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### RESEARCH ARTICLE

#### DOES SERVICE QUALITY INFLUENCE SATISFACTION AND IMPACT TO WORD OF MOUTH? A CASE STUDY AT INDONESIAN VOCATIONAL HIGH SCHOOL

Andini Nursetiani and Sri Wahyuni

Asian Banking Finance and Informatics Institute of Perbanas Jakarta, Indonesia.

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#### Abstract

This study aims to whether the effects of service quality positively and significantly impacts student satisfaction and/or word of mouth, student satisfaction positively and significantly impacts Word of Mouth, or Student Satisfaction mediates the relationships between Service Quality positively and significantly impacts Word of Mouth. This research was conducted using a quantitative approach to students at SMK Bisnis and Teknologi Bekasi. The research population is all students at the Bekasi Business and Technology Vocational School (SMK), namely 941 students with a sample size of 281 respondents determined using the Proportional Stratified Random Sampling technique. The data obtained were analyzed using exploratory analysis with the help of Smart PLS. the results are Service Quality positively and significantly impacts Student Satisfaction, Student Satisfaction positively and significantly impacts Word of Mouth, Service Quality not significantly impacting Word of Mouth, Student Satisfaction mediates the relationship between Service Quality positively and significantly impacts Word of Mouth

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#### Introduction:-

Vocational High School (SMK) is one part of secondary education in Indonesia. The phenomenon in the world of education today in Indonesia is experiencing rapid development, this can be seen from the increasing number of Vocational High Schools being opened (Erinawati&Syafarudin, 2021). The school itself is an institution established for the achievement of national education. The ownership of these SMKs is generally government-owned under the auspices of the Indonesian Ministry of Education and Culture (referred to as State SMA / SMK) or privately owned in the form of foundations or companies. Although in the operation of each school both public and private still follow the rules related to learning made by the government. In terms of new student enrollment, for example, public schools usually have no difficulty in marketing the school because it has its own charm.

This is based on the existence of the Zoning Program and Online PPDB carried out by the Government so that prospective students can register in public schools according to the area they live in To attract prospective students, one of the things that is done internally in schools is to improve services both in terms of quality and quantity. Service quality is said to be good if the service provider provides services in accordance with consumer expectations.

One example of a private educational institution is SMK Bisnis dan Teknologi Bekasi, which is located in Bekasi City. This educational institution, run by Yayasan Karya Anak Mandiri Indonesia, was established in 1998 and

**Corresponding Author:-Andini Nursetiani**

Address:-Asian Banking Finance and Informatics Institute of Perbanas Jakarta, Indonesia.

currently has more than 900 students. The school offers three competencies, namely Online Business and Marketing (BDPM), Motorcycle Engineering and Business (TBSM), and Banking and Microfinance (PBKM). When the school entered the new curriculum starting in the 2022/2023 academic year, the names of the skill competencies were changed to skill concentrations, namely Retail Business (BR), Motorcycle Engineering (TSM), and Banking Services (LPB).

Every year this school always has an increase in the number of students from the last 10 years. Starting with the 2014/2015 academic year, SMK Business and Technology Bekasi managed to have 330 students. Then it increased in the following years. A significant increase was in TP 2022/2023, the data on the total number of students, which was originally 782, jumped to 912 students. After observing and analyzing the data on new student admissions for each academic year, it was found that in TP 2023/2024 the number of new student admissions or the number of students entering SMK Bisnis and Teknologi experienced a significant decrease.

In TP 2023/2024 the number of new student admissions or the number of students entering SMK Bisnis and Teknologi experienced a significant decrease. The decline in TP 2023/2024 is thought to have been influenced by student satisfaction and also promotional factors carried out by the school. Indeed in terms of marketing, SMK Bisnis dan Teknologi Bekasi itself does not have a marketing division that focuses on promoting or attracting new prospective students. However, in this case there are several methods used by the school, namely the conventional promotion method carried out by administrative staff and teachers coupled with other students for promotion by giving rewards for each prospective student who registers. In addition, SMK Business and Technology Bekasi also holds promotions in print media in the form of brochures, banners and banners as well as social media such as Facebook and Instagram yet the promotional activities carried out have not been able to make the number reach the target with the same value as the previous year or experience a higher increase than before.

Providing good service quality for students is one of the promotional activities that can provide satisfaction for students. Good service quality is an issue that is considered very important in the world of education (Erinawati&Syafarudin, 2021). Strategies or steps in improving service quality, providing customer value and customer satisfaction are some of the efforts to create learner loyalty which will provide word of mouth recommendations that are very profitable for schools. Customer satisfaction is seen as the main element that determines the success of a business or non-profit such as a school (Tjiptono& Diana, 2015).

The word of mouth (WOM) promotion method is considered the most effective method in marketing and attracting the public, especially prospective students, to enroll in the Bekasi Business and Technology Vocational School.

There are several studies on service quality, customer value, customer satisfaction and WoM with the focus on school institutions. There are still very few studies that discuss this with a focus on the Secondary School level, especially Private Vocational High Schools. In fact, the number of private vocational schools in Indonesia is currently mushrooming and has become the choice of parents.

Herman, (2022) In his research, he found that service quality has a significant influence on student satisfaction. But on the other hand, in a study written by Rahmandika et al., (2020) it was found that service quality did not have a significant effect on customer satisfaction of the Kencana Tour Tourism Travel Bureau in Simo Boyolali.

