turnitin unesa1

320 Similarity

Turnitin

Document Details

Submission ID
trn:oid:::3618:149864457

Submission Date
Aug 30, 2026, 1:57 AM GMT+7

Download Date
Aug 30, 2026, 2:01 AM GMT+7

File Name
320 Production_removed.pdf

File Size
338.7 KB

1 Page

517 Words

3,479 Characters

6% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Exclusions

- 5 Excluded Matches

Match Groups

3 Not Cited or Quoted 6%
Matches with neither in-text citation nor quotation marks

0 Missing Quotations 0%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

5% Internet sources
2% Publications
0% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- **3** Not Cited or Quoted 6%
  Matches with neither in-text citation nor quotation marks
- **0** Missing Quotations 0%
  Matches that are still very similar to source material
- **0** Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- **0** Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

5% Internet sources
2% Publications
0% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1 Internet
icots.info 2%

2 Internet
www.atbufstejoste.com 2%

3 Publication
Khan, Ibraheem Abdulhafiz Q.. "Artificial Intelligence (AI)-Based Multi-Criteria Shi... 2%

Journal of Current Studies in SDGs
Homepage : https://journal.i-ros.org/index.php/JOCSIS
Email : jocsis@i-ros.org

e-ISSN 3089-7564
Vol.3, No.4, December 2027

Comparative SERVQUAL analysis of academic service satisfaction among building and mechanical engineering education students for quality assurance and SDG 4

Yulia Fransisca*, Subuh Isnur Haryudo, Khusnul Khotimah, Ali Nur Fathoni, Heri Suryaman, Mochamad Arif Irfa'i

State University of Surabaya, Surabaya, Indonesia

Check for updates OPEN ACCESS CC BY

DOI : https://doi.org/10.63230/jocsis.3.4.320

Sections Info

Article history:
Submitted: March 10, 2026
Final Revised: July 06, 2026
Accepted: July 28, 2026
First Available Online: September 30, 2026
Publication Date: December 27, 2027

Keywords:
Academic;
Assurance;
Service;
Satisfaction;
Quality;
SDG 4.

ABSTRACT

Objective: *To evaluate baseline student satisfaction, compare service quality between two "Accredited Excellent" vocational engineering programs-S1 Building Engineering Education (PTB) and S1 Mechanical Engineering Education (PTM)-and diagnose operational bottlenecks to align empirical findings with institutional quality assurance and global educational standards.* ***Method:*** *A quantitative comparative-descriptive survey design was conducted with a stratified random sample of N = 422 undergraduate students (PTB N1 = 215 and PTM N2 = 207). Data were collected using a 23-indicator SERVQUAL instrument on a 4-point Likert scale and analyzed using descriptive statistics (Mean, Standard Deviation, Respondent Achievement Degree/TCR), independent-samples t-tests (a = 0.05), and Cohen's d effect size estimations.* ***Results:*** *Although overall satisfaction reached a "Satisfied" baseline (TCR = 75.47%), inferential testing revealed a statistically significant disparity (p = 0.0429) favoring PTB over PTM. Granular item analysis isolated critical operational bottlenecks in laboratory equipment adequacy (P18), general campus facility accessibility (P23), and administrative responsiveness in facility loan procedures (P16).* ***Novelty:*** *The research shows that top-tier accreditation does not guarantee uniform program-level service delivery, offering a pioneering framework that directly integrates granular SERVQUAL diagnostics into the institutional Internal Quality Assurance System (SPMI-PPEPP cycle) and United Nations Sustainable Development Goal 4 (Targets 4. a and 4.4).*

INTRODUCTION

In the modern global higher education landscape, institutional success is increasingly defined by the capacity to deliver high-quality, student-centered academic and administrative services. In engineering and vocational higher education, service quality extends beyond traditional classroom instruction to include complex laboratory infrastructure, technical equipment availability, administrative efficiency, and holistic student support systems. Because engineering education relies heavily on experiential and hands-on learning, student perceptions of service quality serve as a critical barometer for institutional effectiveness, student retention, and graduate competency (Tight, 2020). Consequently, higher education institutions worldwide face increasing pressure to systematically monitor, evaluate, and enhance service delivery to meet modern accreditation benchmarks and industry demands (Sallis, 2014).

To evaluate service quality in educational settings, the SERVQUAL framework originally developed by Zeithaml et al. (1990) remains one of the most widely adopted diagnostic tools. The framework evaluates service quality across five core dimensions: Tangibles, Assurance, Responsiveness, Empathy, and Reliability. Scholarly literature in higher education management has extensively utilized SERVQUAL to identify gaps between student expectations and perceptions (Yousapronpaiboon, 2014), as well as to evaluate service quality in broader higher education ecosystems (Bo, 2025; Tan & Kek,