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Analysis of the Influence of Learning System and Service Quality towards Word of Mouth through Student Satisfaction (A Case Study on Computer Science Global Class Students)

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Abstract:- This study attempts to analyze and examine the influence of learning system, service quality, student satisfaction and its implications towards word of mouth of Global Class students. The data employed is obtained from questionnaires distributed directly, conducted on February and March 2019 among Computer Science Global Class students, Indonesia. The sampling method employs census sample where it is applied to all Global Class Computer Science students. The sample amounted to 340 students. Data analysis technique uses path analysis assisted by SPSS 24.0 software. The result of this study reveals that there is positive and significant influence on learning system, service quality towards word of mouth through student satisfaction, either partially or simultaneously, and student satisfaction also provides direct significance on word of mouth. The conclusion that may be drawn from this study is that all variables are confirmed to provide positive and significant influence on variable of word of mouth, and student satisfaction provides important role in connecting the influence of learning system, service quality and student satisfaction towards word of mouth. This study presents managerial implication in which it is suggested to Global Class to provide more attention to the dimension of learning media in the variable of learning system to receive word of mouth from students and take more consideration on dimension of assurance found in the variable of service quality. In addition to that, further studies are advised to analyze other variables which are indicated to be relevant to student satisfaction and word of mouth such as study cost and university image. Other studies conducted on other programs in Global Class such as International Business Management are also encouraged.

Keywords:- *Learning System, Service Quality, Student Satisfaction, Word of Mouth, Global Class.*

I. INTRODUCTION

One of the purposes underlying the establishment of Global Class (GC) is to answer the challenges in today's education, which aims to have graduates able to adapt in global competition. Founded in 2013, it started with the first cohort of 2013 (B2017) and currently in cohort 2022 (B2022).

Global Class offers various benefits, one of which is to provide international environment to its students, courses delivered in English, academic staff having international backgrounds and mandatory study abroad for 1 semester in Global Class university partners. However, despite the multiple benefits distinguishing it from regular programs, there is declining number of student enrollment, such as in Computer Science (CS), International Relation (IR) and International Business Management (IBM). This decline is detailed in Table 1 as follows:

Year	IR	IBM	CS
2016 – 2017	100.00%	26.92%	31.11%
2017 – 2018	-44.44%	-27.27%	-23.73%

Table. 1:- The percentage of increasing/declining number of students for the 3 study programs in 2016 - 2018

II. REVIEW OF LITERATURES

A. Learning System

Oemar Hamalik (2001:1) defines system as a set of components or elements interacting each other to achieve certain purposes.

Additionally, Tatang M. Amirin (2010) argues that system is defined as a complex or organized of fullness circle. It is an integration of components which are interrelated and interact each other to achieve expected optimal results in line with predetermined purposes. System is not only a method, but also include involvement of all its constituent components, which are directed towards achieving the purposes. Learning activities carried out by an educator basically is a system because learning activities are directed to have purposes, which are to educate those receiving education.

According Widyartini, (2002), teaching and learning process is a process of translating and transforming the values contained in the curriculum to students, through the interaction of teaching and learning in schools. The process of teaching and learning is technically an active interaction between faculty and students, where faculty manage the learning resources (including herself) to provide a learning experience to students.

B. Service Quality

Tse and Wilton (1998) in Kandampully and Suhartanto (2000) defines consumer satisfaction as consumer responses towards evaluation of the discrepancy/inconsistency between previous expectations

(or some other performance norms) and the actual performance of a product as perceived after consumption.

According to Supranto (2006), service quality is a result that must be achieved and carried out with an action. That action is formless and prone to disappearance, however it may be perceived and remembered. Its impact is for consumers to be more active in consuming products and services of certain companies. In summary, service quality is any form of activity which is implemented by a company in order to meet consumer expectation.

