Perception of Service Quality Academic Community Faculty of Economics and Business, Universitas Negeri Surabaya

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Sections Info	ABSTRACT
	*Objective: Service quality refers to the evaluation or overview of the extent to which a service meets or exceeds customer expectations. Continuous improvement is the most important part of achieving better performance. Of course, stakeholder expectations and desires are increasing and it is necessary to fulfill these needs so that the organization is always fit with the environment. **Method**: This research is included in quantitative research and uses the Servqual service quality measurement method. Respondents in this study were the Academic Community of the Faculty of Economics and Business, Unesa. **Results**: The results of this study, namely lecturer services, show that the level of conformity with expectations felt in the responsiveness aspect is 85.95%. Therefore, overall the total conformity between reality and expectations from the lecturer satisfaction survey is 88.85%. The results of the study on student services show that the total conformity between reality and expectations felt by students is based on the average of the mean of the five dimensions of the satisfaction survey, which is 94.63%. The results of educational staff services show that the total conformity between reality and expectations felt by educational staff from the satisfaction survey is 94.99%. This shows that overall the quality of service at FEB Unesa is very good, there are only a few items that need improvement in service improvement. **Novelty**: The novelty of this research lies in the simultaneous use of the SERVQUAL method to analyze service satisfaction from three main stakeholder groups (lecturers, students, and education staff) in one faculty of higher education.*

INTRODUCTION

Service quality in higher education is an important aspect of student satisfaction and loyalty (Afrasiabi et al., 2018; Kachwala et al., 2023). This is important for high standards of education and a good image of an educational institution (Hanaysha et al., 2011; Sahin et al., 2024; Yavuz & Gülmez, 2016). Various studies have been conducted to understand the factors that influence service quality in higher education (Suastini et al., 2020). Continuous improvement is the most important part of achieving better performance (Schuh et al., 2019; Sesar & Hunjet, 2021; Singh & Singh, 2010). Different stakeholders have varying expectations and criteria for evaluating service quality. For instance, in nonprofit organizations, stakeholders may include customers, donors, and beneficiaries, each with unique expectations (Brønn, 2012; Heckert & da Silva, 2008; Hirmukhe, 2013; Strauss & Schoeman, 2022; Wang et al., 2010). Therefore, the Data and Survey Center at the Quality Assurance Agency of the State University of Surabaya is one of the institutions tasked with assisting in the implementation of quality assurance with the Quality Planning, Quality Implementation, Quality Evaluation, Quality Control, Quality Improvement models. However, as stakeholder expectations and demands grow, continuous improvement efforts become a fundamental need for educational organizations to remain relevant and responsive to environmental changes.

Universities must determine their needs and demands, as students are stakeholders and customers in this setting, and customer satisfaction is attached to service quality. (Mimin, 2007). Through this Data and Survey Center, the implementation of the Customer Service Satisfaction survey, which is currently a necessity as well as a demand from Study Program Accreditation and Higher Education Accreditation, must be carried out. The form of the survey that has been carried out is a satisfaction survey of all activities carried out by BPM so that the quality at the Faculty of Economics and Business (FEB), State University of Surabaya can be evaluated periodically. To assess the satisfaction that has been felt by stakeholders, a survey was prepared services for lecturers, education staff, and students that are distributed online.

The data obtained through the satisfaction survey is then processed using the help of several software and calculation formulas to facilitate data processing. In an effort to obtain optimal results, the method of operating the software and the terms and conditions in calculating the formula can certainly affect the results of data processing consisting of sample adequacy tests, normality tests, Wilcoxon tests, Gap analysis and suitability levels, and quadrant matrices. The analysis in this report will be more comprehensive because it uses several tools that are considered powerful in revealing and presenting the collected data. The purpose of the survey is needed so that the quality assurance body can find out what variables need to be improved and maintained, so that the welfare of the community around the Faculty of Economics and Business, Surabaya State University, starting from students, lecturers, and education staff can continue to improve. This satisfaction survey uses a Likert scale. The purpose of the satisfaction survey is to analyze the quality of service and its impact on stakeholder satisfaction at Surabaya State University in 2023. Different stakeholders, including customers, employees, and managers, may have varying perceptions of service quality. Understanding these differences is vital for addressing specific concerns and improving overall satisfaction (Dedeoğlu & Demirer, 2015).