Rachman, (2018) in his research used the object of research on Indihome products owned by PT Telkom Indonesia. In this study, there are research results that service quality has a positive effect on customer satisfaction Telkom IndiHome, Purwokerto, as well as customer satisfaction, service quality and customer value have a positive effect on word of mouth Telkom IndiHome, Purwokerto. Supported by research written by Octaviani, (2019) found the results that service quality has a positive and significant effect on student satisfaction FISIP Kapuas University, satisfaction has a positive and significant effect on student word of mouth, service quality has a positive and significant indirect effect on student word of mouth through student satisfaction. The direct effect of service quality on student word of mouth is smaller than the indirect effect through satisfaction. However, this contradicts the research written by Supartini& Lutfi, (2020) which says that the results of his research Service quality has a positive effect on student satisfaction, Service quality has a positive effect on Word Of Mouth, but student satisfaction has no effect on word of mouth. Coupled with research written by Surya, (2019) which found that customer satisfaction has no significant effect directly on WOM.

Sembiring&Rezeki, (2018), in their research found the results of service quality and customer value together have a significant effect on visitor satisfaction at the hairros waterpark medan tourist attraction. Supported by research by Lubis, (2019) in his research produces information that service quality and customer value each partially have a positive and significant effect on student satisfaction studying at STIE Pasaman. However, it is refuted by research written by Yulisetiari et al., (2018), The results of this study indicate that customer value has no significant effect on customer satisfaction. Coupled with research written by Dwi Oktari et al., (2022), found that customer value has no positive effect on customer satisfaction in the object of research on Make Over cosmetic products.

Sugiharto et al., (2023) conducted research with the object of research is the Avesenia Nature School in East Java, saying in their research that service quality, company image, and customer satisfaction have a significant impact on word of mouth. Indirectly or through customer satisfaction, service quality and company image also have a significant effect.

Khoo, (2022) This study found that service quality has a significant positive effect on corporate image and customer satisfaction. Furthermore, customer satisfaction has a significant positive effect on return visit intentions and word of mouth. Wijaya & Sujana, (2020) From this study, there are results that the Service Quality Variable has a significant effect on Customer Satisfaction of The Jungle Waterpark and Customer Satisfaction has a significant effect on Word of Mouth.

Seeing the phenomena that occur and the research gap, the Bekasi Business and Technology Vocational School needs to make more efforts to increase student satisfaction in order to create WOM practices through improving service quality, creating customer value. From there, this research raises these issues into scientific research entitled "DOES SERVICE QUALITY INFLUENCE SATISFACTION AND IMPACT TO WORD OF MOUTH? A CASE STUDY AT INDONESIAN HIGH SCHOOL ". Based on the problem formulation that has been explained, the research objectives are analyzing influence of Service Quality on satisfaction and its impact on Word of Mouth

## **Literature Review:-**

### **Word of Mouth**

This is commonly referred to as word of mouth. Word of mouth is a form of informal communication about the features of a company or service in society (Ahmadi, 2019). Word of mouth also means personal or non-personal statements conveyed by people other than organizations to customers (Sunyoto, 2013). The existence word of mouth has a huge impact on the organization and the reputation that the organization has for business continuity (Tjiptono& Diana, 2020). Word of mouth can be negative, positive, or neutral (Ahmadi, 2019). Positive WOM occurs when customers spread positive information about the product and this is the company's expectation. Meanwhile, negative WOM means a record for the company. The negative perspective taken by the company sometimes means positive for customers (Wahyuni, 2019). WOM is information sent or spread through individuals to other individuals (Rachman, 2018b). In this case, the research focuses on positive word of mouth made by consumers for the services provided by SMK Bisnis dan Teknologi Bekasi.

Word of Mouth can be measured using 3 dimensions which include talking about positive things, recommending and encouragement (Wahyuni &Ekawati, 2018). Talking about positive things is a person's desire to provide information related to positive things about the Bekasi Business and Technology Vocational School. In terms of recommending, it means that students are willing to recommend education at SMK Bisnis and Teknologi Bekasi to others. Meanwhile, encouragement here allows students to provide encouragement to other parties, friends or colleagues to enroll in SMK Bisnis and Teknologi Bekasi. These three dimensions also have the same understanding as those written by (Sugiharto et al., 2023).

### **Service Quality**

Although quality is a type of service that yields results, it can take many different forms, with each firm or institution presenting its services in a different way, but all of them aim to satisfy the same clientele: customer satisfaction (Bharmawan& Hanif, 2022). The field of education places a high value on providing high-quality services. To this end, choices about pricing, technology, human resources (HR), and promotion must be taken (Erinawati&Syafarudin, 2021).

Having understood service quality, it then explores possible models for identifying and correcting service quality problems, a model of gaps in service design and delivery. The essential conditions for providing excellent service

quality are highlighted by a service quality model approach. Five deficiencies that lead to poor service delivery are identified by this service quality model. The service gaps stated as follows (Kotler et al., 2022).

First Gap : the difference between management's perception and what customers expect.

Sometimes management misinterprets what customers desire. Although customers could appreciate quick service, management may believe that they prefer courteous service.

Second Gap : discrepancy between service quality requirements and management perception.

Management may really know what customers want, but it does not set a service performance standard. Even though management knows that consumers want fast service, management does not set service time standards.

Third Gap : discrepancy between service delivery and service quality specifications.

