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# The Effect of Service Quality and Servicescape on Recommendation Intention with Student Satisfaction as A Mediation Variable (A Study at The Faculty of Law, Warmadewa University)

**Ni Made Ayu Padmawati[1], I Gst Agung Teja Kususma[2], Ni Putu Nita Anggraini[3]**
*Postgraduate Program of Mahasaraswati University, Denpasar, Bali*

**Abstract:**

**Purpose:** to determine the extent to which the influence of service quality and servicescape on the intention to recommend (positive WOM) with student satisfaction as a mediating variable (study at the Faculty of Law, Warmadewa University). Design/methodology/approach: descriptive quantitative research using Structural Equation Modeling (SEM) analysis with the help of the SMARTPLS program. The population in this study were 2067 active students of the Faculty of Law, Warmadewa University, Legal Studies Program. This study used a sample of 94 respondents. Findings: The results of this study indicate that service quality is not proven to have a significant positive effect on student satisfaction. Servicescape has a positive and significant effect on student satisfaction. Service quality does not have a positive and significant effect on the intention to recommend. Servicescape has a significant positive effect on the intention to recommend and student satisfaction has a significant positive effect on the intention to recommend. Practical/implication: the results of this study can be used as a consideration to improve servicescape as a strategic priority and improve service quality aimed at increasing student satisfaction first so that it can increase the intention to recommend students to other parties/prospective new students. **Originality/value:** This is the first study to measure the influence of service quality and servicescape on recommendation intention through student satisfaction as a mediating variable at the Faculty of Law, Warmadewa University. The results show that service quality has no direct or indirect effect on recommendation intention, which contradicts many previous studies. Furthermore, this study uses full and partial mediation models to examine the role of student satisfaction, providing a new theoretical contribution to understanding the relationship between servicescape and recommendation intention.

**Keyword**: Service Quality, Servicescape, Student Satisfaction and Recommendation Intention (Positive WOM)

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## 1.    Introduction

In an era of globalization characterized by rapid technological developments, higher education institutions face the challenge of providing quality services to attract and retain students. Service quality and servicescape are two crucial factors influencing the student learning experience. Service quality encompasses interactions between faculty and students, the facilities provided, and the institution's administrative support. Meanwhile, the servicescape refers more to physical aspects, such as classrooms, cleanliness, and campus atmosphere, which can influence student comfort and motivation to learn. The Faculty of Law, Warmadewa University, is responsible for providing quality educational services. In this context, student satisfaction is an important indicator of how

well the faculty meets their expectations and needs. Student satisfaction not only influences the learning experience but also impacts their intention to recommend the Faculty of Law to others, known as positive word of mouth (WOM). Therefore, it is important to understand the factors that influence student satisfaction and their intention to recommend educational services.

Data on the number of students at the Faculty of Law, Warmadewa University, from 2019 to 2024 shows significant fluctuations. Although there are increases in student numbers in certain years, sharp declines also occur, such as in 2023. This decline may be influenced by the quality of services and the service environment provided by the faculty. Therefore, an in- depth analysis of student satisfaction and their intention to recommend the service is crucial to identify the causes of these fluctuations.

Student statements regarding service quality and the service environment in 2024 indicate complaints related to the facilities and services provided. With a total of nine reported cases, four related to service quality and six to the servicescape, this indicates potential issues that need to be addressed immediately. If student satisfaction and their intention to recommend the university are not met, this could have long-term negative impacts, such as reduced student loyalty and difficulty attracting new students.

Many studies have been conducted on the influence of service quality and servicescape on positive WOM, but the results are not always consistent. Some studies indicate a significant influence (Dharmawan, 2018;Ukus et al., 2024), while others found insignificant results(Hidayati, 2018;Abdillah & Rachmat, 2023). The same thing also happened with the influence of servicescape on Positive WOM, where several studies found significant results.(Wahyupudin et al., 2022;Yunita, 2021), while others do not(Situmorang, 2017; Bhaskara & Budiono, 2023). This lack of uniformity encourages research to include satisfaction as a mediating variable in the relationship between service quality, servicescape, and Positive WOM. By considering satisfaction as a mediator, it is hoped that it can provide a deeper understanding of the dynamics between these variables.

This study aims to analyze the relationship between service quality, servicescape, and recommendation intention, with student satisfaction as a mediating variable at the Faculty of Law, Warmadewa University. By understanding this relationship, the faculty is expected to identify areas that need improvement to increase student satisfaction and encourage their recommendation intention. The results of this study are expected to make a significant contribution to the development of strategies to improve service quality and the learning environment at the Faculty of Law, as well as provide new insights in the field of educational management. Based on the above background, the problem formulation is as follows:

1. Does service quality affect student satisfaction?
2. Does servicescape affect student satisfaction?
3. Does service quality influence the intention to recommend (Positive WOM)?
4. Does servicescape influence recommendation intention (Positive WOM)?
5. Does student satisfaction influence the intention to recommend (Positive WOM)?

