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APPLICATION OF SERVQUAL AND QUALITY FUNCTION DEPLOYMENT METHODS IN EFFORTS TO IMPROVE ACADEMIC SERVICES BY LECTURERS

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Abstract

This research was conducted to measure the level of academic quality in the services provided by instructors at the Faculty of Science and Technology (FST) at XYZ University. The Servqual method was employed to assess the factors influencing the academic service quality of instructors, Importance Performance Analysis was used to identify these factors, and Quality Function Deployment (QFD) was utilized to propose improvements for enhancing academic service quality. The research sample consisted of students and the FST management. The Servqual method involved analyzing GAP 5 and GAP 1, revealing numerous attributes with negative values, indicating a lack of student satisfaction, and identifying discrepancies between management perceptions and student expectations. The Importance Performance Analysis yielded 9 attributes that were prioritized for improvement. Subsequently, using QFD, 8 technical responses were identified as recommended improvements by management to enhance the quality of academic services.

Abstrak

Penelitian ini dilakukan untuk mengukur tingkat kualitas akademik dalam pelayanan yang diberikan oleh dosen pada FST di Universitas XYZ. Dilakukan menggunakan metode Servqual, mengidentifikasi faktor-faktor yang mempengaruhi kualitas pelayanan akademik pada dosen menggunakan metode Importance Performance Analysis, dan merancang usulan perbaikan menggunakan Quality Function Deployment (QFD) untuk meningkatkan kualitas layanan akademik pada dosen. Sampel penelitian yang dipakai adalah mahasiswa dan manajemen FST. Metode Servqual yang digunakan adalah analisis GAP 5 dan GAP 1, hasilnya masih ditemukan banyak atribut yang bernilai negatif, artinya masih belum memenuhi kepuasan mahasiswa dan ditemukan beberapa perbedaan antara persepsi manajemen dengan harapan mahasiswa. Kemudian, hasil dari metode Importance Analysis Performance didapatkan 9 atribut yang menjadi prioritas perbaikan. Lalu dari analisis perbaikan untuk atribut-atribut yang menjadi prioritas perbaikan menggunakan QFD didapatkan 8 respon teknis yang diberikan oleh manajemen untuk meningkatkan kualitas layanan akademik.

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INTRODUCTION

Education is one of the academic processes provided by an institution so that an individual can apply their learning outcomes in the future. Educational services need to be attended to by every educational institution to be able to provide quality educators in serving education users. Higher education is a competitive educational institution that provides satisfactory services to its users in order to attract the targeted market's interest. It is hoped that with quality services satisfying for users or students, they will recommend others to use those services. In marketing strategy, this step is considered important to increase the number of students. Therefore, it is necessary for higher education institutions to measure their services.

The Servqual method is one that can be used to measure the quality of academic services in an educational institution in order to assess the adequacy of the provided services. According to Parasuraman (1997), as explained by Purnamawati (2012), service quality refers to the extent to which customers receive services by measuring the gap between the actual service and customer expectations. According to Kotler, there are 5 dimensions used to determine the quality of service, namely tangible, reliability, responsiveness, assurance, and empathy (Fadillah et al., 2020). The results of analysis using this method can serve as goals to achieve the quality level of the existing information system, and these numerical results depict the level of importance of variables and dimensions of customer satisfaction performance. This method can be integrated with various other methods, one of which is the Fuzzy method used in the research by Wijayanti & Noya (2013) with the research object being KSP Kusuma Artha Lestari. Furthermore, other research studies have also used the Servqual method. For instance, Fadillah et al. (2020) analyzed customer satisfaction at ABC Laundry. Additionally, research conducted by Purnama & Sailah (2017) aimed to enhance faculty satisfaction with quality journal training services using the Servqual method.

Quality Function Deployment (QFD), as described by Wijaya (2018), is the best visualization technique for identifying the true desires of consumers, involving practices to translate designs in response to customer needs. This method serves to elucidate what customers require to be produced by an organization or company. The objective of this design process is to ensure that the quality of products or services produced by the company aligns with consumer needs.