Several previous studies have discussed the use of certain methods to analyze the quality of public services including the education sector such as Total Quality Management and Importance Performance Analysis. Another approach used is the SERVQUAL method which is used to measure services in higher education which is considered to improve previous methods because it has more comprehensive indicators in assessing the performance of services and the behavior of service providers so that services are considered excellent (Çerri et al., 2003; Yousapronpaiboon, 2014). Several studies focus on service analysis based on SERVQUAL in vocational faculties (Karwati et al., 2019). Meanwhile, other studies focus on one type of service, namely administrative services in higher education only and educational services (Kamble & Sarangdhar, 2015; Soares et al., 2017). However, there are still few studies that analyze the perspective of service quality using the SERVQUAL method in all educational services (research services, community service services, management, human resource development, educational services, student services, financial management and infrastructure) in the faculty. This is the state of art of this policy research. However, research that implements the SERVQUAL method to comprehensively analyze service quality in all types of higher education services—including research services, community service, management,

human resource development, academic services, student services, financial management, and infrastructure—simultaneously in one faculty is still very limited. This is the research gap that this study fills, namely measuring service quality holistically at the Faculty of Economics and Business, Universitas Negeri Surabaya using the SERVQUAL method.

RESEARCH METHOD

This research is a quantitative descriptive research with a survey method. The survey method was chosen because it can provide a description or picture of quantitative trends, attitudes, and opinions of the population towards variables by studying samples. (Johnson, R. B., & Christensen, 2014). This study uses a cross-sectional design 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 carried out at the time of observation. The population in this study was the entire academic community at the Faculty of Economics and Business, Surabaya State University, consisting of lecturers, educational staff, and students. The sampling technique used was proportionate stratified random sampling, where samples were taken randomly proportionally based on the proportion of each stakeholder group (lecturers, educational staff, and students) in the faculty. The method used in data collection is a questionnaire. The data analysis technique uses statistical tests with the help of SPSS software. Specifically, the analysis stages include sample adequacy test (Kaiser-Meyer-Olkin test), normality test (Kolmogorov-Smirnov test), Wilcoxon difference test to determine the gap between expectations and service realization, as well as analysis of the level of conformity and quadrant matrix to determine service improvement priorities.

The method used to measure the quality of public services in the field of education is the SERVQUAL (service quality) model developed by Parasuraman, Zeithaml and Berry which consists of five dimensions. (Yousapronpaiboon, 2014). According to Undari and Ismiyati in (Yousapronpaiboon, 2014) states that one of the factors that determines customer satisfaction is customer perception of service quality which focuses on five service dimensions. According to (Saliba & Gorenc Zoran, 2018) SERVQUAL is an empirically derived method that can be used by service organizations to improve service quality. The SERVQUAL model consists of five main dimensions used to measure service quality, namely the dimensions of reliability, responsiveness, assurance, empathy and tangible evidence. Each dimension has its own indicators to measure service quality.

RESULTS AND DISCUSSION
Results
Research Results Lecturer Survey
The survey was conducted by taking respondents who were lecturers at Surabaya State University which was done randomly through Single Sign On (SSO). The data obtained were 113 respondents. The following are the results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Satisfaction of FEB Unesa Lecturers in 2023 explained in the interpretation of each quadrant, then the results of the calculation of the

average Expectations and Reality in table 6 are plotted in a Cartesian diagram as in the figure 1.
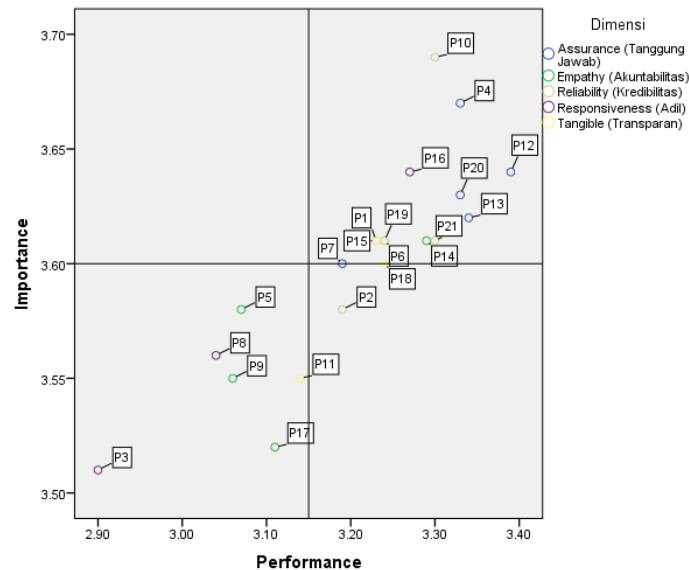

Figure 1. Lecturer Satisfaction Science Diagram

Based on the Cartesian diagram of the lecturer satisfaction survey, the following are the results of the analysis of each quadrant, namely:

Quadrant I
In quadrant I, no variables were found. This shows that the management of higher education has been implemented according to consumer desires, so it can be said that the service has been implemented well.