## 2. Literature Review and Hypotheses

1.1 The Influence of Service Quality on Student Satisfaction

The influence of service quality on student satisfaction is an important theme in educational management. Numerous theories and studies have shown that the quality of service provided by educational institutions can significantly influence student satisfaction levels. The five dimensions of service quality are reliability, responsiveness, assurance, empathy, and tangibles. Good service quality is expected to increase customer satisfaction (Parasuraman et al., 1988).

According to Kotler and Keller, customer satisfaction is the result of comparing customer expectations with the actual performance they receive. High service quality will result in higher satisfaction. (Kotler et al., 2016)Service quality is a measure of how well the service provided meets customer expectations. Research shows that high service quality contributes to higher levels of student satisfaction. Students who perceive they receive quality service tend to be more satisfied with their educational experience. (Da et al., 2022; Pratama et al., 2022). Good service quality, such as responsive academic support and adequate facilities, can improve the overall student experience, which in turn increases their satisfaction (Dharmawan, 2018; Khoo, 2022; Ukus et al., 2024).

H1: Service quality influences student satisfaction.

## 1.2 The Influence of Servicescape on Student Satisfaction

Bitner states that servicescape is the place where services are delivered, consisting of all physical components such as layout, equipment, decor, and cleanliness. Consumer perceptions of service quality and the overall experience are influenced by these factors. Servicescape influences the relationship between customers and service providers. (Bitner, 1992)In an educational context, servicescape includes campus facilities such as libraries, classrooms, and public areas. These facilities influence students' comfort and satisfaction levels.

*Servicescape*encompasses the physical elements and atmosphere of the environment in which students receive educational services. Research shows that campus conditions, such as lighting, temperature, cleanliness, sound, and aroma, significantly impact student comfort.(Pratama et al., 2022;Situmorang, 2018)A good learning environment can increase student satisfaction, while an uncomfortable environment can decrease their satisfaction (Morkunas & Rudiene, 2020; Kundiarto & Suciarto, 2022); Hasan Ma'ruf & Zailani, 2022; Christie & Shu, 2024; Lesmana et al., 2024).

H2: Servicescape influences student satisfaction.

## 1.3 The Influence of Service Quality on Recommendation Intention (Positive WOM)

The SERVQUAL model developed by Parasuraman, Zeithaml, and Berry identifies five dimensions of service quality: reliability, responsiveness, assurance, empathy, and tangibles. High service quality can increase customer satisfaction, which in turn encourages positive word of mouth (WOM). When consumers are satisfied with the service they receive, they are more likely to share their positive experiences, thus triggering positive word of mouth (WOM) (Zeithaml et al., 2018).

Good service quality contributes to customer satisfaction, where satisfaction is the result of a comparison between expectations and actual performance (Oliver, 1980). Research shows that service quality has a positive and significant effect on the intention to recommend (Positive WOM).

Good service quality has a significant positive impact on recommendation intentions (Positive WOM). Research shows that institutions that focus on improving service quality can not only increase customer satisfaction and loyalty but also drive business growth through recommendations (Ukus et al., 2024;Anita & Rahanatha, 2015). Good service quality also has a significant positive effect on word of mouth, where customers who are satisfied with the service tend to speak positively about the bank or service (Aripin et al., 2023). The better the quality of service offered, the greater the impact on customer satisfaction, which reduces complaints. Satisfied customers are more likely to recommend the service to others (Syah & Wijoyo, 2021;Yunita, 2021).

H3: Service quality influences the intention to recommend (Positive WOM).

## 1.4 The Influence of Servicescape on Recommendation Intention (Positive WOM)

The physical and atmospheric elements that influence how customers perceive a service are known as the servicescape, which has a significant influence on the intention to recommend (Positive WOM). According to (Bitner, 1992) Servicescape consists of three elements, namely ambient conditions, spatial layout and signs, symbols and artifacts, where these elements can influence customer perceptions of service quality and their overall experience.

*Servicescape*plays an important role in creating a positive experience for students. This positive experience can increase student satisfaction and form the basis for their intention to use the service again (Kundiarto & Suciarto, 2022). Servicescape has a significant influence on customer satisfaction and word of mouth (Murjana, 2024; Wahyupudin et al., 2022; Ngoc & Thanh, 2024; Conti et al., 2024). Research shows that servicescape significantly influences recommendation intention through student satisfaction.

H4: Servicescape influences the intention to recommend (Positive WOM).

