Service Quality Analysis Education Faculty of Economic Riau University with Servqual Methode

Rio Jonnes M. Marpaung
Lecturer at the Faculty of Economics, University of Riau

ABSTRACT

The aim of this research is to examine the service quality on Strata one program Faculty of Economy Riau University by compare between students' expectations with students' perceptions of service quality that they have been received. While the benefits of this research are as guideline for constitution party in order to maintain the quality and improve their the service quality by fixing things that can lead the poor service quality by using conceptual mode of the gap between the perceptions and expectations of students / customers.

Analysis that used is SERVQUAL analysis to measure the dimension of service quality wherein it has 5 dimensions, among others: Tangible, Reliability, Responsiveness, Assurance, and Empathy, used Microsoft Excel which the results are the gap between expectations and perceptions. And for examine whether the gap are significant or not by using SPSS 16.0.The next step was mapping the position of each service quality dimensions to each quadrant with Importance Performance Analysis.

Result of this research is there were found gap between expectations and students' perceptions to the service quality in Faculty of Economy at Riau University. With the level of expectations are 4,54 while perceptions are 3,44, score of the gap Sevqual have negative values in amount of -1,10. And the IPA analysis result showed that all items or dimensions have negative gaps, there are 8 items of 22 items on quadrant A or main priority which indicated weak services quality in Faculty of Economy at Riau University so that it means the service quality in Faculty of Economy still need improvement.

Keyword: Servqual, Importance Performance Anlyasis, and Service quality of Education

I. Introduction

Quality is an important aspect for the development of the company. Currently, most consumers start to make quality as the main parameter in opting for a product / service. Moreover, the quality is often a promotional tool that automatically lowers able to increase the sale value of products / services company. In education, the issue of quality education services is particularly important as key to the success of any educational institution is able to provide higher quality for its students. The quality of these services can be a supporting infrastructure of education, quality of lecturers / education, quality of employees, curriculum materials, governance. The role of educational institutions as one of the organizations that manage human resources into quality resources as an important output makes higher education institutions to continue to spur him to adapt and innovate to environmental changes in order to survive and exist in the course of the development of educational services.

The college is the service institutions in the field of education, although in its operation does not promote profit as a primary goal, providing excellent service to students is a must as a for-profit. Colleges in providing services have specific characteristics which can not be equated with service institutions other than universities. For example, the services provided to students bound by the rules of universities and Higher Education. Riau University is one of the institutions of State for Higher Education, which had stood since 1962 until now and the Faculty of Economics, University of Riau in 1963 (The handbook Faculty of Economics, University of Riau). Faculty of Economics, University of Riau as an institution of education services related to the development of human resources is one of the favorite establishments for students who wish to pursue higher education to especially in Riau.

Table 1: Number of Students of Faculty of Economics, University of Riau in S1 According to the Department and Year Forces

No	Year Forces	Department			Number of students (person)
		Economics	Management Science	Accounting Sciences	
1	2011	121	230	186	537
2	2012	242	345	441	1.028
3	2013	272	353	407	1.032
4	2014	285	324	429	1.038
5	2015	295	353	392	1.040
Total Student					**4.675**

Source: Riau university rector

It can be seen from the sheer number of students who choose majors in the Faculty of Economics increased from year to year from each department and can be seen an increase in the number of students was highest in 2015 amounted to 1,040 people and 537 people in 2011 that for all the majors at Strata One Faculty of Economics, University of Riau. Faculty of Economics has sought to develop the implementation of education and learning as well as possible. This is because there is the realization that one of the main tasks of the university is carrying out the process of learning and teaching. The education system in the Faculty of Economics as well as other faculties that are environment of the University of Riau, carried out on the basis of the curriculum developed with the goals and objectives of the study or program. With the functions and duties of the Faculty of Economics can be categorized as agency services as a consequence of the opening of the free market, not only the economic world are competing at national and international level, but also education. Services mentioned here lies in providing education services provided by the Faculty of Economics as a provider of services to consumers as customers.

Efforts to improve the educational courses necessary to first determine the level of quality that has been achieved as a base or base line. Based on quality measurements obtained can be sought the causes of low quality and improvement solutions. On the services of higher education, reference groups that influence the strong prospective students in instilling confidence about the quality and superiority of the college are: a) classmates, b) lecturer or professor of professional, c) students who are active college (Kotler and Fox, 2000 in Sahyar, 2012).

Customers determine the quality of higher education through an evaluation of: (1) the suitability of service received by the prescribed standards, (2) consistency in providing services mainly scheduling, (3) the results obtained by the customers associated with career and employment, (4) the process delivery is in accordance with customer needs. Measuring the quality of services that a lot is to use a method comprising ServQual dimensions: Physical evidence, reliability, responsiveness, assurance, and empathy. ServQual method used to measure the gap / gaps between perceptions and expectations of customers.

Service Quality (SERVQUAL) is a tool designed to measure the quality of service received by consumers. In addition, it can be used to analyze the causes of problems such services. Servqual will analyze differences in perceptions and expectations of consumers regarding the services provided or the so-called gap.