RESEARCH METHODS

The initial step in this research is conducting interviews with students from the Faculty of Science and Technology (FST). This is carried out to gain an understanding of the issues that are prevalent, which can then be incorporated as factors within the questionnaire distributed. The observation period spans from March 2022 to May 2022.

According to Widoyoko (2016), as cited by Purnomo & Palupi (2016), a questionnaire is a data collection method performed by providing respondents with a set of written statements or questions to gather responses aligned with the user's request. The questionnaire used in this research is based on the one developed by Parasuraman et al. (1988), which has been adapted and modified to suit the research requirements. Measurement is conducted using a five-scale Likert instrument ranging from 1 (very dissatisfied/very unimportant) to 5 (very satisfied/very important). Subsequently, the questionnaire is distributed to both students and management of the Faculty of Science and Technology (FST).

The technique used to sample students from the Faculty of Science and Technology (FST) is proportionate stratified random sampling, employing the Slovin's formula. Stratified random sampling involves dividing the population into strata, selecting a simple random sample from each layer, and combining them into a sample for the sampling process used to estimate population parameters (Ulya et al., 2018).

The analysis method for validity and reliability testing is conducted using SPSS 20. Validity testing, as explained by Nugraha et al. (2014), aims to demonstrate the intended measurement by examining the measuring instrument used to determine the extent to which the instrument measures accurately. Based on previous research, if the correlation value is greater than the critical table value, the question is considered valid (Nugraha et al., 2014). On the other hand, reliability testing, also explained by Nugraha et al (2014),

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is employed in data collection to determine whether the measurement results can be trusted for use or not. The coefficient used ranges from 0 to 1. According to Nunnally (1987), cited by Nugraha et al. (2014), questionnaire items can be considered reliable if the alpha value is greater than 0.8.

According to Parasuraman (1997), as mentioned in Purnamawati (2012), service quality refers to how much customers perceive they receive a service by measuring the difference between the actual service and the customers' expectations. The concept of Servqual employs a GAP model that indicates the gaps or discrepancies between perceptions and expectations of service users. These gaps are divided into five categories, as explained by Wihardias (2015): GAP 1 (Knowledge Gap), GAP 2 (Standards Gap), GAP 3 (Delivery Gap), GAP 4 (Communication Gap), and GAP 5 (Service Gap). In this research, GAP 1 and GAP 5 are used for Servqual analysis. GAP 1 explains the difference between management's perception and customer expectations, while GAP 5 represents the gap between customer perceptions and expectations.

According to Philip Kotler as cited by Nugraha et al. (2014), Importance Performance Analysis can be used to rank the elements of a service bundle and identify necessary actions. Importance Performance Analysis (IPA) is presented in a diagram divided into 4 quadrants, with the x-axis representing perception and the y-axis representing expectation, separating the quadrants. Here's an explanation of each quadrant as described by Ong & Pambudi (2014): Quadrant A is the 'concentrate here' priority, indicating factors that customers find dissatisfying and are considered important. In this quadrant, the company needs to allocate resources to enhance performance. Quadrant B, the 'keep up the good work' quadrant, includes factors that support the company's performance and should be maintained to ensure customer satisfaction. Quadrant C represents 'low priority,' indicating factors that don't need immediate prioritization by the company, as they are perceived as of low importance by customers. Quadrant D is the final quadrant, labeled 'possibly overkill,' suggesting that the company should focus on other more critical factors, as customers do not highly expect or value the factors in this quadrant.

According to Cohen (1995), as mentioned in Halim et al. (2013), Quality Function Deployment (QFD) is a structured planning and product/service development process that systematically evaluates the capabilities of a product or service in order to establish customer needs and desires. As explained by Setyawan (2016), this method can be used to interpret customer needs and desires, shaping good service quality with a focus on customer satisfaction, design cycle time, resource allocation optimization, and ensuring incremental changes.