## 1.5 The Influence of Student Satisfaction on Recommendation Intention (Positive WOM)

Satisfaction is the result of comparing expectations with actual performance. In an educational context, if a student's learning experience meets or exceeds their expectations, they will feel satisfied, which can further increase their intention to re-enroll as cited in (Kotler et al., 2016). Student satisfaction is the result of a comparison between their expectations and experiences, such as the quality of teaching, facilities, and academic support, so they tend to recommend the institution to others (Oliver, 1999).

Student satisfaction has a significant positive impact on recommendation intentions. Research shows that educational institutions that focus on improving student satisfaction can not only increase loyalty and recommendations, but also drive growth through increased student enrollment (Dharmawan, 2018; Ngoc & Thanh, 2024). When students are satisfied with the service they receive, they are more likely to recommend the institution to others (Aripin et al., 2023; Ukus et al., 2024).

H5: Student satisfaction influences the intention to recommend (Positive WOM).

**Figure 1.** Research Model
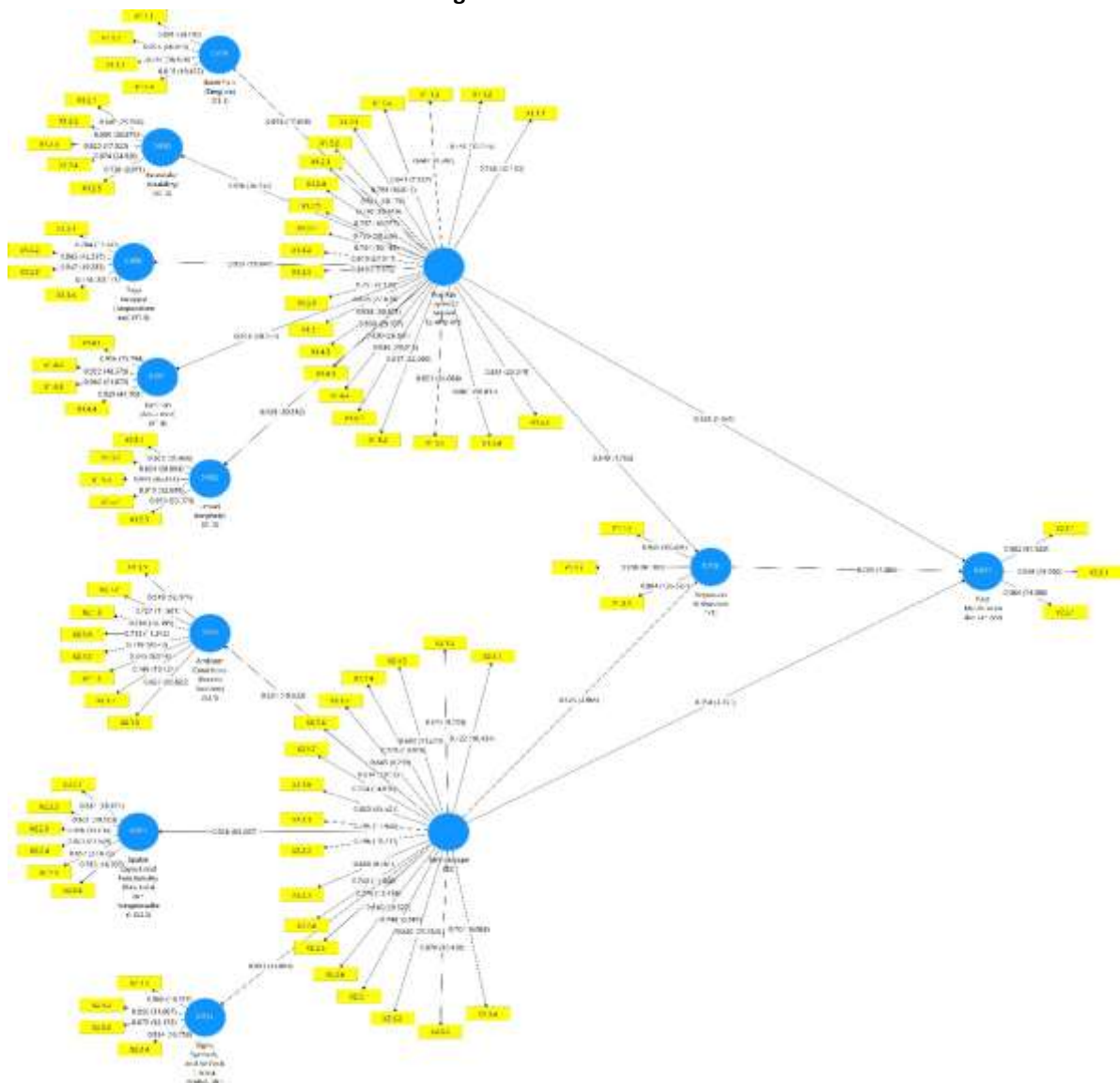


## 3.     Research Methods

1.6   Variables and Measures

In this study there are four latent variables, namely: Service Quality, the indicators of which are adapted from Cerri, 2012 in (Kusuma, 2023), the servicescape indicator is adapted from Bitner, 1992 in (Kusuma, 2023),

Satisfaction which can be close to measuring for students in the world of education, the indicators are adapted fromMittal and Kumar in (Kusuma, 2023), and Intention to Recommend indicators are adapted from Maxham and Netemeyer (2002a, 2002b, 2003) in (Kusuma, 2023). The entirety of each latent variable has been tested with validity and reliability tests which can be seen in Table 1 using a 5-point Likert scale from strongly disagree (1) to strongly agree (5).