II. LITERATURE REVIEW

Quality is an important aspect for the development of the company. Currently, most consumers start to make quality as the main parameter in opting for a product / service. Moreover, the quality is often a promotional tool that automatically lowers able to increase the sale value of products / services company. Some experts have defined quality as "conformance to the user," "conformance to requirements," "free of irregularities," and so on. According to the American Society for Quality control, quality is the overall features and nature of the products or services that affect its ability to satisfy stated or implied (Kotler, 2008: 180).

Dimensions of Quality

Dimensions of quality for different goods and services, related to the nature of both products. Products in the form of goods easier to see the level acceptance in the eyes of consumers. This happens because the product kongret shaped items, may be seen, and felt, so that consumers more easily in the comparison between products (goods) are like. In addition, defects that occur in goods easier and faster to overcome because of disability visible to the human eye and instantly felt consumers. Satisfaction / dissatisfaction of consumers to goods faster visible, because it is perceived directly, shortly after receiving the goods. While the dimensions of the quality of

the product and services more slowly detected, because the characteristics of the service which does not seem to need to do some time experience to decide on a service company qualified or not qualified. In early development, Service quality measured air
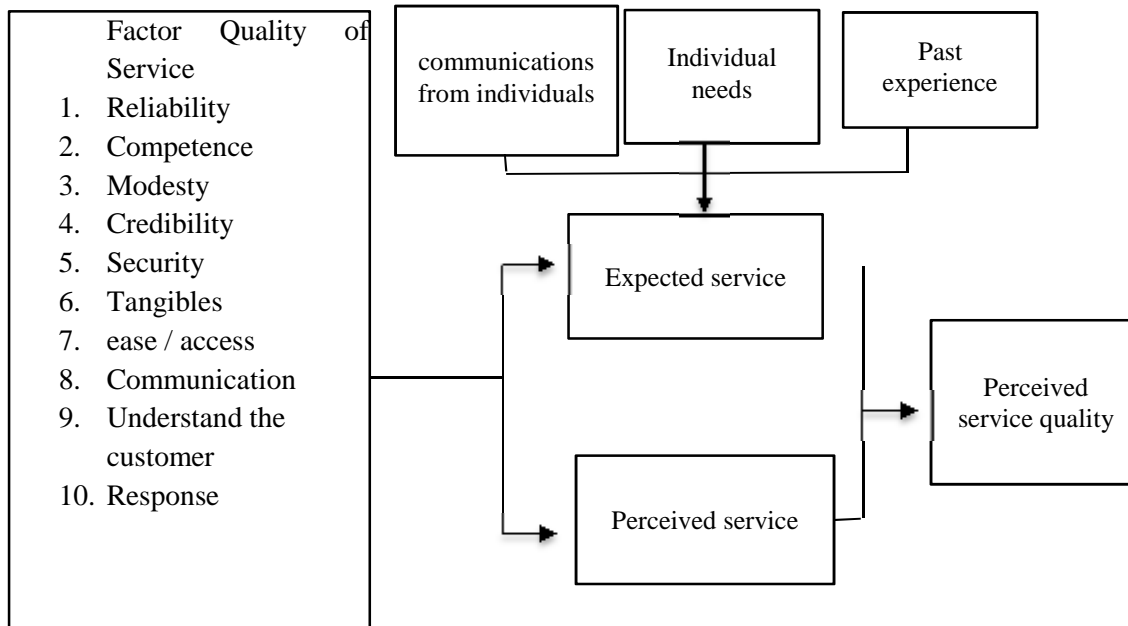

Figure 1: The Basic Model of Quality of Service

Service Quality

According to Kotler in Wahyuni (2014: 13) Services is any act or acts that can be offered by one party to another and essentially intangible, and did not produce anything of ownership. The production process may or may not be associated with a physical product. Meanwhile, according to Zeithaml and Bitner in Wahyuni (2015: 13), the services cover all economic activities that the output is not the product or the construction of a physical, which in general consumption and production is done at the same time, and the added value that is given in the form of comfort, entertainment, speed and health which in principle is intangible.

Services are intangible and more a process that customers subjectively, in which production and consumption activities take place at the same time. Quality of service is much more difficult to be defined, described and measured when compared to the quality of products / goods. Services of an act or performance that creates benefits for customers at a certain time and place, as a result of actions to realize the desired changes in themselves or on behalf of the service recipients. Stanton in Arief (2007: 13) and Alma (2009: 243) reveals the definition of services as follows:

Service Reviews those are separately identifiable, intangible Essentially activities that provide want-satisfaction, and that are not necessarily tied to the sale of a product or another service. To produce a service may or may not require the use of tangible goods. However, when such use is required, there is no transfer of the title (permanent ownership) to Reviews These tangible goods

From some sense, it can be concluded outline bahwasannya services is a process of activities performed by the manufacturer (company or organization) who deal directly with customers even though the format of the service does not appear to be real and to have a close relationship to customer satisfaction.