Quadrant II
In quadrant II, fourteen variables were found, namely P1, P4, P6, P7, P10, P12, P13, P14, P15, P16, P18, P19, P20, and P21. These variables are factors that are considered important by users and have been implemented well so that they can satisfy consumers, so the obligation of higher education management is to maintain the performance that has been running so far. The aspects that include these variables are as follows: 1.) P1: Ease of obtaining information to support the Tridharma of Higher Education activities; 2.) P4: Services from leaders and/or those in charge who are authorized to support the implementation of the Tridharma of Higher Education; 3.) P6: Compliance with the recruitment, selection, and dismissal processes of lecturers in accordance with the needs planning and applicable SOP; 4.) P7: Clarity of the lecturer performance evaluation mechanism in accordance with the SOP; 5.) P10: Accessibility in accessing the information system through SSO; 6.) P12: Clarity of financial guidelines for all types of salary deductions and remuneration; 7.) P13: Accuracy of salary disbursement, lecturer certification and 30% remuneration every month; 8.) P14: Lecturer involvement in the preparation of the Budget Business Plan; 9.) P15: Compliance of the proposal with the research and PKM roadmap (study program, faculty, and university); 10.) P16: LPPM administrative service readiness in handling research and PKM; 11.) P18: Accuracy of disbursement of research funds and PKM; 12.) P19: Consistency of rules on the

implementation and monitoring and evaluation activities of research and PKM; 13.) P20: Accuracy of research and PKM output in accordance with guidelines and SOPs according to the scheme; 14.) P21: Suitability of PKM output with community needs.

Quadrant III

In quadrant III, six variables were found, namely P3, P5, P8, P9, P11, and P17. These variables do not need to be questioned and are in accordance with consumer expectations so that they are not too much of a focus of attention in further improvements. The aspects that include these variables are: 1.) P3: Ease of management services in implementing the Tridharma of Higher Education; 2.) P5: Excellent management services at PT are carried out in accordance with procedures; 3.)P8: Accuracy in the promotion process, career development, and lecturer rights; 4.) P9: Providing fair and transparent remuneration; 5.) P11: Adequate quantity and quality of facilities and infrastructure that support tri dharma activities (buildings, laboratories, classrooms, libraries, polyclinics, parking, etc.); 6.) P17: Transparency of proposal assessment results, implementation, to final research and community service reports.

Quadrant IV

In quadrant IV, variable P2 is found as a service variable that is considered unimportant by respondents, and Unesa management has been able to implement the service variable well, so that this quadrant can be ignored in the processing of lecturer satisfaction survey data. P2: Availability of services to support the activities of the Tridharma of Higher Education, administration and information needs services online and offline accurately and satisfactorily.

Research Results Students Survey

The survey was conducted by taking respondents who were students of Surabaya State University which was done randomly through Single Sign On (SSO). The data obtained were 3,595 respondents. It can be concluded that there is a significant difference between the Expectations and Reality of FEB UNESA student satisfaction interpretation of each quadrant, then the results of the average calculation of Expectations and Reality in table 10 are plotted in a Cartesian diagram as in Figure 2, namely:
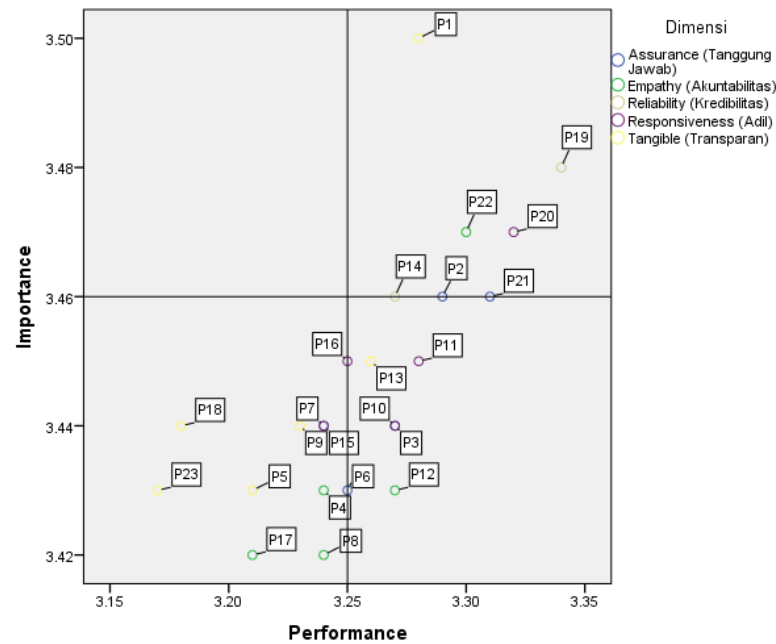
Figure 2. Science Students Satisfaction Diagram