## 1.7 Construct validity and reliability

Validity test using a correlation coefficient above 0.5 which shows that the measurement instrument has a strong relationship with the measured variable, meaning the instrument is valid and reliability test using a Chrobach's Alpha coefficient above 0.70 which means the instrument has good reliability (Hair Jr. et al., 2022). The indicators in this study show that the

correlation coefficient is above 0.5 and the Chronbach Alpha coefficient is above 0.70, which means it is valid and reliable. (Table 1).

**Table 1. Results of the Validity and Reliability Test of the Questionnaire**

| No | Variables | Reference | Dimensions | Indicator Identification | Significant Correlation | Chronbach Alpha |
|---|---|---|---|---|---|---|
| 1 | Service Quality (X1) | Cerri, 2012 | Physical Evidence (Tangible) (X1.1) | The faculty has modern and latest equipment (X1.1.1) | 0.721 | 0.963 |
| | | | | The appearance of the physical facilities of the faculty looks attractive (X1.1.2) | 0.725 | |
| | | | | Staff are well dressed and neat in appearance (X1.1.3) | 0.621 | |
| | | | | The library has the latest literature in your | 0.614 | |

| | | | | field of interest (X1.1.4) | |
|---|---|---|---|---|---|
| | | | Reliability (X1.2) | Staff provides something promised at a certain time (X1.2.1) | 0.768 |
| | | | | The staff is polite although they are unable to help when students have problems. (X1.2.2) | 0.745 |
| | | | | Courses and lectures are taught by highly knowledgeable lecturers. (X1.2.3) | 0.682 |
| | | | | Teaching staff respects the lecture and exam schedules. (X1.2.4) | 0.713 |
| | | | | Faculty staff keep accurate records (X1.2.5) | 0.770 |
| | | | Responsiveness | Students are | 0.707 |

| | | | (X1.3) | notified of the schedule and schedule changes in advance. (X1.3.1) | | |
|---|---|---|---|---|---|---|
| | | | | Learning facility service hours accommodate all students (X1.3.2) | 0.816 | |
| | | | | Faculty staff are always ready to help you. (X1.3.3) | 0.784 | |
| | | | | Administrative staff are never too busy to respond to student requests promptly. (X1.3.4) | 0.723 | |
| | | | | The behavior of faculty staff instills confidence in you. (X1.4.1) | 0.851 | |
| | | | | Students can trust faculty staff (X1.4.2) | 0.832 | |
| | | | | The faculty staff are friendly and polite. (X1.4.3) | 0.845 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | The teaching staff is reliable(X1.4.4) | 0.802 | |
| | | | | The faculty provides personal attention to each student. (X1.5.1) | 0.814 | |
| | | | | Lecturers have convenient working hours to provide advice to students. (X1.5.2) | 0.785 | |
| | | | | Staff members provide individual attention to students. (X1.5.3) | 0.830 | |
| | | | | The faculty has the best interests of students as its primary goal. (X1.5.4) | 0.841 | |
| | | | | Faculty understands the special needs of students (X1.5.5) | 0.827 | |
| | | | | Lighting in the classroom is sufficient to | 0.675 | 0.963 |

| | | | | | Item | Value | |
|---|---|---|---|---|---|---|---|
| | | | | | support the learning process. (X2.1.1) | | |
| | | | | | Lighting in public areas (such as the library and canteen) is comfortable and adequate. (X2.1.2) | 0.585 | |
| | | | | | The temperature in the classroom is comfortable for learning. (X2.1.3) | 0.659 | |
| | | | | | The temperature in the public areas on campus supports my comfort. (X2.1.4) | 0.682 | |
| | | | | | Classroom cleanliness is very good (X2.1.5) | 0.591 | |
| | | | | | Cleanliness of toilets and public areas on campus is satisfactory. | 0.586 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | (X2.1.6) | | |
| | | | | The noise level on campus does not disturb my concentration. (X2.1.7) | 0.680 | |
| | | | | The campus environment is quiet enough for studying. (X2.1.8) | 0.778 | |
| | | | | Seating arrangements in the classroom support interaction between lecturers and students. (X2.2.1) | 0.764 | |
| | | | | The classroom is large enough to accommodate all students. (X2.2.2) | 0.772 | |
| | | | | Study spaces on campus (such as the library and discussion rooms) | 0.634 | |