The concept of quality of service is essentially a quality standard that must be understood in providing the actual service of the marketing with quality service. It is not merely a story or something corny, but must be adapted to a decent standard, as a standard ISO (International Standardization Organization), that is considered as a healthy condition for the purpose or use, have harmony with the specifications, freedom for all its faults, forming customer satisfaction, have high credibility and is the pride.

Factors Affecting the Quality of Service

In order to realize the competitive service system that leads to the satisfaction of the users then educational institutions must improve service quality. The factors that affect the quality of service as the opinion Kosasih (2009: 3), namely:

1) The awareness factor, namely the factors that focus on individuals who perform a task or job, awareness on job qualifications, the risks faced by consumers who handled important assignments and coverage will affect a person's behavior in dealing with others,

2) Factors rule, these factors typically include things that bind and is the benchmark in completing a job,

3) organizational factors, factors oraganisasi services more emphasis placed on working arrangements and mechanisms that are able to produce adequate services,

4) Factor skill and ability, that quality of service is strongly influenced by the quality of the individual abilities and skills in serving users,

5) Factors care facilities, that the high quality of service that must be supported by means of a complete service to facilitate in providing services to users.

Service Quality Model

One analytical tool that can be used for measuring the quality of services is by using the SERVQUAL (Service Quality). Servqual by Zeithaml (1990) Dalan Tjitono (2006: 45) that "a cumtomer's judgment of the overall excellant or superiority of a service". Thus SERVQUAL may also be defined as the extent to which the difference between reality and expectations of customers with the services they receive / earn. Customer expectations are basically the same as what kind of services provided by the company / institution to the customer.

Consumers base their expectations on the information they receive from the seller or service provider, friends, and other sources. The bigger the gap between expectations and perceptions, the greater the dissatisfaction of consumers. This shows that the sale should make an honest statement about the achievements of their products or services so that customers feel satisfied. In servqual method, according to the Wahyuni Parasuraman et.al (2014: 16), there are five methods of the type of gap that causes mismatches service quality as well as the quality model as follows:
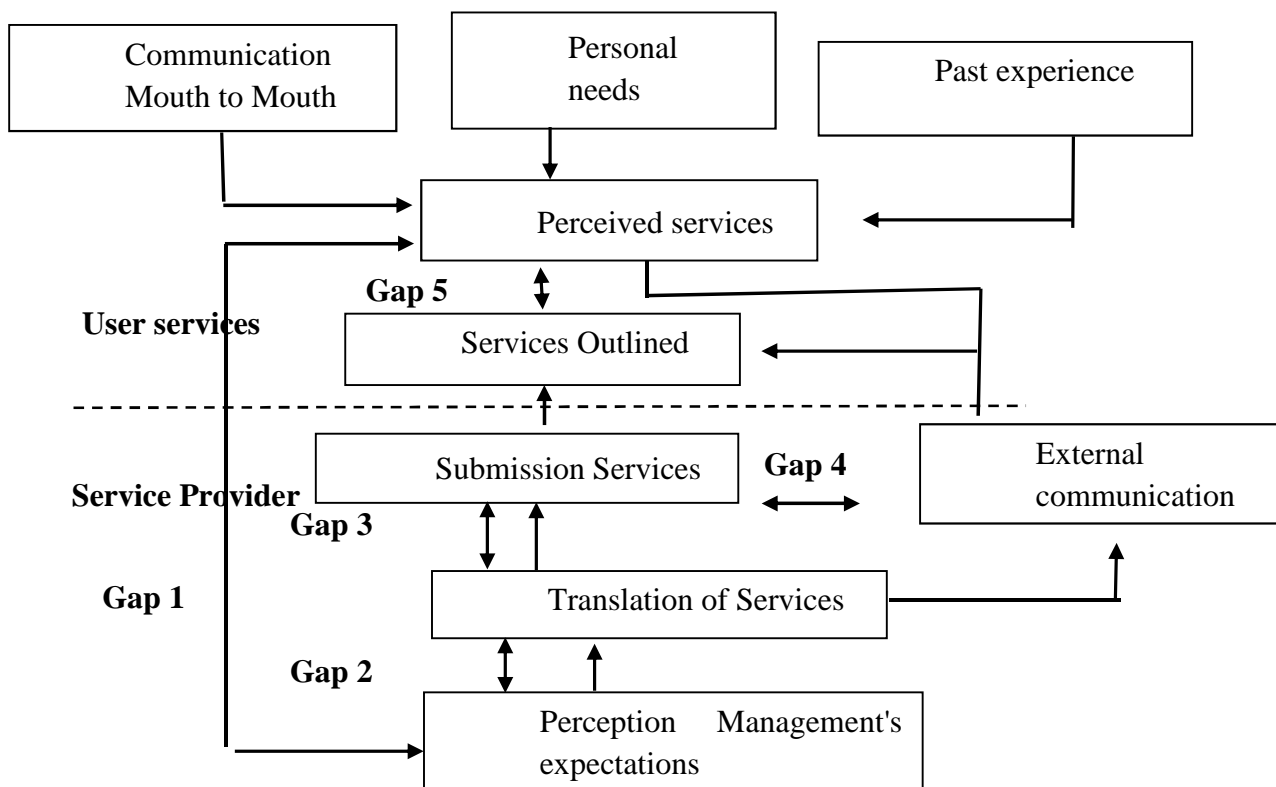