Employees may lack training, skills, unwillingness to meet set standards, and other reasons that make it impossible to achieve predetermined standards, for instance taking time listening to customers and serving customers quickly. This frequently occurs as a result of workers not offering services in accordance with the guidelines set forth by management.

Fourth Gap : gap among external communication and service delivery (distance between external communication to consumers and services offered).

Statements made by company personnel and marketing have an impact on consumers' expectations. If a food product advertised in a display is tantalizing and appears to have a large portion, but when the customer comes to order it, the portion is much smaller than what was shown in the picture, then the consumer's expectations have been distorted by the external party's communication.

Fifth Gap : the difference between perceived and expected services (the discrepancy between what is expected and what is actually got).

The discrepancy between the expected and actual service quality is demonstrated by this gap. Customers will feel satisfied if they receive greater service than they anticipated. Nonetheless, there will be discontent if the customer feels that the service falls short of their expectations.

The service quality gap model (Figure 2.1) identifies five determinants (dimensions) of service quality in order of importance (Kotler and Keller, 2022) consist of reliability which is a capacity of the business to deliver services precisely and consistently as promised, customer expectations must be met by performance, which includes being on time, providing the same level of error-free service to every customer, showing empathy, and achieving high accuracy. Second is responsiveness is a policy to assist and furnish clients with prompt, accurate, and lucid information supply, waiting for a bad impression of the quality of the services received by consumers. Third is assurance that means expertise, manners, and capacity of staff members to cultivate client trust in the business consists of a number of elements, such as competence, security, communication, credibility, and civility. Fourth is empathy that means genuinely and amiably attending to consumers by making an effort to comprehend their needs, businesses are supposed to know and comprehend their clients, to be aware of their special needs, and to have customer-friendly hours of operation and the last is tangible that means capability of a company to express its existence to outer parties. The appearance and capabilities of the company's physical facilities and infrastructure and the around environment are tangible evidence of the services given by the service provider. Physical evidence includes physical facilities (buildings, building rooms, and so on), equipment and equipment used (work facilities and technology), as well as the appearance of employees.

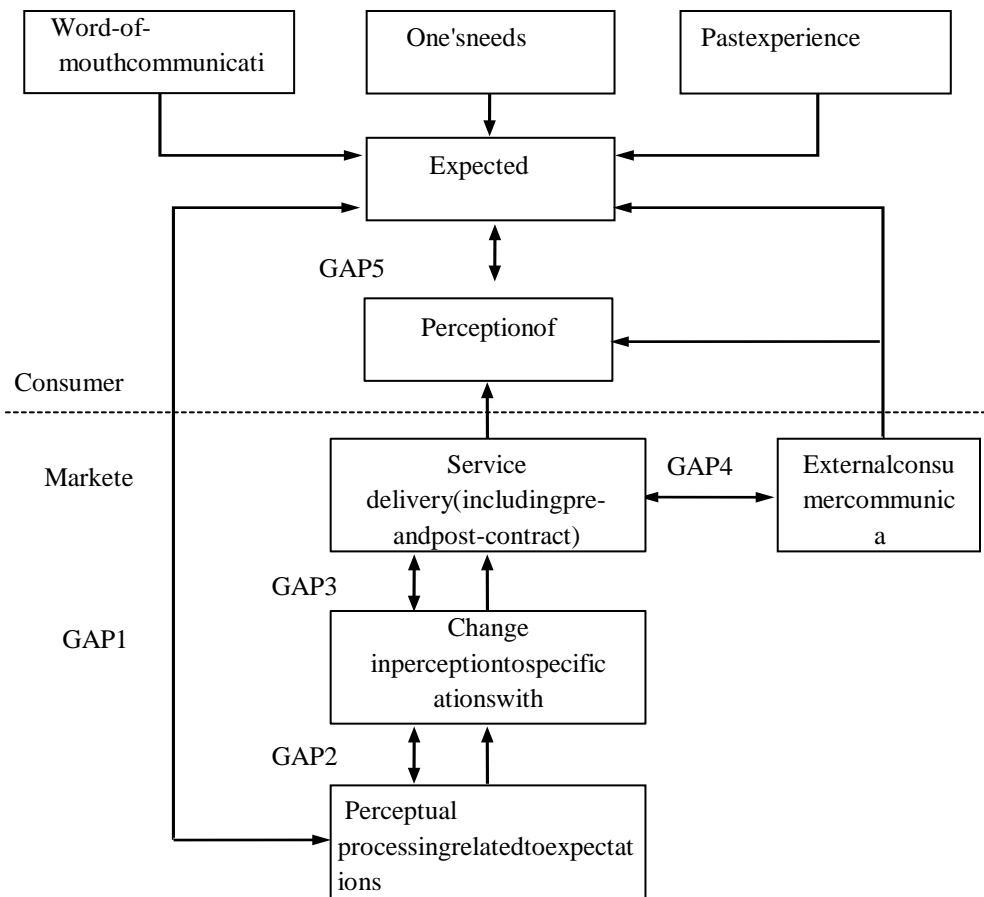


Figure 1:- Service Quality Gap Model.

Measurement of university service quality will refer to the servqual model which identifies five determinants or dimensions of service quality in order of importance, namely reliability, responsiveness, assurance, empathy, and tangible. The five determinants or dimensions of service quality (servqual model) are also adopted by (Wahyuni &Ekawati, 2018) to measure service quality. Based on Rachman (2018), Didik et al (2023), Jusuf et al (2023) sertaSupartini, Sri dan Lutfi (2020), hypothesis can be formulated as follows.