| | | | | | are comfortable and functional. (X2.2.3) | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | There are quite a lot of study areas available on campus. (X2.2.4) | 0.689 | |
| | | | | | Access to facilities such as laboratories and seminar rooms is easy to reach. (X2.2.5) | 0.727 | |
| | | | | | The signs on campus helped me find the location I was looking for. (X2.2.6) | 0.777 | |
| | | | | | Signs on campus are clear and easy to understand. (X2.3.1) | 0.631 | |
| | | | | | | | |
| | | | | | The information | 0.788 | |

| | | | | | provided on the | | |
|---|---|---|---|---|---|---|---|
| | | | | | signs helped me | | |
| | | | | | navigate the | | |
| | | | | | campus (X2.3.2) | | |
| | | | | | The decoration on | 0.845 | |
| | | | | | campus creates an | | |
| | | | | | attractive and | | |
| | | | | | pleasant | | |
| | | | | | atmosphere. | | |
| | | | | | (X2.3.3) | | |
| | | | | | The interior | 0.667 | |
| | | | | | design of | | |
| | | | | | classrooms and | | |
| | | | | | common areas | | |
| | | | | | reflects the | | |
| | | | | | identity of the | | |
| | | | | | institution. | | |
| | | | | | (X2.3.4) | | |
| | | | | | Overall, I am | 0.826 | 0.898 |
| | | | | | satisfied with the | | |
| | | | | | services offered | | |
| | | | | | by the Faculty of | | |
| | | | | | Law. (Y1.1.1) | | |
| | | | | | The services | 0.908 | |
| | | | | | offered by the | | |
| | | | | | Faculty of Law | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | exceeded my expectations. (Y1.2.1) | | | |
| | | | | The services offered by this Faculty of Law are close to my ideal service. (Y1.3.1) | 0.920 | | |
| | | | | I have a great chance of spreading positive news about regarding educational services in the field of Law received at the Faculty of Law. (Y2.1.1) | 0.909 | 0.912 | |
| | | | | Possibility I will recommend to my friends to use the Education services in the field of law at the | 0.878 | | |

| | | | | | Faculty of Law. (Y2.2.1) | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | If my friends want to use the Education service in the legal field, I will tell them to try using the Education service at the Faculty of Law (Y2.3.1) | 0.912 | |

Note: **p is significant at the 0.05 level

## 1.8 Sampling

The population in this study was 2,067 active students of the Faculty of Law, Warmadewa University, and the sample size was 94 students. Table 2 shows the characteristics of the respondents.

**Table 2. Respondent Characteristics**

| No. | Characteristics | Amount | Percentage (%) |
| --- | --- | --- | --- |
| 1. | Gender | | |
| | Man | 58 students | 61.7 |
| | Woman | 36 students | 38.3 |
| | Total | 94 students | 100 |
| 2. | Age | | |
| | 18 - 25 years old | 91 students | 96.8 |
| | 26 - 35 years old | 1 student | 1.1 |
| | 36 - 45 years old | 0 students | 0 |
| | 46 - 55 years old | 2 students | 2.1 |
| | Total | 94 students | 100 |
| 3 | Semester | | |
| | Semester 2 | 2 students | 2.1 |
| | Semester 4 | 11 students | 11.7 |
| | Semester 6 | 23 students | 24.5 |
| | Semester 8 | 58 students | 61.7 |
| | Total | 94 students | 100 |

Table 2 shows that respondents based on gender can be reported that male students are 61.7%, while female respondents are 38.3%. Respondent characteristics based on age show that respondents aged 18-25 years are

the most with a distribution of 96.8% (91 students), respondents aged 26-35 years with a distribution of 1.1% (1 student), those aged 36-45 years with a distribution of 0% (0 students), and those aged 46-55 years with a distribution of 2.1% (2 students). Respondent characteristics based on semester level show that students in the Faculty of Law in semester 2 with a distribution of 2.1% (2 students), semester 4 with a distribution of 11.7% (11 students), semester 6 with a distribution of 24.5% (23 students), and
semester 8 with a distribution of 61.7% (58 students).

## 4. Data Analysis

The discriminant validity results of the research variables, namely student satisfaction (Y1), service quality (X1), recommendation intention (Y2), and servicescape (X2) have good discriminant validity where the AVE value is above 0.5 and the four latent variables studied have a larger square root. The average variance extracted (√AVE) value with the correlation coefficient between other variables. Overall, these results indicate that the variables in this study have good discriminant validity.