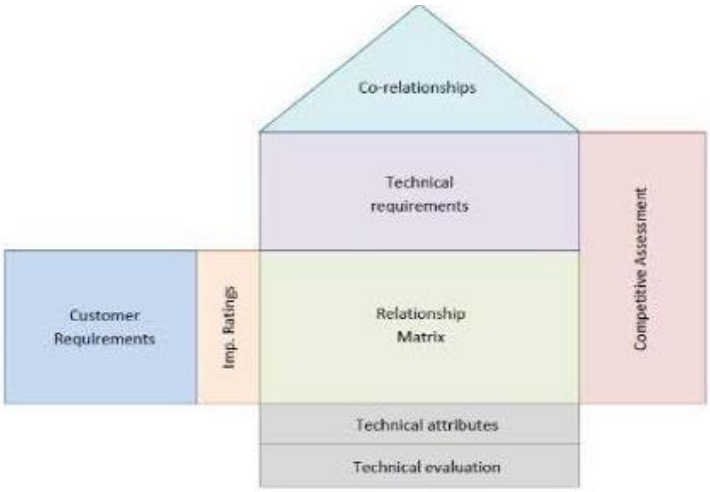

Figure 1. House of Quality
Source: Cohen (1995)

RESULTS AND DISCUSSION

This research employs 5 dimensions to measure the quality of academic teaching, including tangible, reliability, responsiveness, assurance, and empathy. The tangible dimension consists of several attributes, namely scheduled and definite consultation times with students (1), neat and appropriate appearance

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according to XYZ University standards (2), clean and orderly classrooms (3), maintaining the provided learning facilities in a clean and organized manner after teaching (4), utilizing up-to-date supporting facilities (website, applications, software) for lectures (5), having clear and structured modules or references (6), and balancing theoretical teaching with practical applications in society or the environment (7). The reliability dimension includes attributes such as arriving and working on time (8), starting classes punctually as scheduled (9), assigning tasks based on clear instructions (10), having a solid grasp of the taught subject matter (11), teaching in an engaging and varied manner (12), delivering a clear syllabus at the beginning of the course (13), and academic advisors who are capable of providing guidance to students facing academic challenges (14).

The responsiveness dimension comprises attributes including responsiveness in helping students solve problems (15), providing clear lesson information to students (16), promptly responding to feedback or criticism from students (17), delivering understandable and clear teaching (18), explaining exam results that students find challenging to understand (19), and giving moral appreciation to students who excel academically or non-academically (20). The assurance dimension includes attributes like a friendly and courteous attitude (21), possessing a broad insight for educating students (22), taking firm actions in enforcing established regulations (23), maintaining the confidentiality of students with issues (24), and returning exam results to students after the exam (25). In the empathy dimension, the attributes include not discriminating in service to students (26), academic advisors (PA) paying attention to students' academic development (27), academic advisors (PA) addressing student complaints (28), willingness to contact students facing problems (29), and readiness to assist students with learning issues (30).

Based on the validity test conducted with a data sample of 132, a significance level of 1%, and a critical r value of 0.222, as well as the calculated r values from both students' perceptions and expectations being greater than the critical r value, the questionnaire is deemed valid and can proceed to the next testing phase. The calculated r values for students' perception data include:

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Table 1. Comparison of Calculated R for Student's Perception and Expectation