H1 : Service Quality positively and significantly impacts Word of Mouth

**Satisfaction**

In this study, researcher focus on student satisfaction. Student satisfaction is a personal perception that meets their needs and. expectations of the quality of service or learning provided by the higher education. Studies have shown that students who are more satisfied with their academic experiences tend to have higher grade point averages (GPAs), better course grades, and are more likely to graduate (Kuh et al., 2006; Pascarella &Terenzini, 2005). Student satisfaction promotes both academic achievement and retention of the students – elements every university cares about. Attracting top talents, creating a positive student experience, and giving the best education possible is high on the priority. The content of the course, the choice possibilities of the course, the level of the course, the class size, and the teacher's support and performance are some of the factors that strongly influence students' satisfaction with the course. Student satisfaction has also been measured based on the assessment of faculty credentials, financial performance, and the achievement of learner outcomes; comparison with other programs; benchmarking and questionnaires; and most recently, by hybrid models of both satisfaction and facilities.

From a consumer behavior perspective, the term customer satisfaction becomes something complex. (Tjiptono& Diana, 2015). Currently, customer satisfaction is considered important by various parties both in government, companies and business people. Customer satisfaction is considered a key concept in contemporary marketing theory and practice. Customer satisfaction or dissatisfaction is the gap between pre-purchase expectations and the performance or results felt after purchase (Puspaningrum, 2017).

The determinants of customer satisfaction consist of demographic or socio-psychological consumers. These socio-psychological consumers include age, personal competence, education level, income level, marital status, lifestyle and so on (Tjiptono & Diana, 2015).

Customer satisfaction has various significant impacts on the following aspects (Tjiptono & Diana, 2019): (1) Repeat order intention, Satisfied customers tend to be interested in repurchasing the same products or services, coming to the same place or using the same service provider in the future. In addition, there is a possibility that arises is the purchase of a more expensive version of the product (up-buying) or buying other products sold by the manufacturer (cross-buying).

(2) Customer Loyalty, In this case there are cognitive and affective components to customer satisfaction that can affect customer loyalty. If consumers are satisfied with the service, product or the company as a whole, it allows consumers to not be easily persuaded by competitors to switch, even consumers will be more willing to pay premium prices and tolerant of mistakes made by the company. (3) Complaint Behavior, satisfied customers are less likely to complain. Conversely, if a consumer is dissatisfied, there is a possibility that he will complain, especially if he considers that the cause of the dissatisfaction has exceeded his tolerance threshold. Complaint options can vary, including delivering directly, writing in the mass media, writing on social media, informing relatives or friends, submitting complaints to consumer organizations, suing companies and so on.

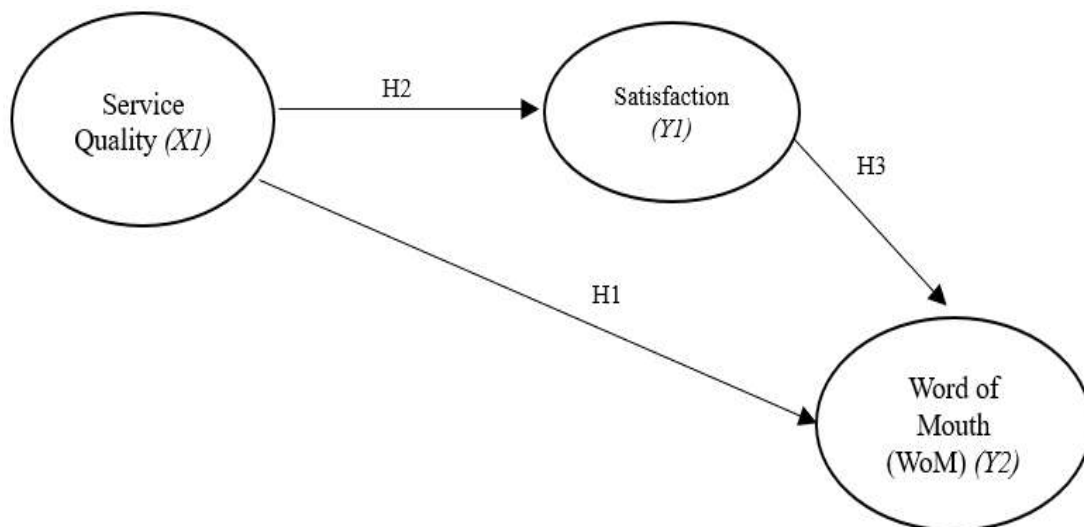
(4) Positive Word of Mouth, customer satisfaction has a positive impact on consumers' willingness to recommend products or brands and companies to others. This is commonly referred to as word of mouth. The existence of this word of mouth has a huge impact on the organization and the reputation of the organization for business continuity. For this reason, customer creation requires commitment, consistency and hard work within the internal individuals in the organization in order to provide wider opportunities for word of mouth.