The concept of service quality is very popular is the concept of SerQual developed by Parasuraman, Berry and Zeithml (1988: 16).The first time the concept of service quality dimensions is formulated into ten dimensions, then simplified into five dimensions: 1). Tangible (direct evidence) includes physical facilities, equipment, employees, and means of communication; 2). Reliability (reliability), ie the ability to provide promptly, accurately, and satisfactorily promised services; 3). responsiveness (responsiveness), namely the desire of staff to help customers and provide service with a response mem; 4). Assurance, including the knowledge, competence, courtesy, and confident nature of the staff, free from harm, risk, or doubt; and 5). Empathy (empathy), including the ease of establishing relationships, good communication, personal attention, and understanding of the individual needs of customers.

C. Customer Satisfaction

According to Bitner and Zeithaml (2003), customer satisfaction is customer evaluation on a product or service in terms of whether that product or service has fulfilled the needs and expectations of customers.

Based on Claes Fornel in his journal cited by Liu (2017: 51), the consumer satisfaction divides into 3 parts of dimensions, namely expectation, perceived quality, and perceived value.

Fandy Tjiptono (2012:146) also points out that customer satisfaction is one's feeling of pleasure or displeasure after comparing between one's perceptions towards performance (result) of a product with its expectations. Lovelock (2005) argues that customer satisfaction provides various profits to the company. In long term, it will be more profitable to retain good customers instead of continually attracting and nurturing new customers to replace leaving customers.

D. Word of Mouth

Ali Hasan (2010:29) states that "WOM is a conversation designed online or offline to provide multiple effects of nonhierarchical, horizontal and mutational."

According to WOMMA (Word of Mouth Marketing Association), Word of mouth (WOM) is a marketing strategy which encourages consumers to discuss, promote, recommend, and sell a company's product to other customers (Sumardy, 2011:68).

In a study conducted by Yera Yulista (2012:64) WOM is defined as "a marketing strategy which encourages consumers to discuss, promote, recommend, and sell a product/brand to other customers". In relation to the theories, the following framework in Figure 1:

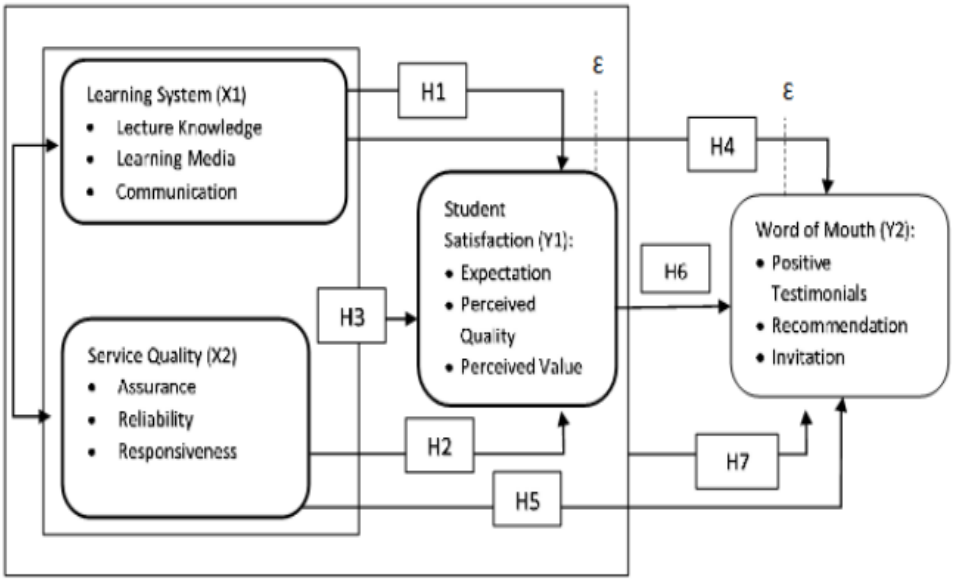

Fig 1:- Conceptual Framework

E. Hypothesis

Based on the conceptual framework, can be prepared the following hypotheses:

H1: Learning system provides positive and significant influence towards student satisfaction

H2: Service quality provides positive and significant influence towards student satisfaction

H3: Learning system and quality service provide positive and significant influence simultaneously towards student satisfaction