No.	Indicators	R Values (Expectation)	R Values (Perception)
1	Scheduled and definite consultation hours with students.	0.573	0.666
2	Neat and courteous appearance in accordance with XYZ University standards.	0.436	0.588
3	Clean and organized classroom environment.	0.479	0.653
4	Maintaining post-lecture learning facilities in a clean and organized state.	0.629	0.698
5	Utilizing up-to-date supporting facilities (website, applications, software) for teaching.	0.576	0.555
6	Providing clear and structured modules or reference materials.	0.603	0.747
7	Balancing theoretical teaching with practical applications in society or the environment.	0.660	0.558
8	Punctuality in attendance and work.	0.632	0.597
9	Starting classes on time as per schedule.	0.627	0.634
10	Giving assignments with clear instructions.	0.740	0.775
11	Demonstrating expertise in the subject taught.	0.556	0.707
12	Teaching in an engaging and varied manner.	0.628	0.668
13	Delivering a clear syllabus at the beginning of the course.	0.560	0.739
14	Acting as an academic advisor who provides guidance to students facing academic issues.	0.640	0.730
15	Promptness in assisting students in solving problems.	0.779	0.796
16	Providing clear lesson information to students.	0.760	0.841
17	Swift response to feedback or criticism from students.	0.730	0.607
18	Delivering teaching that is clear and easily understandable.	0.699	0.777
19	Clarifying exam results that students don't comprehend.	0.652	0.709
20	Offering moral appreciation to students who excel academically or non-academically.	0.577	0.590
21	Friendly and courteous attitude.	0.609	0.643
22	Possessing broad knowledge to educate students.	0.666	0.754
23	Enforcing established rules decisively.	0.577	0.711
24	Maintaining the confidentiality of students with issues.	0.730	0.614
25	Returning exam results to students after assessments.	0.547	0.615
26	Treating all students equally.	0.690	0.696
27	Academic advisors (PAs) showing concern for students' academic progress.	0.648	0.783

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28	Academic advisors (PAs) addressing students' complaints.	0.694	0.803
29	Willingness to contact troubled students.	0.655	0.701
30	Readiness to assist students with learning issues.	0.765	0.661

Souce : Data processed by author (2023)

Based on the reliability test conducted using Cronbach's Alpha, both students' perception and expectation data can be considered reliable and suitable for further data processing. This is because the reliability test values are above 0.8, as indicated by Nunnally (1987) in Nugraha et al. (2014). The reliability test results for students' perception data obtained a value of 0.9494, while the expectation data had a value of 0.9602.

The next data processing step involves calculating the GAP 5, which illustrates the difference between students' perceptions and expectations when receiving academic services from FST faculty members. Additionally, the calculation of GAP 1, depicting the disparity between management's perception and student expectations, is performed. The GAP 5 calculation is conducted at the faculty level. The results of the GAP 5 calculation can be observed in Table 1, while the results of the GAP 1 calculation are presented in Table 2.

Table 2. GAP 5

No. Attributes	P	E	GAP (Q)
1	3,61	4,48	-0,86
2	4,24	4,35	-0,11
3	4,02	4,39	-0,37
4	4,04	4,45	-0,41
5	4,10	4,35	-0,25
6	3,88	4,54	-0,66
7	3,59	4,48	-0,89
8	3,60	4,44	-0,84
9	3,55	4,37	-0,83
10	3,65	4,69	-1,04
11	4,11	4,64	-0,53
12	3,69	4,54	-0,85
13	4,30	4,49	-0,20
14	3,87	4,63	-0,76
15	3,69	4,52	-0,83
16	3,79	4,53	-0,74
17	3,43	4,50	-1,07
18	3,65	4,65	-1,00
19	3,21	4,58	-1,36
20	3,42	4,31	-0,89
21	4,14	4,61	-0,47
22	4,22	4,58	-0,36
23	4,06	4,33	-0,27
24	3,70	4,61	-0,91
25	3,20	4,37	-1,17
26	3,53	4,60	-1,07
27	3,70	4,48	-0,78
28	3,72	4,55	-0,83
29	3,49	4,39	-0,89
30	3,76	4,58	-0,83

Souce : Data processed by author (2023)