Figure 2: Model Servqual
(Source: Valerie A. Zeithmal in Sangeetha, 2011)

E. THEORETICAL FRAMEWORK

The variables measured in this study is the variable quality of educational services at Tier One Program (S1) Faculty of Economics, University of Riau where the quality of product and services provided shall be able to meet the expectations / desires and / memuasakan expectations / desires of customers (students). Five major dimensions of service quality that is responsiveness, empathy, reliability, physical evidence, and the guarantee is measured based on the variable perception and expectation variables. After the measurement is done, the calculated score SERQUAL namely the difference between perceived performance variable with expected performance variables.

If the difference is positive performance variables we can conclude satisfied customers that will directly impact on the successful delivery of these services and increased satisfaction with the service. However, when variables such performance is negative then the customer is not satisfied. If this is the case on the education services education institutions should further improve the education services in accordance with the principle of continuous improvement that is oriented to customer satisfaction.
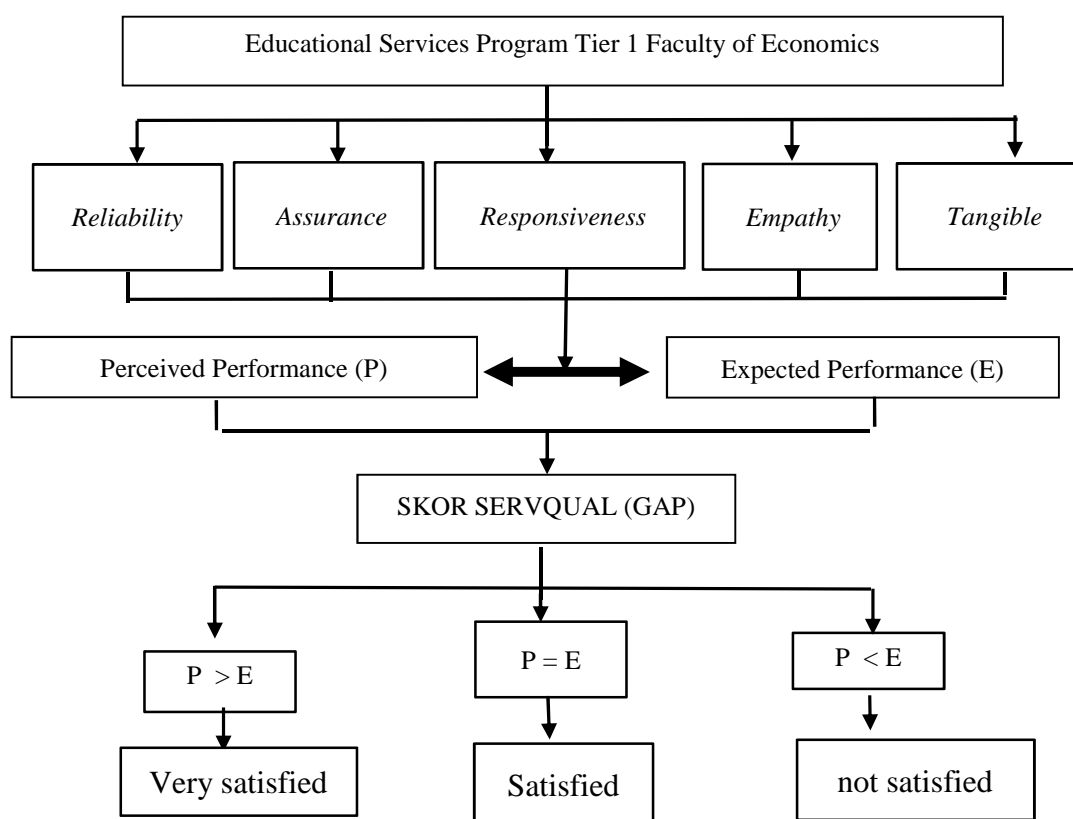
Figure 3: Conceptual Framework

F. HYPOTHESIS

This research is a descriptive research using survey. Descriptive research can be defined as the process of solving the problem was investigated by describing the state of the subject and object of research at the present time based on the facts that appear or sebagimana presence. Implementation of a study descriptive method is not limited to the collection and compilation of data, but includes the analysis and interpretation of the data. In addition, all collected allowed to be the key to what is observed, and therefore this study did not have hitopesis research.

G. RESEARCH SITES

This research was conducted at the campus of the University of Riau Faculty of Economics Studies Program Tier One (S1) located at Jalan HR. Subrantas km 12.5 Pekanbaru-Riau.

H. POPULATION AND SAMPLE

The population in this study were all students of the Faculty of Economics, University of Riau class of 2011 to 2015 amounted to 4,675 students. So the sample size in this study were 98 students S1 Faculty of Economics. Sampling method using stratified random sampling method in which sampling technique with regard strata (levels) in the population.