H4: Learning system provides positive and significant influence towards word of mouth
H5: Service quality provides positive and significant influence towards word of mouth
H6: Student satisfaction provides positive and significant influence towards word of mouth
H7: Learning system, service quality and student satisfaction provide positive and significant influence simultaneously towards word of mouth

F. Operational Variable

In testing the hypothesis of the study, every variable is measured using the instrument of questionnaire containing questions representing dimensions of those variables and employing a Likert scale. The following describes the operationalization of the variables employed in this study as detailed in the table 2:

Variable	Dimension
Learning System (X1) Widyartini (2002)	Lecturer Knowledge (X1-1)
	Learning Media (X1-2)
	Communication (X1-3)
Service quality (X2) Parasuraman (2012)	Assurance (X2-1)
	Reliability (X2-2)
	Responsiveness (X2-3)
Customer Satisfaction (Y1) Claes Fornel in Liu (2017:51)	Expectation (Y1-1)
	Perceived quality (Y1-2)
	Perceived value (Y1-3)
Word of mouth (Y2) Rosiana (2011:67)	Positive testimonial (Y2-1)
	Recommendation (Y2-2)
	Invitation (Y2-3)

Table. 2:- Operational Variables Variable Dimension

III. RESEARCH METHODS

A. Population and Sample

In this study, population is gathered from Computer Science students, due to having the highest number in Global Class amounted to 340 students, and all is applied as sample. Sampling technique employed is Census Sample according to Sugiyono (2014:118). Using this census sampling technique, it is expected that accurate data with small error rate may be obtained.

B. Data Analysis Method

Data analysis method employed in this study is path analysis. This analysis is developed by Wright (1960) as a method to study direct and indirect influence among explanatory variables and dependent variables. Dimension analysis is required to reveal the relationships between the dimension of independent variable and dependent variables. To achieve that, a matrix of correlation of intervariable dimension is created. Pearson correlation is a correlation measurement used to measure strength and direction of a linear relationship between two variables. Two variables is said to have correlation if changes in one variable is accompanied by changes in other variables in one or alternating direction.

IV. RESULTS AND DISCUSSION

A. Respondent Characteristics

Based on the answers in the questionnaires, description of respondents' identity is revealed as elaborated in table 3 below:

No	Characteristic	Number	Percentage
1	Gender		
	Male	299	87.94%
	Female	41	12.06%
	Total	340	100.00%
2	Age		
	19 - 20 years old	50	14.71%
	21 - 22 years old	103	30.29%
	23 - 24 years old	181	53.24%
	> 24 years old	6	1.76%
	Total	340	100%
3	Cohort		
	B2017	75	22.06%
	B2018	45	13.24%
	B2019	72	21.18%
	B2020	45	13.24%
	B2021	59	17.35%
	B2022	44	12.94%
	Total	340	100%

Table. 3:- Respondent Characteristics
Source : Data processed (2019)

B. Test Validity

Validity confirms the accuracy or appropriateness. The higher the accuracy of data applied to the object of study with the data reported by the researcher, the higher its data validity. The test is conducted using Pearson Product Moment Correlation, if r-count > r-table then it is declared valid. Based on the result of test validity on learning system variable using the formula of Pearson correlations and involving 30 samples, it is found clearly that each result of R-count provides value higher than ± 0.361 (for Sig. 0.05) which means statement items in the questionnaire is declared valid or in other words questions in the questionnaire is reasonable and understandable, able to measure selected variables.

C. Test Reliability

Reliability is related to test consistency of a measurement tool. The test is conducted by comparing the value of Cronbach's Alpha where the determined value of Cronbach's Alpha is 0.6 at minimum or > 0.6. The result of the test may be seen in table 4:

Variable	Cronbach's Alpha	α	Interpretation
Learning System (X1)	0.882	> 0.7	Reliable
Service Quality (X2)	0.884	> 0.7	Reliable
Student Satisfaction (Y1)	0.896	> 0.7	Reliable
Word of Mouth (Y2)	0.89	> 0.7	Reliable