Table 3. GAP 1

No. Attributes	P Management	E Student	GAP (Q)
1	4,50	4,48	0,02
2	3,88	4,35	-0,47
3	3,88	4,39	-0,51
4	3,75	4,45	-0,70
5	4,38	4,35	0,03
6	4,50	4,54	-0,04
7	4,13	4,48	-0,35
8	4,13	4,44	-0,31
9	4,00	4,37	-0,37
10	4,50	4,69	-0,19
11	4,63	4,64	-0,02
12	4,38	4,54	-0,16
13	4,75	4,49	0,26
14	4,38	4,63	-0,25
15	3,63	4,52	-0,89
16	4,63	4,53	0,09
17	4,00	4,50	-0,50
18	4,38	4,65	-0,28
19	4,63	4,58	0,05
20	4,13	4,31	-0,19
21	4,50	4,61	-0,11
22	4,25	4,58	-0,33
23	4,13	4,33	-0,20
24	4,50	4,61	-0,11
25	4,25	4,37	-0,12
26	4,63	4,60	0,03
27	4,38	4,48	-0,11
28	4,25	4,55	-0,30
29	3,63	4,39	-0,76
30	4,00	4,58	-0,58

Source : Data processed by author (2023)

From the above Table 1, it can be observed that all attributes have negative values, indicating that the academic services at FST have not yet met the satisfaction of the students. Similarly, Table 2 also shows

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significant differences between management's perception and student expectations for several attributes, such as attributes numbered 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, and 30. Based on these results, it can be concluded that student satisfaction with academic services from faculty members is not met, and there are differences between management's perception and student expectations. Therefore, improvements are needed from the management's side as well to align perceptions and expectations.