Based on the Cartesian diagram of the student satisfaction survey, the following are the results of the analysis of each quadrant, namely:

Quadrant I
In quadrant I, no service indicators were found that should be the main priority according to the respondents, but the management of FEB UNESA has not implemented the three according to the respondents' wishes, thus causing a sense of dissatisfaction.

Quadrant II
In quadrant II, seven service indicators were found that were considered important by the respondents and the management of FEB UNESA has been able to implement the service indicators well, so that it can provide satisfaction to the respondents. The following are the details of the indicator variables, namely: a.) P1: (Tangible) namely the availability of academic services, administration and academic and non-academic information needs services online and offline accurately and satisfactorily; b.) P2: (Assurance), namely the clarity of information on reasoning, interest, and talent programs; c.) P14: (Reliability), namely the clarity of SOPs for the process of submitting payments/delays/UKT relief; d.) P19: (Reliability), namely the ability of lecturers, education personnel, and managers to provide services; e.) P20: (Responsiveness), namely the willingness of lecturers, education personnel, and managers to help students and provide services quickly; f.) P21: (Assurance), namely the ability of lecturers, education personnel, and managers to provide assurance to students that the services provided are in accordance with the provisions; g.) P22: (Empathy), namely the willingness of lecturers, education personnel, and managers to pay attention to students. It can be concluded that the indicator variables In quadrant II, it is necessary to maintain the performance that has been running so far. If possible, performance optimization can be done so that the level of respondent satisfaction can increase.

Quadrant III

In quadrant III, ten service indicators were found that were considered not very important by the respondents and the management of FEB UNESA had implemented these service indicators quite well, so that they were not too much of a focus of attention in further improvements. The following is a detailed description of the indicators of the variables, namely: a.) P4: (Empathy), namely the concern of officers in receiving complaints related to services in the fields of reasoning, interests, and talents; b.) P5: (Tangible), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for services in the fields of reasoning, interests, and talents; c.) P7: (Responsiveness), namely the ability and speed of officers in providing BK, health, and scholarship services; d.) P8: (Empathy), namely the concern of officers in receiving complaints related to BK, health, and scholarship services; e.) P9: (Tangible), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for BK, health, and scholarship services; f.) P15: (Assurance), namely the ease of the application/payment process/ delays/UKT relief; g.) P16: (Responsiveness), namely the ability and speed of officers in providing services for the process of borrowing/using facilities and infrastructure for student activities; h.) P17: (Empathy), namely the concern of officers in receiving complaints related to financial services and infrastructure; i.) P18: (Tangible), namely the availability and adequacy of academic facilities and infrastructure (library, learning/laboratory/workshop/electrical installation/internet, information system); j.) P23: (Tangible), namely the adequacy, accessibility, quality of facilities and infrastructure.

Quadrant IV

In quadrant IV, six service indicators were found that were considered unimportant by the respondents. FEB UNESA has been able to implement the service indicators well, so this quadrant can be ignored in processing the data of this student satisfaction survey. The following is a detailed description of the indicators of the variables, namely: a.) P3: (Responsiveness), namely the ability and speed of officers in providing services in the fields of reasoning, interests, and talents; b.) P6: (Assurance), namely the clarity of the SOP for BK, health, and scholarship services; c.) P10: (Assurance), namely the clarity of the SOP for career and entrepreneurship guidance services; d.) P11: (Responsive), namely the ability and speed of officers in providing career and entrepreneurship guidance services; e.) P12: (Empathy), namely the concern of officers in receiving complaints related to career and entrepreneurship guidance services; f.) 13: (Tangible), namely the availability, adequacy, accessibility, and quality of facilities and infrastructure for career and entrepreneurship guidance services.