Table. 4:- Test Reliability

D. Analysis on the Path Links

D.1 Testing of sub Structure 1

To reveal the extent of the influence of service quality, participant trust independent variables towards participant satisfaction, it is conducted through t-test and to know its influence simultaneously it is employed using F-test by referring to sig value and comparing to alpha value, which is 0.05. Additionally, to see the extent of the influence it may be revealed through coefficient value. In testing sub structure 1, the following equation is formulated:

Y1=b1X1+b2X2

In this testing, the influence of learning system (X1), service quality (X2) and student satisfaction (Y1) is revealed. The individual test result on independent variables of Learning System, Service Quality of Global Class staff towards dependent variables of Student Satisfaction using SPSS 24.0 is as detailed in table 5:

Coefisient²					
Model	Unstandardized B	Coefisient Std.Error	Standardized Coefisient	t	Sig.
Constant	5,050	0,638		7,915	0,000
Learning System	0,312	0,037	0,397	8,447	0,000
Service Quality	0,454	0,044	0,488	10,375	0,000
F Test				54,772	0,000
R²			0,693		

a. Predictors: (Constant), Service Quality, Learning System
b. Dependent Variable : Student Satisfaction
Sumber : Primary data proceed using SPSS 24 (2019)

Table. 5:- Result of Testing sub Structure 1

The result from the table above:

1. Learning system provides influence towards student satisfaction and the extent of the influence may be found in standardized coefficient (Beta) value which is 0.397 or 39.7%.
2. Service quality provides influence towards student satisfaction and the extent of the influence may be found in standardized coefficient (Beta) value, which is 0.488 or 48.8%.
3. Learning system (X1), service quality (X2) provides significant influence simultaneously towards student satisfaction (Y1). It may be seen from the result of f-test using SPSS 24.0 in ANOVA, specifically on significant value and f-value. The value of f-count = 54.772 > F-table = 2.00 and probability value from the result of f-test is 0.000 < 0.10.
4. The calculation result of the coefficient of determination reveals that the percentage of Computer Science Global Class student satisfaction after being influenced by learning system and service quality, R-square value is 0.693 or 69.3% and the remaining 30.7% is determined by other factors that are not examined such as brand image, brand trust, and service orientation. Based on the result of regression testing of link model 1, the equation is determined as follows:

Y1 = 0.397X1 + 0.488X2

D.2 Testing of sub Structure 1

Testing of link model 2 is also conducted partially and simultaneously on variables used in this study. The result of testing either partially or simultaneously towards independent and dependent variables using SPSS 24 is in the following equation:

Y2=b1X1+b2X2+b3Y1

This testing attempts to reveal the influence between learning system (X1), service quality (X2), student satisfaction (Y1) and Word of Mouth (Y2). The result of individual testing on independent variable of learning system, service quality, and student satisfaction towards word of mouth as dependent variable using SPSS 24.0 is shown in table 6:

Coefisient²					
Model	Unstandardized B	Coefisient Std.Error	Standardized Coefisient	t	Sig.
Constant	2,037	0,676		3,014	0,000
Learning System	0,337	0,040	0,392	8,523	0,000
Service Quality	0,340	0,049	0,334	6,947	0,000
Student Satisfaction	0,237	0,053	0,217	4,474	0,000
F Test				351,038	0,000
R²			0,758		

a. Predictors: (Constant), Service Quality, Learning System, Student Satisfaction
b. Dependent Variable : Word of Mouth
Sumber : Primary data proceed using SPSS 24 (2019)

Table. 6:- Result of Testing sub Structure II

Table.6 above shows that all variables provide positive and significant influence, the highest beta value with its explanations which is elaborated as follows:

1. Learning system provides influence towards word of mouth where learning system is found to have significant influence towards word of mouth and the

extent of the influence may be seen in standardized coefficient (Beta) value, which is 0.392 or 39.2%.