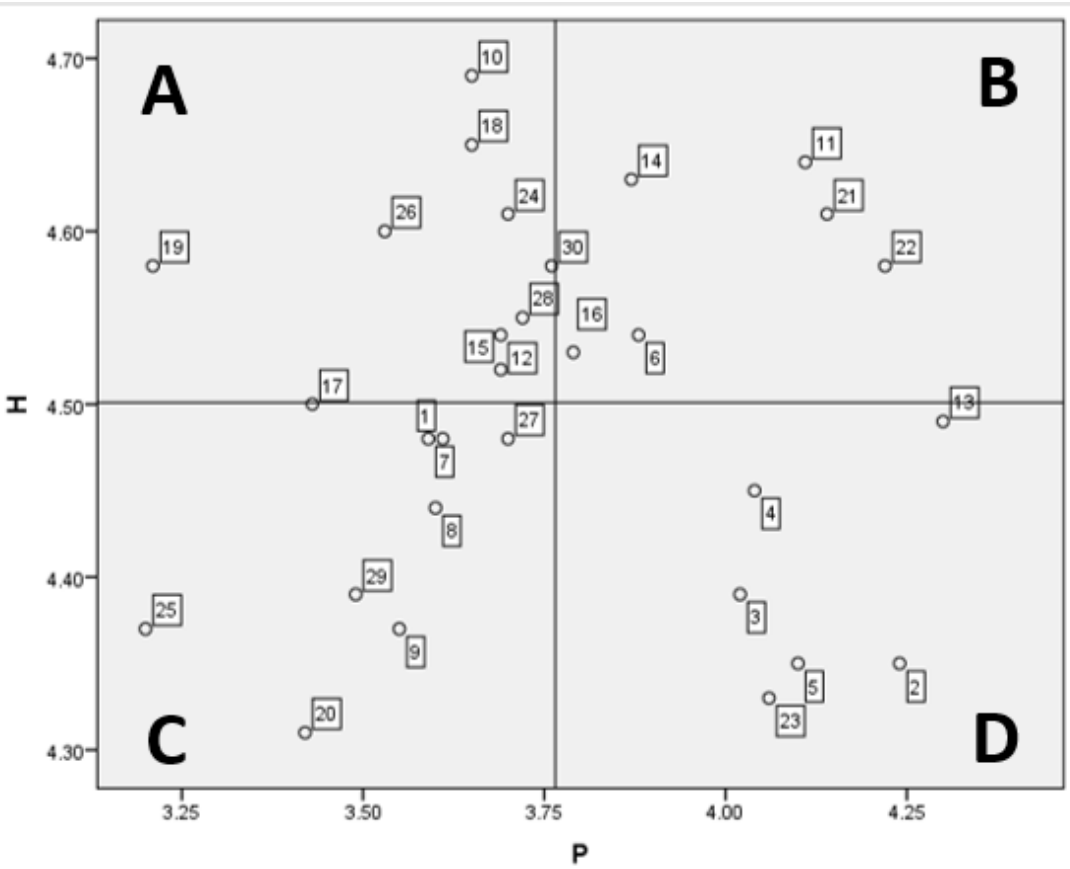

Figure 2. Importance Performance Analysis
Source: Data processed by author (2023)

The next step involves the Importance Performance Analysis process to prioritize improvements that management needs to undertake in order to enhance the quality of academic services from faculty members in the college. From the results of this process, attributes falling in Quadrant A (top priority) include attributes numbered 10, 12, 15, 18, 19, 24, 26, 28, and 30, while those in Quadrant B (maintain achievements) include attributes numbered 6, 11, 14, 16, 21, and 22. Moreover, Quadrant C (low priority) attributes from the results encompass numbers 1, 7, 8, 9, 17, 20, 25, 27, and 29, while attributes numbered 2, 3, 4, 5, 13, and 23 fall into Quadrant D (excessive). Hence, the attributes in the top priority quadrant will be used as the Voice of Customer in the House of Quality creation process. The results of the Importance Performance Analysis process can be seen in Figure 2.

Based on the conducted Importance Performance Analysis results, the next step is to design the House of Quality to analyze the improvements that management will undertake to enhance the quality of academic services from FST faculty members. The following are the steps for designing the House of Quality:

First, the creation of the Voice of Customer, which will be presented in Table 4.

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Table 4. Voice of Customer

No. Attributes	Voice of Customer
10	Giving assignments according to clear instructions
12	Teaching in an attractive and varied manner
15	Responsiveness in assisting students to solve problems
18	Providing clear and easily understandable teaching
19	Explanation of exam results that are not understood by students
24	Maintaining the confidentiality of the names of students with issues
26	Not discriminating in providing service to students (-)
28	Academic advisor (PA) responding to student complaints
30	Readiness to assist students with learning problems

Source : Data processed by author (2023)

Second, the creation of the Planning Matrix as shown in Table 5, which includes Importance to Customer (IC), Customer Satisfaction Performance (CSP), Goal (G), Improvement Ratio (IR), and Sales Point (SP), and also in Table 6, which comprises Raw Weight (RW) and Normalized Raw Weight (NRW).

Table 5. Importance to Customer, Customer Satisfaction Performance, Goal, Improvement Ratio, dan Sales Point

Attributes	IC	CSP	G	IR	SP
10	4,69	3,65	4	1,10	1,5
12	4,54	3,69	3	0,81	1,5
15	4,52	3,69	3	0,81	1,2
18	4,65	3,65	4	1,10	1,5
19	4,58	3,21	4	1,25	1,2
24	4,61	3,7	4	1,08	1,2
26	4,6	3,53	4	1,13	1,2
28	4,55	3,72	4	1,08	1,5
30	4,58	3,76	3	0,80	1,5

Source : Data processed by author (2023)

Table 6. Raw Weight dan Normalized Raw Weight

Attributes	RW	NRW (%)
10	7,71	13,48
12	5,54	9,68
15	4,41	7,71
18	7,64	13,36
19	6,85	11,97
24	5,98	10,45
26	6,25	10,93
28	7,34	12,83
30	5,48	9,58

Source : Data processed by author (2023)

The next design is the technical response provided by management to enhance the quality of academic services from FST faculty members, as described in Table 7.