I. TYPES AND SOURCES OF DATA

a. The primary data used in this study was obtained through observation or direct observation in the form of opinion data from the original source, ie S1 students of the Faculty of Economics, in the form of an assessment of the performance attributes of service quality and the level of interest is expected. Data collected in the form of primary data on perception / assessment of respondents to the variable of educational facilities, quality of lecturers or teachers, the quality of service of employees, curriculum or teaching materials, and governance.

b. Secondary data source libraries that support the writing of research and obtained from the relevant literature on the issue as a basic understanding of the object of study and to analyze them appropriately. The data obtained and collected from internal sources of the higher education institution Faculty.

J. METHOD OF DATA ANALYSIS

Validity test

Validity test used to measure whether or not a legitimate or valid questionnaires. A questionnaire considered valid if the questions on the questionnaire were able to reveal something that will be measured by the questionnaire (Ghozali, 2006: 49).

Reliability test

Reliability testing is actually a tool to measure the reliability of a questionnaire which is an indicator of a variable or construct. A questionnaire said to be reliable or reliable if someone answers to a question are consistent or stable over time (Ghozali, 2006: 45).

Analysis of Service Quality (ServQual)

Servqual method is based on the assumption that consumers compare the performance of services on atirbut-relevant attributes to the ideal standard / perfect for each service attribute. When the match or exceed the performance standards, the overall perception of the quality of service will be positive and vice versa. In other words, this model analyzes the gap between the expected services (expected service) and customer perception of the service received (perceived service).

This model uses a Likert scale with the calculation of the following formula:

$$SERVQUAL\ SCORE = SCORE\ P\text{-}E$$

Where: P = Perception customer (student) against the perceived performance of the actual service
E = expectations of customers (students)

Based on the model SERVQUAL, if the score is negative (-) means less or not good quality (the customer is not satisfied). If the score is equal to zero SERVQUAL mean better quality of service (customer satisfied). If the score SERVQUAL positive (+) means that service quality is very good (very satisfied) seen by using an item-by-item analysis and dimension-by-dimension analysis.

Importance-Performance Analysis (IPA)

Methods Importance Performance Analysis (IPA) was first introduced by Martilla and James (1997) with the aim to measure the relationship between consumer perceptions and the priority of improving the quality of products / services which is also known as a quadrant analysis (Brant, 2000 and Latu & Everett, 2000 in Baskoro 2011: 25). IPA has been used in various fields of study because of the ease to implement and see results that facilitate the proposed improvement of performance (Martinez in Baskoro, 2011: 25). There are two kinds of methods for displaying data IPA (Martinez in Baskoro, 2011: 26): first place the line of intersection quadrant on the average value on the axis and the satisfaction level of priority axis handling in order to know the general dissemination of data located in quadrant how. The second method placing the line of intersection quadrant on the average value with the aim to find out the specifics of each factor lies in how quadrant. The second method is more widely used by researchers. IPA combines measurement of interest rate factors / expectations and performance levels / perception in a two-dimensional graph that facilitate explanation of data and gain practical proposals. IPA chart is divided into four quadrants based on measurements where the importance-performance as shown in Figure 4 below:

Figure 4: Distribution of Importance perfermance Quadrant Analysis
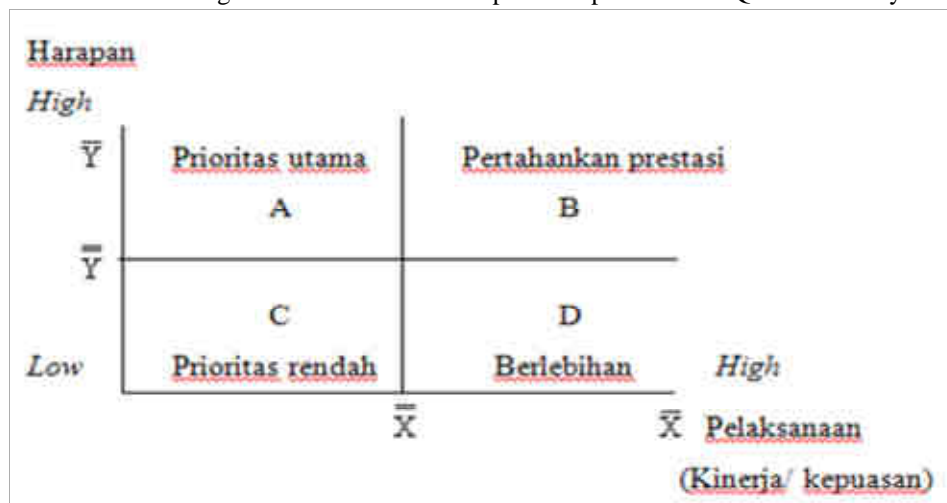
Information :
Quadrant A: "Top Priority", this quadrant shows the elements or attributes that merit a high level of importance but less attention from the Faculty of Economics, University of Riau, so its performance level is low or below average. It shows the location of customer dissatisfaction.

Quadrant B: "Maintain Performance", this quadrant indicates the element or attribute services deemed high (above average) by the customer and implemented by the Faculty of Economics well. This category indicates the ideal aspect, because it shows that the company has an advantage that is considered important where performance is above average, so that customers be satisfied.