2. Service quality of Global Class staff provides influence towards word of mouth where service quality is found to have significant influence towards word of mouth and the extent of the influence may be seen in standardized coefficient (Beta) value, which is 0.334 or 33.48%.
3. Student satisfaction provides influence towards word of mouth, where student satisfaction is found to have significant influence towards word of mouth and the extent of the influence may be seen in standardized coefficient (Beta) value, which is 0.217 or 21.7%.
4. The influence of learning system (X1), service quality (X2), student satisfaction (Y1) simultaneously towards word of mouth (Y2), may be seen in from the result of f- test using SPSS 24.0 in ANOVA, specifically on significant value and f-value. The value of f-count = 351.038 > F-table = 2.00 and probability value from the result of f-test is 0.000 < 0.10. Therefore, the result represents significant influence of learning system (X1), service quality (X2), and student satisfaction (Y1) simultaneously towards word of mouth (Y2).
5. The calculation result of coefficient of determination indicates the percentage of Computer Science Global Class student satisfaction at BINUS University after being influenced by learning system and service quality from the result of R-square value of 0.758 or 75.8% and the remaining 24.2% is determined by other factors that are not examined such as brand image, brand trust, and service orientation. The regression equation of that model is thus formulated as follows:

Y2 = 0.392X1 + 0.334X2 + 0.217Y1

Table.6 shows that all variables provides positive and significant influence, the highest beta value with its explanations which is elaborated as figured 2 as follow:

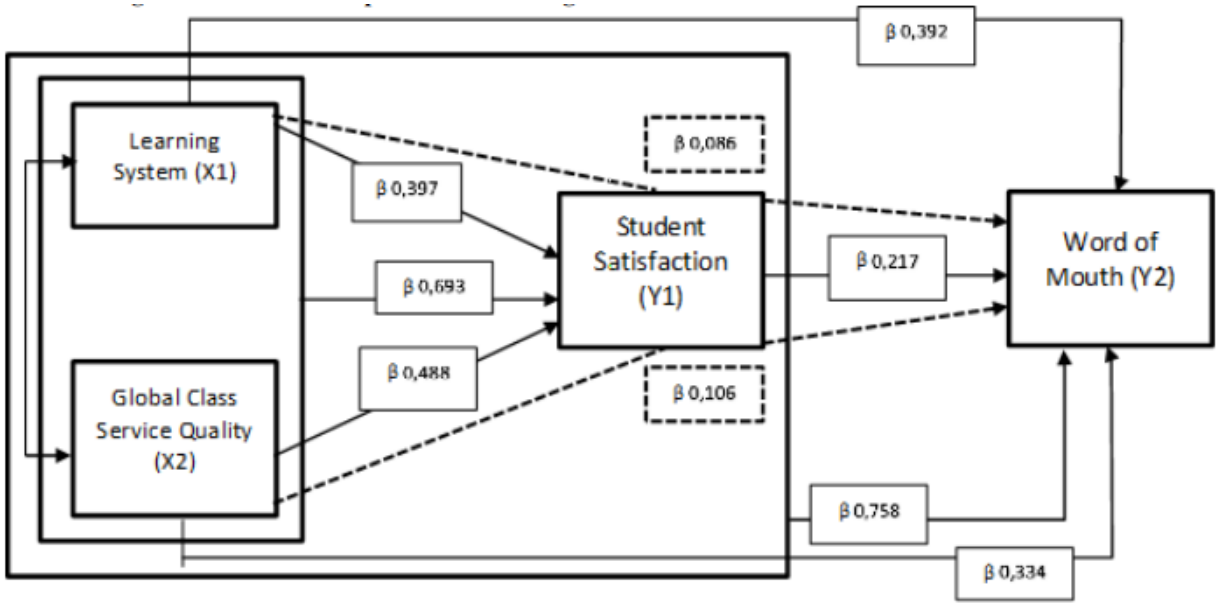

Fig 2:- Result of Empirical Causal Diagram Between sub structure 1 and sub structure 2

D.3 Path Analysis on Model 1 and Model 2

Path analysis in this study is an improvement of multiple linear regression analysis. Regression analysis is conducted twice where the first regression analysis is intended to reveal the extent of the influence of independent variables towards intervening variables. The second regression analysis is intended to reveal the extent of the influence of independent and intervening variables towards dependent variables. Interpretation of Path Analysis is that the empirical causal influence between learning system (X1), service quality (X2) towards student satisfaction (Y1) may be formulated through structural equation one, which is as follows:

Y1 = 0.397X1 + 0.488X2

Additionally, multiple linear regression test on Path Model 2 obtains standardized coefficient beta value of learning system variable of 0.392. Service quality variable has standardized coefficient beta value of 0.334, and student satisfaction variable has standardized coefficient beta of 0.217. Therefore, the empirical causal influence between learning system (X1), service quality (X2), student satisfaction (Y1) towards word of mouth (Y2) may be formulated in the following structural equation:

Y2= 0.392(X1) + 0.334(X2) + 0.217 (Y1)

D.4 Direct Influence and Indirect Influence

Path analysis in this study explain direct influence and indirect influence among variables. A summary related to direct influence and indirect influence may be seen in table.7.

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Path Model	Variable Influence	Causal Influence		Remainder	Total
		Direct	Indirect		
1	Structural Equation 1 (X1, X2 to Y1)				
	X1 to Y1	0.397			0.397
	X2 to Y1	0.488			0.488
	X1, X2 to Y1	0.693		0.307	1
2	Structural Equation 2 (X1, X2 and Y1 to Y2)				
	X1 to Y2	0.392			0.392
	X2 to Y2	0.334			0.334
	X1 to Y2 through Y1		0.086		0.478
	X2 to Y2 through Y1		0.106		0.440
	X1, X2, Y1 to Y2	0.758		0.242	1
(Source: data processed)					

Table.7:- Direct Influence and Indirect Influence

Exploring table 7, the following explanation may be formulated. In the structural equation one shows that learning system, service quality each provides direct influence towards student satisfaction with the value of positive influence of each variable is 0.397 and 0.488, respectively.

1. The direct influence of service quality of Global Class staff towards student satisfaction is the most dominant path (the highest coefficient of regression) compared to learning system variable, where each has value of 0.488. This represents that the respondents receive easily understandable learning system guideline. The service is confirmed to provide positive influence towards Global Class student satisfaction. The respondents perceive that Global Class staff is quick to give feedback on information shared by the students, consistently monitor student academic achievement that programs each student has to take such as compulsory study abroad may be conducted in time, and respond appropriately and mannerly towards student needs.
2. Structural equation two reveals that learning system, service quality and student satisfaction each has direct influence towards word of mouth with the value of positive influence of each variable is 0.392, 0.334 and 0.217, respectively.
3. The dominant direct influence on structural equation two is learning system compared to service quality and student satisfaction. Learning system is considered as the most dominant path due to having the highest coefficient of regression of 0.392. This represents that the respondents perceive how the lecturers are exceptionally knowledgeable on the learning materials, the use of ITbased learning media to encourage interactive learning activities in class, with each activity and learning material is instructed and delivered clearly using English. These have proven to provide positive influence towards word of mouth of Global Class students.

Indirect influence towards word of mouth variable reveals that student satisfaction variable or intervening variable in path analysis has a crucial role as a mediator of relationships between learning system, service quality and student satisfaction, and word of mouth of Global Class students.

A conclusion may be derived that the most dominant variable to influence word of mouth directly is learning system, which is compared to other variables providing indirect influence towards word of mouth. Therefore, student satisfaction variable towards word of mouth is considered as intervening variable.

E. Interdimensional Correlation Analysis

Dimensional correlation analysis is employed to explore interdimensional relationships between Service Quality, Participant Trust towards Participant Satisfaction, and Participant Loyalty. Overall, data processing and analysis is conducted using SPSS (Statistical Product for Service Solution) version 24.0. Inter-variable correlation in this study may be found in table 8.