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Table 7. Technical Responses

Code	Technical Responses
TR 1	Repeating explanations of instructions regarding given tasks
TR 2	Enhancing teaching skills of faculty through regular training (once a year) on effective and efficient classroom management, content delivery, use of instructional media, and certified training.
TR 3	Faculty exchanging ideas with each other or with internal sources on better and varied teaching techniques and didactic methods.
TR 4	Organizing guest lecture classes by inviting expert speakers in their respective fields.
TR 5	Developing an enrichment program to review student evaluations or feedback to identify areas of improvement and address them.
TR 6	Implementing a regular faculty mentoring program.
TR 7	Reducing self-centeredness in teaching approaches.
TR 8	Program heads consistently reminding faculty about feedback from students.

Source: Data processed by author (2023)

Then, assess the What and How relationships as shown in Table 8.

Table 8. Relation *Whats* and *Hows*

Whats	*Hows*	Relationship Values
10	TR 1	3
	TR 2	9
12	TR 2	9
	TR 3	9
	TR 4	9
15	TR 5	3
	TR 6	3
18	TR 2	9
	TR 3	9
	TR 7	9
19	TR 2	9
	TR 5	9
24	TR 5	9
	TR 6	3
	TR 8	9
26	TR 5	9
	TR 6	3
	TR 8	9
28	TR 5	9
	TR 6	3
	TR 8	9
30	TR 3	9
	TR 5	3
	TR 6	3
	TR 7	9

Source: Data processed by author (2023)

The final step involves determining the technical correlations, as explained below: The relationship between TR 2 and TR 3, which is 'improving the teaching ability of lecturers with annual routine training'

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and 'lecturers exchanging ideas or with other internal sources about teaching techniques and didactic methods,' has a positive correlation. This is because when lecturers share the knowledge acquired from training with other lecturers, the teaching system at FST can be enhanced. The relationship between TR 3 and TR 4, which is 'lecturers exchanging ideas or with other internal sources about teaching techniques and didactic methods' and 'organizing guest lecture classes with invited speakers,' has a positive correlation. This is due to the presence of guest speakers who are experts in their fields, allowing lecturers to gain additional knowledge directly applicable in the professional world. Consequently, this knowledge can be shared with both students and other lecturers.

The relationship between TR 3 and TR 5, which is 'lecturers exchanging ideas or with other internal sources about teaching techniques and didactic methods' and 'creating enrichment programs to review evaluation results or student feedback,' has a positive correlation. This is because through exchanging ideas about evaluation results, FST lecturers can collectively find solutions or implement student feedback to enhance the quality of academic services from FST faculty members. The relationship between TR 3 and TR 7, which is 'lecturers exchanging ideas or with other internal sources about teaching techniques and didactic methods' and 'reducing personal ego when it comes to teaching,' has a positive correlation. In exchanging ideas, lecturers with a larger ego or those who believe their teaching methods are superior and disregard the input of others should reduce their ego. This is essential for effective sharing, as during this process, lecturers are expected to share positive aspects to improve their service.

The relationship between TR 5 and TR 6, which is 'creating enrichment programs to review evaluation results or student feedback' and 'developing regular training programs for academic advisors,' has a positive correlation. This is because from the enrichment program results, FST management can comprehend suitable training programs based on the evaluation feedback provided by students. The relationship between TR 5 and TR 8, which is 'creating enrichment programs to review evaluation results or student feedback' and 'encouraging heads of study programs to continually improve based on student criticisms,' has a positive correlation. Through the enrichment program outcomes, heads of study programs can identify the shortcomings in the academic services provided by faculty members and consistently remind those lecturers who are deemed lacking to enhance and improve their quality.