Student satisfaction can also be assessed by 4 interrelated indicators including the first, the ability of SMK Bisnis and Teknologi Bekasi to provide services in accordance with the expectations of parents of students, the second is the assessment of SMK Bisnis and Teknologi Bekasi and the third is the assessment of the selection of SMK Bisnis and Teknologi Bekasi and the last is satisfaction with the services provided by SMK Bisnis and Teknologi Bekasi. All of these indicators are also adopted by (Sugiharto et al., 2023). Based on research from Khoo (2022), Supartini dan Lutfi (2020), Octaviani (2019), Lubis (2019), Christono (2022), Saripudin et al., (2021), Herman (2022), hypothesis can be formulated as follows :

H2. Student Satisfaction positively and significantly impacts Word of Mouth

H3. Service Quality positively and significantly impacts Word of Mouth

H4. Student Satisfaction mediates the relationship between Service Quality positively and significantly impacts Word of Mouth



**Figure 2:-** Conceptual Framework.

**Research Method:-**

This study uses a quantitative research design. Qualitative research is a research approach that is object-based and usually uses statistical testing methods (Leon et al., 2023). In this study, the independent variable is Service Quality, the dependent variable is Word of Mouth, the intervening variable is student satisfaction. Sugiyono (2022) defines a population as an area for generalization made up of persons or things with specific attributes that researchers have chosen to examine and then make conclusions from. The population of this study were all students of SMK Business and Technology Bekasi TP 2023/ 2024 totaling 941 students, the sample to be used was proportional stratified random sampling for 281 students. This sample will be divided proportionally into each of classes X, XI and XII amounted to 100, 98 and 83 students.

Respondents will be given questionnaires as part of the survey methods used to collect data. Additionally, the SMART PLS (Partial Least Square) 3 Professional Version software will be used to process the acquired data using a statistical model. Using SmartPLS 3, the analysis is carried out by means of the Inner Model, the Outer Model, and hypothesis testing. Following the results of the calculations, the framework in the first model is explained in light of the findings of the validity and reliability tests, which are conducted using the information from the questionnaire analysis.

The answers from respondents will be seen from a value of 1 to 10 which then using the three box criteria (Three Box Method) will be used as the basis for interpretation to determine respondents' perceptions of variables. The average score can be described as the value of 1.00 - 4.00 means "low", the value of 4.01 - 7.00 means "medium" and the value of 7.01 - 10.00 means "high" (Ferdinand, 2014).

For information on the link between latent variables and their indicators, the outer model (measurement model) is important. Confirmatory Factor Analysis (CFA), which employs the SmartPLS analysis test tool and consists of Convergent Validity, Discriminant Validity, and Composite Reliability, is the method used to test the measurement model. The link between item values is the basis for determining convergent validity. The SmartPLS 3 analysis test tool can be used to examine convergent validity based on the link between the indicator value and the construct value. If the Convergent Validity calculation yields a number greater than 0.70, it can be considered reliable. Validity for convergence can be evaluated by measuring the loading factor, which is the correlation between the component score and the constraint value. (Ghozali & Kusumadewi, 2023) states that a collation satisfies convergent validity if its loading value is more than 0.70 and its AVE value is 0.5. The concept of discriminant validity related to the idea that various measurement designs shouldn't have a strong correlation. As such, the discriminant validity of a reflective measurement model can be determined by comparing each latent variable's cross loading value with the manifest variable. It can be stated that the latent variable predicts the indicator more accurately than the other variables if the correlation between the latent variable and each of its indicators (manifest variable) is higher than the correlation with the other latents. One of the methods used to assess the measurement model is the SEM-PLS Reliability Test. (exterior model). When a latent variable's composite reliability value is more than 0.6 and its Cronbach's alpha value is more than 0.7, it is said to have strong realism (Sarwono and Narimawati, 2015)

Inner Model is used to forecast the causal links between latent variables. By using path coefficients in the bootstrapping process, one may forecast the presence of causality links. The percentage of variants that the R2 value and Gof value depict is used to evaluate the structural model, also known as the inner model. A test used to gauge a structural model's degree of goodness of fit is called R-square testing (R2). The degree to which a specific independent latent variable influences a dependent late variable is determined by its R-square value (R2). An R2 value of 0.67, suggests that the model is reliable, whilst the model is classified as weak when the R2 result is 0.33, the model is classified as moderate when the R2 score is between 0.33 and 0.67 (Ghozali & Kusumadewi, 2023)

**Research Result:-**

From 281 respondents, the number of male respondents was 144 students or 51.25% while female respondents totaled 137 students or 48.75%. The percentage of men has a greater number than women because there is one concentration of expertise that has a majority of men which is ability to drive motorcycle. The number of respondents divided into each of classes X, XI and XII respectively amounted to 100 people, 98 people and 83 people or 35.59%, 35.88% and 29.54%.

Of the total 281 respondents, 114 people or 40.57% were the first child, then 102 people or 36.30% were the second child, while 65 people or 23.13% were the third child and so on. Regarding domicile, the majority of respondents live in Bekasi with 273 respondents or 97.15%. Only 1 respondent each lives in Bogor and Depok or 0.36%. And 3 respondents each or 1.07% each are domiciled in Jakarta in cities other than Bekasi, Bogor, Jakarta and Depok.