Path Model	Variable Influence	Causal Influence		Remainder	Total
		Direct	Indirect		
1	Structural Equation 1 (X1, X2 to Y1)				
	X1 to Y1	0.397			0.397
	X2 to Y1	0.488			0.488
	X1, X2 to Y1	0.693		0.307	1
2	Structural Equation 2 (X1, X2 and Y1 to Y2)				
	X1 to Y2	0.392			0.392
	X2 to Y2	0.334			0.334
	X1 to Y2 through Y1		0.086		0.478
	X2 to Y2 through Y1		0.106		0.440
	X1, X2, Y1 to Y2	0.758		0.242	1
(Source: data processed)					

Table.8:- Interdimensional Correlation

From the interdimensional testing result in this study, several findings may be elaborated as follows:

1. Correlation of learning system variable towards student satisfaction. The dimension having the strongest correlation is learning media dimension on learning system variable towards dimension of student perceived quality on student satisfaction variable, with coefficient value of 0.501 (having strong correlation). In this dimension, the respondents consider that the use of IT-based learning media is able to maximize teaching learning activities in class, which satisfy them.
2. Correlation of learning system variable towards student word of mouth. The dimension having the strongest correlation is learning media dimension on learning system towards student recommendation on word of mouth variable, with coefficient value of 0.544 (having strong correlation). In this dimension, the respondents consider that in line with their major which is related to

technology, the use of learning media in IT-based classroom is able to encourage the respondents to provide positive recommendation concerning Global Class specifically Computer Science study program.

3. Correlation of Global Class staff service quality towards student satisfaction. The dimension having the strongest correlation is assurance dimension on service quality variable with expectation dimension on student satisfaction variable, due to having coefficient value of 0.525 (having strong correlation). Global Class staff service in providing clear guidance in learning process during student orientation and the prompt response in giving feedback towards information/complaints from students result in students are satisfied with the services provided by Global Class staff.
4. Correlation of Global Class staff service quality towards student word of mouth. The dimension having the strongest correlation is assurance dimension on service quality variable with positive testimony on word of mouth variable, due to having coefficient value of 0.582. Global Class staff service in providing clear guidance in learning process during student orientation and the prompt response in giving feedback towards information/complaints from students result in students feel that they are well-assisted that they are willing to give positive testimony on service quality provided by Global Class staff to students.
5. Correlation of student satisfaction variable towards student word of mouth. The dimension having the strongest correlation is perceived quality dimension on student satisfaction variable with recommendation and invitation dimension on word of mouth variable, due to the two dimension having identical coefficient value of 0.500. The respondents receive and experience the quality during their study period in Global Class program where they are given access such as: detailed information on learning program in Global Class, academic achievement regular monitoring, commitment of Global Class staff in providing feedback on information from students thus the respondents are willing to recommend and invite others to study at Global Class programs.

F. Hypothesis Testing

1. H1 Learning System provides positive and significant influence towards student satisfaction. The result shows that the relationship between learning system (X1) and student satisfaction (Y1) is significant with positive coefficient value of 0.397.
2. H2 Service Quality of Global Class staff provides positive and significant influence towards student satisfaction. The result shows that the relationship between Service Quality of Global Class staff (X2) and Student Satisfaction (Y1) is significant with positive coefficient value of 0.488.
3. H3 Learning system, service quality of Global Class staff simultaneously provides positive and significant influence towards student satisfaction. Based on the result of simultaneous significance testing (f-test) reveals the value of F-count of 380.262 (F-count > F-table (n=340, and k-2) = 3.02) and value of Sig. = 0.000 <0.05 & < 0.01 which indicates that Learning System variable (X1) and Service Quality of Global Class staff (X2) simultaneously provide significant influence towards Student Satisfaction variable (Y1).
4. H4 Learning System provides positive and significant influence towards word of mouth. The result shows that the relationship between Learning System (X1) with Word of Mouth (Y2) is significant with positive coefficient value of 0.392 which indicates that the correlation between Learning System (X1) with Word of Mouth is positive.
5. H5 Service Quality of Global Class staff provides positive and significant influence towards word of mouth. The result shows that the relationship between Service Quality (X2) with Word of Mouth (Y2) is significant with positive coefficient value of 0.334 which indicates that the correlation between Service Quality (X2) with Word of Mouth is positive. Therefore, hypothesis H5 in this study arguing that "Service Quality of Global Class Staff (X2) provides positive influence towards Word of Mouth (Y2) of Computer Science Global Class students" is confirmed.
6. H6 Student satisfaction provides positive and significant influence towards word of mouth. The result shows that the relationship between Student Satisfaction (Y1) towards Word of Mouth (Y2) is significant with positive coefficient value of 0.217 which indicates that the correlation between Participant Satisfaction (Y1) with Participant Loyalty is positive.
7. H7 Learning system, service quality of Global Class staff, student satisfaction simultaneously provides positive and significant influence towards word of mouth. Based on the result of simultaneous significance testing (f-test) reveals the value of F-count is 351.038 (F-count > F-table (n=340, and k=3) = 2.63) and value of Sig. = 0.000,<0.05 &<0.01 which indicates that Learning System variable (X1), Service Quality of Global Class staff (X2), and Student Satisfaction (Y1) simultaneously provides significant influence towards Word of Mouth variable (Y2).