**Table 3. Discriminant Validity Examination**

| Variables | AVE) | √AVE | Student Satisfaction (Y1) | Service Quality (X1) | Intention to Recommend (Y2) | Servicescape (X2) |
|---|---|---|---|---|---|---|
| Student Satisfaction (Y1) | 0.902 | 0.948 | 0.950 | | | |
| Service Quality (X1) | 0.628 | 0.792 | 0.793 | 0.792 | | |
| Intention to Recommend (Y2) | 0.918 | 0.958 | 0.896 | 0.719 | 0.958 | |
| Servicescape (X2) | 0.552 | 0.743 | 0.821 | 0.846 | 0.819 | 0.743 |

Table 4 shows that the composite reliability value of the four variables is above 0.70 so that it meets the criteria (Hair, 2022).

**Table 4. AVE, Composite Reliability, R-Square**

| Variables | Composite Reliability(>0.70) | Chronbach Alpha | R-Square Results | |
|---|---|---|---|---|
| | | | R-Square | Criteria |
| Student Satisfaction (Y1) | 0.965 | 0.945 | 0.708 | Strong |
| Service Quality (X1) | 0.974 | 0.971 | - | |
| Intention to Recommend (Y2) | 0.971 | 0.955 | 0.831 | Strong |
| Servicescape (X2) | 0.956 | 0.951 | - | |

*R Square* The student satisfaction variable (Y1) was 0.708 and the recommendation intention variable (Y2) was 0.831. This paper presents the results of a structural model (inner model) that analyzes two main variables, namely student satisfaction and recommendation intention. For each variable, there is an R-square value that indicates the proportion of variation in the dependent variable that can be explained by the independent variables in the model. The coefficient of determination (R2) shows that the R-square of the student satisfaction and recommendation intention variables has strong criteria where more than half of the variance in the dependent variable can be explained by the independent variables (Hair Jr. et al., 2022).

Table 5. Inner Model Evaluation Results

| Structural Model | Endogenous Variables | *R-square* |
|---|---|---|
| 1 | Student Satisfaction | 0.708 |
| 2 | Intention to Recommend | 0.831 |
| **Calculation**: Q2 = (1-[(1-R12) (1-R22)] | | |
| = (1-[(1-0.708) (1-0.831)] | | |
| = 0.951 = 95% | | |

The Q² value of 0.951 indicates that the model has excellent predictive ability, because the Q² value is greater than 0 and less than 1, so this model shows that the model has good ability in explaining the variability of the dependent variable based on the independent variables. Thus, approximately 95.1% of the dependent variables, namely student satisfaction and recommendation intentions, can be explained by the independent variables, namely the service quality and servicescape variables in the model, while 4.9% is influenced by other variables. This shows that the model is very effective in predicting results.

## 5.    Result

### 1.9    Hypothesis Testing

Table 6 shows the results of the research hypothesis which can be explained as follows: Hypothesis H1 Service quality does not affect student satisfaction. The results can be seen from the coefficient value of 0.349 with a T-Statistic value of 1.733 (T-Statistic <1.98) and a P- Value of 0.084> 0.05, so based on these results, hypothesis 1 is rejected. Hypothesis H3 Service quality has an effect on recommendation intention (Positive WOM). The results can be seen from the coefficient value of -0.165 with a T-Statistic value of 1.514 (T-Statistic <1.98) and a P-Value of 0.131> 0.05. Based on these results, hypothesis 3 is rejected. This means that whether or not service quality is good does not affect student satisfaction and recommendation intention.

**Table 6. Results of the Direct Effect Hypothesis**

| | Original Sample (O) | T Statistics (|O/STDEV|) | P Values | Hypothesis | Information |
|---|---|---|---|---|---|
| Service Quality (X1) -> Student Satisfaction (Y1) | 0.349 | 1,733 | 0.084 | H1 | Rejected |
| Servicescape (X2) -> Student Satisfaction (Y1) | 0.525 | 2,868 | 0.004 | H2 | Accepted |
| Service Quality (X1) -> Intention to Recommend (Y2) | -0.165 | 1,514 | 0.131 | H3 | Rejected |
| Servicescape (X2) -> Intention to Recommend (Y2) | 0.354 | 2,931 | 0.004 | H4 | Accepted |
| Student Satisfaction (Y1) -> Intention to Recommend (Y2) | 0.736 | 6,795 | 0,000 | H5 | Accepted |

Hypothesis H2: Servicescape has an effect on student satisfaction. The results can be seen from the coefficient value of 0.525 with a T-statistic value of 2.868 (T-statistic > 1.98) and a P-value of 0.004 < 0.05. Based on these results, hypothesis 2 is accepted. This means that Servicescape has a significant positive effect on student satisfaction.

Hypothesis H4 Servicescape influences the intention to recommend (Positive WOM). The results can be seen from the coefficient value of 0.354 with a T-Statistic value of 2.931 (T-Statistic > 1.98) and a P-Value of 0.004 < 0.05. Based on these results, hypothesis 4 is accepted. This means that Servicescape has a significant positive effect on the intention to recommend.