Quadrant C: "Low Priority", this quadrant indicates that elements of the services performed by the Faculty of Economics low and not considered as something important by customers. Aspects that are included in this group can be omitted from the attention of management in the future.

Quadrant D: "Too Overrated" quadrant shows elements of services that are not so important by customers who carried out very well by the school management. This shows that the company is too focused on the aspects that have little impact on customer satisfaction, so that should be allocated resources on those aspects in this category can be transferred to other aspects that have scores higher interest rate but has a low performance.

K. RESULTS AND DISCUSSION
Validity Test
Test the validity of this research, the number of samples (n) = 98 and the amount can be calculated 98-2 df = 96 to df = 96 and alpha (α = 0.05) was 0.198 (r see table at df = 98 with a two-sided test). Compare the value of Correlated Item-Total Correlation well with the calculated r table = 0.198.
If r count larger than r table and the positive value of items or questions or indicators are declared invalid (Ghozaeli, 2011: 53). And it is known all over the value of the variable count r $\geq$ 0.198. This means that all the items variable is declared invalid. The results of testing the validity of more as shown in Table 2. Table 2 shows that all the indicators used to measure the variables used in this study had a correlation coefficient greater than 0.198 so that the results of these tests show that all indicators declared invalid.

Table 2: Results of Test Validity

No	Indicator	Expectations		Perception	
		r calculation	information	r calculation	information
1	Tangible				
	Indicator 1	0.588	Valid	0.226	Valid
	Indicator 2	0.650	Valid	0.345	Valid
	Indicator 3	0.397	Valid	0.436	Valid
	Indicator 4	0.448	Valid	0.517	Valid
	Indicator 5	0.342	Valid	0.363	Valid
2	Reliability				
	Indicator 1	0.767	Valid	0.354	Valid
	Indicator 2	0.540	Valid	0.469	Valid
	Indicator 3	0.667	Valid	0.526	Valid
	Indicator 4	0.558	Valid	0.411	Valid
3	Responsiveness				
	Indicator 1	0.542	Valid	0.401	Valid
	Indicator 2	0.571	Valid	0.220	Valid
	Indicator 3	0.582	Valid	0.308	Valid
	Indicator 4	0.615	Valid	0.359	Valid
	Indicator 5	0.595	Valid	0.441	Valid
4	Assurance				
	Indicator 1	0.716	Valid	0.286	Valid
	Indicator 2	0.625	Valid	0.456	Valid
	Indicator 3	0.678	Valid	0.346	Valid
	Indicator 4	0.631	Valid	0.482	Valid
5	Empaty				
	Indicator 1	0.715	Valid	0.449	Valid
	Indicator 2	0.619	Valid	0.459	Valid
	Indicator 3	0.634	Valid	0.343	Valid
	Indicator 4	0.724	Valid	0.358	Valid

Source: Processed Data

Reliability Test

Table 3: Reliability Test Results

NO	Indicator	r Description	Limit	information
1	Perception	0.723	0.60	Reliable
2	Expectations	0.915	0.60	Reliable

Source: Processed Data

Value Cronbach Alpha (α) is the research instrument amounted to 0.723 for the indicator / variable perception, and 0.915 for the indicator / variable Hope. From number Cronbach Alpha (α) can be concluded that the instrument used in this study is reliable.

Analysis of Service Quality (ServQual)

After the data collection questionnaire and made data summary customer perceptions and expectations (students) then do the calculation of the average value of customer perceptions and customer expectations. Comparison of the perceptions and expectations of students S1 Faculty of Economics of the Faculty of Economics of the service can be seen in the following table. The attributes / indicators / variables used in this study include Tangible, Reliability, Responsiveness, Assurance, and Empaty.

Calculation Gap

Of the five dimensions can be seen the average level of expectations and perceptions of respondents, so it can do a great measure the gap between perception and expectation. Measurements conducted to determine the service gap S1 Faculty of Economics, which is less by customers (students). Measurement gap is shown in Table 4 is done by subtracting the average perception of the average expectations of customers (students) on each attribute or item-by-item analysis.