The vehicles used by respondents or students mostly use motorbikes with 267 respondents or 95.02%. A total of 10 respondents or 3.56% used public transportation / online motorcycle taxis. There was 1 respondent or 0.36% who used a car to school and 3 respondents or 1.07% who walked to school. There is not a single respondent who uses a bicycle as a mode of transportation to school

**Table 1:-** Research Objects.

GROUP	CATEGORIES	NUMBER OF RESPONDENTS	PERCENTAGE
GENDER	Male	144	51,25%
	Female	137	48,75%
CLASS	X	100	35,59%
	XI	98	34,88%
	XII	83	29,54%
FOURTHCHILD	1	114	40,57%
	2	102	36,30%
	>2	65	23,13%
DOMISION	Bekasi	273	97,15%
	Bogor	1	0,36%
	Jakarta	3	1,07%
	Depok	1	0,36%
	Miscellaneous	3	1,07%
VEHICLE TOSCHOOL	Public Vehicle/Online Ojek	10	3,56%
	Motor	267	95,02%
	Car	1	0,36%
	Walking	3	1,07%
	Bicycle	0	0,00%

Source: Processed by the author (2024)

Service quality, satisfaction and Word of Mouth variables are measured based on points obtained based on the questionnaire to describe the answers of the respondents. From the respondents' answers, the respondents' perceptions of the variables had a high score with an average of > 7.

### Convergent Validity

When related to another construct above 0.70, means reliable or high. (Ghozali&Kusumadewi, 2023)

### Construct Reliability - Validity Test

**Table 2:-** Construct Reliability - Validity Table.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Service Quality (X1)	0,913	0,916	0,929	0,623
Student Satisfaction (Y1)	0,933	0,934	0,946	0,715
Word of Mouth (Y2)	0,910	0,914	0,933	0,735



The reliability test reveals the value of Cronbach's alpha and composite reliability value in all variables over 0.70, and variables in the ave earned above 0.5 indicating that this study is qualified..

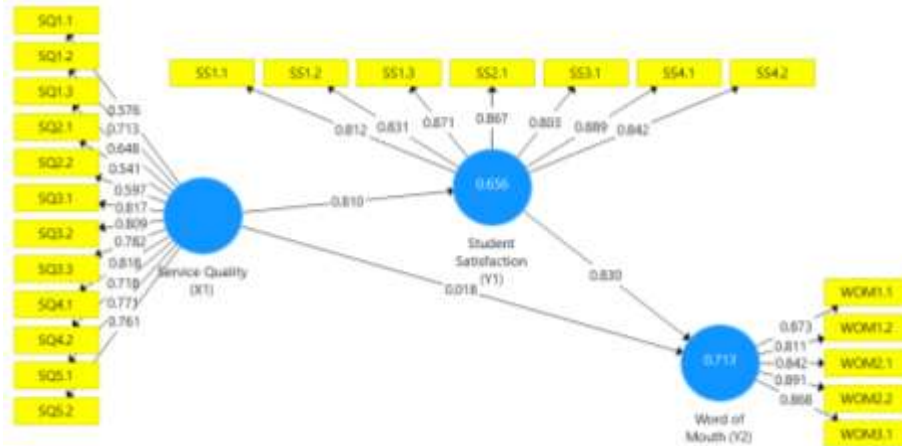


Figure 3:- Outer Loading First Stage.

Since there are a few score under 0,7 in statement SQ1.1, SQ1.3, SQ2.1, SQ2.2 thus there should be second stage calculation to eliminate the score under 0,7

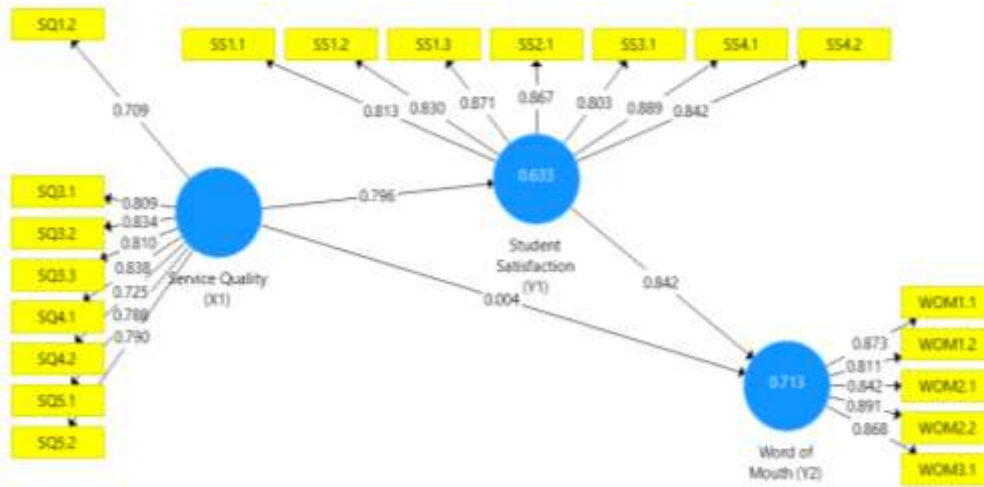


Figure 4:- Outer Loading Second Stage.

After eliminating score under 0,7 in statement SQ1.1, SQ1.3, SQ2.1, SQ2.2 then all constructs are reliable

Structural Model Testing (Inner Model)

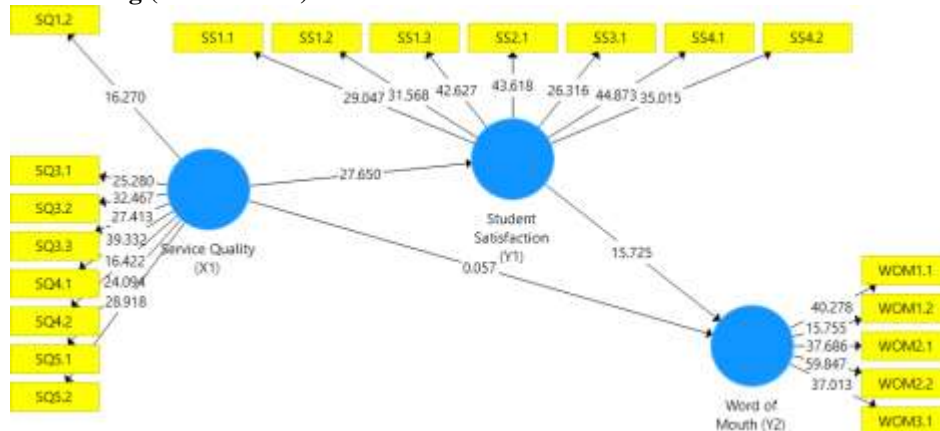


Figure 4:- Inner Loading.