Hypothesis H5 Student satisfaction influences the intention to recommend (Positive WOM). The results can be

seen from the coefficient value of 0.736 with a T-statistic value of 6.795 (T-statistic > 1.98) and a P-value of 0.000 < 0.05, so based on these results, hypothesis 5 is accepted. This means that student satisfaction has a significant positive effect on the intention to recommend.

**Figure 2. Path Diagram of Analysis Results**
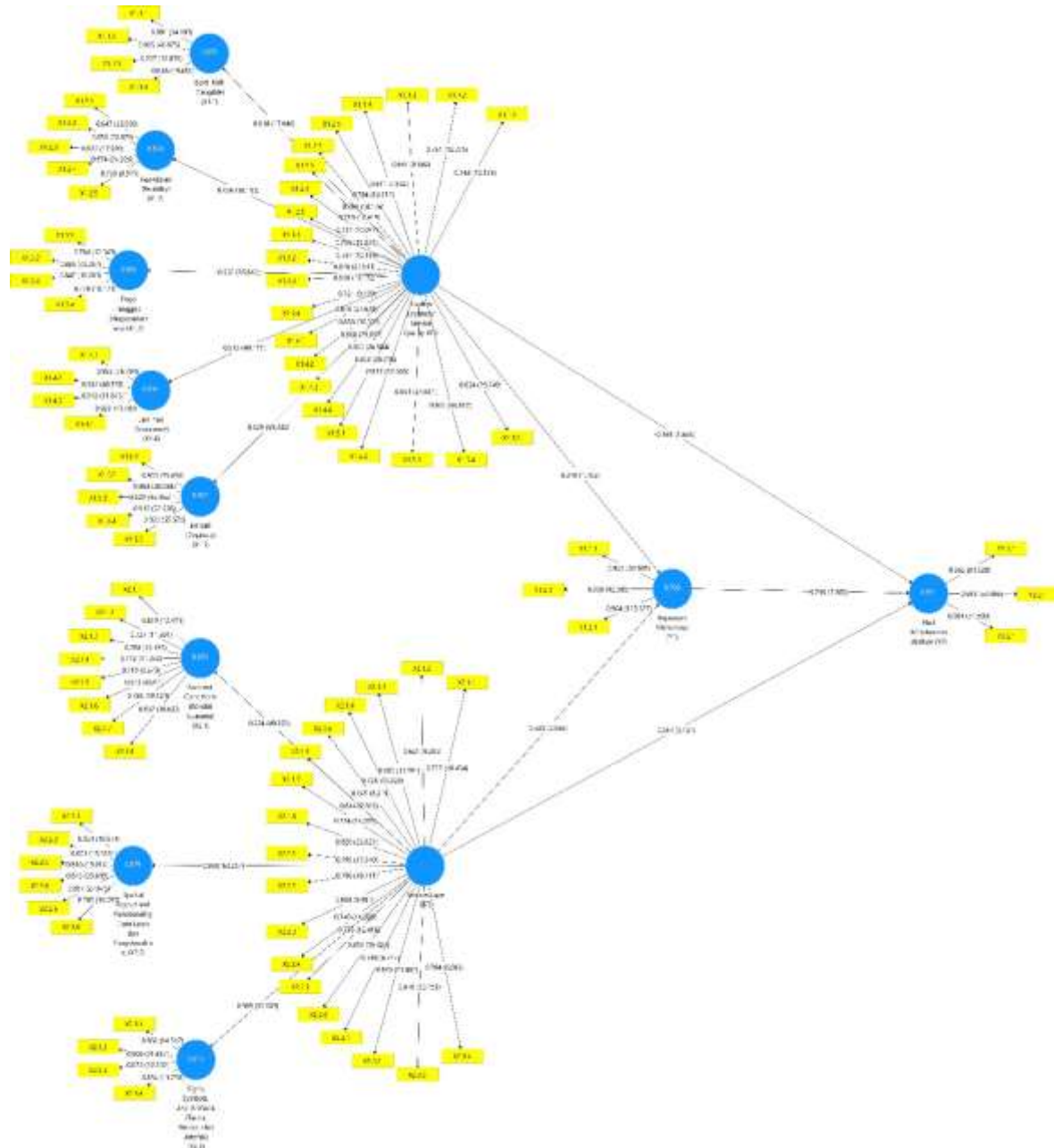


## 1.10 Analysis of the Role of Mediation

Table 7 shows the results of the mediation analysis, where student satisfaction acts as a mediator between the independent variables (service quality and servicescape) and the dependent variable (intention to recommend). In the first hypothesis (service quality on intention to recommend), full mediation was found because the indirect effect was significant (0.736), although the direct effect of service quality on both the mediator and the dependent variable was insignificant. Meanwhile, in the second hypothesis (servicescape on intention to recommend), partial mediation was found because both the direct effect of servicescape (0.354) and the indirect effect (0.525) were equally significant. This is in accordance with the criteria of Hair et al. (2022), where a full mediation is declared when the indirect effect is significant but the direct effect is insignificant, and partial

mediation when both effects are significant.