Research Results Educational Staff Survey

The survey was conducted by taking respondents who were educational staff at Surabaya State University which was done randomly through Single Sign On (SSO). The data obtained were 19 respondents. The results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Satisfaction of Educational Staff FEB Unesa in 2023 have been interpreted for each quadrant, then the results of the calculation of the average Expectations and Reality are plotted in a Cartesian diagram as in the figure 3.
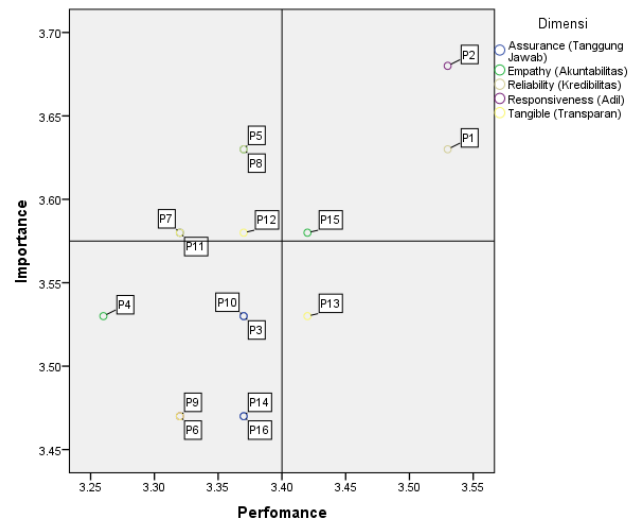
Figure 3. Diagram IPA Educational Staff Survey

Based on the Cartesian diagram of the Diagram IPA Educational Staff Survey, the following are the results of the analysis of each quadrant, namely:

Quadrant I
In quadrant I, five indicators were found with codes P5, P7, P8, P11, and P12, meaning the reliability aspect which is the adequacy of the manager's competence (ability, skills, expertise) in providing services and the assurance aspect which is the speed, accuracy, and precision of the manager's response in responding to and following up on complaints from education staff. The management of the university has not implemented it according to the wishes of consumers, thus causing dissatisfaction. Thus, the variables in this quadrant need to be given serious attention and the service must be improved even better. a.) P5 : Ease in submitting administrative rights (leave, administrative permits, etc.); b.) P7 : Ease of access to education and training based on needs/suitability to work; c.) P8 : Availability of clear service standards (regulations, SOP, etc.) related to recruitment, placement of educational staff, promotion/transfer of educational staff, maintenance and dismissal of educational staff; d.) P11 : Clarity of reward and punishment mechanisms for education staff; e.) P12 : Adequate quality and quantity of facilities and infrastructure that support work (computers, printers, information systems, internet networks, parking, etc.)

Quadrant II
In quadrant II, three variables were found, namely P1, P2, and P15. These variables are factors that are considered important by users and have been implemented well so that they can satisfy consumers, so the obligation of university management is to maintain the performance that has been running so far. The aspects that include these variables a.) P1: Adequate competence (ability, skills, expertise) of managers in providing services; b.) P2: Speed, accuracy and precision of management's response in responding to and following up on staff complaints; c.) P15: Involvement of administrative staff in the policy process in the field of personnel and finance.

Quadrant III
In quadrant III, seven variables were found, namely P3, P4, P6, P9, P10, P14, and P16. These variables do not need to be questioned and are in accordance with consumer expectations so that they are not too much of a focus of attention in further improvements. The aspects that include these variables; a.) P3: Speed, accuracy, and precision of management response in responding to and following up on staff complaints; b.) P4: Implementation of fair/non-discriminatory, friendly and polite service provision; c.) P6: Ease of obtaining staff services (SIMSKP, SIMUNA, e-office, SIMAS, etc.) and information that supports work; d.) P9: Speed, accuracy, and precision of management response in providing services (staff promotion, training, further studies, staff welfare, etc.); e.) P10: Clarity of staff performance monitoring and evaluation mechanisms; f.) P14: Adequate quality and quantity of facilities related to staff welfare (polyclinics, salaries/allowances/incentives, insurance, etc.); g.) P16: Transparency of services in the field of personnel and finance.

Quadrant IV
In quadrant IV, variable P13 was found which includes the speed, accuracy, precision of the manager's response in responding to and following up on complaints from educational staff and ease in submitting educational staff rights (leave, educational staff permits, etc.). This variable is a factor that is less important to users because it is not considered necessary, but the services provided have been implemented very well. P13: Comfort and safety of the work environment (condition of the work space, cleanliness of the toilet, Occupational Health and Safety/K3, etc).

