activity

- Reliability
  Based on the analysis results, the reliability dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not implemented it yet in accordance with consumers wishes, resulting in disappointment/ dissatisfaction. The variables in this quadrant need to be taken seriously by University.

- Tangible
  The tangible dimension is in quadrant III. This shows that the health service at University has been implemented according to the procedures, the implementation according to the respondents has a normal (standard) service quality. The service quality need to be improved.

- Assurance
  The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and has been implemented very well and can satisfy consumers, so Unesa has to maintain the service quality of leadership and/or the person in charge who is authorized to support the enforceability of Higher Education Tridarma.

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

- Empaty
  The empathy dimension is in quadrant III. This shows that the health service at University has been implemented according to procedures, the implementation according to the respondents has a normal (standard) service quality. The service quality need to be improved.

Student Service of National Mental Development Activity

- Reliability
  Based on the analysis result, the reliability dimension is in quadrant III. This shows that the national mental development service at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Tangible
  The tangible dimension is in quadrant I. This shows that this dimension is considered important by consumers and has not implemented it yet in accordance with consumers wishes, resulting in disappointment/ dissatisfaction. The variables in this quadrant need to be taken seriously by University.

- Assurance
  The assurance dimension is in quadrant II. This shows that this dimension is considered important by consumers and have been implemented properly and can satisfy consumers, so Unesa has to maintain the service quality of the leadership and/or the person in charge who is authorized to support the enforceability of Higher Education Tridarma.

- Responsiveness
  The responsiveness dimension is in quadrant III. This shows that the service of national mental development at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Empathy
  The empathy dimension is in quadrant IV. This shows that this dimension has been implemented very well by Unesa, and has to be maintained by Unesa.

Student Service of Student Organization Activity

- Reliability
  Based on the analysis results, reliability dimension is in quadrant II. This shows that this dimension is considered important by consumers and have been implemented properly and can satisfy consumers, so Unesa has to maintain the service quality of leadership and/or person in charge who is authorized to support the implementation of the Higher Education Tridarma.

- Tangible
  The tangible dimension is in quadrant III. This shows that the service of student organization activity at University has been implemented according to procedures, the implementation according to respondents has a normal (standard) service quality. The service quality need to be improved.

- Assurance
  The assurance dimension is in quadrant IV. This shows that this dimension has been implemented very well by Unesa, and has to 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 yet in accordance with consumers wishes, resulting in disappointment/ dissatisfaction. So the variables in this quadrant need to be taken seriously by University.

- Empathy
  The empathy dimension is in quadrant III. This shows that the service of student organization activity at University has implemented according to procedures, the implementation according to respondent has a normal (standard) service quality. The service quality need to be improved.

CHAPTER IV

CLOSING

Based on the analysis results, it can be concluded that students satisfaction level on Universitas Negeri Surabaya student services are as follows:

- Student service of guidance counseling 90,31%
- Student service of scholarship service activity 91,29%
- Student service of career development coaching activity 91,24%
- Student service of entrepreneurship development activity 91,31%
- Student service of health service 90,70%
- Student service of national mental development activity 90,77%
- Student service of student organization activity 91,39%

Attachment

I. Student Service Satisfaction Instrument (3rd Criterion)

INSTRUCTION

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

II.1 Student Services

No	Statement	Expectation for an answer				Existing Fact			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
A	**Guidance and Counseling**								
1.	The ability of GC officers to provide satisfactory services (*reliability*)								
2.	GC officers are responsive in helping students and providing the services quickly. (*responsiveness*)								
3	The ability of GC officers to provide services (*assurance*)								
4	GC officers communication when providing counseling. *(Empathy)*								
5	Adequacy, accessibility and quality of infrastructure regarding GC services. (*Tangible)*								
B	**National Spiritual Mental Development**								
1	National Spiritual Mental Development service procedures (*reliability*)								
2	Service speed (*responsiveness*)								
3	Courtesy in serving (*assurance*)								

No	Statement	Expectation for an answer				Existing Fact			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
4	Communication of National Spiritual Mental Development service (*empathy*)		✓				✓		
5	Adequacy, accessibility, quality and infrastructure (*Tangible)*		✓				✓		
C	**Health Service**								
1	Health service procedures (*reliability*)		✓				✓		
2	Service agility (*responsiveness*)		✓				✓		
3	Ability and courtesy in service (*assurance*)		✓				✓		
4	Concern in receiving health services complaints (*empathy*)		✓				✓		
5	Adequacy, accessibility, quality and infrastructure of health service (*Tangible)*		✓				✓		

II.2 Student Services

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

No	Statement	Expectation for an answer				Existing Fact			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
A	**Talent Interest and Student Organization**								
1.	Sustainability of the activity program (*reliability*)	✓					✓		
2.	The readiness of the student organization in serving students (*responsiveness*)	✓					✓		
3	Usefulness of the activity (*assurance*)	✓					✓		
4	Communication and concern of student organization 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 statements:

No	Statement	Expectation for an answer				Existing Fact			
		Very Good	Good	Enough	Less	Sangat Baik	Good	Enough	Less
B	**Career Development Coaching**								
1.	Sustainability of the program (*reliability)*	✓					✓		
2.	Service speed of obtaining information (*responsiveness*)	✓					✓		
3.	Usefulness of the activity (*assurance*)	✓					✓		

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

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

No	**Statement**	Expectation for an answer				Kenyataan yang ada			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less
C	**Scholarship Service**								
1	Sustainability of the activity program (*reliability*)								
2	Service agility (*responsiveness*)								
3	Usefulness of the activity (*assurance*)								
4	Concern in receiving scholarship service complaints (*empathy*)								
5	Adequacy, 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 statements:

D	**Entrepreneurship Development**	Expectation for an answer				Existing Fact			
		Very Good	Good	Enough	Less	Very Good	Good	Enough	Less

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