**Table 7 Summary of Mediation Variable Examination**

| No | Mediating Variables Student Satisfaction | Effect | | | | |
|---|---|---|---|---|---|---|
| | | a | b | c | d | Information |
| 1 | Service Quality (X1)⯈Intention to Recommend (Y2) | -0.165 (Non-Sig) | 1,645 (Non-Sig) | 0.349 (Non-Sig) | 0.736 (Sig) | *Full Mediation* |
| 2 | *Servicescape*(X2)⯈Intention to Recommend (Y2) | 0.354 (Sig) | 3,131 (Sig) | 0.525 (Sig) | 0.736 (Sig) | *Partial Mediation* |

Description: Significance (Sig) = T Statistic > 1.98 at a = 5%

Based on Table 8, it shows that the path of the servicescape variable (X2) towards the intention to recommend (Y2) has a greater total effect, namely 0.387, compared to the path of service quality (X1) towards the intention to recommend (Y2) of 0.257. This indicates that the intention to recommend is more likely to be determined by the servicescape and student satisfaction.

**Table 8. Recapitulation of Direct, Indirect, and Total Effects**

| No. | Variables | Immediate Effect | Indirect Effects | Total |
|---|---|---|---|---|
| 1 | Service quality (X1) -> Student Satisfaction (Y1) | 0.349NS | 0.257NS | 0.606 |
| 2 | Service quality (X1) -> Intention to Recommend (Y2) | -0.165NS | | -0.165 |
| 3 | *Servicescape*(X2) -> Student Satisfaction (Y1) | 0.525S | | 0.525 |
| 4 | *Servicescape*(X2) -> Intention to Recommend (Y2) | 0.354S | 0.387S | 0.741 |
| 5 | Student Satisfaction (Y1) -> Intention to Recommend (Y2) | 0.736S | | 0.736 |

Description: S (Significant), NS (Not Significant)

## 6.    Discussion

The results of this study provide in-depth insights into the influence of service quality and servicescape on recommendation intention through student satisfaction as a mediating variable at the Faculty of Law, Warmadewa University. The findings indicate that service quality does not have a significant effect on student satisfaction, indicating that although the quality of service provided is very good, there are other factors that are more dominant in influencing student satisfaction. This is in line with the SOR (Stimulus-Organism-Response) theory, which explains that although service quality functions as a stimulus, student response to satisfaction is not only influenced by service quality, but also by other factors that may be more relevant in the educational context.(Mehrabian, 1974).

Conversely, servicescape has been shown to have a significant positive effect on student satisfaction. Improvements in physical elements and the campus environment, such as cleanliness, room design, and atmosphere, contribute to a better learning experience and increase student satisfaction. This demonstrates the importance of paying attention to physical aspects in creating a conducive learning environment. This finding supports previous research showing that servicescape has a significant impact on student satisfaction (Yunita, 2021; Wahyupudin et al., 2022).

In terms of recommendation intention, the results showed that service quality had no significant effect, meaning that students were not inclined to recommend the service based on the quality of service they received. In contrast, servicescape had a significant influence on recommendation intention, both directly and indirectly through student satisfaction. This suggests that students who were satisfied with the physical campus environment were more likely to recommend the Faculty of Law to others or prospective new students. These findings align with previous research, emphasizing the importance of the physical environment in influencing recommendation behavior (Chao et al., 2021; Murjana, 2024).

Student satisfaction has also been shown to significantly influence recommendation intentions, indicating that students who are satisfied with the services provided are more willing to recommend the Faculty to others or prospective new students. This confirms that student satisfaction is a key factor in building recommendation intentions (Ukus et al., 2024; Anita & Rahanatha, 2015).

## 7. Conclusion

1.11 Managerial and research implications

The results of this study provide several important implications for the management of the Faculty of Law at Warmadewa University and future research. From a managerial perspective, the faculty needs to focus on improving servicescape elements, such as cleanliness, classroom layout, and other physical facilities, which have been shown to significantly influence student satisfaction and recommendation intentions. From a research perspective, these findings open up opportunities for further study of other factors that may influence student satisfaction and recommendation intentions, as well as a deeper exploration of the role of mediating variables in the context of higher education.

1.12 Limitations and future lines of research

Limitations on the subject and location of the research where this research was only conducted at the Faculty of Law, Warmadewa University at one higher education institution so that the results of this research may not be generalizable to other faculties or other universities with different characteristics.

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