Discussion
Lecturer Services of the Faculty of Economics and Business, Unesa
The results of the Gap score calculation contained in the calculation of Reality, Expectations, Gap Analysis, and Lecturer Service Satisfaction Quality, show that from the five dimensions (items) the values are negative, this shows that the performance of FEB Lecturers has not met user expectations. These findings indicate the need for an in-depth evaluation of the factors causing this gap. Whereas according to (Hanafi et al., 2019) stated that if the quality of lecturers is higher it will provide satisfaction to students. It is known that the largest negative gap value is in the responsiveness aspect of variables P3, P8, P16. The dimensions of this responsiveness are the ease of access to information in the implementation of the tridharma of higher education, accuracy in the promotion process, career development and lecturer rights and the responsiveness of LPPM administrative services in handling problems in the field of research and Community Service. This finding is consistent with the results of Arip Budiman's research which shows that the productivity of lecturers in implementing Tridharma at STT YBSI Tasikmalaya is still not optimal, so further efforts are needed to improve these services (Arip Budiman, 2023). This variable has a gap value of -0.50. The results show that the level of respondent expectations exceeds the level of performance/reality of the quality of services provided. According to respondents, the level of conformity with expectations felt in the responsiveness aspect is 85.95%. Therefore, overall the total conformity between reality and expectations from the lecturer satisfaction survey is 88.85%.

Student Services of the Faculty of Economics and Business, Unesa
Results of the calculation of Reality, Expectations, Gap Analysis, and Quality of Student Satisfaction of FEB Unesa in 2023. Based on the results of the Gap Score calculation, it shows that of the five dimensions (items) which include tangibles, reliability, responsiveness, assurance, and empathy, the values are negative. This shows that the performance for students has not met user expectations. The largest negative gap value, namely -0.23, is found in one indicator variable, namely P13 (Tangible), namely the availability, adequacy, accessibility, and quality of service facilities and infrastructure in the field of career guidance and entrepreneurship, with the lowest level of suitability of 94.49%. This finding reinforces the importance of improving physical facilities to support student satisfaction, in line with previous studies which stated that good service quality has a significant influence on student satisfaction and loyalty (Suffiyah Arrafiatus, 2011; Wider et al., 2024).

However, overall, based on the calculation results of the Grand Mean total conformity between reality and expectations felt by students based on the average of the mean of the five dimensions of the satisfaction survey, which is 94.63%. The practical implication is that institutions need to make specific improvements, especially in tangible aspects, such as improving physical facilities and student support services to increase global competitiveness, as recommended (Rahman & Nasrin, 2024).

Faculty of Economics and Business Unesa Education Personnel Services
Based on the results of the Gap Score calculation, it shows that of the five dimensions (items) the values are negative, this indicates that the performance of education personnel has not met user expectations. It is known that the largest negative gap value, which is -0.23, is in the Empathy aspect of variable P15. The empathy aspect is the involvement of education personnel in the policy process in the fields of personnel and finance, as well as the results of the following study which states that empathy has an important role for managerial implications for improving the quality of service at the university (Meirawan, 2010). This shows that the level of respondents' expectations exceeds the level of performance/reality of the quality of service provided. There are several paradigms that show that improving services and increasing efficiency are needed to increase service satisfaction. (Askari et al., 2024) . This result is in line with previous studies by Meirawan (2010), which emphasized that empathy has an important role in improving service quality through managerial implications in the university environment. According to respondents, the level of conformity with expectations felt in the Empathy aspect (P15) was 95.53%, in addition to having a sense of empathy when providing services is very much needed to resolve customer complaints so that disappointment can be minimized. (Sumianti et al., 2020). Overall, the total conformity between reality and expectations felt by educational staff from the satisfaction survey was 94.99%.

CONCLUSION
Fundamental Finding: The results of the analysis and interpretation above prove that Service satisfaction shows that from the five dimensions (items) it shows that performance has not met user expectations for FEB Unesa lecturers as a whole, the total conformity between reality and expectations from the lecturer satisfaction survey is 88.85%, FEB Unesa Student Service satisfaction, the average satisfaction of this service is

94.63%, and FEB Unesa Educational Personnel Service, the average satisfaction of this service is 94.99%. **Implication:** (1) the better the quality of the lecturer, the higher the satisfaction given to students (2) the quality of service to students has a big impact on student satisfaction (3) empathy in educational personnel services has an important role for managerial implications for improving service quality at the university. **Limitation:** This study is limited to respondents from the academic community of FEB Unesa only. **Future Research:** It is hoped that further research can review more deeply the quality of service at FEB Unesa.

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