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, several conclusions are drawn as follows:

1. Learning system provides positive and significant influence towards student satisfaction.
2. Service quality of Global Class staff provides positive and significant influence towards student satisfaction.
3. Learning system and service quality of Global Class staff simultaneously provides positive and significant influence towards student satisfaction.
4. Learning system provides positive and significant influence towards word of mouth.
5. Service quality of Global Class staff provides positive and significant influence towards word of mouth.
6. Student satisfaction provides positive and significant influence towards word of mouth.

7. Learning system, service quality of Global Class staff simultaneously provides positive and significant influence towards word of mouth through student satisfaction.

B. Suggestions

Referring to hypothesis testing and conclusions, as well as interdimensional correlation testing, the writer receive information that there are 2 variables in need of consideration namely learning system and service quality of Global Class staff. Observing the interdimensional correlation value and direct influence value between two variables, it is found that: The highest correlation value towards word of mouth dimension is learning media dimension. This dimension may be improved further through the following methods:

1. Receiving information on study and learning not only from lecturers during sessions in classroom but also from local and foreign guest lecturers. Using IT-based learning media and interactive learning media is expected to enhance the quality of students.
2. Regularly updating applications and computer programs used in learning process through benchmarking or asking inputs from students who have completed their compulsory study abroad in BINUS partner overseas. Therefore, the students receive the most updated information when they continue their study or work either in this country or abroad.
3. Regularly conducting industry visit to industries actively using computer technology in its businesses, thus the students are able to explore the most recent technology used by the industries which are relevant to the major they take currently.
4. Encouraging industries to assign projects to students in a purpose that they are able to receive relevant knowledge which may be directly applied in their fields. 5. Universities regularly providing workshop/training to academic and administrative staff in the use of IT-learning media thus lecturers may be able to work more professionally in organizing learning system and enhance their competencies to be able to employ computer technology in teaching.

In service quality variable, the dimension having the highest correlation towards word of mouth dimension is assurance dimension. Through this dimension, several issues in need of more consideration may be articulated as follows:

1. Formulating SOP to provide guidelines of learning process to new students and parents therefore all students receive equal treatment and service from Global Class office.
2. Providing regular training to Global Class staff related to service provision to students and parents such as how to greet customers coming to Global Class office, how to provide good services, how to handle complaints in wellmannered ways.
3. Providing deadline of giving feedback on information or complaints from students/parents in order to maintain the standards of KPI.
4. Routinely having internal evaluation in Global Class related to complaints from students/parents/lecturers therefore all staff is updated and responsive when students ask information related to their problems.

Based on the data in this study, the writer determines priority scale by multiplying coefficient of regression with coefficient of correlation, and obtains the result as in table 9.

Variable	Dimension	Path	Coefficient		Priority Scale	Remarks
			Regression	Correlation		
X1	Learning Media	X1 – Y2	0.392	0.544	0.213	Priority 1
X2	Assurance	X2 – Y2	0.334	0.582	0.194	Priority 2

Table. 9:- Priority Scale

From the table 9 and the research result, it may be found that the dimension which may be the company priority with value of 0.213 is learning media dimension. Taking this dimension into consideration and improving this dimension is expecting to be able to increase Global Class student word of mouth.

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