From the analysis results using HoQ, recommendations for improvements that can be undertaken by FST management to enhance the quality of academic services provided by faculty members are formulated based on the prioritized improvement areas. The first recommendation is the implementation of an enrichment program (TR 5). This enrichment program should be regularly conducted to review the outcomes of the academic services provided by lecturers. This program is expected to elevate the quality of academic services in the 8 prioritized attributes for improvement, such as maintaining the confidentiality of students with issues, responsiveness in assisting student problems, explaining unclear exam results, and preventing lecturers from discriminating in their services to students. Additionally, this program is anticipated to be continuously developed and expanded by the management to accommodate students' academic service needs and feedback, employing various methods for experimentation.

The second recommendation is the implementation of an annual routine training for lecturers (TR 2). This annual training is designed to equip lecturers with knowledge about the subjects they teach, effective and efficient communication methods with students, and more. This initiative aims to provide lecturers with added value in their teaching approaches. Consequently, the 4 attributes addressed by this technical response are anticipated to improve significantly. The third recommendation involves regular reminders from the heads of study programs (TR 8). Heads of study programs play a crucial role within the management, overseeing all aspects within their respective programs. Reminders based on criticisms and feedback from study program heads are considered highly effective. They ensure that the academic services provided are satisfactory. Beyond reminding lecturers about student feedback, study program heads actively seek alternative approaches to further enhance service quality and relay these to lecturers.

The fourth recommendation from this research is the facilitation of knowledge sharing and idea exchange among lecturers (TR 3). By engaging in mutual discussions, lecturers can both contribute and gain new insights that can be applied in their teaching methodologies. For instance, a lecturer who has encountered a specific student-related issue can share their experience with others, or a lecturer might

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acquire new knowledge from attending training, and so forth. Management envisions that the new insights gained by each lecturer can be disseminated to others, thereby enhancing academic services at FST. The fifth takeaway from this research, which is also recommended, is the reduction of lecturers' ego when delivering lessons (TR 7). Occasionally, some lecturers exhibit excessive egos, hindering them from accepting feedback or criticism from students and fellow lecturers. Thus, management encourages these lecturers to diminish their ego, enabling them to self-improve their teaching and guidance methods and fostering a collaborative and effective learning environment.

Furthermore, the recommendation involves organizing regular faculty orientation programs (TR 6). These orientation programs are somewhat similar to the annual training mentioned earlier. The purpose of these programs is to equip lecturers with various strategies to effectively handle students who may encounter challenges related to their character and psychology in their courses. Additionally, the establishment of guest lectures (TR 4) is suggested. Through these guest lectures, management aims to enhance students' understanding of the subjects being studied. This initiative also provides students with an opportunity to gain knowledge from professional speakers who are experts in their respective fields, thereby complementing the insights shared by campus faculty members.

Lastly, it is recommended to repeat task instruction explanations (TR 1). FST management envisions that by asking students to repeat task instructions, they will better grasp the directions given. This approach aims to minimize errors in students' assignments and ensure compliance with the provided instructions. Furthermore, management encourages lecturers to deliver clear and straightforward explanations, preventing confusion among students while comprehending their assignments.

CONCLUSIONS AND SUGGESTION

Based on the GAP 5 calculations, it can be observed that all attributes have negative values, indicating that the academic services provided by the faculty in terms of student satisfaction are not yet satisfactory. This signifies the need for improvements to enhance service quality. The GAP 1 calculations also show negative values for several attributes, including attributes numbered 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, and 30. This indicates that discrepancies still exist between management's perception and students' expectations, highlighting the necessity for management to align their perception in order to elevate the quality of academic services provided by the faculty.

Based on the results of the Importance Performance Analysis, attributes numbered 10, 12, 15, 18, 19, 24, 26, 28, and 30 have been identified as priorities for improvement. The Quality Function Deployment process has generated 8 technical responses recommended by management to enhance the quality of academic services provided by the faculty. These technical responses include the implementation of enrichment programs, annual training for faculty members, reminders from program heads, exchange of ideas among faculty members, reduction of ego in teaching, regular faculty orientation programs, guest lecture sessions, and repetition of task instructions.

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