Table 4: Analysis of Gap Use Item-by-Item Analysis

No	Indicators	Preception	Expectations	Gap
1	Physical lecture hall	2.99	4.56	-1.57
2	Amenities classrooms	3.09	4.53	-1.44
3	Facilities learning resources (Internet, library)	3.14	4.58	-1.44
4	Supporting facilities (parking, cafeteria, photocopy, WC)	3.09	4.56	-1.47
5	Appearance faculty and staff	4.49	4.52	-0.03
6	Reliability in the learning process	3.91	4.40	-0.49
7	The accuracy and appropriateness of the use of time in the learning process	3.52	4.34	-0.82
8	The attention of lecturers to students in the lecture	3.29	4.49	-1.20
9	Timeliness of services rendered academic staff / administration / department	3.13	4.58	-1.45
10	Lecturer responsive to the needs of students in the lecture	3.40	4.50	-1.10
11	Availability and alertness of the faculty in providing assistance to students	3.35	4.65	-1.30
12	The willingness and alertness of administrative staff / department / general maupaun in helping the student administrative issues	3.42	4.57	-1.15
13	Ease in to see the lecturer during office hours	3.55	4.56	-1.01
14	Lecturer arrive on time	3.60	4.57	-0.97
15	Comfort in dealing with academic staff / department / administration and the public	3.20	4.45	-1.25
16	Friendliness of the staff in providing service	3.33	4.55	-1.22
17	The hospitality embodied academic staff / department / administration and general against students	3.34	4.52	-1.18
18	Lecturer knowledgeable	4.00	4.71	-0.71
19	The responsibility of professors to the value they provide to students	3.38	4.58	-1.20
20	Lecturers always motivate students in the learning process	3.60	4.60	-1.00
21	The attitude of faculty attention and patience in the face of a student during the learning process	3.47	4.56	-1.09
22	The attitude of wait staff in helping students who are completing an academic problem	3.47	4.53	-1.06
	Average	3.44	4.54	-0.10

Source: Processed Data

From Table 4 above shows that the total overall average that respondents at the level of expectation is 4.54 and the perception / performance is 3.44. There is a negative gap between performance and perception of -1.10. Gap is in the lowest negative performance indicators faculty and staff of -0.03. with an average value of 4.49 perception that almost approaches the average expectations of 4.52. While the value of the largest gap found in Physical lecture hall at -1.57, with an average value of 2.99 and value perception of the average expectations of 4.56.

Table 5: Gap Analysis Using Dimensions-by-Dimension Analysis

| No	Dimension	Perception	Expectations	Gap
1	Tangible	3.36	4.55	-1.19
2	Reliability	3.46	4.45	-0.99
3	Responsiveness	3.46	4.57	-1.10
4	Assurance	3.47	4.56	-1.08
5	Empaty	3.48	4.57	-1.09
	Average	3.44	4.54	-1.10

Source: Processed Data

Based on the average score perdimensi, the order of S1 students' perceptions of the Faculty of Economics of the Faculty of Economics is a tangible service (3:36) reliability and responsiveness (3.46), assurance (3.47) and then empthy (3.48). As for the order of the expectations of students are reliability (4.45), tangible (4.55), assurance (4.56), then empathy and responsiveness (4.57). The difference between the average score perdimensi between the average perception and the average expectation of having a negative gap with the average total-1.10. Efforts repairs need to be done on the physical aspect of the lecture hall, supporting facilities, promptness of service, and to deliver the service address in more accurate state of the lecture hall should be considered because it had the largest negative gap value.

Importance Performance Analysis (IPA)

In essence, IPA combines dimensional measurements expectations / perceptions of the level of interest and / performance into the two dimensional grid then plotted into it. Value perception is plotted as a vertical axis, while the expected value as a diagonal axis by using the average value contained in the dimensions of perception and expectation as the intersection of the center line. In this analysis, the values are divided into four quadrants according to the line of intersection.

From the results of the processed data can then be grouped into four quadrants Importance Performance Analysis division. To determine the position of each point in the variable sub-dimensional diagram of the average X (Perception / performance) and the average Y (Hope / Interest). 5:19 mapping table obtained from the quadrant Importace Performance Analysis in Figure 5 below:

Figure 5: Diagram Importance Performance Analysis
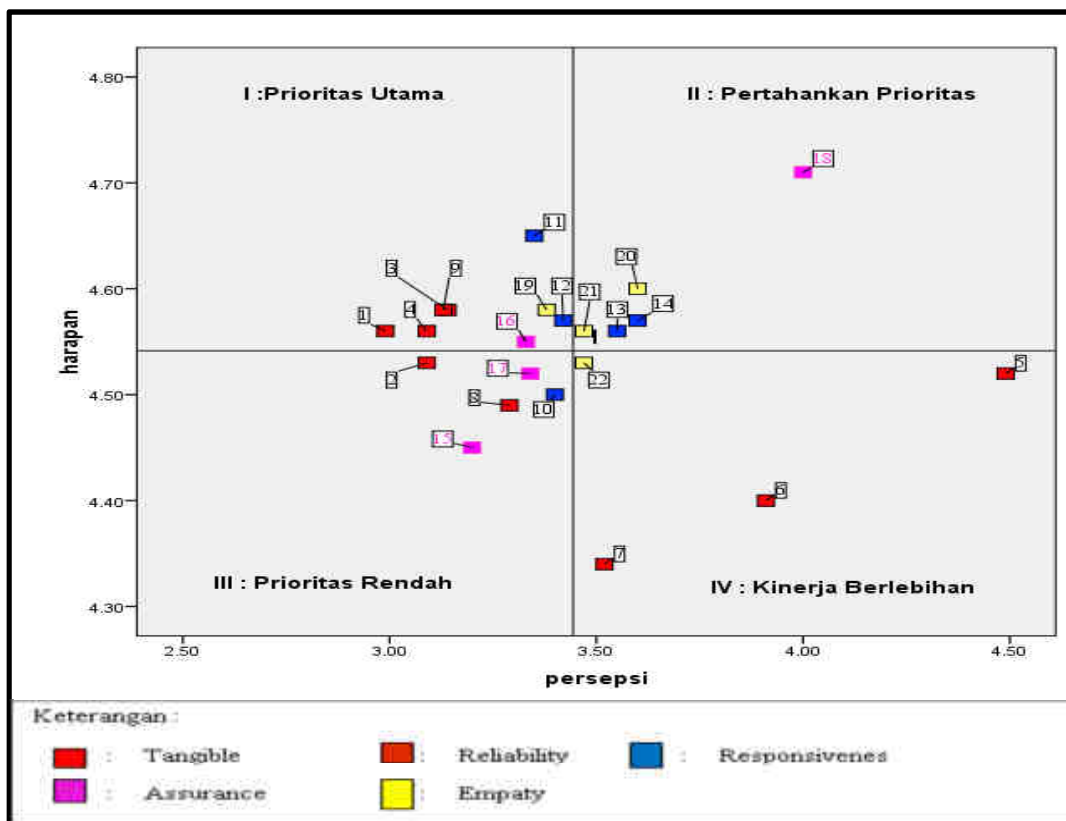
Source: Processed Data SPSS