The R-Square and goodness-fit model tests comprise the inner model. The t-test is used to determine the significance of the structural path parameter coefficients, and R-square is used to produce the structural model in order to identify dependent constructs.

**R-Square**

**Table 3:- R-Square.**

	<b>RSquare</b>	<b>R SquareAdjusted</b>
<b>Student Satisfaction(Y1)</b>	0,633	0,632
<b>WordofMouth(Y2)</b>	0,713	0,711

The R-square of student satisfaction is 0.633 or 63.3% (Moderate category). Word Of Mouth R-square is 0.713 or 71.3% (Moderate category). According to (Sarstedt, 2017), 0.5 indicates moderate, 0.25 indicates weak, and > 0.75 indicates strong.

**Goodness of Fit Calculation**

The GoF test's purpose is to verify every display between the inner and outer models. Small = 0.1, medium = 0.25, and large = 0.36 according to the GoF Score (Ghazali, 2023). The GoF computation yields 0.5594. We may argue that the way the outer and inner models are displayed falls under the large category.

**Hypothesis Test**

The test statistic can be seen from the comparison of the t-test and the value on the t-table. The t-table value can be determined by looking at the degree of freedom value vertically. DF with a value of 261 in the t table of 1.64 with a significance level ( $\alpha$ ) of 5% (0.05)

**Table 4:- Direct Effect.**

	<b>OriginalSa mple(O)</b>	<b>Sample Mean( M)</b>	<b>Standard Deviation( STDEV)</b>	<b>T Statistics( O/ STDEV )</b>	<b>P Values</b>
<b>ServiceQuality(X1) - &gt;StudentSatisfaction(Y1)</b>	0,796	0,798	0,029	27,650	<b>0,000</b>
<b>ServiceQuality(X1)- &gt;WordofMouth(Y2)</b>	0,004	0,005	0,063	0,057	<b>0,955</b>
<b>StudentSatisfaction(Y1) - &gt;WordofMouth (Y2)</b>	0,842	0,841	0,054	15,725	<b>0,000</b>

The service quality variable has a substantial direct effect on student satisfaction, as indicated by the T-Statistic of 27.650>1.645 and the P-Value of 0.000<0.05. The service quality variable has a weak direct effect on word-of-mouth, as indicated by the T-Statistic of 0.057<1.645, and no significant effect is indicated by the P-Value of 0.955>0.05. With a T-Statistic of 15.725>1.645, the student satisfaction variable on word-of-mouth has a high direct influence, and a P-Value of 0.000<0.05 suggests a significant effect

**Table 5:- Indirect Effect.**

	<b>Original Sample( O)</b>	<b>Sample Mean( M)</b>	<b>Standard Deviation( STDEV)</b>	<b>T Statistics( O/ STDEV )</b>	<b>P Values</b>
<b>ServiceQuality(X1) - &gt;StudentSatisfaction (Y1) -&gt; Word ofMouth(Y2)_</b>	0,670	0,671	0,044	15,094	<b>0,000</b>

The study found that there is a significant indirect influence of service quality on word-of-mouth through student satisfaction, as indicated by the T-Statistic value of 15.094>1.645 and the P-Value of 0.000<0.05.

**a. The Effect of Service Quality on Student Satisfaction**

P-value below the significance level (0.000 <0.05) and t statistics above the t-table (27.650> 1.645) then Ha is accepted, student satisfaction is influenced by service quality. The original sample / coefficient value is 0.796 which means that the service quality influences student satisfaction by 79.6%. (H1) is accepted, Service Quality positively

and significantly impacts Student Satisfaction. this result align with research by Khoo (2022), Supartini and Lutfi (2020), Octaviani (2019), Lubis (2019), Christono (2022) and Saripudin et al. (2021), Herman (2022), service quality has a significant positive influence on satisfaction

#### **b. The Effect of Student Satisfaction on Word Of Mouth**

P-value below the significance level ( $0.000 < 0.05$ ) and t statistics above the t-table ( $15.725 > 1.645$ ) then  $H_a$  is accepted, word of mouth is influenced by student satisfaction. The original sample / coefficient value is 0.842 means that the service quality influences student satisfaction by 84.2%. ( $H_2$ ) is accepted, Student Satisfaction positively and significantly impacts Word of Mouth. This result align with research by Khoo (2022), Titing et al (2020), Rachman (2018), Fahmy and Sujana (2020), satisfaction has a positive and significant influence on word of mouth