Importance Performance Analysis Based on the diagram in Figure 5 of the above it can be concluded attributes related to educational services At the Faculty of Economics can be grouped in each quadrant as follows:

First Quadrant, "Top Priority" (Expectations are high and low perception). In this quadrant shows the elements of services deemed essential by the students, but less attention and students dissatisfied. So that the Faculty of Economics obliged mengelokasikan adequate resources to improve performance on these factors. Based on the diagram above, the statement items are included in this category are items from the statement numbers: (1) Physical lecture hall, (3) Facilities learning resources (internet, libraries), (4) Support Facilities (parking, cafeteria, photocopy, toilet) , (9) the timeliness of services provided staff to students, (11) the availability and

promptness lecturers to provide assistance to students, (12) the willingness and alertness of administrative staff / departments / or public in helping the administrative problems of students, (16) the friendliness of the staff in providing services, (19) the responsibility of professors to the value they provide to students. Most of these items are on Tangible dimensions (Physical Evidence).

Second Quadrant, "Priority Achievement" or preserve the achievements (High Expectations and Perceptions of Appeal). In this quadrant shows the elements that are considered by the students has been as expected and students are satisfied. So that the faculty should maintain this performance has been good. Based on the diagram above, the statement items that enter into this category are: (13) easily meet the lecturer during working hours, (14) Lecturer on time, (18) Lecturer knowledgeable, (20) Lecturer always motivate students in the learning process (21) attitude of patience and attention lecturer in the face of the student in the learning process. Most statements were on the dimensions of responsiveness.

The third quadrant "Low Priority" (Expectations and Perceptions Low Low). This quadrant shows the factors that are considered less important to do a mediocre but do not have a serious concern, but also must be addressed. Item statements included in this category are: (2) Facilities study room, (8) The attention of lecturers to students in a lecture, (10) lecturer responsive to the needs of students in the lecture, (15) comfort in dealing with academic staff / department / administration and general, (17) the hospitality towards justice embodied academic staff / department / public administration and the students. Most are in the dimension statement Assurance.

Fourth Quadrant, "Excessive Performance" (Low Expectations and Perceptions of Appeal). In this quadrant shows the element or attribute services deemed less important by students but done well, something excessive, but also need improvement. Based on the above diagram that goes into this quadrant are: (5) Appearance faculty and staff, (6) the reliability in the learning process, (7) The accuracy and appropriateness of the use of time in the process pembelajan, (22) The attitude of wait staff to help students who are resolve academic issues.

L. CONCLUSION
Based on the research results can be concluded as follows:
1. The level of expectations of students S1 Faculty of Economics, University of Riau on the quality of service of the Faculty has an average value of 4:54. So it can be seen that the level of expectations of students that are in the highest Empaty dimensions and Responsiveness.
2. The level of student perceptions of S1 Faculty of Economics, University of Riau on the quality of service of the Faculty has an average value of 3:44. So it can be seen at the level of students' perceptions of the dimensions Empaty which means service on this dimension has meet or exceed the expectations of students.
3. Value expectations are higher than the value of perception. The value of the quality of service Faculty of Economics, University of Riau perceived student S1 is negative with a value of -1.10. So the value gap is highest at Responsiveness value of -1.19.

M. SUGGESTION
Based on the conclusion, can put forward the following suggestions:
1. A negative value means that the perception of S1 students of the Faculty of Economics of the quality of service they feel is still lower than the expectations of the students. So the Party School should further improve service.
2. From the Importance Performance Analysis in need of repair and upgrading, namely: Physical College Building, Learning Resource Facility (Internet, library) and other supporting facilities such as the layout of the parking lot neat and orderly, Diner is in a state of development is expected to function, addition of a copy so as to help facilitate students and staff and faculty, Janitorial awake and water availability allows.
3. Timeliness of services provided academic staff / administration / departments and public example administrsi process is not complicated is the hope of every student.

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