#### **c. The Effect of Service Quality on Word Of Mouth**

P-value above the significance level ( $0.955 > 0.05$ ) and t statistics below the t-table ( $0.057 < 1.645$ ) then  $H_a$  is rejected, word of mouth is not influenced by service quality. The original sample / coefficient value is 0.004 means that the service quality influences word of mouth by 4%. ( $H_3$ ) is rejected, Service Quality not significantly impacting Word of Mouth. This result align with research by Mahardia, Oka (2020), service quality have a positive but not significantly influence word of mouth

#### **d. The Effect of Student Satisfaction mediates the relationships of Service Quality on Word of Mouth**

P-value below the significance level ( $0.000 < 0.05$ ) and t statistics above the t-table ( $15.094 > 1.645$ ) then  $H_a$  is accepted, word of mouth indirectly influenced by service quality with student satisfaction as intervening. The original sample / coefficient value is 0.670 which means that the word of mouth is indirectly influenced by service quality with student satisfaction as intervening by 67%. ( $H_4$ ) is accepted, Student Satisfaction mediates the relationships between Service Quality positively and significantly impacts Word of Mouth. This result align with research by Fitriani and Soedarmadi (2019), Rachman (2018), Khoo (2022), service quality has a significant positive influence on WoM mediated by satisfaction

### **Conclusions, Limitation and Recommendation:-**

#### **Conclusion:-**

In conclusion, Service Quality positively and significantly impacts Student Satisfaction. By providing maximum service quality, it will provide satisfaction to students. Hypothesis ( $H_1$ ) is accepted. Student Satisfaction positively and significantly impacts Word of Mouth. This illustrates that when students are satisfied with what is in the Bekasi Business and Technology Vocational School, they will make positive vibes to their surroundings such as family, relations and relatives. The more satisfied they are, the more positive information and recommendations will be disseminated to their environment, which means that Hypothesis ( $H_2$ ) is accepted. Service Quality not impacting directly to Word of Mouth. This illustrates that there is no direct influence between service quality and positive word of mouth by respondents, which means that Hypothesis ( $H_3$ ) is rejected. Lastly, Student Satisfaction mediates the relationship between Service Quality positively and significantly impacts Word of Mouth. This illustrates that the quality of service provided to students will increase satisfaction which will have a positive word of mouth impact. Learners who are satisfied with the quality of service will do positive word of mouth as a result of their satisfaction. Hypothesis ( $H_4$ ) is accepted.

#### **Limitation**

The limitations in this study are expected to encourage further researchers to conduct research in the future. The following are the limitations in this study. The independent variables used in this study are only limited to service quality and customer value, while there are still several other independent variables that can affect work productivity. The conclusions in this study cannot be generalized because the data used is cross section or information at that time only. It is expected that the next researcher is not only in one school but expands to other schools.

#### **Recommendations:-**

In the service quality variable, the lowest point is found in statement KP4.2 with a score of 7.94, namely "Comfortable condition of the school building". It is still necessary to pay attention to the condition of the building because based on the questionnaires distributed, this statement received the lowest score. Building conditions must be made as comfortable as possible for students to accommodate them when doing school activities.

In the student satisfaction variable, the lowest point is found in statement KP3.1 with a score of 8.23, namely "I feel that this school is better than any other school". It is still necessary to pay more attention to the quality and facilities of the school because based on the questionnaires distributed, this statement received the lowest score. It is necessary to pay attention to the guarantee from the school that the school must be able to provide a more comfortable, safe environment for organizing teaching and learning activities and continue to improve the quality of teaching and repair and renewal of school facilities. In terms of user point of view, the quality school is related to a school that has A accreditation, professional teachers, satisfactory national exam results, students have achievements in a variety of competences as well as students have a good character. Whereas in terms of government point of view the quality schools are schools that meet national standards of education with comprehensive intelligent graduate criteria, a dynamic curriculum that meets the needs of the times, a student-oriented learning process and equipped with an authentic system of evaluation and evaluation of education, a professional teacher and educational staff, complete means and facilities, accurate and reliable management system and effective and efficient education funding

In the word of mouth variable, the lowest point is found in statement WOM1.2 with a score of 8.12, namely "I like to tell positive stories about the learning conditions at school". It is necessary to pay more attention to how to market the school so that people, especially students and parents of students, want to spread a positive image of the school to others. Word of mouth stands as one of the most powerful forms of marketing for schools because reputation is everything. It is necessary to pay more attention to how to market the school so that people, especially students and parents of students, want to spread a positive image of the school to others.

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## Appendix

Table 4:- CrossLoadingValue.

	ServiceQuality(X1)	StudentSatisfaction(Y1)	Word ofMouth(Y2)
SQ1.2	0,709	0,529	0,401
SQ3.1	0,809	0,701	0,600
SQ3.2	0,834	0,640	0,482
SQ3.3	0,810	0,632	0,520
SQ4.1	0,838	0,655	0,567
SQ4.2	0,725	0,574	0,534
SQ5.1	0,788	0,621	0,569
SQ5.2	0,790	0,649	0,547
SS1.1	0,726	0,813	0,643
SS1.2	0,660	0,830	0,712
SS1.3	0,678	0,871	0,734
SS2.1	0,703	0,867	0,711
SS3.1	0,609	0,803	0,723
SS4.1	0,696	0,889	0,746
SS4.2	0,635	0,842	0,727
WOM1.1	0,580	0,725	0,873
WOM1.2	0,548	0,648	0,811
WOM2.1	0,658	0,828	0,842
WOM2.2	0,528	0,705	0,891
WOM3.1	0,555	0,689	0,868